

## MARY J DONOHOE COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: North

School Identification: ATSI

Targeted Subgroup Black or African American

CDS: 170220080

# Annual School Planning 2023-2024

## ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Joanne Pasuco	No	No	Yes		
Community Member	Kellie Dugan	No	No	Yes		
Teacher	Marissa Wade	Yes	Yes	Yes		
Reading Specialist	Kelly Carroll	Yes	Yes	Yes		
Guidance Counselor	Ann Edmundson	Yes	Yes	Yes		
Special Education Teacher	Kathleen Figueroa	Yes	Yes	Yes		
Principal	Philip Baccarella	Yes	Yes	Yes		
Secretary	Carol Christie	Yes	Yes	Yes		



## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/15/2023	Prior Year Evaluation, Smart Goal Development	Yes	Yes
04/18/2023	Prior Year Evaluation, Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/23/2023	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)
IXL Individual student reports to show growth	Math & ELA	K-8	Yes	Yes	Yes	Teachers will review and discuss IXL scores and keep diagnostic up to date throughout the year.
IXL	Math & ELA	K-8	Yes	Yes	Yes	Students will continue to utilize the IXL diagnostic assessment for recommendations for your level
DRA	ELA	DRA's and grades K-8	Yes	Yes	Yes	Teachers will administer the DRA assessment 3 times throughout the school year.
Second Step	SEL	K-8	Yes	Yes	No	School Counselors push into the classroom while teachers are responsible for bi-weekly curriculum.

