Washington Community School #9

District:	BAYONNE CITY	School Identification:	NA
County:	HUDSON	Targeted Subgroup	
Team:	NA	CDS:	170220120

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
Principal	George Becker	Yes	Yes	Yes		
Assistant Principal	Lisa Wasielewski	Yes	Yes	Yes		
Counselor	Megan Hickey	Yes	Yes	Yes		
Secretary	Janice DeFilippis	Yes	Yes	No		
Teacher	Alissa Serpe	Yes	Yes	Yes		
Teacher	Matthew Ruttler	Yes	Yes	Yes		
Title I Interventionist	Sandy Wojciechowski	Yes	Yes	Yes		
Paraprofessional	Michele Giampaglia	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Neveen Saeed	Yes	Yes	No		
Community Member	Juliette Johnston	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/21/2023	Prior Year Evaluation	Yes	Yes
04/28/2023	Prior Year Evaluation	Yes	Yes
05/05/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/12/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/19/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/22/2023	Smart Goal Development	Yes	Yes
05/30/2023	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)
IXL	ELA	Students in grade 4-5.	Yes	Yes	Yes	Average monthly growth represents the average change in diagnostic levels each month. Students demonstrated diagnostic growth in ELA in grades 4 (+20) and 5 (+7).
DIBELS 8	Reading	Students in grade 4-5.	Yes	Yes	Yes	Based on data collected from DIBELS, students who scored in the "In Need of Intensive Intervention" range were sent for follow up comprehensive educational evaluations. One hundred percent of these students were diagnosed with with reading disabilities and subsequently provided with appropriate instruction and accommodations.
LinkIt!	All	Students in grade 4-5.	Yes	Yes	Yes	The LinkIt! platform is an assessment management, data analytics, and intervention support solution that we have utilized this school year. It has allowed teachers and administrators to identify trends, formulate plans and make informed decisions to support student achievement.

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)
ST Math	Math	Students in K-2	Yes	Yes	Yes	After completing ST Math learning objectives, students on average scored higher on math post-quizzes than pre-quizzes. The average pre quiz score is about 59.86 and the average post quiz score is about 73.85. Hence the average quiz score grew by 13.99 percentage points and the associated average effect size is 0.57.
Second Step	SEL	Students in grades 6-8	Yes	Yes	Yes	Second Step instruction, the bullying and harassment unit in particular, increased students' awareness of the difference between bullying/harassment and peer conflict, resulting in fewer unfounded or unsubstantiated H.I.B. claims.

		STUDENT ACHIEVEMENT		
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		The data we have has been pre-populated.	We do not have data from the 2020-2021 school year to compare.
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		N/A	N/A
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					ELA Grade 4 Cycle 1 Grade 8 Cycle 1 Grade 4 Cycle 2 Grade 4 Cycle 4 Grade 5 Cycle 4 Grade 6 Cycle 4	Participation rate was negatively affected by attendance. Grade 4 seemed to struggle the most with participation. Cycles 1and 4 were the worst for participation.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	95%	95%	98%	99%		
		1	97%	95%	97%	97%	Math Grade K Cycle 1 Grade 2 Cycle 1 Grade 4 Cycle 1 Grade 8 Cycle 1 Grade 8 Cycle 3	
		2	97%	95%	98%	98%		
		3	95%	97%	98%	98%		
		4	85%	93%	98%	87%		
		5	100%	96%	98%	91%		
		6	100%	100%	98%	88%		
		7	95%	100%	98%	98%		
		8	92%	96%	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	92%	95%	98%	99%		
		1	96%	95%	97%	98%		
		2	93%	95%	98%	98%		
		3	97%	99%	98%	98%		
		4	87%	96%	96%	96%		
		5	95%	100%	98%	95%		
		6	98%	100%	100%	98%		
		7	95%	98%	100%	95%		
		8	94%	96%	94%	98%		
		9	100%	100%	100%	100%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Data is displayed.	The % of passing in ELA in Grades K-3 and Grades 7-8 consistently increased from Cycle 1 - Cycle 4. Kindergarten demonstrated the most overall growth. Chronically absent students either did not participate or underperformed. Students with disabilities had a lower % passing rate.
		K	22%	52%	70%	71%		
		1	10%	40%	46%	46%		
		2	26%	49%	64%	64%		
		3	44%	54%	62%	71%		
		4	15%	63%	52%	57%		
		5	60%	29%	48%	57%		
		6	64%	63%	37%	41%		
		7	58%	64%	71%	100%		
		8	57%	89%	90%	100%		
		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 displayed.	The % passing in Math in Grades K-3 consistently increased from Cycle 1- Cycle 4. Kindergarten demonstrated the most overall growth. Students with disabilities had a lower % passing rate.
		K	12%	35%	48%	49%		
		1	5%	20%	34%	35%		
		2	17%	28%	44%	44%		
		3	39%	52%	60%	68%		
		4	60%	50%	47%	88%		
		5	78%	58%	76%	80%		
		6	65%	31%	46%	33%		
		7	100%	71%	64%	83%		
		8	100%	88%	69%	71%		
		9	100%	100%	100%	100%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	57.1%	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	648	Average Enrollment by Month: September - 647 October - 651 November - 655 December - 647 January - 648 February - 649 March - 651 April - May - June - Enrollment by Grade: K - 62 1 - 74 2 - 65 3 - 58 4 - 58 5 - 80 6 - 64 7 - 60 8 - 69 Enrollment by Subgroup: Black - 68 Students w/ Disabilities - 184	Enrollment average remained steady at 650. There were no noted trends or differences between grade and/or subgroup.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
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	91.93%	% by Grade K - 89.91 1 - 91.56 2 - 92.11 3 - 92.72 4 - 93.02 5 - 92.36 6 - 93.48 7 - 91.45 8 - 92.60	Kindergarten students have the lowest daily attendance rate, which may be related to illness or parents not valuing Kindergarten as an academic grade level.

