

Midtown Community School #8

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220085

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	Dr. Wachera Ragland-Brown	Yes	Yes	Yes		
Assistant Principal	Nicole Morrow	Yes	Yes	Yes		
Assistant Principal	James Pondillo	Yes	Yes	Yes		
Teacher	Maria Kilroy	Yes	Yes	Yes		
Teacher	Denise Leonard	Yes	Yes	Yes		
Teacher	Tara Soto	Yes	Yes	Yes		
Teacher	Robyn Pullaro	Yes	Yes	Yes		
School Counselor	Andrea Mantone	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
School Counselor	Sara Snell	Yes	Yes	No		
Parent	Mayra Meija	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
02/02/2022	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
09/07/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes
04/05/2022	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
01/13/2022	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	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)
ARMS Tutoring	ELA and Mathematics	Grades 3 through 8	Yes	Yes	Yes	Significant increase in academic performance observed
Math Tutoring	Mathematics	Grades 4 through 8	Yes	Yes	Yes	Reduction of retention due to failing math grades
Partnership with IS to support ELA and Math	Math 4-8/ELA 6-8	Math 4-8/ELA 6-8	Yes	Yes	Yes	Artifacts that support SEAD work

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					NA	NA
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	98.5%	100%	100%	100%		
		4	98.3%	99%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	96.7%	98.3%	0%	100%		
		8	100%	97.4%	100%	100%		
		9	0%	0%	0%	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	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	98.5%	100%	100%	100%		
		4	98.3%	99%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	99.2%	99.1%	100%	100%		
		8	98.3%	100%	100%	100%		
		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	NA	NA
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	72.2%	72.2%	75.8%	82.71%		
		4	75.9%	90.5%	90.9%	84.55%		
		5	83.5%	87.8%	87.6%	84.5%		
		6	79%	87.38%	91.3%	90.38%		
		7	70.7%	85%	89.2%	90.98%		
		8	80.3%	86%	96.6%	95.76%		
		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	NA	NA
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	73.9%	81.2%	79.5%	85.71%		
		4	82.8%	90.5%	90.5%	88.18%		
		5	78.9%	90.1%	92.2%	93.02%		
		6	82.9%	96.1%	96.2%	98.08%		
		7	78.9%	64.8%	78.3%	89.34%		
		8	83.8%	77.7%	82.4%	94.07%		
		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	29.4%	NA	NA

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	1186	NA	NA
		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	0.00%	NA	NA
		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%	NA	NA
		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	86.45%	NA	NA

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	0.30%	NA	NA
		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	0.55%		

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		NA	NA

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	NA	NA
		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.			NA	NA
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			NA	NA
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	10	NA	NA
		% of students with a C or better			
		Count of students who took the Algebra 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	NA	NA
		Observation Waiver?	No		
		# Teachers to Evaluate	101		
		# Non-tenure teachers (years 1 & 2)	21		
		# Non-tenure teachers (years 3 & 4)	80		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	38		
		Observations	Total		
		# Scheduled	222		
		# Completed	222		
		# Highly Effective	82		
		# Effective	136		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	3		
		# Ineffective	1		

< Other Indicators - NO DATA >

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	3-Developing	Focus on student learning	Identifying Career Ready practices aligned to instructional units
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	Development of common assessments	Use of formative assessments to monitor student progress
	2	A	2-Emerging		
	3	A	2-Emerging		
Professional Learning Community (PLC)	1	A	3-Developing	Designated time for PLCs	Resolving conflict in teams
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Creating a positive school environment for optima learning.	Assessing students' social-emotional and academic needs
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Use of research based framework to evaluate teacher effectiveness	NA

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?)	
Climate and Culture, including Social and Emotional Learning	Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8	Chronic absenteeism is the symptom of larger, deeper problems that can more effectively address by providing a deliberate focus on students' social-emotional and academic needs. This area of focus has particularly presented challenges due to the pandemic.	K thru 8	1	Communicate with parents when a child is absent and offer immediate support
				2	Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.
				3	Involve families, students, and staff in celebrating positive attendance via incentives and programs

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	Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and Start Strong assessment, achieving proficiency in Mathematics continues to be a challenge. To confront these challenges, gaps in learning need to be addressed.	<ol style="list-style-type: none"> 1. Academic loss due to Covid-19 closures and distance learning. 2. Larger class sizes tend to have lower overall test scores. 3. Transient population of students that move into our school tend to lose skills as a result of the transfer. Further, they do not reap the benefit of receiving instruction from WSMCS Mathematics teachers. 4. Return to fully time in-person classroom learning. 5. Difficulty mastering grade-level material due to intellectual and learning factors. 6. Difficulty mastering grade-level material due to emotional, socioeconomic, and environmental factors. 7. Inability to focus attention on complex thinking for long periods of time. 	Grades 3-8	1	All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.
				2	By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.
				3	Targeted professional development will be offered to support areas in need of improvement and growth.

