WOODROW WILSON COMMUNITY SCHOOL

District: BAYONNE CITY
County: HUDSON
Team: NA

School Identification: NA
Targeted Subgroup
CDS: 170220130

Annual School Planning 2024-2025

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Cheryl Feuer	Yes	Yes	No		
Community Member	Kerri Ashe	Yes	Yes	No		
Paraprofessional	Tanya McCormack	Yes	Yes	No		
Academic Interventionist	Gina Puchinsky	Yes	Yes	Yes		
Academic Interventionist	Katherine Gregorian	Yes	Yes	Yes		
Teacher	Tina Kang	Yes	Yes	Yes		
Secretary	Joanne Seitz	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Counselor	Maria Pagano	Yes	Yes	Yes		
Assistant Principal	Jason Acerra	Yes	Yes	Yes		
Principal	Tara Furmaniak	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/08/2024	Prior Year Evaluation	Yes	Yes
05/06/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/13/2024	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/30/2024	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
ST Math	Math	Grade 6 - Math	Yes	Yes	Yes	Average puzzle goal progress for grade 5 = 65% Average journey progress for grade 5 = 52%	Yes
LinkIt!	Math	Grade 6 - Math	Yes	Yes	Yes	LinkIt! Benchmarks have provided us data to track progress throughout the year.	Yes
Second Step Curriculum	SEL	Grades 5 and 6	Yes	Yes	Yes	SEL Benchmarks will be given at the beginning of the year.	Yes
LinkIt!	Math	Grade 5	Yes	Yes	Yes	LinkIt! Benchmarks have provided us data to track progress throughout the year	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
DRA	Reading	Grade 3 ELA	Yes	Yes	Yes	45% of our third grade students met or exceeded their reading benchmark measured by the spring administration of the DRA as compared to the district average of 48%.	Yes
LinkIt!	Reading	Grade 3 ELA	Yes	Yes	Yes	LinkIt! Benchmarks have provided us data to track progress throughout the year.	Yes
ST Math	Math	Grade 5 Math	Yes	Yes	Yes	Average puzzle goal progress for grade 5 = 65% Average journey progress for grade 5 = 52%	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	See table below	N/A	School-wide students performed better in ELA than in Math.

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	50.4%	26.7%	*		
White	53.1%	27.4%	*		
Hispanic	46.1%	14.1%	*		
Black or African American	37.5%	18.1%	*		
Asian, Native Hawaiian, or Pacific Islander	71.4%	58.9%	*		
American Indian or Alaska Native	*	*	*		
Two or More Races	35.3%	17.6%	*		
Female	55.4%	23.8%	*		
Male	45.5%	29.5%	*		
Economically Disadvantaged Students	47.3%	22.8%	*		
Non-Economically Disadvantaged Students	54.7%	32.2%	*		
Students with Disabilities	17.3%	11.5%	*		
Students without Disabilities	55.1%	28.8%	*		
English Learners	31.9%	18.2%	*		
Non-English Learners	52.7%	28%	*		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	ELA	Math	Alg1	Alg2	Geo
Homeless Students	*	*	*		
Students in Foster Care	*	*	*		
Military-Connected Students	*	*	*		
Migrant Students	*	*	*		
Non-Binary / Undesignated Gender	*	*	*		

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>Science*</td><td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td><td>
NJSLA-S
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td>32%</td><td>10%</td><td></td></tr>
<tr><td>White</td><td>42%</td><td>0%</td><td></td></tr>
<tr><td>Hispanic</td><td>16%</td><td>4%</td><td></td></tr>
<tr><td>Black or African</td><td></td><td>0%</td><td></td></tr>
<tr><td>Asian, Native</td><td>70%</td><td>34%</td><td></td></tr>
<tr><td>American Indian or</td><td></td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td></td></tr>
<tr><td>Female</td><td>35%</td><td>6%</td><td></td></tr>
<tr><td>Male</td><td>30%</td><td>13%</td><td></td></tr>
<tr><td>Economically</td><td>33%</td><td>11%</td><td></td></tr>
</table>
</td><td>N/A</td><td>More students scored proficiently in grade 5 science than in grade 8 science.</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	Grade 5	Grade 8	Grade 11
Non-Economical	30%	10%	
Students with			
Students without	32%	11%	
English Learners			
Non-English	32%	10%	
Homeless Students			
Students in Foster Care			
Military-Connected			
Migrant Students			
Non-Binary /			

