MARY J DONOHOE COMMUNITY SCHOOL

District:	BAYONNE CITY	School Identification:	NA
County:	HUDSON	Targeted Subgroup	
Team:	NA	CDS:	170220080

Annual School Planning
2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Philip J. Baccarella	Yes	Yes	Yes		
Teacher/Parent	Marissa Wade	Yes	Yes	Yes		
Reading Specialist	Kelly Carroll	Yes	Yes	Yes		
Teacher	Danielle Killmer	Yes	Yes	Yes		
Teacher	Sherri Yannaccone	Yes	Yes	Yes		
Teacher	James Turner	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/10/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/13/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/17/2021	Smart Goal Development	Yes	Yes
05/20/2021	Prior Year Evaluation	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	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 (state the data that supports the continuation of this intervention)
Mirror test to NJSLA Assessment	ELA/MATH	Grades 3-8 Students	Yes	No	No	N/A
Continue to use Mindful Readiness lessons	All Subjects	All Students	Yes	Yes	Yes	see attached

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional 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.	Student Group	ELA	Math	Alg1	Alg2	Geo	Please see the data below for the District Assessments and iReady assessment.	Scores are based on the 2018-2019 NJSLA data. Based on the pre-populated NJSLA Proficiency Data, Language Arts showed a more favorable result exceeding the annual target proficiency score by achieving 59.6 compared to the annual target of 53.9%. While lower than the Language Arts scores, Math scores did not meet the expected requirements obtaining 35.8% proficient as the annual target score is 42.8%.
		Schoolwide	59.6%	35.8%	*				
		White	67.9%	42.6%	*				
		Hispanic	51.9%	25.8%					
		Black or African American	48.1%	29.6%					
		Asian, Native Hawaiian, or Pacific Islander	67.7%	52.6%					
		American Indian or Alaska Native							
		Two or More Races	63.6%	63.6%					The data also indicates female proficiency scores are significantly higher than the males population in both language arts and math.
		Female	73.9%	43%	*				
		Male	48.3%	30.2%	*				
		Economically Disadvantaged Students	53.8%	26.3%	*				
		Non-Economically Disadvantaged Students	67.4%	48.6%	*				
		Students with Disabilities	11.4%	*					
		Students without Disabilities	73%	*	*				
		English Learners	33.3%	15%					The students with
		Non-English Learners	61.2%	37.2%	*				
		Homeless Students							
		Students in Foster Care	*	*					

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		disabilities subgroup scored the lowest overall. The students with disabilities subgroup on the Language Arts and Math portion of the NJSLA Test was highlighted that the progress proficiency was not within the standard deviation and was below the mean. Inclusion teachers were shared amongst different grades limiting when math and language arts could be scheduled.
		Military-Connected Students	*	*					
		Migrant Students							

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/	NJSLA-S				Benchmark Unit Assessments Participation - Grade 5 DA1 - 100% DA2 - 100% DA3 - 96% DA4 - 98% Participation - Grade 8 DA1 - 98% DA2 - 100% DA3 - 100% DA4 - 98% Proficient - Grade 5 DA1 -52% DA2 - 53% DA3 - 72% DA4 - 69% Proficient -Grade 8 DA1 - 77% DA2 - 83% DA3 - 83% DA4 - 70%	Since we did not have a data meeting we were not able to go over test scores. (NJSLA was not given) Grade 5 science proficient percentages are smaller than Grade 8. This could be from the lack of science concentration in the younger grades. Grade 5 students have to review and relearn science skills from previous grades.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	31%	11%			
		White	30%	20%			
		Hispanic	36%	0%			
		Black or African					
		Asian, Native					
		American Indian or	*	*			
		Two or More Races	*	*			
		Female	20%	7%			
		Male	41%	16%			
		Economical ly	23%	12%			
		Non-Economical	40%	10%			
		Students with		0%			

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without		14%			
		English Learners		*			
		Non-English		11%			
		Homeless Students	*	*			
		Students in Foster Care	*	*			
		Military-Connected	*				
		Migrant Students	*	*			

