NICHOLAS ORESKO COMMUNITY SCHOOL

District:	BAYONNE CITY	School Identification:	NA
County:	HUDSON	Targeted Subgroup	
Team:	NA	CDS:	170220140

Annual School Planning 2024-2025

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Karina Munoz	No	Yes	No		
Community Member	Patricia Niland	No	Yes	No		
Principal	Maureen Brown	Yes	Yes	Yes		
Counselor	Rocio Coppola	Yes	Yes	No		
Interventionist	Samanthe Christie	Yes	Yes	Yes		
Teacher	Tamara Gonzalez	Yes	Yes	Yes		
ParaProfessional	Lisa Constantino	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Inclusion Teacher	Kathleen Ozak	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
02/27/2024	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/26/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/15/2024	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Implement the Savvas English Language Arts program.	ELA	Grade 4 and Grade 5 ELA	Yes	Yes	Yes	Increased the number of books read per student per marking period. Higher participation rates in discussions & literature circles. Improvement in writing assessment scoresIncreased	Yes
To support the growth of Language Arts (ELA), it is crucial to implement IXL which targets comprehension and writing development	ELA	Grade 4 and Grade 5 ELA	Yes	Yes	Yes	Increased in average scores on IXL diagnostic assessments by 15% over the course of the school year. Achieved an average of 30 minutes of IXL usage per student per week. Teachers reported a 20% increase in students' classroom performance and participation as a result of IXL practice.	Yes
Implement the Go Math Mathematics program.	Math	Grade 4 and Grade 5 ELA	Yes	Yes	Yes	Increased test scores in mathematics over the school year. Increased the number of students demonstrating math fluency. Students demonstrated proficient or higher on Go Math performance tasks	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
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.	Math	Grade 4, Grade 5 and Grade 6 Math	Yes	Yes	Yes	Students demonstrated improved problem-solving and critical thinking skills as measured by STEM activity assessments. Students effectively used technology tools and resources provided by the Interactive ST program.	Yes
To support the student mastery of Math skills, it is important to implement IXL which targets math skills and monitors student mastery levels.	Math	Grade 4, Grade 5 and Grade 6 Math	Yes	Yes	Yes	Increased average scores on IXL diagnostic assessments over the course of the school year. Achieved an average of 30 minutes of IXL usage per student per week.Teachers reported a 20% increase in students' classroom performance and participation as a result of IXL practice	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
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	Mental Health	Grade 4, Grade 5 and Grade 6 Math	Yes	Yes	Yes	Students showed increased proficiency in social skills, such as communication and collaboration, as assessed through peer evaluations and teacher observations. Increase in positive peer interactions and reduced conflicts reported by students and teachers. Reduced the number of suspensions	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment 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.	Student Group	ELA	Math	Alg1	Alg2	Geo	n/a	n/a
		Schoolwide	71.4%	55.6%	97%				
		White	73.8%	64.2%	100%				
		Hispanic	62.3%	37.1%	*				
		Black or African American	58.1%	25.8%	*				
		Asian, Native Hawaiian, or Pacific Islander	91.7%	80.6%	*				
		American Indian or Alaska Native	*	*	*				
		Two or More Races	68.8%	62.5%	*				
		Female	74.2%	53%	100%				
		Male	68.7%	58.2%	94%				
		Economically Disadvantaged Students	64.6%	43.9%	*				
		Non-Economically Disadvantaged Students	77.9%	66.9%	96%				
		Students with Disabilities	19.2%	18.5%	*				
		Students without Disabilities	77.1%	59.8%	97%				
		English Learners	25.9%	25%	*				
		Non-English Learners	76.6%	59.2%	97%				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*	*				
		Students in Foster Care	*	*	*				
		Military-Connected Students	*	*	*				
		Migrant Students	*	*	*				
		Non-Binary / Undesignated Gender	*	*	*				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				n/a	n/a
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	37%	58%			
		White		68%			
		Hispanic		47%			
		Black or African					
		Asian, Native		59%			
		American Indian or					
		Two or More Races					
		Female	39%	57%			
		Male	35%	60%			
		Economically	38%	41%			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical		69%			
		Students with					
		Students without	35%	59%			
		English Learners					
		Non-English	37%	58%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment 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	N/A	n/a
		Schoolwide	53%	44.5%		
		White	51%	47%		
		Hispanic	50%	35%		
		Black or African American	60%	57%		
		Asian, Native Hawaiian, or Pacific	71%	46%		
		American Indian or Alaska Native				
		Two or More Races	53.5%	*		
		Female	52.5%	43%		
		Male	54%	49%		
		Economically Disadvantaged	51.5%	52%		
		Non-Economically Disadvantaged				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		
		Students with Disabilities	38%	35%		
		Students without Disabilities				
		English Learners	53%	40%		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care		*		
		Military-Connected Students		*		
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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					n/a	n/a
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	82.9%	0%	0%		
		1	100%	64.4%	0%	0%		
		2	100%	82.1%	0%	0%		
		3	85%	85%	100%	0%		
		4	89%	82%	100%	0%		
		5	88%	88%	100%	0%		
		6	78%	100%	100%	0%		
		7	100%	0%	100%	0%		
		8	100%	0%	99%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
10	0%	0%	0%	0%
11	0%	0%	0%	0%
12	0%	0%	0%	0%