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="3">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>SGP*</td><td>Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td><td colspan="3"><table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th></tr>
<tr><td>Schoolwide</td><td>69%</td><td>44.5%</td></tr>
<tr><td>White</td><td>69%</td><td>43%</td></tr>
<tr><td>Hispanic</td><td>64.5%</td><td>44%</td></tr>
<tr><td>Black or African American</td><td>65%</td><td>42%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific</td><td>80%</td><td>58.5%</td></tr>
<tr><td>American Indian or Alaska Native</td><td>*</td><td>*</td></tr>
<tr><td>Two or More Races</td><td>55%</td><td>*</td></tr>
<tr><td>Female</td><td>69%</td><td>44%</td></tr>
<tr><td>Male</td><td>69%</td><td>47%</td></tr>
<tr><td>Economically Disadvantaged</td><td>69.5%</td><td>42%</td></tr>
<tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr>
</table></td><td>N/A</td><td>School Wide SGP is higher for ELA than Math. Subgroups generally scored consistently within content area.</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	ELA	Math
Students with Disabilities	67.5%	41%
Students without Disabilities		
English Learners	47%	43%
Non-English Learners		
Homeless Students	*	
Students in Foster Care		
Military-Connected Students	*	*
Migrant Students		
Non-Binary / Undesignated Gender		

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>Benchmark Assessment Participation*</td>
<td>Please list any cycles where the 95% participation rate was not met. Please provide explanation.
*Identify patterns by subgroup
*Identify patterns by grade</td>
<td>
ELA
<table>
<tr><th>Grade</th><th>Cycle 1</th><th>Cyclle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>98%</td><td>98%</td><td>98%</td><td>98%</td></tr>
<tr><td>1</td><td>98%</td><td>98%</td><td>100%</td><td>100%</td></tr>
<tr><td>2</td><td>67%</td><td>98%</td><td>97%</td><td>97%</td></tr>
<tr><td>3</td><td>89%</td><td>89%</td><td>92%</td><td>92%</td></tr>
<tr><td>4</td><td>87%</td><td>87%</td><td>98%</td><td>98%</td></tr>
<tr><td>5</td><td>86%</td><td>85%</td><td>100%</td><td>100%</td></tr>
<tr><td>6</td><td>86%</td><td>92%</td><td>100%</td><td>100%</td></tr>
<tr><td>7</td><td>100%</td><td>96%</td><td>93%</td><td>93%</td></tr>
<tr><td>8</td><td>83%</td><td>75%</td><td>90%</td><td>90%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>N/A</td>
<td>Cycles not meeting the 95% ELA participation rate:
-Gr. 2 cycle 1
-Gr. 3 cycles 1-4
-Gr. 4 cycles 1-2
-Gr. 5 cycles 1-2
-Gr. 6 cycles 1-2
-Gr. 7 cycles 3-4
-Gr. 8 cycles 1-4

Cycles not meeting the 95% Math participation rate:
-Gr. 2 cycle 1
-Gr. 3 cycles 1-2
-Gr. 4 cycles 1-2
-Gr. 5 cycles 1-2
-Gr. 6 cycles 1-2
-Gr. 7 cycles 3-4
-Gr. 8 cycles 1-4

Chronic absenteeism could explain <95% participation rates.</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
10	0%	0%	0%	0%
11	0%	0%	0%	0%
12	0%	0%	0%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	98%	95%	98%	98%
1	98%	97%	100%	100%
2	67%	98%	97%	97%
3	92%	91%	98%	98%
4	93%	90%	100%	100%
5	86%	83%	97%	97%

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
6	91%	88%	100%	100%
7	99%	99%	91%	91%
8	68%	72%	79%	79%
9	100%	100%	100%	0%
10	0%	0%	0%	0%
11	0%	0%	0%	0%
12	0%	0%	0%	0%

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">N/A</td><td rowspan="12">Growth was demonstrated in grades K, 1, 2, 3, 6, 7, and 8

Grade 4 and 5 proficiency rates decreased.