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	N/A	This data is from the last NJSLA assessment. The data on the chart shows the SGP scores equal an evaluation rating of 2.9-3 which is considered effective on the Median Student Growth Percentile (mSGP) Conversion Chart.
		Schoolwide	58%	50%		
		White	59.5%	55.5%		Based on the SGP data chart attention was brought to students with disabilities scoring 38.5% on the math portion of the NJSLA test which does not exceed academic expectations based on the median SGP score located on the school accountability profile. For language arts the data chart attention was brought to students with disabilities scoring 44.0% on the NJSLA test which does not meet the academic achievement target but does meet the
		Hispanic	57%	47%		
		Black or African American	56%	41.5%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	62%	54%		
		Male	51%	50%		
		Economically Disadvantaged	61%	48%		
		Non-Economically Disadvantaged				
		Students with Disabilities	44%	38.5%		
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math		academic progress standard
		English Learners	57.5%	87%		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					The participation for the assessments were all above 95%.	All students in Grades K-8 are administered benchmark assessments periodically throughout the year.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	98%	98%	98%	98%		Students in Grades K-2 are assessed in language arts and math through the i-ready online district assessment tool. These assessments are administered three times a year to measure student growth and progress in each content area.
		1	100%	100%	100%	100%		
		2	100%	98%	98%	98%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	100%		Students in grades 3-8 are required to take district assessments in each content area for every marking period throughout the year totaling four times a year. All scores are recorded in Realtime Gradebook.
		6	100%	97%	97%	0%		
		7	100%	100%	100%	96%		
		8	100%	98%	100%	96%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		Data provided from these benchmark

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		assessments are recorded, analyzed, and broken down into subgroups identifying patterns and areas of strengths and weaknesses by each grade level teacher. These results are used to drive differentiated instruction.
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	98%	98%	98%	98%		
		1	100%	100%	100%	100%		
		2	100%	98%	98%	100%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	100%		
		6	100%	100%	97%	0%		
		7	100%	100%	100%	96%		
		8	100%	100%	100%	98%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Data is from the iReady assessment and the District Assessments.	Data from the assessments seem to be up and down. This could be from having more parent involvement or from being at home.
		K	73%	93%	93%	93%		
		1	54%	48%	51%	51%		
		2	33%	51%	58%	58%		
		3	64%	56%	76%	70%		
		4	56%	59%	72%	0%		
		5	66%	58%	74%	71%		
		6	62%	70%	82%	0%		
		7	56%	63%	64%	63%		
		8	70%	68%	74%	70%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Data is from the iReady assessment and the District Assessments for the 4 marking periods.	Data from the assessments seem to be up and down. This could be from having more parent involvement or from being at home. Only grades 6-8 are allowed calculator usage.
		K	50%	73%	80%	80%		
		1	21%	36%	45%	45%		
		2	27%	44%	49%	49%		
		3	76%	52%	76%	0%		
		4	72%	44%	86%	0%		
		5	75%	50%	80%	74%		
		6	55%	66%	82%	0%		
		7	70%	63%	66%	75%		
		8	53%	52%	64%	60%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	N/A	N/A

CLIMATE & CULTURE

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional 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	420	PreK- 41 students MALE- 18 White- 13 Black- 3 Hispanic- 2 Asian- 0 Native- 0 Multi- 0 FEMALE- 23 White- 11 Black- 7 Hispanic- 3 Asian- 2 Native- 0 Multi- 0 K - 41 students MALE-15 White- 10 Black- 2 Hispanic-1 Asian-1 Native-0 Multi-1 FEMALE-26 White-18 Black-3 Hispanic-3 Asian-1 Native-0 Multi-1 Grade 1- 51students MALE-24	Data presented shows that overall enrollment is incorrect. The current total number of students enrolled is 459. Out of the 459 students 227 of them are male and 232 females. Although there is not a significant difference in overall male and female population, data shows that the female students are the dominant gender of grade levels. The white male population dominants the subgroup with a total of 111 males compared to 99 white females. Hispanic females dominate with 77 females enrolled compared to hispanic males at 60. Black females had a higher enrollment over black males at a a difference of 36 compared
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			White-13 Black-3 Hispanic-4 Asian-2 Native-0 Multi-2 FEMALE-27 White-10 Black-4 Hispanic-11 Asian-1 Native-0 Multi-1 Grade 2 - 55 students MALE-31 White-12 Black-5 Hispanic-11 Asian-1 Native-0 Multi-2 FEMALE-24 White-6 Black-4 Hispanic-11 Asian-1 Native-0 Multi-2 Grade 3 - 50 students MALE-24 White-11 Black-3 Hispanic-6 Asian-2	to 28. Asian males had a higher enrollment over Asian females at a difference of 13 compared to 11. The Multi male student population is dominates with 13 male students and 9 female students enrolled. There is only 1 Native Hawaiian/Pacific Islander enrollment is only 1 male.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Native-0 Multi-2 FEMALE-26 White-10 Black-4 Hispanic-10 Asian-1 Native-0 Multi-1	