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	Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and Start Strong assessment, achieving proficiency in English Language Arts continues to be a challenge. To confront these challenges, gaps in learning need to be addressed.	<ol style="list-style-type: none"> 1. Academic loss due to Covid-19 closures and distance learning. 2. Larger class sizes tend to have lower overall test scores. 3. Transient population of students that move into our school tend to lose skills as a result of the transfer. Further, they do not reap the benefit of receiving instruction from WSMCS ELA teachers. 4. Return to in-person classroom learning. 5. Difficulty mastering grade-level material due to intellectual and learning factors. 6. Difficulty mastering grade-level material due to emotional, socioeconomic, and environmental factors. 7. Inability to focus attention on complex thinking for long periods of time. 	Grades 3-8	1	All classroom teachers will provide 80 minutes of focused and uninterrupted Language Arts Literacy instruction each day.
				2	By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.
				3	Targeted professional development will be offered to support areas in need of improvement and growth.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

By the end of the 2022-23 school year, 90% of students will be present each day for school.

Priority Performance Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8

Strategy 1: Communicate with parents when a child is absent and offer immediate support

Strategy 2: Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.

Strategy 3: Involve families, students, and staff in celebrating positive attendance via incentives and programs

Target Population: K thru 8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of marking period 1, at least 80% of students, at each grade level, will be in attendance.	Attendance reports.
Feb 15	At the end of marking period 2, at least 80% of students, at each grade level, will be in attendance.	Attendance reports
Apr 15:	At the end of marking period 3, at least 85% of students, at each grade level, will be in attendance.	Attendance reports
Jul 1	By the end of the 2022-23 school year, 90% of students will be present each day for school.	Attendance reports

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Send positive communication via technology resources to remind parents of attendance expectations and offer support.	9/7/22	6/23/23	
1	3	Partner with PTO to create community events focused on student attendance.	9/7/22	6/22/23	
1	2	Grade level attendance will be monitored . At the end of each week, the (3) grade levels with the highest percentages will be announced. Each grade level's attendance will be posted on the bulletin board in the main lobby. At the end of each month, the grade level with the highest average attendance will receive a grade level incentive	9/7/22	6/23/23	
2	2	Teachers and attendance committee monitors student attendance and maintain open communication with families	9/7/22	6/23/23	
3	2	Students will receive written letters at 4, 8, 10, and more days absent. The attendance officer will conduct health and wellness checks. Severe cases will be addressed during monthly attendance meetings.	9/7/22	6/23/23	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	ATTENDANCE COMMITTEE TEACHER SALARIES	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,200	State/Local

SMART Goal 2

As a result of the fact that NJSLA results for 2022 will not be available immediately in September, we will be using the IXL Diagnostic results for SMART Goal #2. 80% of William Shemin Midtown Community School students in grades 3-8 will increase their IXL diagnostic score by 80 points or will have a score, in their grade level, at 80 or above (ex. 680 for grade 6). As a result of this improvement, students will achieve student mastery of grade-level proficiency and content in Mathematics and increase proficiency on the 2023 NJSLA State Assessment.

Priority Performance

Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and Start Strong assessment, achieving proficiency in Mathematics continues to be a challenge. To confront these challenges, gaps in learning need to be addressed.

Strategy 1:

All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.

Strategy 2:

By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.

Strategy 3:

Targeted professional development will be offered to support areas in need of improvement and growth.

Target Population:

Grades 3-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	As of November 15, 70 % of students will increase their overall IXL math diagnostic score by 10 points or will have a score, in their grade level, at 00 or above (ex. 600 for grade 6).	IXL Mathematics Diagnostic reports for grades 3 through 8.
Feb 15	As of February 15, 70 % of students will increase their overall IXL math diagnostic score by 40 points, since September, or will have a score, in their grade level, at 40 or above (ex. 640 for grade 6).	IXL Mathematics Diagnostic reports for grades 3 through 8.
Apr 15:	As of April 15, 75 % of students will increase their overall IXL math diagnostic score by 60 points, since September, or will have a score, in their grade level, at 60 or above (ex. 660 for grade 6).	IXL Mathematics Diagnostic reports for grades 3 through 8.
Jul 1	As a result of the fact that NJSLA results for 2022 will not be available immediately in September, we will be using the IXL Diagnostic results for SMART Goal #2. 80% of William Shemin Midtown Community School students in grades 3-8 will increase their IXL diagnostic score by 80 points or will have a score, in their grade level, at 80 or above (ex. 680 for grade 6). As a result of this improvement, students will achieve student mastery of grade-level proficiency and content in Mathematics and increase proficiency on the 2023 NJSLA State Assessment.	IXL Mathematics Diagnostic reports for grades 3 through 8.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Teachers will be provided professional development time to analyze Linkit, edulastic, NJSLA data from the 2021-2022 school year.	10/3/22	12/2/22	
1	2	Teachers will be provided with quarterly goals for showing academic growth.	9/13/22	6/22/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Mathematics teachers will be required to schedule 80 minutes of uninterrupted mathematics instruction each day.	9/1/22	9/30/22	
2	2	Teachers will complete a " IXL Best Practice strategies" document to be shared at PLC's throughout the school to encourage participation and support classroom activities.	11/4/22	12/15/22	
2	3	Teachers will be provided professional development time to analyze current Linkit, edulastic and IXL data.	11/1/22	6/1/23	
3	2	Utilize LinkIt reports to support teaching and learning strategies.	9/14/22	6/22/23	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	IXL	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,273	ESSER/ESSER II/ARP
3	LINKIT	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$27,636	State/Local