There are no patterns identified by teacher.

Interventions include contacting households when students are absent. The attendance office is contacted when absences become prolonged, frequent or without explanation. Attendance officers communicate with families and visit homes. Encouraging students to come to school is always a priority. We do so by incorporating fun and engaging events and activities to motivate and entice students to attend school. Recognition programs are in place for perfect and improved student attendance. |
| | | 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

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	29.38%	Chronic Absenteeism % by Grade: K - 44.29 1 - 28.21 2 - 23.61 3 - 30.16 4 - 17.46 5 - 28.57 6 - 22.06 7 - 33.87 8 - 28.38	The biggest problem lies in Kindergarten, which may be due to illness or families undervaluing the Kindergarten experience. At this age, students are also heavily dependent upon adults getting them ready for and bringing them to school. Students eligible for district school bus transportation (those with IEPs living out of their school's immediate neighborhood) are often absent due to missing the bus. There are no patterns by teacher. In addition to the interventions listed above, students who are chronically absent may be referred to the I&RS team through which an action plan is developed. The district may bring the parents/guardians of chronically absent students to court, where, if found guilty, they can
		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
					be fined. Counseling is provided to chronically absent students to help identify the underlying reasons for their poor attendance.
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	92.38%	N/A	There are no patterns identified by grade. Staff chronic absenteeism has been due to medical and family leaves.

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 # of OOS Suspensions - 13 Types of Incidents: Conduct Unbecoming - 1 Vaping - 3 Fighting - 2 Assault - 3 Inappropriate Behavior - 1 Damage to Property - 2 Drug Possession - 1	There are no chronic offenders. These 13 suspensions were assigned to 12 different students. Black/African American - 4 (30%) Students w/ Disabilities - 5 (42%)
		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	0.43%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY) - 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)			
Post-Secondary Rates	% of students that enroll in post-secondary institution.			
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			

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	6		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
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 Framework	N/A	Teachers have become very comfortable developing and displaying Essential Questions. In many cases there needs to be a stronger emphasis on discussions and questions related to the relevance of the content. Early childhood classrooms feature a variation of small group instruction, station rotation and/or learning centers. As the grade level increases the amount of this type of instruction decreases. Professional development needs include differentiating instruction to accommodate varying student abilities and interests and satisfying the need for remediation and enrichment.
		# Teachers to Evaluate	65		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	6		
		Cycle 2	8		
		Cycle 3	10		
		Cycle 4	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Professional Capacity	NJTSS requires training and manpower.	We have three Title I interventionists for a school of approximately 650 students.	Students show growth when provided targeted support
Parent/Family Engagement	Home language other than English; Lack of understanding of or access to Internet/technology; Negative attitude toward school	Students whose families are unwilling or unable to assist/support them often struggle socially and/or academically.	The district disseminates information in Arabic and Spanish