Grade 4 - 44 students
MALE-27
White-16
Black-3
Hispanic-5
Amer/Ind-1
Asian-1
Native-0
Multi-1
FEMALE-17
White-6
Black-1
Hispanic-10
Asian-0
Native-0
Multi-0

Grade 5 - 35 students
MALE-14
White-8
Black-1
Hispanic-3
Asian-1
Native-0
Multi-1
FEMALE-21

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			White-7 Black-4 Hispanic-7 Asian-2 Native-0 Multi-1 Grade 6 - 39 students MALE-21 White-10 Black-2 Hispanic-8 Asian-1 Native-0 Multi-0 FEMALE-18 White-8 Black-2 Hispanic-7 Asian-0 Native-0 Multi-1 Grade 7 - 51 students Male-24 White-8 Black-2 Hispanic-8 Asian-2 Native-1 Multi-3 FEMALE-27 White-14 Black-3 Hispanic-8 Asian-2	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
				Native-0 Multi-0 Grade 8 - 53 students MALE-30 White-11 Black-4 Hispanic-12 Asian-2 Native-0 Multi-1 FEMALE-23 White-9 Black-4 Hispanic-7 Asian-1 Native-0 Multi-22 Total Students - 460 Male-228 Female-232	
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	0.00%	School Attendance 3.85% Absent School % Present 96% % Present by Grade K - 95% 1 - 95% 2 - 97% 3 - 96% 4 - 97% 5 - 97% 6 - 98% 7 - 97% 8 - 97%	The school and grade attendance are all on or above 95%. Signing in during virtual learning benefited many students. School secretary, principal, teachers, and counselor were able to call students if they were not signed on or didn't fill out the attendance form for the day.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional 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	0.00%	Greater than or equal to 18 days absent by grade K - 3 students 1 - 4 students 2 - 4 students 3rd - 5 students 4th - 1 student 5th - 1 students 6th - 3 students 7th - 2 students 8th - 4 students Data does not represent patterns for chronic absenteeism by teacher.	Interventions for chronic absenteeism follow district policy with generated daily phone calls of absenteeism, District Attendance Letters sent out after the 4th, 8th, and 10th day of absence and a truancy officer visits. School wide incentive programs are given throughout monthly and the four marking periods. This data is also very different due to virtual learning and only 2 months of the school year being in school cohorts.
		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	98.79%	Data does not show patterns for staff attendance rate.	Data does not show patterns for staff attendance rate.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	N/A	N/A
		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%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
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			Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY)	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	N/A	N/A
		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				
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			N/A	N/A
College Readiness Test Participation	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				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	4	N/A	N/A
		% 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	*		

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson	There is 1 teacher on a CAP. Teacher will meet with principal and director multi times throughout to offer support.	Data analysis stated that there is one (1) teacher on CAP. Teacher evaluation practice scores generally increased from the first observation to the last. The Charlotte Danielson Model of Evaluation is used throughout the district. Professional development needs are to continue using the New Jersey Student Learning Standards to drive instruction and continue to focus on the new programs math and science programs. Continue to utilize the math and language arts standards, the Next Generation Science Standards, DRAs and Fundations. Also, further training on the iReady Program, standard based report card, Lucy Calkins Writing program, and RTI interventions and
		Observation Waiver?	No		
		# Teachers to Evaluate	32		
		# Non-tenure teachers (years 1 & 2)	8		
		# Non-tenure teachers (years 3 & 4)	2		
		# Teachers on CAP	1		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	55		
		# Completed	55		
		# Highly Effective	22		
		# Effective	32		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
		Observations	Total		strategies are a priority. Professional development needs also to be met include increase of shared best practices, differentiation, centers, small group, inventions, modifications, and accommodations. As well as team teaching models of inclusion with all teaching staff including inclusion,Title, Specialty, Nurse, gravel level, and interdisciplinary teachers.
		# Partially Effective	1		
		# Ineffective	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Virtual Learning from March 2020 - May 2021	Lack of parent involvement/supervision during the time of virtual learning.	Parent Communication Log (phone, email, dojo, etc.)	When school counselor, teachers, secretary, and principal made contact student attendance, work and participation improved for short period of time.

