

## NICHOLAS ORESKO COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220140

# 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	Yostina Nekola	Yes	Yes	No		
Community Member	Annalisa Spano	Yes	Yes	No		
Principal	Charles Costello	Yes	Yes	No		
Administrative Secretary	Michelle Boyle	Yes	Yes	No		
School Counselor	Danielle Traina-Coll	Yes	Yes	No		
Data Team	Trisha Holden	Yes	Yes	No		
Teacher	Eric Clappsy	Yes	Yes	No		
Teacher	Kim Weimmer	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Tamara Roman	Yes	Yes	No		
Title I Teacher	Samantha Christie	Yes	Yes	No		

## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/03/2023	Prior Year Evaluation	Yes	Yes
05/10/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/17/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/22/2023	Smart Goal Development	Yes	Yes

## Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
English Language Arts teachers will identify their goals regarding reading and writing to drive instruction thus fostering academic growth.	ELA	All students in grades 3-8	No	Yes	Yes	LinkIt Benchmark Assessment
English Language Arts teachers will utilize a variety of strategies to designed to foster academic growth.	ELA	All students in grades 3-8	Yes	Yes	Yes	LinkIt Benchmark Assessment
English Language Arts teachers will identify best practices for future reference and record student data in Realtime and Schoology.	ELA	All students in grades 3-8	Yes	Yes	Yes	LinkIt Benchmark Assessment

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)
Mathematics teachers will identify their goals regarding the skills being taught at their grade level to drive instruction thus fostering academic growth.	Math	All students in grades 3-8	Yes	Yes	Yes	LinkIt Benchmark Assessment
To utilize both enrichment and remedial programs to enhance instruction.	ELA & Math	All students in grades 3-8	Yes	Yes	Yes	LinkIt Benchmark Assessment
Implementation of Second Step Social Emotional Learning Program .	SEL	All students	Yes	Yes	Yes	Second Step Program is an intervention used in Grades K - 8 that is research based aimed to help students build social-emotional skills such as: nurturing positive relationships, managing emotions and setting goals, so students can thrive in life and school.

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)
Student Assistance Counselor will implement appropriate activities that support social emotional growth.	SEL	All students	Yes	Yes	Yes	Second Step Program is an intervention used in Grades K - 8 that is research based aimed to help students build social-emotional skills such as: nurturing positive relationships, managing emotions and setting goals, so students can thrive in life and school.

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. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.		<p>Nicholas Oresko School outperformed both the district as well as the state in almost every grade level.</p> <p>However, further examination of the data, which included careful inspection of the Evidence Statement Tables and Student Rosters, helped identify specific areas of concern.</p> <p>For ELA in Grade 3, Reading - Information was the area in need of the most improvement. In Grade 4, Reading - Literary and Reading - Vocabulary were the lowest areas, as well as Writing Conventions. Reading - Vocabulary was the area of most concern in Grade 5 as well as in Grade 6. Written Expression was the lowest area in Grade 7, while Reading - Vocabulary was once again the lowest in Grade 8.</p> <p>For mathematics in Grade 3, Modeling was the weakest</p>	<p>There are many factors that could have contributed to this decrease. Last year's third, fourth, and fifth graders had never taken the NJSLA before due to the Covid-19 pandemic. Students returned to the building in September 2021 after two years of extremely interrupted schooling. Studies have shown that "on average, children at all grade levels have suffered significant delays in learning" (Admin 4). By and large, "students fell farther below grade level for every month they were not attending school in person" (Admin 4).</p> <p>Chronic student absence is another factor that negatively</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>area. Measurement &amp; Data along with Numbers &amp; Operations-Fractions are standards that students struggled with the most. In grade 4, Supporting Content as well as Modeling were major areas of weakness. More specifically, Numbers &amp; Operations-Fractions was again the area of greatest concern. In Grade 5, Modeling was the area of most concern. Measurement &amp; Data is the standard that students struggled with the most in Grade 5.</p> <p>In Grade 6, Major Content was the lowest area overall. The Number System was the particular standard that students underperformed on. In Grade 7, Reasoning was the lowest domain. Again, the Number System appeared to be the standard that students struggled with most. In Grade 8, Major Content is the area in need of the most improvement. Expressions &amp; Equations was the most challenging standard for students. For the Algebra 1 test, Modeling</p>	<p>affected the school's performance. Student attendance in the 2021-2022 school year had room for improvement, as evidenced in the table below. Levels of chronic absenteeism for Grades 2-8 ranged from just 2% in Grade 8 up to 23% in Grade 4. Additionally, the percentage of students whose attendance was labeled as unsatisfactory fell between 5% and 15% in Grades 2-8.</p>



Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>is the area with the most potential for improvement. Statistics &amp; Probability was the strand students could improve most on.</p> <p>When the data is broken down by ethnicity, Black / African American as well as Hispanic or Latino are the lowest subgroups. This is the case for both English Language Arts and Mathematics; mathematics, however, is of greater concern. Only 28% of our Black / African American students met expectations in math; none of them exceeded expectations. Less than half of our Hispanic or Latino students met or exceeded standards in math.</p> <p>Economically Disadvantaged is also a subgroup in need of improvement, again more so in Mathematics than in English Language Arts. Students with IEPs and current English Language Learners are two more subgroups that need improvement.</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>		<p>In Grade 5, only 25% of students scored a Level 3 or 4 and are considered proficient.</p> <p>In Grade 8, only 55.4% of students scored a Level 3 or 4 and are considered proficient.</p>	<p>In Grade 5, the following subgroups have been identified as being an area of weakness:</p> <p>Hispanic Black or African American Economically Disadvantaged</p> <p>They will require additional support and interventions.</p> <p>In Grade 5, NOCS was above the Distract average (+11.1 percentage points).</p> <p>In Grade 8, the following subgroups have been identified as being an area of weakness:</p> <p>Hispanic White Economically Disadvantaged</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>They will require additional support and interventions.</p> <p>In Grade 8, NOCS was above the Distract average (+44.9 percentage points).</p>
SGP*	<p>Student growth on state assessments. (Grades 4-8)</p> <p>*Identify overall school wide growth performance by content.</p> <p>*Identify interaction between student proficiency level.</p>		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					All grade levels met the 95% participation rate.	In 2022-2023 District wide assessments were given. This data was monitored by classroom teachers.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		
		6	100%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	0%		
		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	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		
		6	100%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	0%		
		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	Students showed growth in ELA.	In 2022-2023 District wide assessments were given. This data was monitored by classroom teachers.
		K	36%	60%	60%	0%		
		1	5%	29%	30%	0%		
		2	18%	37%	37%	0%		
		3	23%	27%	29%	0%		
		4	49%	47%	75%	0%		
		5	50%	79%	97%	0%		
		6	13%	66%	75%	0%		
		7	18%	68%	87%	0%		
		8	23%	82%	94%	0%		
		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	Grades 5-8 showed growth. Grades 1 and 2 shows minimal growth. Grades K and 4 showed no growth.	In 2022-2023 District wide assessments were given. This data was monitored by classroom teachers.
		K	15%	55%	52%	0%		
		1	7%	22%	22%	0%		
		2	8%	15%	15%	0%		
		3	7%	15%	16%	0%		
		4	40%	95%	48%	0%		
		5	70%	71%	90%	0%		
		6	50%	58%	81%	0%		
		7	58%	85%	90%	0%		
		8	28%	88%	90%	0%		
		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
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	50%	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	391	Enrollment by month: September: 391 October: 394 November: 391 December: 390 January: 388 February: 391 March: 391 April: 389 May: June:	Enrollment was consistent throughout the school year.
		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	94.17%	Percent by Grade - YTD Kindergarten: 93.1% Grade 1: 93.0% Grade 2: 93.1% Grade 3: 93.4% Grade 4: 95.0% Grade 5: 94.1% Grade 6: 95.3% Grade 7: 95.5% Grade 8: 95.3%	Overall student attendance was good.
		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 Percent by Grade - YTD Kindergarten: 13.3% Grade 1: 13.4% Grade 2: 13.7% Grade 3: 11.4% Grade 4: 12.1% Grade 5: 15.1% Grade 6: 13.8% Grade 7: 12.6% Grade 8: 15.1%	Since COVID chronic absenteeism has continue to increase. Greater emphasis has to be placed on good attendance. Use of embedded attendance letters as well as quarterly notices. Attendance hearings will be held. Perfect attendnace certificates will be distributed on monthly basis.
		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	93.30%	N/A	Staff reasons for absenteeism included COVID illness, sick days, personal business days, and family sick days.