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends

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. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.		<p>NJSLA Math NJSLA Spring 22 Grade 3 - 41% District - 41% State - 46% Grade 4 - 22% District - 30% State - 39% Grade 5 - 27% District - 19% State - 36% Grade 6 - 9% District - 29% State - 31% Grade 7 - 23% District - 28% State - 34% Grade 8 - 10% District - 16% State - 16%</p> <p>ELA NJSLA Spring 22 Grade 3 - 46% District - 40% State - 42% Grade 4 - 50% District - 45% State - 49% Grade 5 - 41% District - 39% State - 49% Grade 6 - 34% District - 49% State - 47% Grade 7 - 61% District - 50% State - 52% Grade 8 - 52% District - 51% State - 52%</p> <p>Please see the data below for the District Assessments and iReady assessment.</p>	<p>Math NJSLA *Grade 3 was equal to the district but not the state *Grade 5 was above the district but not the state *All other grades were below the district and the state</p> <p>ELA NJSLA *Grade 5 above district but not state *Grade 6 was below the district and the state *Grades 3, 4, &amp; 7 were above district &amp; state</p> <p>The chart states the dominant percentage of proficiency on the ELA &amp; Math NJSLA is the Asian, Native Hawaiian, or Pacific Islander subgroup.</p> <p>The Black or African American subgroup has the lowest proficiency percentage in both ELA &amp; math.</p> <p>The data also indicates</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				female proficiency scores are significantly higher than the males population in both language arts and math.
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>		Grade 5 - 26% District - 14% State - 25% Grade 8 - 10% District - 11% State - 16%	Grade 5 performed about the district and the state percentages while grade 8 fell below the district and the state percentage.  The data also indicates female proficiency scores are significantly higher than the males population for the Science NJSLA.
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		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
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					<p>All students in Grades K-8 are administered benchmark assessments periodically throughout the year.</p> <p>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.</p> <p>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.</p>	<p>In ELA Benchmark Assessment Participation there were not many grades without 100%. Only Kindergarten, Grade 7, and Grade 8 during cycle 1 had 96%, 94%, and 93% participation.</p> <p>In the Math Benchmark Assessment Participation grade 6 had 95% during cycle 1. Kindergarten also had 96% participation in cycle 1.</p>
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	96%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	94%	100%	100%	100%		
		8	93%	100%	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	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	96%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	95%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	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. Scores can also be low from lacking previous year core skills from virtual learning. Cycle 2 seems to be the lowest proficiency scored.
		K	11%	32%	74%	0%		
		1	8%	32%	49%	0%		
		2	18%	51%	58%	0%		
		3	95%	75%	75%	0%		
		4	80%	89%	90%	100%		
		5	64%	38%	84%	79%		
		6	78%	77%	96%	72%		
		7	2%	46%	100%	100%		
		8	20%	33%	100%	74%		
		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.  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. Scores can also be low from lacking previous year core skills from virtual learning. Only grades 6-8 are allowed calculator usage.
		K	5%	15%	60%	0%		
		1	2%	18%	32%	0%		
		2	2%	14%	38%	0%		
		3	100%	100%	100%	0%		
		4	79%	43%	92%	87%		
		5	84%	52%	70%	100%		
		6	85%	77%	81%	83%		
		7	62%	59%	71%	75%		
		8	72%	65%	79%	83%		
		9	0%	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
ACCESS for ELL's	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	414	Total Students - 458 Male- 224 Female- 234	Data presented shows that overall enrollment is incorrect. The current total number of students enrolled is 458. Out of the 458 students 224 of them are male and 234 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 boy population dominates the subgroup with a total of 112 males compared to 109 white females.  Hispanic females dominate with 60 females enrolled compared to hispanic males at 52.  Black females had a higher enrollment over black males at a difference of 40 compared
		Subgroup 1 YTD Student Enrollment Average	0	PreK 3 - 2 Students 1 male and 1 female Both are Hispanic  PreK- 42 students MALE- 22 White- 10 Black- 4 Hispanic- 2 Asian- 3 Native- 0 Multi- 3 FEMALE- 20 White- 12 Black- 2 Hispanic- 3 Asian- 1 Native- 0 Multi- 2	
		Subgroup 2 YTD Student Enrollment Average	0	K - 48 students MALE- 25 White- 13 Black- 7 Hispanic- 4 Asian- 1 Native- 0 Multi- 0 FEMALE- 23 White- 12 Black- 5	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Hispanic- 3 Asian- 2 Native- 0 Multi- 1</p> <p>Grade 1- 47 students MALE- 17 White- 11 Black- 2 Hispanic- 2 Asian- 1 Native- 0 Multi- 1 FEMALE- 30 White- 14 Black-9 Hispanic- 2 Asian- 2 Native- 0 Multi- 3</p> <p>Grade 2 - 43 students MALE- 19 White- 11 Black- 1 Hispanic- 5 Asian- 1 Native- 0 Multi- 1 FEMALE- 24 White- 18 Black- 0 Hispanic- 4 Asian- 1 Native-0 Multi- 1</p>	<p>to 36.</p> <p>Asian males had a higher enrollment over Asian females at a difference of 14 compared to 10.</p> <p>The Multi females student population is dominates with 12 female students and 8 male students enrolled.</p> <p>There are only 2 Native Hawaiian/Pacific Islander enrollment is only . One is male and one is female.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Grade 3 - 48 students  MALE- 27  White- 15  Black- 4  Hispanic- 5  Asian- 2  Native- 0  Multi- 1  FEMALE- 21  White- 8  Black- 4  Hispanic- 8  Asian- 1  Native- 0  Multi- 0</p> <p>Grade 4 - 46 students  MALE- 22  White- 6  Black- 4  Hispanic-11  Amer/Ind-  Asian- 1  Native- 0  Multi- 0  FEMALE- 24  White- 5  Black- 4  Hispanic- 13  Asian- 1  Native- 1  Multi- 0</p> <p>Grade 5 - 48 students  MALE- 25</p>	



Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>White- 13 Black- 2 Hispanic- 6 Asian- 3 Native- 0 Multi- 1 FEMALE- 23 White- 8 Black- 4 Hispanic- 8 Indian - 1 Asian- 0 Native- 0 Multi- 2</p> <p>Grade 6 - 48 students MALE- 29 White- 16 Black- 4 Hispanic- 7 Indian - 1 Asian- 1 Native- 0 Multi- 0 FEMALE- 19 White- 10 Black- 3 Hispanic- 6 Asian- 0 Native- 0 Multi- 0</p> <p>Grade 7 - 36 students MALE- 12 White- 6 Black- 3</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Hispanic- 1 Asian- 1 Native- 0 Multi- 1 FEMALE- 24 White- 11 Black- 3 Hispanic- 6 Asian- 2 Native- 0 Multi- 2</p> <p>Grade 8 - 50 students MALE- 25 White- 11 Black- 5 Hispanic- 8 Asian- 0 Native- 1 Multi- 0 FEMALE- 25 White- 11 Black- 6 Hispanic- 6 Indian- 1 Asian- 0 Native- 0 Multi- 1</p>	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
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	92.81%	Attendance Rate: 92.85%  % Present by Grade - early June K - 91.97% 1 - 91.54% 2 - 93.44% 3 - 93.25% 4 - 93.20% 5 - 92.87% 6 - 94.06% 7 - 94.95% 8 - 93.90%	All grades are above 90%. Parents are still taking precautions when their child is showing signs of being sick and at times mistaking a cold for something more.  The early childhood grades rely on their parents to get them to and from school. Grades K & 1 have the lowest attendance percentage in at MJD.
		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%	Chronic Absenteeism Greater than or equal to 18 days absent by grade K - 17 total students 5(F) 12(M) 1st - 13 total students 10(F) 3(M) 2nd - 9 total students 4(F) 5(M) 3rd - 11 total students 7(F) 4(M) 4th - 9 total students 6(F) 3(M) 5th - 13 total students 4(F) 9(M) 6th - 8 total students. 1(F) 7(M) 7th - 3 total students 3(F) 0(M) 8th - 9 total students 3(F) 6(M)  92 overall total students 43(F) 49(M)	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 being absence and a truancy officer visits the residence. School wide incentive programs are given throughout the school year.  The male students have a higher rate of absenteeism than the female students.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	<p>The average daily attendance for staff</p> <p>*Identify patterns by grade</p> <p>*Identify chronic absenteeism</p> <p>*Identify reasons for absenteeism</p>	Staff Attendance YTD	95.91%	<p>Percentage of Absence w/o pay 3.14%</p> <p>Percentage of Family Sick Day 6.70%</p> <p>Percentage of Personal Day 7.33%</p> <p>Percentage of Sick Bank Days 2.72%</p> <p>Percentage of Sick Days 50.84%</p>	<p>Teachers are contractually allotted 10 sick days, 2 personal and 2 family sick days per year. Sick days also accumulate from year to year, and unused personal days convert to sick days for the following school year.</p> <p>Teachers had to use 5 sick days for covid-19 during the school year.</p> <p>There were 2 teachers on maternity leave, 1 teacher on occupational injury leave, 1 teacher is on a leave of absence</p>

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%	HIB Number of cases investigated: : 7 Number of cases founded: 2 Reasons for cases: Verbal - 4 instances Relational aggression - 3 instances Physical - 2 instances Cyber - 1 instance Sexual - 1 instance Race and Ethnicity: Black-3 (1 victim, 2 offenders) Victim 1(F) Offenders 1(M) 1 (F) Hispanic-4 (3 victims, 1 offender) Victim 2(F) 1(M) Offender 1 (M) White-4 (1 victims, 3 offenders) Victims 1(M) Offenders (2F) (1M) SUSPENSIONS - YTD 31 total - 16(M) 15(F) Inappropriate Behavior - 15 3(F) 12(M) Fighting - 4 all male Vaping/Possession - 4 all female	These are the numbers for all the cases investigated, not just the ones founded HIB. The males are the more dominant than the females.  The school minority student enrollment is 24% Hispanic 17% African American, 48% White, 5% Asian, 0% less than Native American/Pacific Islander, 4% Mixed Race  42% of all suspensions are repeat offenders. There are equal percentages of male and female suspensions. The percentage of suspension among white and black students were also similar.
		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	0.84%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Verbal Threats - 4 all female Policy 5530 (Drugs) - 1 female Defiance - 1 female Weapons - 1 female HIB - 1 female</p> <p>SUSPENSION ETHNICITY White 10 students Black 11 students Hispanic 5 students Other 5 students</p>	
Climate & Culture Surveys	<p>Results from surveys</p> <ul style="list-style-type: none"> <li>*Identify staff satisfaction and support</li> <li>*Identify perception of the environment</li> <li>*Identify perceptions of students</li> <li>*Identify perceptions of family</li> </ul>		<p>FALL PANORAMA SURVEY</p> <ul style="list-style-type: none"> <li>-Staff Participation 31 responses</li> <li>-K-2 Perception of Students 138 responses</li> <li>-Grades 3-8 Student Competency. &amp; Support+Environment 224 responses</li> </ul> <p>Staff Results School Climate - 84% Professional Learning about SEL - 74%</p>	The students and staff take the Panorama Survey twice a year.