Sub groups, chronically absent and students with chronic disciplinary infractions had lower proficiency rates.</td></tr>
<tr><td>K</td><td>23%</td><td>25%</td><td>64%</td><td>64%</td></tr>
<tr><td>1</td><td>8%</td><td>21%</td><td>33%</td><td>33%</td></tr>
<tr><td>2</td><td>28%</td><td>26%</td><td>50%</td><td>50%</td></tr>
<tr><td>3</td><td>23%</td><td>14%</td><td>29%</td><td>29%</td></tr>
<tr><td>4</td><td>42%</td><td>35%</td><td>33%</td><td>33%</td></tr>
<tr><td>5</td><td>54%</td><td>52%</td><td>41%</td><td>41%</td></tr>
<tr><td>6</td><td>42%</td><td>42%</td><td>53%</td><td>53%</td></tr>
<tr><td>7</td><td>37%</td><td>30%</td><td>44%</td><td>44%</td></tr>
<tr><td>8</td><td>56%</td><td>44%</td><td>88%</td><td>88%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
11	0%	0%	0%	0%
12	0%	0%	0%	0%

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment (Proficiency) Math Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">N/A</td><td rowspan="12">Growth was demonstrated in grades K, 1, 2, 3, 4, 5, 6, and 8

Grade 7 proficiency rates remained stagnant.

Sub groups, chronically absent and students with chronic disciplinary infractions had lower proficiency rates.</td></tr>
<tr><td>K</td><td>0%</td><td>32%</td><td>43%</td><td>43%</td></tr>
<tr><td>1</td><td>0%</td><td>18%</td><td>31%</td><td>31%</td></tr>
<tr><td>2</td><td>0%</td><td>3%</td><td>40%</td><td>40%</td></tr>
<tr><td>3</td><td>43%</td><td>31%</td><td>52%</td><td>52%</td></tr>
<tr><td>4</td><td>37%</td><td>22%</td><td>76%</td><td>76%</td></tr>
<tr><td>5</td><td>29%</td><td>22%</td><td>42%</td><td>42%</td></tr>
<tr><td>6</td><td>30%</td><td>20%</td><td>36%</td><td>36%</td></tr>
<tr><td>7</td><td>15%</td><td>15%</td><td>13%</td><td>13%</td></tr>
<tr><td>8</td><td>2%</td><td>14%</td><td>64%</td><td>64%</td></tr>
<tr><td>9</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td></td><td></td></tr>
<tr><td></td><td></td><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td></td><td></td></tr>
<tr><td></td><td></td><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td></td><td></td></tr>
<tr><td>ACCESS for ELL's</td><td>Student progress to English Language Proficiency (Grades K-12).</td><td colspan="4">Percent of English Learners Making Expected Growth to</td><td>29.7%</td><td>n/a</td><td>n/a</td></tr>
</table>

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	723	N/A	No enrollment trends have been identified based on grade or subgroup.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	93.01%	N/A	N/A
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	19.23%	N/A	N/A
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	95.51%	N/A	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			N/A	N/A
		Student Suspension YTD Average - In School	0.00%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.41%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			N/A	N/A

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)			

Student Group	5 Year Rate	4 Year Rate
Schoolwide		
White		
Hispanic		
Black or African American		
Asian, Native Hawaiian, or Pacific Islander		
American Indian or Alaska Native		
Two or More Races		
Economically Disadvantaged Students		
Students with Disabilities		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners				
		Homeless Students				
		Students in Foster Care				

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>Post-Secondary Rates</td><td>% of students that enroll in post-secondary institution.</td><td>
<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institu</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institu</th></tr>
<tr><td>Statewide</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>White</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Hispanic</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Black or African American</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td></td><td></td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
American Indian or Alaska Native							
Two or More Races							
Economically Disadvantaged Students							
Students with Disabilities							
English Learners							

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><td>Student Group</td><td>% Enrolled in Any Institution</td><td>% Enrolled in 2-Year Institution</td><td>% Enrolled in 4-Year Institution</td><td>% Enrolled in Public Institution</td><td>% Enrolled in Private Institu</td><td>% Enrolled in In-State Institution</td><td>% Enrolled in Out-of-State Institu</td></tr>
<tr><td>Homeless Students</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td></td><td></td></tr>
<tr><td>College Readiness Test Participation</td><td>Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT</td><td></td><td></td><td></td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	5		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION					
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson		Lower grade teachers utilize small group instruction format more frequently than upper grade teachers. Professional development will need to continue in the area of NJTSS.
		# Teachers to Evaluate	85		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	10		
		Cycle 2	0		
		Cycle 3	0		
		Cycle 4	0		

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

The Annual School Planning Team will disseminate the results of the comprehensive needs assessment to the teachers at a staff meeting. PLC time will be provided to review the results. The ASP will be made available to the public, as it will be included on a board of education meeting agenda.

2. How will the school's parent and family engagement program help to address the priority needs identified in the comprehensive needs assessment?

There are many benefits to a Parent Teacher Organization, such as improving communication among stakeholders, encouraging volunteerism and tapping into proven school programs. The school PTO can assist in fundraising to secure resources that could serve as incentives and reinforcers, and support events that address our goals, such as Family Reading Nights, Book Clubs; Math Gameshows, etc. Assisting students in achieving reading and math goals and purchasing books and games as awards for reaching those goals is one strategy.