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	We consistently implement, revise, and reflect on SLOs as we deliver our units of study. We assess students to determine their progress in meeting those SLOs and use the data to drive changes in instruction and unit design. We have aligned all components of our units of study. We consistently use student data results to reflect on and revise all components to ensure tight alignment.	We plan to share and model instructional strategies/models/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Assessment strategies and data use are continually evaluated and adjusted as needed.	We plan to utilize universal screeners and develop common formative assessments.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Common planning time is provided frequently for collaborative job-embedded professional learning. We also utilize available after-school meeting time and in-service days. Time is also provided within the school day to meet and/or observe colleagues as needed.	We will focus on evaluating the effectiveness of our collaborations.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Adult relationships are collegial. We have the structures in place that allow professional to regularly exchange craft knowledge. There is an agreed expectation that we treat each other with mutual respect. Leadership is shared. Every professional shares responsibility and accountability for student learning. We collect both formative and summative data related to school climate. We analyze the data throughout the year to drive school climate plan development, reflection and revision.	We will work with our School Climate Team to address any weaknesses discovered in climate surveys.
	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	4-Sustaining		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Research-based evaluation frameworks are utilized to evaluate teachers and principals.	We will focus on specific and actionable feedback.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Students in grades 5 and 6 scored 8.25% lower on the mid-year math benchmark assessment than the district average for grades 5 and 6 with only 13% meeting or exceeding expectations.	1. Students need more practice on foundational computational skills so they can build academic self-esteem and perform calculations quickly and accurately.	Students in grades 5-6	1	IXL
				2	ST Math
				3	LinkIt!
Social and Emotional Learning	Students must first define bullying behavior to be able to address it and to develop empathy around the topic.	1. Students do not fully understand the difference between bullying and peer conflict 2. Parents become defensive and are quick to label peer conflict as bullying.	Students in grades 7-8.	1	Second Step
				2	
				3	
Effective Instruction	Only 37% of 3rd grade students met their reading level benchmark.	1.After second grade, the focus on phonics decreases, while many students still need that explicit instruction.	Students in grade 3	1	IXL
				2	DRA
				3	
Effective Instruction	Only 34% of first grade students achieved math proficiency as determined by cycle 3 benchmark data compared with the school average of 57%.	1. The transition from Kindergarten to first grade is a challenge 2. Parents struggle to support their children in math, as they are unfamiliar with the strategies being taught in school.	Students in grade 1	1	IXL
				2	ST Math
				3	i-Ready

SMART Goal 1

By June 2024, at least 20% of 5th and 6th grade students will meet or exceed expectations on the LinkIt Benchmark for math.

Priority Performance	Students in grades 5 and 6 scored 8.25% lower on the mid-year math benchmark assessment than the district average for grades 5 and 6 with only 13% meeting or exceeding expectations.
Strategy 1:	IXL
Strategy 2:	ST Math
Strategy 3:	LinkIt!
Target Population:	Students in grades 5-6

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 5% of 5th and 6th grade students will meet or exceed expectations in math.	LinkIt Benchmark Form A
Feb 15	At least 10% of 5th and 6th grade students will meet or exceed expectations in math.	LinkIt Benchmark Form B
Apr 15:	At least 15% of 5th and 6th grade students will meet or exceed expectations in math.	IXL Diagnostic data
Jul 1	By June 2024, at least 20% of 5th and 6th grade students will meet or exceed expectations on the LinkIt Benchmark for math.	LinkIt Benchmark Form C

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Students will take the IXL Diagnostic.	9/11/23	9/29/23	
1	3	Data available via LinkIt! will be utilized to group students for the purpose of differentiated instruction.	9/11/23	10/27/23	
1	2	Students will utilize ST Math throughout the duration of the school year.	9/11/23	6/21/24	
2	3	LinkIt! Benchmark Form A will be administered.	11/1/23	11/30/23	
2	1	Students will continue to utilize IXL throughout the year for targeted practice and progress monitoring.	10/2/23	6/21/24	
3	3	LinkIt! Benchmark Form B will be administered.	3/1/24	3/29/24	
4	3	LinkIt! Benchmark Form C will be administered.	6/3/24	6/21/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL Licenses	INSTRUCTION - Other Purchased Services / 100-500	$5,223	State/Local

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	LINKIT LICENSING-SCHOOL PORTION OF DISTRICT OBLIGATION	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$35,000	State/Local

SMART Goal 2

By June 2024, students in grades 7-8 will demonstrate proficiency (70%+ average score) in distinguishing between peer conflict and HIB.

Priority Performance	Students must first define bullying behavior to be able to address it and to develop empathy around the topic.

Strategy 1:	Second Step

Strategy 2:

Strategy 3:

Target Population:	Students in grades 7-8.