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)		n/a	n/a
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



Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	9	9 students and all passed	Algebra students are identified using grade 7 data. The math director finalizes the algebra students entering 8th grade.
		% 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
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson	There is 1 teacher on a CAP. Teacher will meet with principal and director multi times throughout to offer support	Classroom Observations 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 math, science, and ELA programs. Teachers will continue to utilize the math and language arts standards, the Next Generation Science Standards, DRAs and Foundations. Also, further training on the iReady Program, standard based report card, and RTI interventions and
		# Teachers to Evaluate	41		
		# Teachers on CAP	1		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	5		
		Cycle 2	8		
		Cycle 3	5		
		Cycle 4	0		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>strategies are a priority.</p> <p>Professional development also needs to be met to increase shared best practices, differentiation, centers, small groups, 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. Professional development also need to include differentiating instruction to accommodate varying student abilities and interests and satisfying the need for remediation and enrichment.</p>

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent and Family Engagement	Due to the socioeconomic status of our students many parents rely on their older children to help out with younger siblings. The students will benefit from more enrichment and community education programs.	Emails and phone calls	n/a
Academic Information	Students are lacking with basic academic skills. This can be a result from virtual learning and attitude toward school. There is also a lack of support staff.	school wide programs	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	The expectation is that all teachers develop strong SLO for students using the NJSLS which will help guide and strengthen instruction. The NJSLS are used to drive instruction that is rigorous yet attainable by the students. Walk throughs are conducted to ensure fidelity to this expectation and that there is alignment to the lesson.	Teachers will focus on mastering the NJSLS and the way they execute student understanding. This can be done with exit tickets or a quick lesson assessment before leaving the class period.
	2	A		
	3	A		
	4	A		
	5	A		
Assessment	1	A	Teachers use various platforms throughout the school year to gather data and create assessments that mirror the NJSA. IXL, iReady, LinkIt,	Continuing to utilize NJSLS to help students master the student learning objectives for their grade. In addition to the online platform tests teachers will improve making tasks to ensure student success.
	2	A		
	3	A		
Professional Learning Community (PLC)	1	A	Grade Level and content area teachers meet twice a week to share best practice for successful continuity from grade to grade. After school faculty meetings, and district in-service days help monitor best and shared practices for successful assessment scores.	Teachers and staff will continue to use PLCs to evaluate the effectiveness of the best and shared practices. They will work as a team to ensure student success.
	2	A		
	3	A		
	4	A		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	At Mary J. Donohoe students and teachers participate in the Panorama district and school survey. The data is reviewed and analyzed to develop a plan to address and meet the needs of students that are at risk. The data allows the teachers and counselors create a safe positive learning environment for self regulation.	Continue will continue to work with the school climate team and staff to create self awareness and address peer conflict. Monthly ceremonies that reward positive behavior, attendance and student achievement.
	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	4-Sustaining		
Teacher and Principal Effectiveness	1	A	3-Developing	Principals have unannounced and announced observations and walkthroughs with the teachers and staff to help student achievement grow. Principal meets with teachers to discuss clear expectations for the lesson and give feedback after the evaluation. Principal attends PLC meetings with grade level and content area teachers.	Continue to support teachers for success and growth.

## 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	<p>The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Link-it, i-Ready, NJSLA, etc.)</p> <p>The targeted groups are performing below the state/district level. Students in grade 3-8 struggle with Measurement &amp; Data, Number &amp; Operations - Fractions, modeling and reasoning, measurement &amp; data, statistics &amp; probability, expressions &amp; equations</p>	<p>Student attendance create gaps in student learning.</p> <p>Students are still working on closing the learning gaps from the pandemic. The lack basic fact and computation skills is leading to a dislike in certain subject areas. This increased from the lingering effects of virtual learning .</p>	Total Population with a strong focus on the African American/Black student population	1	Online Platforms such as IXL, and i-Ready to create small group instruction
					ST Math for supporting content
				2	PLCs and Coaching to create small group instruction
					Link-it Data
Social and Emotional Learning	<p>Students need to regulate their feelings and distinguish what peer conflict is.</p> <p>The targeted students from the Panorama Survey will be receiving extra support.</p>	<p>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.</p> <p>This behavior causes students to act out in ways that need counseling.</p>	K-8 with a stronger focus on grades 4-8	3	Professional development to focus on small group instruction.
				1	Second Step Program
				2	SAC counselor SEL lessons
					Peer/Social Skills Groups
				3	Professional development to focus on specific SEL strategies based on survey results.

