

WALTER F. ROBINSON COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220030

# Annual School Planning 2022-2023

## ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Karen Fiermonte	Yes	Yes	Yes		
Assistant Principal	Areta Costello	Yes	Yes	Yes		
Assistant Supervisor	Juana Saborido	Yes	Yes	Yes		
ELA Teacher/Data Team Member	Valerie Yurchak	Yes	Yes	Yes		
Math Teacher/Data Team Member	Patricia Veverka	Yes	Yes	Yes		
Bilingual Arabic Teacher/Data Team	Sally Wilson	Yes	Yes	Yes		
Teacher/Parent	Nada Makary	Yes	Yes	Yes		
School Counselor	Leslie Cirillo	Yes	Yes	Yes		



## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/12/2022	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes
05/24/2022	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes
05/25/2022	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes

## Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Data Analysis Presentations/PLCs	Grades 3-8 ELA and Math (All students)	All Gr. 3-8 students, (GE, SE, ELL)	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA Data, 2018-2019 data, classroom student achievement, and Start Strong scores were reviewed. PLCs were effective in identifying gaps in achievement. Start strong ELA data revealed that strong support may be needed for students in grades 4, 5, 6, 7, and 8 as follows: 51%, 28%, 26%, 25% and 35% respectively. Start strong Math data revealed that strong support may be needed for students in grades 4, 5, 6, 7, and 8 as follows: 46%, 67%, 57%, 41% and 42% respectively.
ARMS Classes	Grades 3-8 ELA and Math (All students)	All Gr. 3-8 students, (GE, SE, ELL)	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA Data, 2018-2019 data, classroom student achievement, and student tracking reports from online platforms (IXL) were reviewed. Students had on average monthly IXL ELA growth of +17 points. Students had an average of monthly IXL Math growth of +8.2 points. It is to be noted that Gr. 7 ELA IXL results were unavailable.

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)
Best Practices PLC's	All Subjects	General Education, Special Education, ELLs	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA Data, 2018-2019 data, classroom student assessments were reviewed. Students Math/ELA DA3 scores show that student in grades 4, 5, 6, 7, and 8 need targeted interventions. Percentages of students achieving a 70 or higher on the ELA DA3 for grade 4, 5, 6, 7, and 8 are as follows: 54.4%, 61.7%, 46.5%, 54.8% and 43.6% respectively. Percentages of students achieving a 70 or higher on the Math DA3 for grade 4, 5, 6, 7, and 8 are as follows: 77.8%, 62.5%, 74.7%, 70.2% and 92% respectively.
Arabic/Latino Family Workshops	All subjects	Gr. K-8 Bilingual Spanish/Arabic/ELLs	Yes	Yes	Yes	Virtual workshops were held by the Community Parent Liaisons. Workshops were held in Spanish, Arabic and English. Attendance data is attached.
Middle School Concept for Bilingual Arabic and Spanish Programs	All subjects	Gr. 6-8 ELL	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA Data, 2018-2019 data, classroom student assessments were reviewed. A review of Gr. 6-8 data classroom assessment data shows students passing ESL Coursework with a 70 or better as 100%, 91.6% and 92.6% respectively.

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)
Board Policy - Math Retentions	Mathematics	Gr. 4-8	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA Data, 2018-2019 data, classroom student assessments were reviewed. An analysis of the students who attended 5410 AM Tutorial 94.1% of students will need no further remediation. The remainder of the students will be eligible for summer school due to meeting attendance requirements.

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

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
Students without Disabilities						



Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					95% participation was met.	In 2021-2022, District Assessment Benchmarks were completed. The data is monitored by individual classroom teachers.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	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%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	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	District Assessment Cycle 3 % Meeting Target Score of 70 or higher.  Grade 4 - 54.4% Grade 5 - 61.7% Grade 6 - 46.5 % Grade 7 - 54.8% Grade 8 - 43.6%	In 2021-2022 District Assessment benchmarks were completed. The data listed is from the cycle 3 administration. The data shows the percentage of students receiving a grade of below 70 on the assessment.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	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	District Assessment Cycle 3 % Meeting Target Score of 70 or higher.  Grade 4 - 77.8% Grade 5 - 62.5% Grade 6 - 74.7% Grade 7 - 70.2% Grade 8 - 92%	In 2021-2022 District Assessment benchmarks were completed. The data listed is from the cycle 3 administration. The data shows the percentage of students receiving a grade of below 70 on the assessment.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	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
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	54.7%	See prepopulated data.	<p>In comparison to the Statewide English Language Proficiency results, students at Dr. Walter F. Robinson Community School performed as follows:</p> <p>Met 2018-2019 target (40.9%).</p>