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Teachers have the learning objectives posted outside of their classroom and are constantly repeated.	Teachers will be working on analyzing the curriculum and the New Jersey Student Learning Standards
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Teachers developed challenging and rigorous student assessments.	Teachers will continue to challenge students through student driven assessments.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	4-Sustaining	Teacher schedules have 2 common planning preps built in. One with their grade partner and the other with content area.	Teachers will continue to focus on areas of concern within their content area.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	At MJD we have a great culture where every student and staff member feel welcome and all take part in making decisions.	We will continue to involve students and parents in the decision making process.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Principal and teachers are all on the same page.	Continue to encourage teaches to complete PD and turnkey to staff.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	Math IXL data indicates that in June of the the 20-21 school year, only 51% of students in grades K-8 have achieved an on or above grade level proficiency status on the IXL diagnostic arena.	Remote learning made it difficult to portray math concepts virtually. Students were missing the concrete portion of the lessons. Students struggle with fact fluency and lack reading skills. This make it difficult for students to successfully break down multi-step word problems. Supporting content is often taught at the end of the year.	Grades K-8	1	Grades K-2 will implement more hands on manipulatives, centers, and small group activities. Continues fact fluency activities daily/weekly/monthly in all grades. Continue to utilize standards and technology to drive math lessons.
				2	Utilize IXL for diagnostics and prescribed concept/skill practice
				3	Teach students how to unpack prompts/questions. Implement a school wide method in doing this across all subjects and grades

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	ELA IXL data indicates that in June of the 20-21 school year, only 56% of students in grades K-8 have achieved an on or above grade level proficiency status. This data was obtained from the IXL diagnostic arena.	Remote learning made if difficult for students to receive the proper phonics and differentiated reading instruction to develop and strengthen the skills necessary to read on or above grade level. Students have a lack of vocabulary. It is also believed that students have not had real world experiences to support the content being presented/read.	Grades K-8	1	Differentiated guided reading instruction
				2	Grade K-2 Identify students reading level through DRA, Dolch Site Word lists, and running records. Continue to implement Fundations from September. Use i-ready scores to focus on differentiation, small group, centers, and guided reading. Use planning periods to work with Title I and inclusion teachers to work on interventions for students. Increase technology possible addition of more flipbooks. Grades K-8 Implement a balanced literacy program.
				3	Teach students how to unpack the prompts/questions. Implement a school wide method in doing this across all subjects.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Climate and Culture, including Social and Emotional Learning	1-Self Awareness 2-Self Management Skills 3-Social Awareness 4-Relationship Skills 5-Responsible Decision Making	Students in grades Pre-K through grade 8 need to master social emotional skills to be successful in the school career and every day life. Lack of these skills may lead to poor decision making and inappropriate behavior. In addition, students need to have an awareness of individual and cultural differences, and have a mutual respect for those view points. This will be measured by a pre and post assessment.	Schoolwide	1	Implement a school wide SEL curriculum (Second Step) that will begin district wide in September.
				2	Teachers and school counselor will reinforce SEL concepts that occur during the school day.
				3	Students will participate in regularly scheduled SEL activities (week of respect, red ribbon week, school violence awareness, no-name calling week, etc.)
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

Increase the number of students on or above grade level in mathematics, and increase I-Ready scores in lower grades.