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	<p>The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Link-it, i-Ready, NJSLA, etc.)</p> <p>The targeted groups are performing below the state/district level. Students in grades 3-8 struggle with informational text, narrative writing, literature, literary analysis, research simulation</p>	<p>Student attendance create gaps in student learning.</p> <p>Students are still working on closing the learning gaps from the pandemic. The lack student comprehension and phonemic awareness skills is leading to a dislike in certain subject areas. This increased from the lingering effects of virtual learning .</p>	Total Population with a stronger focus on the African American/Black population	1	Online Platforms such as IXL, i-Ready, SAVVAS to create small group instruction
				2	PLCs and Coaching to create small group instruction
				3	Professional development to focus on small group instruction.
Climate & Culture - Attendance/Behavior	<p>The data reports for attendance indicates we are below state level in the Black population. Students struggle coming to school on time or at all. Their motivation for academic success is struggling.</p> <p>Suspension Cases have increased over the last year.</p>	<p>Students are struggling with social emotional issues. They are having difficulty expressing themselves and having a sense of belonging. They do not know how to manage their feelings and/or responses. This is causing peer conflict which at times gets confused as bullying.</p> <p>The lack of motivation to come to school seems to play an important part in student attendance. The students with excessive lates and/or absenteeism have extreme gaps in their learning.</p>	Total Population with a focus on the African American/Black population for chronic absenteeism.	1	Parent Workshop
				2	Attendance committees
				3	Positive reward system for good attendance



## SMART Goal 1

By June 30, 2024, all grade levels will have an increase in 10% in proficiency from the district i-Ready assessment (first diagnostic to third diagnostic end-of-year view).

### Priority Performance

The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Link-it, i-Ready, NJSLA, etc.)

The targeted groups are performing below the state/district level. Students in grade 3-8 struggle with Measurement & Data, Number & Operations - Fractions, modeling and reasoning, measurement & data, statistics & probability, expressions & equations

### Strategy 1:

Online Platforms such as IXL, and i-Ready to create small group instruction

ST Math for supporting content

### Strategy 2:

PLCs and Coaching to create small group instruction

Link-it Data

### Strategy 3:

Professional development to focus on small group instruction.

### Target Population:

Total Population with a strong focus on the African American/Black student population

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 95% of students will have completed the iReady diagnostics and Link it Form A. Teachers will create flexible small groups based on need after reviewing state assessment data, classroom assessments and observations, the iReady math diagnostic data and Link it assessment.	Diagnostic data reports for Link it and iReady, Lesson plans
Feb 15	Teachers continue to meet in PLC's to review student achievement and reflect on instructional practices. At least 50% of students are completing the required 45min per week on iReady.	PLC agendas and minutes, Lesson plans, iReady usage report
Apr 15:	Teachers continue to meet in PLC's to review student achievement and reflect on instructional practices. At least 70% of students are completing the required 45min per week on iReady.	PLC agendas and minutes, Lesson plans, iReady usage report
Jul 1	By June 30, 2024, all grade levels will have an increase in 10% in proficiency from the district i-Ready assessment (first diagnostic to third diagnostic end-of-year view).	i-Ready (EOY) End of Year Data