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 40% of students in grades 7-8 will demonstrate proficiency in distinguishing between peer conflict and HIB.	Peer Conflict vs. HIB Assessment
Feb 15	At least 50% of students in grades 7-8 will demonstrate proficiency in distinguishing between peer conflict and HIB.	Peer Conflict vs. HIB Assessment
Apr 15:	At least 60% of students in grades 7-8 will demonstrate proficiency in distinguishing between peer conflict and HIB.	Peer Conflict vs. HIB Assessment
Jul 1	By June 2024, students in grades 7-8 will demonstrate proficiency (70%+ average score) in distinguishing between peer conflict and HIB.	Peer Conflict vs. HIB Assessment

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	The Second Step SEL Curriculum will be utilized throughout the school year.	9/11/23	6/21/24	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SECOND STEP LICENSING	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	Other Federal

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION   2023-2024

SMART Goal 3

By June 2024, at least 45% of 3rd grade students will meet their reading level benchmark.

Priority Performance   Only 37% of 3rd grade students met their reading level benchmark.

Strategy 1:   IXL

Strategy 2:   DRA

Strategy 3:

Target Population: Students in grade 3

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 15% of 3rd grade students will meet their reading level benchmark.	Fall DRA scores
Feb 15	At least 25% of 3rd grade students will meet their reading level benchmark.	Winter DRA scores
Apr 15:	At least 35% of 3rd grade students will meet their reading level benchmark.	IXL Diagnostic data
Jul 1	By June 2024, at least 45% of 3rd grade students will meet their reading level benchmark.	Spring DRA scores

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Students will take the IXL Diagnostic.	9/11/23	9/29/23	
1	2	Students will take the Fall DRA3.	10/2/23	10/31/23	
2	2	Students will take the Winter DRA3.	1/3/24	1/31/24	
2	1	Students will continue to utilize IXL throughout the school year for differentiated practice and progress monitoring.	10/2/23	6/21/24	
3	2	Students will take the Spring DRA3.	4/1/24	4/30/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL LICENSING	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	State/Local

SMART Goal 4

By June 2024, at least 40% of first grade students will achieve on or above grade level placement on the spring i-Ready diagnostic.

Priority Performance	Only 34% of first grade students achieved math proficiency as determined by cycle 3 benchmark data compared with the school average of 57%.
Strategy 1:	IXL
Strategy 2:	ST Math
Strategy 3:	i-Ready
Target Population:	Students in grade 1

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 10% of first grade students will achieve on or above grade level placement in math.	i-Ready Fall Diagnostic
Feb 15	At least 20% of first grade students will achieve on or above grade level placement in math.	i-Ready Winter Diagnostic
Apr 15:	At least 30% of first grade students will achieve on or above grade level placement in math.	IXL Diagnostic data
Jul 1	By June 2024, at least 40% of first grade students will achieve on or above grade level placement on the spring i-Ready diagnostic.	i-Ready Spring Diagnostic

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Students will take the IXL Diagnostic.	9/11/23	9/29/23	
1	2	Students will utilize ST Math throughout the school year.	9/11/23	6/21/24	
1	3	Students will take the Fall i-Ready Diagnostic.	10/2/23	11/30/23	
2	3	Students will take the Winter i-Ready Diagnostic.	1/3/24	2/29/24	
2	1	Students will continue to utilize IXL for differentiated practice and progress monitoring.	10/2/23	6/21/24	
3	3	Students will take the Spring i-Ready Diagnostic.	4/1/24	5/31/24	

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL LICENSING	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	State/Local

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
TITLE I TEACHER SALARIES	9/1/23	6/30/24	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100-100	$229,097.00	Federal Title I (School
TITLE I 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	$146,622.00	Federal Title I (School
TITLE I BACKPACKS-SCHOOLWIDE	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 Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	$10,000	$0	$0	$0	$0	$5,000	$0	$0	$15,000
INSTRUCTION	Other Purchased Services	100-500	$5,223	$0	$0	$0	$0	$0	$0	$0	$5,223
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$15,223	$0	$0	$0	$0	$5,000	$0	$0	$20,223
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	$35,000	$0	$0	$0	$0	$0	$0	$0	$35,000
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$35,000	$0	$0	$0	$0	$0	$0	$0	$35,000
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

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Total Cost			$50,223	$0	$0	$0	$0	$5,000	$0	$0	$55,223

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	$421,526	$0	$421,526
Total	$0	$421,526	$0	$421,526

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		Effective Instruction

	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: George Becker

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.

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