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	0	As of 2020-2021, 794 students were enrolled in Dr. W. F. Robinson Community School. Enrollment by subgroups is as follows: Female: 48% Male: 52% Economically Disadvantaged: 54.9% Students with Disabilities: 5.2% English Learners: 42.3% White: 47.9% Hispanic: 35.0% Black or African American: 6.8% Asian: 7.3% Native Hawaiian or Pacific Islander: 0.3% American Indian or Alaska Native: 0.3% Two or More Races: 2.5%	Three year data trends show a slight decrease in ELLs. However it is important to note the pandemic may have impacted this.
		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	0.00%	2020-2021 Attendance Rate was 96.9%  By Grade: K - 97.6 % 1 - 95.9 % 2 - 97.8 % 3 - 96.8 % 4 - 96.2 % 5 - 96.5 % 6 - 97.4 % 7 - 97.2 % 8 - 97.0 %	Student attendance increased slightly in 2020-2021. Students attended virtually until May 2021, when a hybrid schedule was offered (voluntary).
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
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%	In 2020-2021 8.7% of students were identified as chronically absent.  By Grade: K - 7 % 1 - 12 % 2 - 8 % 3 - 12 % 4 - 14 % 5 - 15 % 6 - 3 % 7 - 4 % 8 - 0 %	Because of the number of days that students spent in in-person and remote learning environments during the school year differed, state level comparisons were not included in NJDOE performance reports. COVID protocols increased absenteeism.
		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	0.00%	In 2020-2021 the staff average daily attendance rate was 97.6 %.	This number was a slight increase from 97.2% in 2019-2020.

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%	In 2020-2021 there were 0 suspensions, expulsions and incident reports.	This number is directly related to remote learning. Students were not required to return to in-person learning in 2020-2021.
		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	0.00%		

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>Climate &amp; Culture surveys were not administered in 2020-2021. 2019-2020 domain scores (0-100%) are listed below. A higher domain score represents a healthier school environment.</p> <p>Elementary student responses:            Physical environment: 77.4            Teaching and learning: 79.6            Morale in the school: 80.0            Student relationships: 70.5            Parental support: 95.4            Safety: 80.3            Emotional Environment: 73.1</p> <p>Middle School Student responses:            Physical environment: 61.3            Teaching and learning: 68.4            Morale in the school: 59.2            Student relationships: 59.7            Parental support: 86.2            Safety: 76.4            Emotional Environment: 60.1</p> <p>School staff responses:            Physical environment: 75.8            Teaching and learning: 77.2            Morale in the school: 76.3            Student relationships: 73.8            Parental support: 69.4            Safety: 74.8</p>	<p>Analysis of the domain score indicates a need to continue to improve the school climate with a focus on student relationships, the emotional environment, and school morale.</p>

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

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate	N/A	N/A
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			N/A	N/A
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	4		Students enrolled in Algebra did not take the NJSLA in 2020-2021.
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs		Based on the Reatime DOE Observation Counts (2021-22) data* :  The information is as follows: # Formal Observations - 155 # Non-Tenured R1 - 28 # Non-Tenured R2 - 31 # Non-Tenured R3 - 27 # Tenured R1 - 47 # Tenured R2 - 29 # Teachers on a CAP - 0 # Teachers receiving mSGP - TBD # Scheduled - 164 # Completed - 155 # Highly Effective - 48 # Effective - 107 # Partially Effective - 0 # Ineffective - 0  *2020-21 - Portfolio based evaluation data not available	Based on the Reatime DOE Observation Counts data:  The information is as follows:  Highly effective evaluations: Tenured teachers make up 23.9% Non-tenured make up 7.1%  Effective evaluations: Tenured teachers make up 19.4% Non-tenured make up 49.6%

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent/Family Engagement	Whether workshops will be a combination of in-person and virtual.	The use of virtual workshops has increased parent attendance.	Parents were increasingly involved during the pandemic.



## Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	<p>Curriculum is continually revised to meet changes in SLOs. District curriculum teams meet regularly to ensure that opportunities to maximize student learning are being planned. Curriculum and instructional materials are aligned to the standards. One year ago, the district adopted new resources for Math/ELA. This past year, new ELA materials for Gr. K-8 were purchased. These items are aligned to the standards and provide greater opportunity to support at-risk and gifted learners.</p>	<p>There will continue to be a focus on appropriate placement of students (pull-out resource, inclusion, Bilingual and ESL). Professional development is still needed to address higher order thinking. Additional PD will be necessary to address achievement gaps for at-risk learners.</p>
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
Assessment	1	A	4-Sustaining	<p>Our district provides/utilizes quarterly district assessments, teacher created formative/summative assessments, i-Ready, DRA3, Moby Max, IXL, ST Math and Newsela. This allows for a variety of assessment measures needed to create starting points, and measure growth.</p>	<p>The Data Team will continue to utilize all data available to be analyzed. It would be beneficial for this data to be maintained in one platform. This would provide for a more in-depth analysis of student progress. Currently the data is in multiple locations which makes synthesis time consuming and cumbersome.</p>
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	<p>PLCs are held both vertically/horizontally. PLCs are held both at the building and departmental levels.</p>	<p>Common planning time is limited to only once a week. Additional PLCs are held after school. Increased common planning time would improve collaboration. However, this is currently constrained to the teacher contract.</p>
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Dr. W. F. Robinson Community School has a very strong culture. The student/faculty population is comprised of many different ethnicities. Staff and students take time to celebrate diversity schoolwide. There have been several celebrations throughout the year i.e.: Hispanic Heritage Day, Arabic Heritage Day. Additionally an increased emphasis was placed on SEL, having piloted the Second Step Program and created an SEL Committee. The SEL Committee developed a school vision/mission and the SMART goals.	Continued focus will be placed on SEL Second Step lessons and improving student attendance. Ensuring the mental health of all persons in the school building is crucial following the pandemic. There is a need for increased mental health supports, such as a 5-day a week SAC and behaviorist.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	4-Sustaining		
	14	A	4-Sustaining		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Principals and teachers base decisions on research-based best practices. Curriculum contains a common language for effective teaching and learning. Teachers and administrators have been trained in the Danielson model and are highly aware of expectations. Meaningful feedback is provided after all observations (portfolio review 2020-2021).	Administration continues to work closely with teachers to assess ongoing PD needs, as well as instruction needs. There is a very open line of communication to ensure teachers have all necessary resources and supports.

## 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>Data illustrates the need to provide targeted Math instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the Start Strong Assessment.</p> <p>Further, 2021-2022 Math District Assessment data revealed the following inconsistencies in percentages of students meeting the DA3 target of achieving a 70% or higher. Below are the percentages of DA Cycle 3 not meeting the target score:</p> <p>Grade 4 - 22.2%</p> <p>Grade 5 - 37.5%</p> <p>Grade 6 - 25.3%</p> <p>Grade 7 - 29.8%</p> <p>Grade 8 - 8%</p>	<p>Mobility of students, varying levels of support at home during the pandemic, additional PD needed to support struggling learners, social emotional factors</p>	<p>Total population/All subgroups</p>	1	<p>Monitor individual growth using ST Math, district assessment data and LinkIt! for formative/summative assessments.</p>
				2	<p>Mentoring/coaching opportunities for best practices for differentiated instruction.</p>
				3	<p>ARMS classes provided weekly. Students will utilize IXL Math in an effort to reinforce skills necessary to achieve academic success as measured by district assessment 3.</p>

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	Data illustrates the need to target instruction for ELLs to develop language acquisition, which is evident from ACCESS 2.0. Specifically, 54.7% met 2018-2019 target of 40.9%	Mobility of students, varying levels of support at home during the pandemic, additional PD needed to support struggling learners, social emotional factors	ELLs	1	Monitor individual growth, ACCESS 2.0 Data, district assessment data and LinkIt! for formative/summative assessments. .
				2	Mentoring/coaching opportunities for best practices for ELLs.
				3	Family Literacy workshops and ELL specific afterschool tutoring classes provided weekly.
Climate and Culture, including Social and Emotional Learning	Student SEL strengths and weaknesses of were assessed using the Panorama survey in the Fall and follow up in the Spring. Results showed an increased need for mental health supports.	Student isolation during the pandemic.	Total population/All subgroups	1	Continue to implement a whole-school adoption of the Second Step Social and Emotional Learning (SEL) program.
				2	Administer Panorama survey in the Fall/Spring.
				3	Identify students that need increased levels of mental health support.