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	i-Ready incentive program has been reviewed and shared with instructional staff	9/12/23	11/15/23	
1	3	i-Ready consultant, Kathy McCormick, will schedule PD on how to best use the platform to create and monitor small group instruction	9/12/23	11/15/23	
1	2	Non tenured teachers and new grade level teachers have started consistent coaching periods to support whole and small group instruction	11/15/23	6/18/24	
2	2	Teachers have manipulative kids for each student and are consistently being used	9/12/23	6/26/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	i-Ready consultant, Kathy McCormick, will schedule PD on the logistics of the i-Ready program process	9/12/23	11/15/23	
2	3	Promote positive pedagogy by providing PD opportunities for teachers to enhance their competence and teaching practices	9/12/23	6/28/24	
3	1	All students complete the i-Ready diagnostic	9/12/23	11/15/23	
3	2	Struggling students are enrolled in tutoring after MP1 and BOY data	11/15/23	2/15/24	
3	3	Utilize technology to showcase IXL activities, interactive lessons, and collaborative problem-solving sessions	9/18/23	6/28/24	
4	3	Monthly faculty meetings and department meetings have a component focused on small group instruction and best practices in the classroom	9/18/23	6/28/24	
4	1	Assign intentional lessons through IXL and ST Math based on student needs	9/12/23	6/26/24	
4	2	Grade level and content area PLC's meet regularly to review student achievement and reflect on instructional practices	9/12/23	6/26/24	
5	1	Teacher to student data meetings on i-Ready diagnostic results to review student progress and adjust small groups as needed	9/12/23	6/26/24	
5	3	Classroom teachers maximizing the potential of their promethean boards with IXL, lessons, and overall student performance	10/2/23	6/28/24	
5	2	Minutes and agendas are reviewed	9/12/23	6/26/24	
6	1	Review usage reports weekly	9/12/23	6/26/24	
6	3	Focused walkthroughs to support teaching staff with constructive feedback on best practices, coaching will be offered based on trends	9/12/23	6/26/24	
6	2	Action plans created based on projected proficiency reports, focus on borderline students.	11/15/23	6/26/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Mid year diagnostic	1/10/24	2/15/24	
7	2	Test prep curriculum has been discussed and designed	11/15/23	6/26/24	
8	1	End of year diagnostic	5/15/24	6/26/24	
8	2	Data from i-Ready diagnostics are reviewed and analyzed	9/12/23	6/26/24	

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Creating a support team to assist teachers and principal with data distribution.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,000	SIA
1	i-Ready Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$16,975	SIA Carryover
1	Manipulative Kits for supplemental and small group instruction	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	SIA
4	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$230	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$6,000	SIA
1	PD for math instruction	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$12,935	SIA

## SMART Goal 2

By June 2024, at least 70% of all Students will be able to identify/recognize/demonstrate the 5 competencies of Social/Emotional Learning through SEL Second Step program and Lessons from staff and SAC counselor, measured by Panorama Survey pre/post test results.

Priority Performance                      Students need to regulate their feelings and distinguish what peer conflict is.

The targeted students from the Panorama Survey will be receiving extra support.

Strategy 1:                      Second Step Program

Strategy 2:                      SAC counselor SEL lessons  
Peer/Social Skills Groups

Strategy 3:                      Professional development to focus on specific SEL strategies based on survey results.

Target Population:              K-8 with a stronger focus on grades 4-8

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 95% of students will have completed the Panorama Survey to establish baseline data. All counselors will plan and implement at least 2 SEL activities focused in areas of need based on the results from the survey and disciplinary referrals.	Survey results, SEL activities, disciplinary referrals

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	All counselors will plan and implement at least 2 SEL activities focused in areas of need based on the initial results from the survey and disciplinary referrals. Counselors will meet regularly to review student progress	Survey results, SEL activities, disciplinary referrals, lesson plans, meeting agendas and minutes
Apr 15:	All counselors will plan and implement at least 2 SEL activities focused in areas of need based on teacher feedback, observations, and disciplinary referrals. Counselors will meet regularly to review student progress	Survey results, SEL activities, disciplinary referrals, lesson plans, meeting agendas and minutes
Jul 1	By June 2024, at least 70% of all Students will be able to identify/recognize/demonstrate the 5 competencies of Social/Emotional Learning through SEL Second Step program and Lessons from staff and SAC counselor, measured by Panorama Survey pre/post test results.	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 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	SAC counselor will provide training for teachers on a as needed basis	9/12/23	6/26/24	
1	2	SAC & counselor will set up regular meetings to identify a criteria of success and review student progress in areas of need based on survey results, disciplinary referrals, teacher feedback and observations.	9/12/23	6/26/24	
1	3	PD on second step program & utilization	9/12/23	11/15/23	
2	2	SAC & Teachers will set up regular meetings to review student progress in areas of need based on data and determine next steps in addressing the needs of the students.	9/12/23	6/24/24	
2	3	Monthly faculty meetings and department meetings have a component focused on small group instruction and best practices in the classroom	9/12/23	6/26/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	SAC counselor and teachers will meet on a regular basis to review student progress and needs	9/12/23	6/26/24	
3	1	Communication with families on areas of focus based on survey results with tips on how to utilize skills taught in school.	9/12/23	6/26/24	
3	3	Teachers have signed up for SAC push in lessons and training sessions.	9/12/23	6/24/24	
3	2	Explore identifying their feeling & recognizing their strengths & limitations	9/12/23	6/24/24	
4	1	Review lesson plans for evidence of SEL implementation.	11/15/23	6/24/24	
4	2	Identify students who are in need of Tier 2 and Tier 3 mental health supports. Tier 2 students will participate in group counseling sessions and targeted class lessons. Tier 3 students will meet with the social worker individually	9/12/23	6/24/24	
4	3	PLC's to discuss trends in student behaviors and review SEL strategies used in the classroom to facilitate a shift in student behaviors.	2/15/24	6/24/24	
5	3	Focused walkthroughs to support teaching staff with constructive feedback on SEL activities/strategies used in the classroom, coaching will be offered based on trends.	9/12/23	6/26/24	
5	1	Conduct informal walkthroughs during SEL lessons	9/12/23	6/24/24	