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%	Total Out of School Suspensions: 9  Students were suspended for inappropriate language, inappropriate conduct, bullying, & possession of a weapon (box cutter).  Sub-groups: African-American: 1 White: 3 Asian: 2 Hispanic: 3  No chronic offenders	Since COVID suspensions have risen.
		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	0.26%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
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>Results of Fall 2023 Panorama Survey</p> <p>Grades 3-5 Student Responses</p> <p>Supportive Relationships: 85%</p> <p>Sense of Belonging: 71%</p> <p>Social Awareness: 68%</p> <p>Positive Feelings: 66%</p> <p>Engagemnet: 65%</p> <p>Emotion Regulation 41%</p> <p>Grades 6-8 Student Responses</p> <p>Supportive Relationships: 84%</p> <p>Positive Feelings: 63%</p> <p>Social Awareness: 59%</p> <p>Sense of Belonging: 48%</p> <p>Emotion Regulation 40%</p> <p>Engagement; 35%</p>	<p>Grades 3-5:</p> <p>Sense of Belonging showed a positive gain of (+4) and Supportive Relationships showed loss of (-1) change since the Spring 2022 survey.</p> <p>The following areas showed a positive gain:</p> <p>Emotion Regulation: +3</p> <p>Social Awareness: +1</p> <p>Positive Feelings: +2</p> <p>Engagemnet: +2</p> <p>In Grades 6-8:</p> <p>Positive Feelings showed greatest growth (+10) since the Spring 2022 survey.</p> <p>No areas showed any losses.</p> <p>The following areas showed postivie gains:</p> <p>Supportive Relationships: +3</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				Sense of Belonging: +5 Social Awareness: +1 Emotion Regulation:+2 Engagement: +3

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	35	Algebra 1 students performed well on the Algebra 1 section of the NJSLA.	N/A
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	35		
		% of students who scored 4 or 5 on the PARCC assessment	100%		



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	Based on the Realtime DOE Observation Counts (2022-2023) date*:	Danielson Frameworks along with NJ Achieve are reviewed on a yearly basis.
		# Teachers to Evaluate	47	Total Observations: 50	
		# Teachers on CAP	0	Round 1: 24 Round 2: 20 Round 3: 6	
		# Teachers receiving mSGP			

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Lunch Bunch	Students would benefit from the lunchtime counseling sessions.	Meetings are designed to promote the social and emotional well being of the students.	Students benefit from the activities and group counseling.
Title I Family Workshops	Students benefit from working with family members in an educational environment.	Family involvement will help students see the importance of learning.	Parents and students worked together to complete learning

## 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	Teachers at NOCS know the New Jersey Student Learning Standards and Objectives for all of the curriculum areas that they teach. Teachers reference these standards and objectives when creating their lesson plans on OnCourse. Formative and Summative Assessments are given throughout each marking period as well as District Assessments being administered at the end of each marking period.	Implementation of a multi-tiered system approach to determine student progress in meeting objectives and using data to drive instruction.
	2	A		
	3	A		
	4	A		
	5	A		
Assessment	1	A	Teachers, Directors, and Curriculum Writing Teams provide yearly Diagnostic and quarterly District Assessments in every subject and grade. In addition, our schools utilize Teacher created formative & summative assessments, Yearly Diagnostic Benchmark Assessments, as well as Diagnostic Assessments in I-Ready, ST MATH, IXL, and SAVAAS. The data from these assessments allow teachers to form groupings of learners and develop differentiated learning opportunities. Our school implements a tiered level of targeted interventions which are routinely assessed to determine the success of these interventions.	The use of diagnostics assessments to identify student areas of weakness. The data from these assessments will allow teachers to develop individual and implement individualized learning plans.
	2	A		
	3	A		
Professional Learning Community (PLC)	1	A	Teachers at each grade-level are provided with one period per week for Grade Level Planning and discussion of topics relevant to their students. Teachers are also provided with the opportunity for vertical articulation during our monthly Faculty Meetings. Time is given during monthly Faculty Meetings to discuss and share ideas at PLC's.	Providing for more time for teacher collaboration and instructional planning.
	2	A		
	3	A		
	4	A		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	The District Code of Conduct is given to students, parents, and guardians in our school and posted on district websites. Teachers and Administrators review and discuss expectations of student behavior and consequences for inappropriate behaviors. Within each classroom, teachers have also developed with students classroom rules that are guided by the District Code of Conduct to ensure a safe and secure learning environment for all.	NOCS will continue to strive to provide a safe and secure learning environment for all students.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	We have a structured evaluation system for teachers and principal effectiveness as well as tools. to support them grow and thrive.	We will continue to use our best practices for teacher and principal effectiveness to help support and grow as leaders.