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	Data illustrates the need to provide targeted ELA instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the Start Strong Assessment. Further, 2021-2022 ELA District Assessment data revealed the following inconsistencies in percentages of students meeting the DA3 target of achieving a 70% or higher. Below are the percentages of DA Cycle 3 not meeting the target score: COPY FROM OTHER PAGE	Mobility of students, varying levels of support at home during the pandemic, additional PD needed to support struggling learners, social emotional factors	Total population/All subgroups	1	Monitor individual growth via SAVVAs, Foundations, district assessment data and LinkIt! for formative/summative assessments.
				2	Mentoring/coaching opportunities for best practices for differentiated instruction.
				3	ARMS classes provided weekly. Students will utilize IXL ELA in an effort to reinforce skills necessary to achieve academic success as measured by district assessment 3.

## SMART Goal 1

Track students' Mathematics progress to show individual growth in the subject area.

### Priority Performance

Data illustrates the need to provide targeted Math instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the Start Strong Assessment. Further, 2021-2022 Math District Assessment data revealed the following inconsistencies in percentages of students meeting the DA3 target of achieving a 70% or higher. Below are the percentages of DA Cycle 3 not meeting the target score:

- Grade 4 - 22.2%
- Grade 5 - 37.5%
- Grade 6 - 25.3%
- Grade 7 - 29.8%
- Grade 8 - 8%

Strategy 1: Monitor individual growth using ST Math, district assessment data and LinkIt! for formative/summative assessments.

Strategy 2: Mentoring/coaching opportunities for best practices for differentiated instruction.

Strategy 3: ARMS classes provided weekly. Students will utilize IXL Math in an effort to reinforce skills necessary to achieve academic success as measured by district assessment 3.

Target Population: Total population/All subgroups

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze data to target specific students' strengths and weaknesses.	Previous year Math District Assessments Diagnostic assessments Math progress reports Math Report cards
Feb 15	Complete mid-year check ins of student attendance in ARMs classes, 5410 AM Math Tutorial attendance, IXL performance and diagnostic, ST Math, district assessments and NJSLA.	ARMS Attendance 5410 Attendance IXL Performance and diagnostic ST Math District Assessments
Apr 15:	Review ARMS post tests, SGOs and data from report cards/progress reports to determine further intervention possibilities for struggling students and academic needs for gifted and talented students.	Pre/Post Tests District Assessments Classroom performance
Jul 1	Track students' Mathematics progress to show individual growth in the subject area.	NJSLA Results Diagnostic/District Assessments Tracking Reports from online platforms

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Teachers will review the previous years' final grades in comparison with the district diagnostic.	9/30/22	10/14/22	
1	3	ARMS teachers will monitor student attendance daily and call home for students with poor attendance, involving administration as needed.	11/8/22	4/7/23	
1	2	The data team will share best practices for differentiation with staff.	9/13/22	6/20/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	3	Review of ARMS post tests and SGOs.	3/31/23	4/14/23	
2	2	Administration will review lesson plans and conduct walkthroughs of classrooms, identifying teachers who need addition supports for differentiated instruction.	10/2/22	12/30/22	
2	1	The Data Team will meet in PLCs with grade level teachers to discuss/present the findings	10/4/22	11/11/22	
3	1	Teachers will recommend students for ARMS tutoring. Teachers will follow up with phone calls for any parents refusing or not replying to the recommendation form.	10/4/22	11/25/22	
3	2	Teachers will be assigned classrooms to observe as needed based on walkthroughs/lesson plans.	10/4/22	2/7/23	
4	2	Teachers will work in PLCs to share best practices for differentiated ELA instruction .	9/20/22	6/20/23	
5	1	Teachers will identify students who qualify for 5410 AM Math Tutorial and ensure parents sign appropriate documents.	11/15/22	2/3/23	
6	1	5410 AM Tutorial Teachers will monitor attendance and call home for students with poor attendance, involving administration as needed.	11/15/22	5/19/23	

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Teacher Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,500	Federal Title I (School Allocation)



Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	IXL Math	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,273	ESSER/ESSER II/ARP
1	ARMS Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$500	Federal Title I (School Allocation)

## SMART Goal 2

Track ELLs to show individual language proficiency acquisition.

Priority Performance Data illustrates the need to target instruction for ELLs to develop language acquisition, which is evident from ACCESS 2.0. Specifically, 54.7% met 2018-2019 target of 40.9%

Strategy 1: Monitor individual growth, ACCESS 2.0 Data, district assessment data and LinkIt! for formative/summative assessments. .

Strategy 2: Mentoring/coaching opportunities for best practices for ELLs.

Strategy 3: Family Literacy workshops and ELL specific afterschool tutoring classes provided weekly.