< SMART Goal 2 - Budget Items: NO DATA >



### SMART Goal 3

By June 30, 2024, grade levels will have an increase in 10% in proficiency from the district i-Ready assessment (first diagnostic to third diagnostic end-of-year view).

Priority Performance	The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Link-it, i-Ready, NJSLA, etc.)
	The targeted groups are performing below the state/district level. Students in grades 3-8 struggle with informational text, narrative writing, literature, literary analysis, research simulation
Strategy 1:	Online Platforms such as IXL, i-Ready, SAVVAS to create small group instruction
Strategy 2:	PLCs and Coaching to create small group instruction
Strategy 3:	Professional development to focus on small group instruction.
Target Population:	Total Population with a stronger focus on the African American/Black population

### Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<ul style="list-style-type: none"> <li>-Attendance Incentive Plan has been created</li> <li>-Link-it Data was reviewed and analyzed from previous year</li> <li>-Identify targeted students by September 30th</li> <li>-Grade level/content area meeting have created goals for productive teaching and learning</li> <li>-First round of teacher-to-student Data meting for BOY iReady diagnostic will have taken place.</li> <li>-Nontenured teachers and New Grade Level teachers have started consistent coaching periods to support whole and small group instruction</li> <li>-Teachers have manipulative kits for each student and are consistently being used</li> <li>- i-Ready Incentive Program has been pushed out</li> </ul>	i-Ready Data Grade Level/Content Area Meeting Agenda iReady Data for Teachers Link-it Data
Feb 15	<ul style="list-style-type: none"> <li>-Struggling students have been in tutoring after MP1 and BOY data</li> <li>-Grade level and content area meetings have taken place.</li> <li>-Action plans created based on projected proficiency reports focus on borderline students.</li> <li>-Second round of teacher-to-student i Ready data meetings will have been completed.</li> <li>-Test Prep Curriculum has been discussed and designed</li> </ul>	i-Ready Data Student Attendance Professional Development Description Grade Level and Content Area Meeting Agendas Coaching/Title Schedule Student Action Plans
Apr 15:	<ul style="list-style-type: none"> <li>-Data from BOY and MOY will have been analyzed by the teachers/data team.</li> <li>-Grade level/content area meetings</li> <li>-New borderline students have been selected and begun.</li> </ul>	i-Ready Data Student Attendance Grade Level/Content Area Meeting Agendas Coaching/Title Schedule
Jul 1	By June 30, 2024, grade levels will have an increase in 10% in proficiency from the district i-Ready assessment (first diagnostic to third diagnostic end-of-year view).	End of the year (EYO) data

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Teachers will work on fluency, phonemic awareness and phonics throughout the year with students to prepare for the DRA.	9/12/23	6/26/24	
1	1	Implementation of small group instruction in order to focus on more instructional time	9/12/23	6/26/24	
1	2	Teacher led PLC's with district content coaches to give feedback on instruction and the use of interactive platforms.	9/12/23	6/26/24	
2	1	Create teacher led PLC's to assist one another on the use of the online platforms.	9/12/23	6/26/24	
2	2	Review of data to help guide grade level PLC meetings.	9/12/23	6/26/24	
2	3	Veteran ELA teachers will coach/mentor new teachers on how to administer the DRA	9/12/23	6/24/24	
3	2	Teachers will use LinkIt, IXL, i-Ready and teacher created assessments in order to create their groups.	9/12/23	6/24/24	

## Budget Items

### SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	supplemental supplies for small group inclusive of leveled libraries, culturally relevant novels/books and books in native language	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	PD for instruction	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$12,935	SIA

## SMART Goal 4

By May 2024, decrease chronic absenteeism by 3% based on May 2023 cumulative attendance results through increased parental involvement and positive reward system, measured by chronic absenteeism data.