## 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	Grade 3 had 46.4% of students meeting or exceeding expectations.  Grade 4 had 40.7% of students meeting or exceeding expectations. This was under the state score of 49.4%.	Students returned to the building in September 2021 after two years of extremely interrupted schooling. Studies have shown that on average, children fell farther below grade level for every month they were not attending school in person.	Grade 4 and Grade 5 ELA	1	Implement the Savvas English Language Arts program.
				2	To support the growth of Language Arts (ELA), it is crucial to implement IXL which targets comprehension and writing development
				3	
Effective Instruction	Grade 3 had 37.9% of students meeting or exceeding expectations. This was below both the state and district scores.  Grade 4 had 32.1% of students meeting or exceeding expectations. This was below the state score.  Grade 5 had 36.4% of students meeting or exceeding expectations. This was slightly above the state score,	Students returned to the building in September 2021 after two years of extremely interrupted schooling. Studies have shown that on average, children fell farther below grade level for every month they were not attending school in person.	Grade 4, Grade 5 and Grade 6 Math	1	Implement the Go Math Mathematics program.
				2	To support the growth of Math, it is important to implement ST Math which a visual program challenges students spatial-temporal reasoning ability to solve problems.
				3	To support the student mastery of Math skills, it is important to implement IXL which targets math skills and monitors student mastery levels.

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?)	
Social and Emotional Learning	Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students room.	There have been 15 total HIB investigations. Of the 15, 33% of these investigations were identified to grade 5.	Grade 6	1	Incorporate SEL Lessons: Second Step, Social Emotional Learning and Conflict Resolution strategies. Positive behavior incentives, Good Character Certificates, Student of the Month Certificates and Gold Slip Program
				2	
				3	
Climate & Culture - Attendance/Behavior	Levels of chronic absenteeism for Grades 2-8 ranged from 2% in Grade 8 up to 23% in Grade 4. Additionally, the percentage of students whose attendance was labeled as unsatisfactory fell between 5% and 15% in grades 2-8.	Diminish chronic absenteeism.	All students in grades 2-8.	1	Identify an attendance committee. Identify students who are chronically absent.  Attendance letters to be sent home to parents. Attendance hearings to be held as needed.
				2	
				3	

## SMART Goal 1

By June 2024 at least 50% of students in grades 4 and 5 will be performing at or above grade level in ELA.

Priority Performance      Grade 3 had 46.4% of students meeting or exceeding expectations.

Grade 4 had 40.7% of students meeting or exceeding expectations. This was under the state score of 49.4%.

Strategy 1:      Implement the Savvas English Language Arts program.

Strategy 2:      To support the growth of Language Arts (ELA), it is crucial to implement IXL which targets comprehension and writing development

Strategy 3:

Target Population:      Grade 4 and Grade 5 ELA

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2023 at least 15% of students grades 4 and 5 will be performing at grade level.in	IXL Reports LinkIt Benchmark Assessments
Feb 15	By February 2024 at least 30% of students in grades 4 and 5 will be performing at grade level.	IXL Reports LinkIt Benchmark Assessments
Apr 15:	By April 2024 at least 35% of students in grades 4 and 5 will be performing at grade level.	IXL Reports LinkIt Benchmark Assessments
Jul 1	By June 2024 at least 50% of students in grades 4 and 5 will be performing at or above grade level in ELA.	IXL Reports LinkIt Benchmark Assessments