Target Population: ELLs

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze ACCESS 2.0 data to show specific student growth.	ACCESS 2.0
Feb 15	Complete mid-year check-ins for marking period 1 & 2 in ESL.	Marking period 1 & 2 grades in ESL Marking period 1 & 2 grades in ELA
Apr 15:	Review SGO data for all language domains.	Teacher SGO Data - Writing Teacher SGO Data - Listening Teacher SGO Data - Speaking Teacher SGO Data - Reading
Jul 1	Track ELLs to show individual language proficiency acquisition.	ACCESS 2.0

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	The data team will share best practices for differentiation with staff	9/13/22	6/20/23	
1	3	Family Literacy workshops will be planned.	9/20/22	6/6/23	
1	1	The Data Team will review ACCESS 2.0 scores from 2021-2022 to identify areas of weakness.	9/27/22	10/14/22	
2	2	Administration will review lesson plans and conduct walkthroughs of classrooms, identifying teachers who need addition supports for differentiated instruction	10/4/22	12/20/22	
2	3	Family Literacy workshop attendance will be reviewed.	9/20/22	6/6/23	
2	1	The Data Team will meet in PLCs with grade level teachers to discuss and present findings.	11/2/22	11/18/22	
3	3	Teachers will identify students who qualify for the Homework Helper program.	9/27/22	4/28/23	
3	2	Teachers will be assigned classrooms to observe as needed based on walkthroughs/lesson plans.	10/4/22	2/7/23	
3	1	Teachers will review diagnostic scores in comparison to previous years' grades/ACCESS scores to identify individual strengths and weaknesses.	9/13/22	9/30/22	
4	1	Review district assessment scores, ACCESS 2.0 scores using LinkIt	11/15/22	5/30/23	
4	3	Homework Helper teachers will monitor attendance and call home encouraging good attendance.	10/4/22	3/28/23	
4	2	Teachers will work in PLCs to share best practices for differentiated ELA instruction .	9/20/22	6/20/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	1	Review SGO pre and post test data.	3/31/23	4/14/23	

## Budget Items

### SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Parent Workshops Teacher Salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,000	Federal Title I (School Allocation)
2	Data Team Salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$500	Other Federal

## SMART Goal 3

Track the progress of whole-school utilization of the Second Step Social and Emotional Learning (SEL) Program. Assess strengths and weaknesses of utilization at the end of the school year.

Priority Performance Student SEL strengths and weaknesses of were assessed using the Panorama survey in the Fall and follow up in the Spring. Results showed an increased need for mental health supports.

Strategy 1: Continue to implement a whole-school adoption of the Second Step Social and Emotional Learning (SEL) program.

Strategy 2: Administer Panorama survey in the Fall/Spring.

Strategy 3: Identify students that need increased levels of mental health support.

Target Population: Total population/All subgroups

### Interim Goals

#### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Ensure all teachers are conducting SEL lessons according to the schedule.	Lesson plans Lesson logs Informal walkthroughs
Feb 15	SEL Implementation Check-in	Panorama survey
Apr 15:	Successful implementation of school-wide SEL day activities	Student work Teacher feedback

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Track the progress of whole-school utilization of the Second Step Social and Emotional Learning (SEL) Program. Assess strengths and weaknesses of utilization at the end of the school year.	Panorama Survey results District survey results

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Inform all stakeholders of Second Step Program utilization.	9/13/22	9/30/22	
1	2	Review the results of the fall Panorama survey.	10/14/22	11/8/22	
1	3	Review Panorama results to identify students who are in need of Tier 2 and 3 Mental health supports.	10/4/22	11/8/22	
2	2	Plan whole group lessons to target grade levels needing increased support.	10/14/22	5/23/23	
2	1	Provide professional development to all teachers.	9/6/22	9/30/22	
2	3	Provide ongoing support to students through weekly visits with the SAC.	10/4/22	6/6/23	
3	1	Conduct informal walkthroughs during SEL lessons.	9/13/22	6/6/23	
3	2	Administer spring Panorama survey and review results.	4/1/23	5/16/23	
4	1	Hold a schoolwide SEL assembly.	9/13/22	9/30/22	
5	1	Send home monthly parent newsletters.	9/30/22	6/6/23	

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
6	1	SEL team leaders will hold PLCs to support implementation.	9/6/22	6/6/23	
7	1	Review weekly lesson plans for evidence of SEL implementation.	9/17/22	6/6/23	

### Budget Items

#### SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Second Step Program Cost	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$4,300	Other Federal

## SMART Goal 4

Track students' ELA progress to show individual growth in the subject area.