Priority Performance                      The data reports for attendance indicates we are below state level in the Black population.  
Students struggle coming to school on time or at all. Their motivation for academic success is struggling.

Suspension Cases have increased over the last year.

Strategy 1:                      Parent Workshop

Strategy 2:                      Attendance committees

Strategy 3:                      Positive reward system for good attendance

Target Population:                      Total Population with a focus on the African American/Black population for chronic absenteeism.

## Interim Goals

### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Attendance committee is created and meets on a regular basis to review student attendance. At risk students are identified using 2022-2023 attendance data. Attendance Committee plans out contests, student achievement criteria, and attendance criteria for recognition to hold for each cycle	agendas and minutes, attendance data for 2022-2023 school year, list of at-risk students, letters home to families, call logs

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Attendance Committee continues to monitor student attendance, reach out to families and meet with individual students identified as chronically absent. At least one parent workshop has been held and students are recognized for continued or improved attendance each month.	agendas and minutes, activities/assemblies/contest/award recognition, attendance records for parent workshops, letters home to families, call logs
Apr 15:	Attendance Committee continues to monitor student attendance, reach out to families and meet with individual students identified as chronically absent. At least one parent workshop has been held and students are recognized for continued or improved attendance each month.	agendas and minutes, activities/assemblies/contest/award recognition, attendance records for parent workshops, letters home to families, call logs
Jul 1	By May 2024, decrease chronic absenteeism by 3% based on May 2023 cumulative attendance results through increased parental involvement and positive reward system, measured by chronic absenteeism data.	Panorama Survey EOY results and Final Attendance Report

## Action Steps

### SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Teachers will monitor and track monthly attendance records, progress and student achievements.	9/12/23	6/26/24	
1	1	School will create an attendance committee to address chronic absenteeism.	9/12/23	6/26/24	
1	2	Attendance committee created and have met to determine roles, expectations and discuss incentives and interventions to improve student attendance for the year.	9/12/23	6/26/24	
2	1	Pamphlets and literature will be sent home/emailed to parents talking about good attendance.	9/12/23	6/26/24	
2	2	Attendance committee meets on a regular basis to review student attendance and effectiveness of interventions	9/12/23	6/24/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	3	Recognize and celebrate students' progress and achievements in social-emotional learning through school wide events, assemblies, or certificates of accomplishment.	9/12/23	6/24/24	
3	2	Attendance orientation and committees will be for students and parents by September 30	9/12/23	6/24/24	
3	3	Update achievement wall	9/12/23	6/24/24	
3	1	Hold monthly attendance programs for students.	10/3/23	6/26/24	
4	3	Home communication about positive behaviors and attendance to students mid marking period.	9/12/23	6/24/24	
4	2	Implementation of programs, attendance celebrations, contests, assemblies or award ceremonies to celebrate student success with improved attendance.	9/12/23	6/24/24	
4	1	Panorama Survey Data continues to be analyzed and discussed.	9/30/23	6/26/24	
5	2	Monitor attendance committee meetings agendas, minutes and results each MP.	9/12/23	6/24/24	

## Budget Items

### SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Committee	SUPPORT SERVICES - Other Purchased Services / 200-500	\$6,500	SIA

## 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 (Reallocate d 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	\$3,000	\$0	\$3,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$16,975	\$16,975
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	\$20,000	\$0	\$20,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$23,000	\$16,975	\$39,975
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	\$230	\$0	\$230
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$6,000	\$0	\$6,000
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 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	\$6,500	\$0	\$6,500
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	\$0	\$12,730	\$0	\$12,730
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			\$0	\$0	\$0	\$0	\$0	\$0	\$35,730	\$16,975	\$52,705

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	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0

## School Level Certification Page

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

Completed By: Philip Baccarella

Title: Principal

Date: 06/30/2023

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:

x	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By:

Dennis C. Degnan

Title:

Assistant Superintendent

Date:

06/30/2023

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 Niesz  
Title: Superintendent of Schools  
Date: 06/30/2023