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer LinkIt Benchmark Assessments during the course of the year to determine student skill mastery level.	9/1/23	6/14/24	
1	2	Implement IXL as a regular component of classroom instruction.	9/1/23	6/14/24	
2	2	Monitor student progress and skill mastery using IXL and provide individualized feedback and support based on IXL data.	9/1/23	6/14/24	

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	LinkIt	INSTRUCTION - Supplies & Materials / 100-600	\$17,500	State/Local
2	IXL	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	State/Local
2	IXL SUPPLIES	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local



## SMART Goal 2

By June 2024 at least 50% of students in grades 4, 5, and 6 will be performing at grade level in Math.

Priority Performance      Grade 3 had 37.9% of students meeting or exceeding expectations. This was below both the state and district scores.

Grade 4 had 32.1% of students meeting or exceeding expectations. This was below the state score.

Grade 5 had 36.4% of students meeting or exceeding expectations. This was slightly above the state score,

Strategy 1:      Implement the Go Math Mathematics program.

Strategy 2:      To support the growth of Math, it is important to implement ST Math which a visual program challenges students spatial-temporal reasoning ability to solve problems.

Strategy 3:      To support the student mastery of Math skills, it is important to implement IXL which targets math skills and monitors student mastery levels.

Target Population:      Grade 4, Grade 5 and Grade 6 Math

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2023 at least 15% of students in grades 4, 5, and 6 will be performing at grade level in Math.	IXL Reports LinkIt Benchmark Assessments
Feb 15	By February 2024 at least 30% of students in grades 4, 5, and 6 will be performing at grade level in Math	IXL Reports LinkIt Benchmark Assessments

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By April 2024 at least 35% of students in grades 4, 5, and 6 will be performing at grade level in Math	IXL Reports LinkIt Benchmark Assessments
Jul 1	By June 2024 at least 50% of students in grades 4, 5, and 6 will be performing at grade level in Math.	IXL Reports LinkIt Benchmark Assessments

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer LinkIt Benchmark Assessments during the course of the year to determine student skill mastery level.	9/1/23	6/14/24	
1	2	Implement ST Math program to enhance the teaching of foundational concepts visually, then connecting the ideas to symbols and language. Through visual learning, students will be better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding.	9/1/23	6/14/24	
1	3	Implement IXL as a regular component of classroom instruction.	9/1/23	6/14/24	
2	3	Monitor student progress and skill mastery using IXL and provide individualized feedback and support based on IXL data.	9/1/23	6/14/24	

## Budget Items

### SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	LinkIt	INSTRUCTION - Supplies & Materials / 100-600	\$17,500	State/Local

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	IXL LICENSING	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	State/Local

## SMART Goal 3

By June 2024 all students in grade 6 will be able to demonstrate increased social emotional skills and knowledge, as evidenced by their ability to apply the concepts and strategies learned in the Second Step program by completing post program survey.

**Priority Performance** Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students room.

**Strategy 1:** Incorporate SEL Lessons: Second Step, Social Emotional Learning and Conflict Resolution strategies. Positive behavior incentives, Good Character Certificates, Student of the Month Certificates and Gold Slip Program

Strategy 2:

Strategy 3:

**Target Population:** Grade 6

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Review Second Step curriculum.	Code of Conduct assemblies to introduce District and School policies.  School counselor will make a presentation at Back to School Night dealing with the Second Step Curriculum and the importance of Social Emotional Learning.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Implement Second Step curriculum. School counselor and the SAC will serve as a resource to support SEL. School counselor and the SAC will peer mediation, one on one and group counseling as needed.	School counselor and SAC private and group sessions.  Completion of Second Step lessons, teacher logs.  School counselor and SAC lessons and counseling logs.
Apr 15:	Implement Second Step curriculum. School counselor and the SAC will serve as a resource to support SEL. School counselor and the SAC will peer mediation, one on one and group counseling as needed.	School counselor and SAC private and group sessions.  Completion of Second Step lessons, teacher logs.  School counselor and SAC lessons and counseling logs.
Jul 1	By June 2024 all students in grade 6 will be able to demonstrate increased social emotional skills and knowledge, as evidenced by their ability to apply the concepts and strategies learned in the Second Step program by completing post program survey.	Program student survey