Math				
Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	100%	80.5%	0%	0%
1	100%	64.4%	0%	0%
2	100%	79.5%	0%	0%
3	82%	95%	100%	0%
4	93%	93%	100%	0%
5	100%	97%	96%	0%

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		6	91%	97%	100%	0%		
		7	100%	0%	100%	0%		
		8	100%	0%	94%	0%		
		9	100%	0%	88%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	n/a	n/a
		K	27%	52%	0%	0%		
		1	12%	38%	0%	0%		
		2	21%	44%	0%	0%		
		3	31%	34%	22%	0%		
		4	45%	35%	29%	0%		
		5	46%	46%	61%	0%		
		6	38%	61%	57%	0%		
		7	41%	50%	62%	0%		
		8	67%	75%	81%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	n/a	n/a
		K	16%	36%	0%	0%		
		1	7%	34%	0%	0%		
		2	6%	26%	0%	0%		
		3	48%	69%	62%	0%		
		4	29%	39%	32%	0%		
		5	35%	39%	50%	0%		
		6	40%	36%	45%	0%		
		7	31%	39%	34%	0%		
		8	0%	2%	0%	0%		
		9	50%	78%	73%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to				27.3%	n/a	n/a

CLIMATE & CULTURE				
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	389	n/a	n/a
		Subgroup 1 YTD Student Enrollment Average	169		
		Subgroup 2 YTD Student Enrollment Average	90		
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	94.61%	n/a	n/a
		Subgroup 1 YTD Student	95.70%		
		Subgroup 2 YTD Student Attendance Average	94.21%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	17.95%	n/a	n/a
		Subgroup 1 YTD Chronic	11.24%		
		Subgroup 2 YTD Chronic Absenteeism	25.84%		
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%	n/a	n/a

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			n/a	n/a
		Student Suspension YTD Average - In School	0.39%		
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.52%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			n/a	n/a

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment 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
		Student Group	5 Year Rate	4 Year Rate		
		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				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.									N/A	N/A
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		American Indian or Alaska Native									
		Two or More Races									
		Economically Disadvantaged Students									
		Students with Disabilities									
		English Learners									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Homeless Students									
		Students in Foster Care									
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 (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	33		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	33		
		% of students who scored 4 or 5 on the PARCC assessment	97%		

EVALUATION INFORMATION

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	n/a	n/a
		# Teachers to Evaluate	38		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	12		
		Cycle 2	0		
		Cycle 3	0		
		Cycle 4	0		

2024-2025

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

The first step will be to develop an executive summary that highlights the key findings, priorities, and recommendations from the needs assessment then prepare detailed reports with data visualizations, charts, and graphs to make the information easily understandable. We should ensure the reports are available in multiple languages and accessible formats for stakeholders with different needs. Multiple communication channels should also be used to disseminate the information. for example: School/District website, social Media Platforms, Email, and printed materials for those who do not have easy access to the internet.

2. How will the school's parent and family engagement program help to address the priority needs identified in the comprehensive needs assessment?