**Priority Performance**                      Data illustrates the need to provide targeted ELA instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the Start Strong Assessment. Further, 2021-2022 ELA District Assessment data revealed the following inconsistencies in percentages of students meeting the DA3 target of achieving a 70% or higher. Below are the percentages of DA Cycle 3 not meeting the target score:  
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**Strategy 1:**                      Monitor individual growth via SAVVAs, Foundations, district assessment data and LinkIt! for formative/summative assessments.

**Strategy 2:**                      Mentoring/coaching opportunities for best practices for differentiated instruction.

**Strategy 3:**                      ARMS classes provided weekly. Students will utilize IXL ELA in an effort to reinforce skills necessary to achieve academic success as measured by district assessment 3.

**Target Population:**              Total population/All subgroups

### Interim Goals

#### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze data to target specific students' strengths and weaknesses.	Previous year ELA District Assessments Diagnostic assessments ELA progress reports ELA Report cards



End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Complete mid-year check ins of student attendance in ARMs classes, iReady, SAVVAS assessments, district assessments and NJSLA.	ARMS attendance iReady data SAVVAS assessments District Assessments
Apr 15:	Review ARMS post tests, SGOs and data from report cards/progress reports to determine further intervention possibilities for struggling students and academic needs for gifted and talented students.	Pre/Post Tests District Assessments Classroom performance
Jul 1	Track students' ELA progress to show individual growth in the subject area.	NJSLA Results Diagnostic/District Assessments Tracking Reports from online platforms

## Action Steps

### SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Teachers will review the previous years' final grades in comparison with the district diagnostic.	9/20/22	10/14/22	
1	3	ARMS teachers will monitor student attendance daily and call home for students with poor attendance, involving administration as needed.	11/8/22	4/4/23	
1	2	The data team will share best practices for differentiation with staff	9/13/22	6/20/23	
2	3	Review of ARMS post tests and SGOs.	3/31/23	4/14/23	
2	2	Administration will review lesson plans and conduct walkthroughs of classrooms, identifying teachers who need addition supports for differentiated instruction	10/4/22	12/30/22	
2	1	The Data Team will meet in PLCs with grade level teachers to discuss/present the findings	10/4/22	11/11/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Teachers will recommend students for ARMS tutoring. Teachers will follow up with phone calls for any parents refusing or not replying to the recommendation form.	10/4/22	11/25/22	
3	2	Teachers will be assigned classrooms to observe as needed based on walkthroughs/lesson plans.	10/4/22	2/7/23	
4	2	Teachers will work in PLCs to share best practices for differentiated ELA instruction .	9/20/22	6/20/23	

## Budget Items

### SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Teacher Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,500	Federal Title I (School Allocation)
1	ARMS Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)
1	Data Team Salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$500	Other Federal

### Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Teacher Salaries	9/1/22	6/30/23	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	\$180,817.00	Federal Title I (School
Instructional Supplies	9/1/22	6/30/23	Building	INSTRUCTION - Supplies & Materials / 100-600	\$11,384.00	Federal Title I (School
Non Instructional Supplies	9/1/22	6/30/23	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	\$4,500.00	Federal Title I (School

## Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus 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	\$11,000	\$0	\$0	\$0	\$0	\$0	\$11,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$500	\$0	\$0	\$0	\$0	\$0	\$500
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$11,500	\$0	\$0	\$0	\$0	\$0	\$11,500
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$1,000	\$0	\$0	\$1,000	\$0	\$0	\$2,000
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	\$5,273	\$4,300	\$0	\$0	\$9,573
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	\$500	\$0	\$0	\$0	\$0	\$0	\$500
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	\$1,500	\$0	\$5,273	\$5,300	\$0	\$0	\$12,073
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$13,000	\$0	\$5,273	\$5,300	\$0	\$0	\$23,573

## 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	\$13,000	\$0	\$13,000
Other Title 1 Expenditures	\$0	\$196,701	\$0	\$196,701
Total	\$0	\$209,701	\$0	\$209,701

## School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		Effective Instruction
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Dr. Karen Fiermonte

Title: Principal

Date: 06/04/2022



## District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dr. Dennis C. Degan  
 Title: Assistant Superintendent of Schools  
 Date: 06/29/2022

## ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: John J. Niesz  
Title: Superintendent of Schools  
Date: 06/29/2022