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Conduct staff training in the use of the Second Step program.	9/1/23	11/17/23	
2	1	Introduce the Second Step program to students, highlighting the importance of social emotional learning.	9/1/23	11/17/23	
3	1	Begin delivering Second Step lessons.	9/1/23	11/17/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	1	Encourage teachers to create a positive and inclusive classroom environment.	9/1/23	11/17/23	
5	1	Provide regular check-ins with students to determine progress and understanding.	9/1/23	11/17/23	

## Budget Items

### SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step Program	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Other Federal

## SMART Goal 4

By June 2024, students who are approaching chronic absenteeism in grades 2-8 at Nicholas Oresko Community School will be identified when they hit 5% rate of absenteeism.

**Priority Performance** Levels of chronic absenteeism for Grades 2-8 ranged from 2% in Grade 8 up to 23% in Grade 4. Additionally, the percentage of students whose attendance was labeled as unsatisfactory fell between 5% and 15% in grades 2-8.

**Strategy 1:** Identify an attendance committee. Identify students who are chronically absent.

Attendance letters to be sent home to parents. Attendance hearings to be held as needed.

**Strategy 2:**

**Strategy 3:**

**Target Population:** All students in grades 2-8.

## Interim Goals

### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify an Attendance Committee. Monitor student attendance in Realtime. Send out attendance letters (4, 8, 12 days and quarterly letters as needed). Hold attendance hearings as needed.	Attendance Committee Identified. Students attendance records in Realtime Attendance Letters Attendance Hearing forms.
Feb 15	Continue to monitor student attendance in Realtime. Send out attendance letters (4, 8, 12 days and quarterly letters as needed). Hold attendance hearings as needed.	Attendance Letters Attendance Hearing forms.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Continue to monitor student attendance in Realtime. Send out attendance letters (4, 8, 12 days and quarterly letters as needed). Hold attendance hearings as needed.	Attendance Letters Attendance Hearing forms.
Jul 1	By June 2024, students who are approaching chronic absenteeism in grades 2-8 at Nicholas Oresko Community School will be identified when they hit 5% rate of absenteeism.	List of identified students.

## Action Steps

### SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Identify Attendance Committee	9/1/23	9/22/23	
2	1	Attendance notices will be sent home 4th, 8th and 12th day of student absence.	9/1/23	6/28/24	
3	1	Quarterly attendance notices will be sent home showing the percentage of time that is being missed by the student due to his/her absenteeism.	9/1/23	6/28/24	
4	1	Students at risk of violating the attendance policy will be referred to the attendance committee.	9/1/23	6/28/24	
5	1	Attendance hearings will be held for students at risk.	9/1/23	6/28/24	



### Budget Items

#### SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Certificates	INSTRUCTION - Other Objects / 100-800	\$1,500	State/Local

## Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
TITLE I TEACHER SALARIES-2	9/1/23	6/30/24	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100-100	\$123,866.00	Federal Title I (School
INSTRUCTIONAL SUPPLIES	9/1/23	6/30/24	BUILDING	INSTRUCTION - Supplies & Materials / 100-600	\$9,970.00	Federal Title I (School
TITLE I TEACHER BENEFITS	9/1/23	6/30/24	BUILDING	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$79,274.00	Federal Title I (School
TITLE I BACKPACKS	9/1/23	6/30/24	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200-600	\$35,837.00	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	\$45,500	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$50,500
INSTRUCTION	Other Objects	100-800	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500
INSTRUCTION	Sub-total		\$47,000	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$52,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus 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		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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			\$47,000	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$52,000

# 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	\$248,947	\$0	\$248,947
Total	\$0	\$248,947	\$0	\$248,947

## 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	<del>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.</del>	
x		Effective Instruction
x		Effective Instruction
x		Social and Emotional Learning
x		Climate & Culture - Attendance/Behavior
	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: Charles Costello

Title: Principal

Date: 06/28/2023

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:

	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:

06/28/2023

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: 06/29/2023