MARY J DONOHOE COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220080

Annual School Planning 2022-2023

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Philip Baccarella	Yes	Yes	Yes		
Parent	Marissa Wade	Yes	Yes	Yes		
Teacher	Danielle Killmer	Yes	Yes	Yes		
Special Education Teacher	James Turner	Yes	Yes	Yes		
Reading Specialist	Kelly Carroll	Yes	Yes	Yes		
Guidance Counselor	Ann Edmundson	Yes	Yes	Yes		
Secretary	Carol Christie	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/20/2022	Prior Year Evaluation	Yes	Yes
05/10/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/13/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/17/2022	Smart Goal Development	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	Yes	Yes	TBD
Continue to use Mindful Readiness lessons	All Subjects	All Students	Yes	Yes	Yes	TBD

		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.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

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	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		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					All students in Grades K-8 are administered benchmark assessments periodically throughout the year. 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. 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.	In ELA Benchmark Assessment Participation there were not many grades without 100%. Only Kindergarten during cycles 2 and 3 had less than 95%. In the Math Benchmark Assessment Participation grade 8 had 81% in cycle 3 all other grades had over 90% participation. Kindergarten during cycle 2 and 3 had less than 95%.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	92%	92%	100%		
		1	98%	100%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	96%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	100%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	92%	92%	100%		
		1	98%	100%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	98%	98%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	81%	100%		
		9	100%	100%	100%	100%		

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 provided from these benchmark 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.	Data from the assessments seem to be up and down. Cycle 1 and Cycle 2 seem to be the lowest percentage. This could be from having a virtual school year in 2020-2021.
		K	19%	43%	43%	80%		
		1	15%	22%	22%	44%		
		2	15%	56%	56%	50%		
		3	67%	83%	95%	95%		
		4	65%	84%	89%	90%		
		5	69%	62%	93%	90%		
		6	63%	76%	94%	73%		
		7	14%	30%	31%	38%		
		8	40%	32%	57%	73%		
		9	0%	0%	100%	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.

Data provided from these benchmark 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. | Data from the assessments seem to be up and down. This could be from having more/less parent involvement. Scores can also be low from being virtual last school year. Only grades 6-8 are allowed calculator usage. |
		K	4%	32%	32%	61%		
		1	4%	16%	16%	34%		
		2	4%	30%	30%	42%		
		3	55%	83%	97%	100%		
		4	54%	32%	89%	84%		
		5	73%	55%	83%	80%		
		6	58%	50%	94%	80%		
		7	33%	41%	76%	83%		
		8	37%	28%	70%	88%		
		9	100%	100%	100%	100%		
		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	439	PreK- 30 students MALE- 22 White- 13 Black- 6 Hispanic- 1 Asian- 2 Native- 0 Multi- 0 FEMALE- 17 White- 11 Black- 3 Hispanic- 1 Asian- 1 Native- 0 Multi- 1 K - 47 students MALE- 21 White- 14 Black- 3 Hispanic- 3 Asian- 1 Native- 0 Multi- 0 FEMALE- 26 White- 14 Black- 5 Hispanic- 3 Asian- 2 Native- 0 Multi- 2 Grade 1- 49 students MALE- 22	The prepopulated total is different from our school data. The male female ratio is very similar. Economically Disadvantaged: 281 students Students With Disabilities: 43 students Race and ethnicity: White: 215 students Hispanic: 127 students African American: 77 students Asian: 27 students Two or more races: 16 students
		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- 3 Asian- 2 Native- 0 Multi- 1 FEMALE- 27 White- 19 Black- 3 Hispanic- 3 Asian- 1 Native- 0 Multi- 1 Grade 2 - 48 students MALE- 26 White- 11 Black- 6 Hispanic- 6 Asian- 2 Native- 0 Multi- 1 FEMALE- 22 White- 7 Black- 3 Hispanic- 10 Asian- 1 Native- 0 Multi- 1 Grade 3 - 55 students MALE- 30 White- 9 Black- 4 Hispanic- 13 Asian- 2	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Native- 0 Multi- 2 FEMALE- 25 White- 5 Black- 5 Hispanic- 14 Asian- 1 Native- 0 Multi- 0 Grade 4 - 49 students MALE- 25 White- 10 Black- 4 Hispanic- 6 Amer/Ind-0 Asian- 3 Native- 0 Multi- 2 FEMALE- 24 White- 10 Black- 3 Hispanic- 10 Asian- 1 Native- 0 Multi- 0 Grade 5 - 51 students MALE- 29 White- 16 Black- 5 Hispanic- 6 Asian- 1 Native- 0 Multi- 0 FEMALE- 22	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			White- 9 Black- 3 Hispanic- 9 Asian- 1 Native- 0 Multi- 0 Grade 6 - 34 students MALE- 13 White- 6 Black- 2 Hispanic- 3 Asian- 1 Native- 0 Multi- 1 FEMALE- 21 White- 8 Black- 4 Hispanic- 6 Asian- 2 Native- 0 Multi- 1 Grade 7 - 44 students Male- 23 White- 10 Black- 4 Hispanic- 9 Asian- 0 Native- 0 Multi- 0 FEMALE- 21 White- 8 Black- 5 Hispanic- 7 Asian- 0	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
				Native- 0 Multi- 1 Grade 8 - 48 students MALE- 23 White- 9 Black- 2 Hispanic- 7 Asian- 2 Native- 1 Multi- 2 FEMALE- 25 White- 12 Black- 4 Hispanic- 7 Asian- 2 Native- 0 Multi- 0 Total Students - 464 Male- 234 Female- 230	
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	93.73%	School Attendance Present % Present by Grade K - 91.78 1 - 94.05 2 - 91.87 3 - 94.15 4 - 93.71 5 - 94.40 6 - 93.66 7 - 95.50 8 - 94.09	School and grade attendance for present students all stayed in the 90 percentage throughout the school year.
		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	19.93%	Chronic Absenteeism Greater than or equal to 18 days absent by grade and amount of days K - 47 1st - 96 2nd- 144 3rd - 199 4th - 248 5th - 299 6th - 333 7th - 377 8th - 425	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.
		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	95.47%	2021-2022 School Year Teachers over 15+ days = 12	Teachers had to use personal and sick days for covid protocols