Priority Performance	Math IXL data indicates that in June of the the 20-21 school year, only 51% of students in grades K-8 have achieved an on or above grade level proficiency status on the IXL diagnostic arena.
Strategy 1:	Grades K-2 will implement more hands on manipulatives, centers, and small group activities. Continues fact fluency activities daily/weekly/monthly in all grades. Continue to utilize standards and technology to drive math lessons.
Strategy 2:	Utilize IXL for diagnostics and prescribed concept/skill practice
Strategy 3:	Teach students how to unpack prompts/questions. Implement a school wide method in doing this across all subjects and grades
Target Population:	Grades K-8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Differentiation implemented in every subject area. Interventions will be focused on students who have a significant learning gaps and/or are lacking basic skills. Students receive rapid, data driven interventions matched to their individual needs. This is to close the learning gaps between students and grades.	Due to virtual learning content area gaps were shown. Identify the 20% of students who need the highest level of intervention and create plans to support them. Over see implementation of student learning standards by monitoring progress. Last year report cards, matrixes, lesson plans, grade books, and district wide assessment scores will be reviewed and use for data.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Teacher have a deep and frequent conversations about student data and corrective instruction to increase student understanding in problem areas.	Scores from the IXL Diagnostic and district made assessments will enable teachers to work together to close the mathematic gap and correct weak areas. Increasing student understanding and achievement through the various websites used district wide will impact their ability to achieve higher scores on district and state assessments.
Apr 15	Continuation of Professional Learning Communities as a best practice for student achievement. The purpose of these communities (PLCs) is to hold collaborative meetings, focus on student learning outcomes, align standards and student learning objectives, and drive effective instruction with positive student participation. Teachers now have to ability to keep learning in a continuous cycle from grade to grade. This will increase student achievement.	PLCs are held monthly during faculty meetings and weekly with grade partners or content area partners. They offer a collaborative way to improve teaching and create constructive dialogue between colleagues. PLCs will increase effectiveness in the classroom and have a positive impact on student learning. Identify the 10% of students who need the highest level of intervention and create plans to support them.
Jul 1	Increase the number of students on or above grade level in mathematics, and increase I-Ready scores in lower grades.	The data from Realtime, IXL, district assessments and state tests will allow staff and principal to analyze growth in a variety of ways.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Continue to utilize the Student Learning Standards	9/8/21	6/30/22	
2	2	During PLCs teacher will break apart standards and teach one another strategies to make the learning concepts comfortable for students and uniform throughout grade levels.	9/8/21	6/30/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Teachers will unpack problems with students using a format and key words. This method will continue from grade to grade.	9/8/21	6/30/22	

< SMART Goal 1 - Budget Items: NO DATA >

SMART Goal 2

Increase the number of students on or above grade level in English Language Arts, and increase I-Ready scores in lower grades.

Priority Performance

ELA IXL data indicates that in June of the 20-21 school year, only 56% of students in grades K-8 have achieved an on or above grade level proficiency status. This data was obtained from the IXL diagnostic arena.

Strategy 1:

Differentiated guided reading instruction

Strategy 2:

Grade K-2 Identify students reading level through DRA, Dolch Site Word lists, and running records. Continue to implement Fundations from September. Use i-ready scores to focus on differentiation, small group, centers, and guided reading. Use planning periods to work with Title I and inclusion teachers to work on interventions for students. Increase technology possible addition of more flipbooks.

Grades K-8 Implement a balanced literacy program.

Strategy 3:

Teach students how to unpack the prompts/questions. Implement a school wide method in doing this across all subjects.

Target Population:

Grades K-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Grades K-3 will have 100% of students base-lined to determine their DRA level and iReady online assessment given to determine individual strengths and weaknesses to help provide differentiated instruction.	The DRA and iReady will be analyzed and revisited to have up to date data throughout the year. They will be given three times a year to monitor progress and adjust instruction. The data will be used for grouping, guided reading, word study, and shared reading partners. Individual learning plans will be used for individual success.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Increase student understanding and mastery of ELA concepts and skills identified in grades three through eight. A balanced literacy program will be implemented. An increase of informational text and vocabulary material will be. introduced.	The adoption of a new reading program will strengthen areas of concern. The continuation of resources such as IXL, News ELA, Scholastic News, Story Works, classroom novels are used to enhance the english language arts standards for each grade level.
Apr 15	Continuation of Professional Learning Communities as a best practice for student achievement. The purpose of these communities (PLCs) is to hold collaborative meetings, focus on student learning outcomes, align standards and student learning objectives, and drive effective instruction with positive student participation. Teachers now have to ability to keep learning in a continuous cycle from grade to grade. This will increase student achievement.	PLCs are held monthly during faculty meetings and weekly with grade partners or content area partners. They offer a collaborative way to improve teaching and create constructive dialogue between colleagues. Identify the 10% of students who need the highest level of interventions and create plans to support them. Over see implementation of student learning standards by monitoring progress. Lesson plans, grade books, and district wide assessment scores will be reviewed and used for data.
Jul 1	Increase the number of students on or above grade level in English Language Arts, and increase I-Ready scores in lower grades.	The data from Real-time, IXL, and other ELA websites used will allow staff and principal to analyze test scores in a variety of ways.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Continue to utilize the Student Learning Standards.	9/8/21	6/30/22	
2	2	During PLCs teacher will break apart standards and teach one another strategies to make the learning concepts uniform throughout grade levels.	9/8/21	6/30/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Teachers will unpack prompts so students will feel comfortable during assessments. The modeling will be used from grade to grade.	9/8/21	6/30/22	