Reflection and Growth Rubric

Component	Indicator		Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	We consistently implement, revise and reflect on SLOs as we deliver our units of study. We assess students to determine their progress in meeting those SLOs and use the data to drive changes in instruction and unit design. We have aligned all components of our units of study. We consistently use student data results to reflect on and revise all components to ensure tight alignment.	We plan to share and model instructional strategies/models/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Assessment strategies and data use are continually evaluated and adjusted as needed.	We plan to utilize universal screeners and develop common formative assessments.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Common planning time is provided frequently for collaborative job-embedded professional learning. We also utilize available after-school meeting time and in-service days. Time is also provided within the school day to meet and/or observe colleagues as needed.	We will focus on evaluating the effectiveness of our collaborations.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator	Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Adult relationships are collegial. We have the structures in place that allow professionals to regularly exchange craft knowledge. There is an agreed expectation that we treat each other with mutual respect. Leadership is shared. Every professional shares responsibility and accountability for student learning. We collect both formative and summative data related to school climate. We analyze the data throughout the year to drive school climate plan development, reflection and revision.	We will work with our School Climate Team to address any weaknesses discovered in climate surveys.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Research-based evaluation frameworks are utilized to evaluate teachers and principals.	We will focus on specific and actionable feedback.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	LinkIt! Benchmarks revealed regression in grade 4 ELA with proficiency rates decreasing from the beginning of the school year to the end of the school year.	Current 4th grade students experienced a major disruption to their education during their Kindergarten, first and second grade years as a result of remote learning.	Students in grade 4	1	i-Ready	i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous, culturally responsive texts. Its personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.	Strong	https://www.curriculumassociates.com/programs/i-ready-learning
				2				
				3				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	LinkIt! Benchmarks revealed regression in grade 5 ELA with proficiency rates decreasing from the beginning of the school year to the end of the school year.	Current 5th grade students experienced a major disruption to their education during their first, second and third grade years as a result of remote learning.	Students in grade 5	1	i-Ready	i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous, culturally responsive texts. Its personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.	Strong	https://www.curriculumassociates.com/programs/i-ready-learning
				2				
				3				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	LinkIt! Benchmarks revealed stagnant proficiency rates in 7th grade Math throughout the duration of the school year.	Grade level curriculum does not adequately address foundational computational skills, assuming students have mastered it previously. Small group and individualized instruction are not regularly provided to students to close the learning gap.	Students in grade 7	1	i-Ready	i-Ready Mathematics is an online custom math curriculum that provides students of all ages with differentiated instruction and supports them on their individual paths to success.	Strong	https://www.curriculumassociates.com/programs/i-ready-learning
				2	ST Math	ST Math games include more than 35,000 puzzles with interactive representations of math topics that align to all state standards, with learning objectives that target key grade-level concepts and skills. ST Math is a flexible instructional tool that can fit easily into many different curriculum implementations.	Strong	https://www.stmath.com/elementaryschool

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3				
Social and Emotional Learning	SEL is helpful to both children and adults, increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. Teachers and parents have reported students struggling with their emotions and socialization.	Elementary students often struggle with social and emotional issues. School involves developing and changing social connections. According to the American Academy of Pediatrics, mental health challenges among children and their families have worsened after then pandemic.It is imperative that action is taken to mitigate their adversity.	Students in grades 6-8	1	Second Step	Second Step®, a social-emotional learning (SEL) program , is backed by the latest research in adolescent brain development and social psychology to help kids navigate their social and emotional needs.	Strong	https://www.secondstep.org/
				2				
				3				

SMART Goal 1

By June 2025, at least 25% of students in grade 4 will meet or exceed expectations on the spring ELA i-Ready assessment.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	LinkIt! Benchmarks revealed regression in grade 4 ELA with proficiency rates decreasing from the beginning of the school year to the end of the school year.
Target Population:	Students in grade 4

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 10 % of students in grade 4 will meet or exceed expectations on the ELA i-Ready benchmark assessment.	iReady progress monitoring
Feb 15	At least 15 % of students in grade 4 will meet or exceed expectations on the ELA i-Ready benchmark assessment.	iReady progress monitoring
Apr 15:	At least 20 % of students in grade 4 will meet or exceed expectations on the ELA i-Ready benchmark assessment.	iReady progress monitoring
Jul 1	By June 2025, at least 25% of students in grade 4 will meet or exceed expectations on the spring ELA i-Ready assessment.	iReady progress monitoring