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%	22 students suspended YTD White = 8 Black = 10 Hispanic = 3 Asian = 1 Sept: 1 October: 3 November: 4 December: 1 January: 1 February: 2 March: 3 April: 1 May: 4 June: 2	The school minority student enrollment is 54%. 27% Hispanic 17% African American, 46% white, 6% Asian, less than 2% Native American/Pacific Islander, 3% Mixed Race. There are many repeat offenders on the suspension list for the same infraction.
		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	0.61%		

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			

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			N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	9	All students enrolled in Algebra have maintained a C or better and took the NJSLA.	Students go to the High School to receive their instruction.
		% 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	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. This teacher's contract was not renewed for the 2022-2023 school year.	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.
		Observation Waiver?	No		
		# Teachers to Evaluate	31		
		# Non-tenure teachers (years 1 & 2)	2		
		# Non-tenure teachers (years 3 & 4)	9		
		# Teachers on CAP	1		
		# Teachers receiving mSGP	10		
		Observations	Total		
		# Scheduled	64		
		# Completed	48		
		# Highly Effective	27		
		# Effective	16		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
		Observations	Total		
		# Partially Effective	5		
		# Ineffective	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Professional Capacity	Students are lacking developmental and academic skills from not being in a school setting.	Students will benefit from having more than just their classroom teacher to help support missing skills and bridge the gap.	The district is in the process of hiring more support staff.
Parent/Family Engage	Due to the socioeconomic status of our students many parents rely on older siblings to help their family.	Students will benefit from more enrichment/community education classes.	N/A

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 using NJSLA standards to drive isntruction	NJSLA standards
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Mirror NJSLA test	Continue to practice and use NJSLS
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Meeting during common preps	Share best practices for more continuity
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Use panaroma survey to address current needs	Mindfulness, peer conflict
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Meet with teachers during preps	Continue to support teachers

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	Students are not consistent or with their District Assessment Scores based on the data provided.	Students are still adjusting to being back in the classroom full time. Our elementary students struggle with their basic math and their foundational skills for language arts. Virtual Learning and Covid protocals impacted learning and success for many students. Teachers are trying to close the learning gaps from the last year and a half. Our elementary students struggle with foundational skills that were lost.	K-8	1	IXL
				2	ST Math
				3	
Effective Instruction	Students are not consistent or with their District Assessment Scores based on the data provided.	Students are still adjusting to being back in the classroom full time. Our elementary students struggle with their basic math and their foundational skills for language arts. Virtual Learning and Covid protocals impacted learning and success for many students. Teachers are trying to close the learning gaps from the last year and a half. Our elementary students struggle with foundational skills that were lost.	DRAs and grades K-8	1	IXL
				2	DRA
				3	
Climate and Culture, including Social and Emotional Learning	12 HIB Investigations. 3 were founded as HIB.	Students are struggling with social emotional issues. They are having difficulty expressing themselves and therefore not getting along. They do not know how to manage their feelings and/or responses. This is causing peer conflict which at times gets confused as bullying.	Grades 5-8	1	Second Step
				2	
				3	

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?)	
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   Students are not consistent or with their District Assessment Scores based on the data provided.