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

Students will be able to identify/recognize/demonstrate the 5 competencies of Social/Emotional Learning.

Priority Performance   1-Self Awareness
2-Self Management Skills
3-Social Awareness
4-Relationship Skills
5-Responsible Decision Making

Strategy 1:   Implement a school wide SEL curriculum (Second Step) that will begin district wide in September.

Strategy 2:   Teachers and school counselor will reinforce SEL concepts that occur during the school day.

Strategy 3:   Students will participate in regularly scheduled SEL activities (week of respect, red ribbon week, school violence awareness, no-name calling week, etc.)

Target Population: Schoolwide

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	To develop a better understanding of self awareness and self management skills. Students will participate in the September and October SEL school related activities. Students will explore identifying their feelings, and recognizing their strengths and limitations.	The goal will be measured by creative activities. These activities will include but not limited to school assemblies, Wall of Respect, Take a Step Program, etc. By having students identify their feelings and their strengths/limitations they will be able release anxiety and help themselves to persevere and overcome barriers.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	To build a better understanding and to recognize the thoughts, feelings, and perspectives of others.	Demonstrate an awareness of differences among individuals or groups of other cultural and racial backgrounds. School activities will help to students become aware of the need of mutual respect for different view points other than their own.
Apr 15	To demonstrate healthy relationship skills ad responsible decision making. Students will be able to identify consequences associated with ones actions and make constructive choices.	Incorporate activities and lessons from the Second Step Program to build positive communications and effective interactions with peers. This will enable students to prevent or resolve conflicts with little to no assistance of school staff.
Jul 1	Students will be able to identify/recognize/demonstrate the 5 competencies of Social/Emotional Learning.	School wide discussions as well as student survey results from the Second Step Program will allow us to measure our success or if we need to revise the SEL program.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	School guidance counselor, teachers, and students will unpack the social emotional behaviors through assemblies and the new district program.	9/8/21	6/30/22	
2	2	Modeling the social emotional behaviors will promote healthy peer relationships.	9/8/21	6/30/22	
3	3	Surveys and discussion sheets will be utilized and analyzed to see student progress of the social emotional program.	9/8/21	6/30/22	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL SUPPLIES	INSTRUCTION - Supplies & Materials / 100-600	$500	ESSER/ESSER II/ARP
1	SEL CURRICULUM	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$8,000	ESSER/ESSER II/ARP

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15		
Jul 1		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
TITLE I TEACHER SALARIES	9/1/21	6/30/22	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100-100	$130,741.00	Federal Title I (School
TITLE 1 INSTRUCTIONAL SUPPLIES	9/1/21	6/30/22	BUILDING	INSTRUCTION - Supplies & Materials / 100-600	$10,869.00	Federal Title I (School
TITLE 1 NON INSTRUCTIONAL	9/1/21	6/30/22	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200-600	$4,992.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$500	$0	$0	$0	$500
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$500	$0	$0	$0	$500
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$8,000	$0	$0	$0	$8,000
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$0	$0	$0	$8,000	$0	$0	$0	$8,000
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			$0	$0	$0	$0	$8,500	$0	$0	$0	$8,500

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	$0	$0	$0	$0
Other Title 1 Expenditures	$0	$146,602	$0	$146,602
Total	$0	$146,602	$0	$146,602

School Level Certification Page

x		The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.
x		The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		No option for the fourth SMART Goal was selected on the Root Cause page.
x		For Comprehensive Support and Targeted Support schools, 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 requirements 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 By: Philip J. Baccarella

Title: Principal

Date: 07/19/2021

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: Dennis C. Degnan

Title: Assistant Superintendent of Schools for Federal and State

Date: 07/19/2021

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: 07/20/2021