Strategy 1 - i-Ready

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	participate in i-ready training	9/3/24	6/20/25	teachers
2	1	administer i -Ready diagnostics in the fall, winter and spring and use data to drive instruction	10/1/24	5/30/25	teachers

Budget Items

SMART Goal 1 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	Other Federal

Strategy 2 -

< SMART Goal 1, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 1, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 3 - Budget Items: NO DATA >

SMART Goal 2

By June 2025, at least 25% of students in grade 5 will meet or exceed expectations on the spring ELA iReady Benchmark

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	LinkIt! Benchmarks revealed regression in grade 5 ELA with proficiency rates decreasing from the beginning of the school year to the end of the school year.
Target Population:	Students in grade 5

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 10 % of students in grade 5 will meet or exceed expectations on the ELA iReady benchmark assessment.	i-Ready Progress Monitoring
Feb 15	At least 15 % of students in grade 5 will meet or exceed expectations on the ELA iReady benchmark assessment.	i-Ready Progress Monitoring
Apr 15:	At least 20 % of students in grade 5 will meet or exceed expectations on the ELA iReady benchmark assessment.	i-Ready Progress Monitoring
Jul 1	By June 2025, at least 25% of students in grade 5 will meet or exceed expectations on the spring ELA iReady Benchmark	i-Ready Progress Monitoring

Strategy 1 - i-Ready

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Participate in i -Ready training	9/3/24	6/20/25	teachers
2	1	Administer i-Ready diagnostics in the fall, winter and spring and use data to drive instruction	10/1/24	5/30/25	teachers

< SMART Goal 2, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 2, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 2, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 2, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 2, Strategy 3 - Budget Items: NO DATA >

SMART Goal 3

By June 2025, at least 25% of students in grade 7 will meet or exceed expectations on the spring Math i-Ready Assessment

Area of Focus: Effective Instruction

Content Area: Math

Priority Performance: LinkIt! Benchmarks revealed stagnant proficiency rates in 7th grade Math throughout the duration of the school year.

Target Population: Students in grade 7

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 10 % of students in grade 7 will meet or exceed expectations on the Math i-Ready benchmark assessment.	i-Ready Progress Monitoring
Feb 15	At least 15 % of students in grade 7 will meet or exceed expectations on the Math i-Ready benchmark assessment.	i-Ready Progress Monitoring
Apr 15:	At least 20 % of students in grade 7 will meet or exceed expectations on the Math i-Ready benchmark assessment.	i-Ready Progress Monitoring
Jul 1	By June 2025, at least 25% of students in grade 7 will meet or exceed expectations on the spring Math i-Ready Assessment	i-Ready Progress Monitoring

Strategy 1 - i-Ready

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Participate in i-Ready training	9/3/24	6/20/25	Teachers
2	1	Administer i-Ready diagnostics in the fall, winter and spring and use data to drive instruction	10/1/24	5/30/25	Teachers

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-ready licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	Other Federal

Strategy 2 - ST Math

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Participate in ST Math training	9/3/24	6/20/25	teachers

< SMART Goal 3, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 3, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 3, Strategy 3 - Budget Items: NO DATA >

SMART Goal 4

By June 2025, 60% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.

Area of Focus	Social and Emotional Learning
Content Area	Social and Emotional Learning
Priority Performance	SEL is helpful to both children and adults, increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. Teachers and parents have reported students struggling with their emotions and socialization.
Target Population:	Students in grades 6-8

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November, 30% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB assessment
Feb 15	By February, 40% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB assessment
Apr 15:	By April, 50% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB assessment
Jul 1	By June 2025, 60% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB assessment

Strategy 1 - Second Step

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Second Step Curriculum	9/9/24	6/6/25	Teachers/SAC
2	1	Panorama Survey	9/9/24	6/6/25	Teachers/SAC

Budget Items

SMART Goal 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	second step curriculum	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	Other Federal

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 3 - Budget Items: NO DATA >

Budget Summary

< NO DATA >

Overview of Total Title 1 Expenditures

< NO DATA >

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction
x	Effective Instruction
x	Effective Instruction
x	Social and Emotional Learning
x	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed Date: Tara Furmaniak 07/22/2024

Title: Principal

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: Dr. Dennis C. Degnan Title: Assistant Superintendent of Schools for Curriculum

Date: 07/30/2024

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: John J. Niesz Title: Superintendent of Schools

Date: 08/20/2024