Strategy 1:   IXL

Strategy 2:   ST Math

Strategy 3:

Target Population: 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.	Spring NJSLA and LinkIt! Data scores along with Diagnostic tests will enable teachers to work together to correct weak mathematic areas. Increasing students understanding and achievement will impact their ability to achieve higher scores on district assessments and NJSLA tests.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Teachers have a deep and frequent conversations about student data and corrective instruction to increase student understanding in problems.	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.
Apr 15:	Continuation of Professional Learning Communities as a bet practice for student achievement.	PLCs are met twice a week with grade partners and with content area teachers. They offer an effective, collaborative learning focused process that can foster improvement in teaching and learning by providing a powerful infrastructure where teachers can engage in constructive dialogue, reflect on and improve instruction, and share ways to increase effectiveness in the classroom to positively impact student learning.
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, Pearson and LinkIt! will allow staff and principal to analyze test score in a variety of ways.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	ST Math Journey	9/8/22	6/16/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	IXL Diagnostic Scores	9/8/22	6/1/23	
2	1	IXL Skill Assignments	9/8/22	6/16/23	
2	2	Speciific standard based assignments on St Math	9/8/22	6/16/23	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	District provided	INSTRUCTION - Other Purchased Services / 100-500	$5,274	ESSER/ESSER II/ARP

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   Students are not consistent or with their District Assessment Scores based on the data provided.

Strategy 1:   IXL

Strategy 2:   DRA

Strategy 3:

Target Population: DRAs and 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 for differentiation	The DRA and iReady will be revisited and given three times a year to monitor progress. The data will be used for grouping, guided reading, shared reading, independent reading, and word study. Individual learning plans and differentiated instruction will be designed.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Increase student understanding and mastery of ELA concepts and skills identified in grades kindergarten through eight through online resources and novels. An increase of informational text and material will be introduced.	Online resources and classroom novels as well as cross-curricular activities will be used to enhance language arts standards. District Assessments and online testing will also be given and utilized throughout the year.
Apr 15:	Continuation of Professional Learning Communities as a Best Practice for student achievement. Teachers have now moved to the developing stage where they are conducting meetings and focusing on student achievement and success.	PLC Meetings with grade partners and content area teachers once a week. The purpose of Professional Learning Communities (PLCs) is to hold collaborative meetings, focus on student learning outcomes, align standards and student learning objectives, and drive effective instruction.
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 Realtime, Pearson and LinkIt! will allow staff and principal to analyze test score in a variety of ways.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	DRA Scoring	9/15/22	5/31/23	
1	1	IXL Diagnostic	9/8/22	6/1/23	
2	1	IXL Standard Assignments	9/8/22	6/16/23	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	District provided	INSTRUCTION - Other Purchased Services / 100-500	$5,274	ESSER/ESSER II/ARP

SMART Goal 3

Students will be able to identify/recognize/demonstrate the 5 competencies of Social/Emotional Learning. Having high focus on the difference between peer conflict and bullying while displaying acceptance and tolerance towards peers.

Priority Performance   12 HIB Investigations. 3 were founded as HIB.

Strategy 1:   Second Step

Strategy 2:

Strategy 3:

Target Population: Grades 5-8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will be identify and understand what conflict really is and discover their own personal conflict style by using the lesson in the Conflict Resolution Guide Book.	Students will complete Panorama Survey and the Conflict Style Survey.
Feb 15	Students will be able to understand the origin of conflict and learn that people have different opinions and perspectives. They will also learn what encourages positive communication and or blocks it.	Conflict Resolution Guide Survey and activity sheets.
Apr 15:	Students will learn and understand several skills to productively address and resolve conflict.	Students will complete the spring Panorama Survey and complete activities in the conflict guide.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Students will be able to identify/recognize/demonstrate the 5 competencies of Social/Emotional Learning. Having high focus on the difference between peer conflict and bullying while displaying acceptance and tolerance towards peers.	Conflict Resolution Guide final Survey.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	second step program	9/14/22	6/15/23	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step Program Resource	SUPPORT SERVICES - Other Purchased Services / 200-500	$3,000	Other Federal

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
Teacher Salaries and Benefits	9/1/22	6/30/23	Mary J Donohoe	INSTRUCTION - Personnel Services - Salaries / 100-100	$189,864.00	Federal Title I (School
Instructional Supplies	9/1/22	6/30/23	Mary J Donohoe	INSTRUCTION - Supplies & Materials / 100-600	$11,384.00	Federal Title I (School
Non- Instructional Supplies	9/1/22	6/30/23	Mary J Donohoe	SUPPORT SERVICES - Supplies & Materials / 200-600	$4,500.00	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	$10,548	$0	$0	$0	$10,548
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$10,548	$0	$0	$0	$10,548
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	$0	$0	$0	$0	$0
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	$3,000	$0	$0	$3,000
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	$0	$3,000	$0	$0	$3,000
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	$10,548	$3,000	$0	$0	$13,548

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	$205,748	$0	$205,748
Total	$0	$205,748	$0	$205,748

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
		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: 06/29/2022

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

Date: 06/29/2022

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: 06/29/2022