SMART Goal 3

As a result of the fact that NJSLA results for 2022 will not be available immediately in September, we will be using the IXL Diagnostic results for SMART Goal #3. 80% of William Shemin Midtown Community School students in grades 3-8 will increase their IXL diagnostic score by 80 points or will have a score, in their grade level, at 80 or above (ex. 680 for grade 6). As a result of this improvement, students will achieve student mastery of grade-level proficiency and content in English Language Arts and increase proficiency on the 2023 NJSLA State Assessment.

Priority Performance Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and Start Strong assessment, achieving proficiency in English Language Arts continues to be a challenge. To confront these challenges, gaps in learning need to be addressed.

Strategy 1: All classroom teachers will provide 80 minutes of focused and uninterrupted Language Arts Literacy instruction each day.

Strategy 2: By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.

Strategy 3: Targeted professional development will be offered to support areas in need of improvement and growth.

Target Population: Grades 3-8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	As of November 15, 70 % of students will increase their overall IXL ELA diagnostic score by 10 points or will have a score, in their grade level, at 80 or above (ex. 600 for grade 6).	IXL ELA Diagnostic reports for grades 3 through 8.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	As of February 15, 70 % of students will increase their overall IXL ELA diagnostic score by 40 points, since September, or will have a score, in their grade level, at 40 or above (ex. 640 for grade 6).	IXL ELA Diagnostic reports for grades 3 through 8.
Apr 15:	As of April 15, 75 % of students will increase their overall IXL ELA diagnostic score by 60 points, since September, or will have a score, in their grade level, at 60 or above (ex. 660 for grade 6).	IXL ELA Diagnostic reports for grades 3 through 8.
Jul 1	As a result of the fact that NJSLA results for 2022 will not be available immediately in September, we will be using the IXL Diagnostic results for SMART Goal #3. 80% of William Shemin Midtown Community School students in grades 3-8 will increase their IXL diagnostic score by 80 points or will have a score, in their grade level, at 80 or above (ex. 680 for grade 6). As a result of this improvement, students will achieve student mastery of grade-level proficiency and content in English Language Arts and increase proficiency on the 2023 NJSLA State Assessment.	IXL ELA Diagnostic reports for grades 3 through 8.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Teachers will be provided with quarterly goals for showing academic growth.	9/13/22	6/22/23	
1	1	Mathematics teachers will be required to schedule 80 minutes of uninterrupted english language arts instruction each day.	9/1/22	9/30/22	
1	3	Teachers will be provided professional development time to analyze Linkit, edulastic, NJSLA data from the 2021-2022 school year.	10/3/22	12/2/22	
2	3	Teachers will be provided professsional development time to analyze current Linkit, Edulastic, and IXL data.	11/1/22	6/1/23	
2	2	Teachers will complete an "IXL Best Practices" document to be shared throughout the school to encourage participation and support classroom activities.	11/4/22	12/15/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	2	Utilize LinkIt reports to support teaching and learning strategies.	9/13/22	6/22/23	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	IXL	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,273	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	9/1/22	6/30/23	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100- 100	\$391,472.00	Federal Title I (School
INSTRUCTIONAL SUPPLIES	9/1/22	6/30/23	BUILDING	INSTRUCTION - Supplies & Materials / 100- 600	\$11,384.00	Federal Title I (School
NON INSTRUCTIONAL SUPPLIES	9/1/22	6/30/23	BUILDING	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 Intervention s 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	\$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	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$1,200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,200
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	\$27,636	\$0	\$0	\$0	\$10,546	\$0	\$0	\$0	\$38,182
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 Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicabl e) Allocated to School	SIA Carryove r	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		\$28,836	\$0	\$0	\$0	\$10,546	\$0	\$0	\$0	\$39,382
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	Noninstructi onal 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			\$28,836	\$0	\$0	\$0	\$10,546	\$0	\$0	\$0	\$39,382

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	\$407,356	\$0	\$407,356
Total	\$0	\$407,356	\$0	\$407,356

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		Climate and Culture, including Social and Emotional Learning
x		Effective Instruction
x		Effective Instruction
		No option for the fourth SMART Goal was selected on the Root Cause page.
	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: Wachera Ragland-Brown

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.
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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