A well-structured parent and family engagement program can play a crucial role in addressing the priority needs identified in the comprehensive needs assessment. Title 1 parent workshops are a great way to engage the parents and explore "resource sharing". Ensure parents are regularly informed about their child's progress, school events, and any changes in school policies or programs. Create channels for parents to provide feedback and suggestions, such as surveys, suggestion boxes, and regular parent-teacher meetings. Develop programs that encourage and reward good attendance, involving parents in recognizing and celebrating improvements and host cultural events that celebrate the diverse cultures of the school community, fostering inclusivity and respect.

Reflection and Growth Rubric

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	In reference to Standards, Student Learning Objectives and Effective Instruction as a school we are sustaining.	Career Ready
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	In regard to Assessment are mostly sustaining in our development of summative assessments.	Formative Assessments
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	As a school we are continually growing and emerging in regard to our PLCs as we engage in best practices for our school.	Weekly PLCs
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	We have established culture in our school which promotes positive rapport for faculty, staff and students.	Continue building climate & culture
	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.	Sharing best practices

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link(s) or URLS
Effective Instruction	To improve building English Language Arts' scores through classroom instruction.	Provide students with quality instruction in reading and writing.	All students	1	English Language Arts teachers will identify their goals regarding reading and writing to drive instruction thus fostering academic growth.	English Language Arts Teachers will utilize the District's approved English Language Arts curriculum through Savvas Realize to drive instruction and develop best practices.	Promising	https://www.iready.com
				2	English Language Arts teachers will utilize a variety of strategies to designed to foster academic growth.	Effectiveness will be measured by student performance on district assessments and progress shown on the report card.	Promising	https://www.iready.com
				3	English Language Arts teachers will identify best practices for future reference and record student data in Realtime and Schoology.	Data will be reviewed and recorded in Realtime to show student growth.	Moderate	https://www.iready.com

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	To improve building Mathematics' scores through classroom instruction.	Provide students with quality instruction in reading and writing.	All students	1	Mathematics teachers will identify their goals regarding the skills being taught at their grade level to drive instruction thus fostering academic growth.	Mathematics teachers will utilize the District's approved Mathematics program Go Math to drive instruction and develop best practices.	Moderate	https://www.iready.com
				2	To utilize both enrichment and remedial programs to enhance instruction.	Student performance levels will be assessed through iReady and IXL, data will be used to drive instruction.	Promising	https://www.iready.com
				3				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	To provide appropriate attention and interventions that promotes a safe, supportive environment for all students.	Due to virtual learning from March 2020 through April 2021 students social and emotional skills were stunted.	All Students	1	Implementation of Second Step Social Emotional Learning Program .	Second Step Early Elementary, Program for students in grades Kindergarten through 5 (classroom based program designed to increase students' school success and decrease problematic behaviors by promoting social emotional growth and self-regulation.	Strong	surveys. panoramaed. com/bboe
				2	Student Assistance Counselor will implement appropriate activities that support social emotional growth.	Second Step Early Elementary Program and monthly activities.	Strong	surveys. panoramaed. com/bboe

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3	Administration of Panorama Survey.	The Panorama Survey will be administered by the SAC counselor in the Fall to identify students in need of additional mental health counseling.	Strong	surveys. panoramaed. com/bboe

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Climate & Culture - Attendance/ Behavior	The average Chronic Absenteeism rate for students in the 2022-23 school year was 14.68%	Why? Are students showing poor attendance rates? Why? Students are distracted by external responsibilities such as jobs, family care, unstable housing, family disputes, mental health, and legal issues. Why? Are students not utilizing school resources to meet their needs? Root Causes: Parents and students are not efficiently notified about attendance or resources available. Insufficient resources to adequately	All students	1	Attendance Committee	The Attendance Committee will be created to address chronic absenteeism. An RTI framework will be used to promote regular attendance for all students at Tier 1, targeted interventions for at-risk students at Tier 2, and intense and individualized interventions for students with chronic absenteeism at Tier 3.	Promising	https://link. springer. com/article/10. 1007/s10566-013-9222-1
				2				
				3				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s)/Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link(s) or URLS
		address the needs of students who have chronic absenteeism or school avoidance. Why? Are students not attending school?					

SMART Goal 1

By June 2025 at least 50% of students in grades 5 and 6 will be performing at or above grade level in ELA.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	To improve building English Language Arts' scores through classroom instruction.
Target Population:	All students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	English Language Arts teachers will analyze 2023 NJSLA-ELA scores for students in grades three through eight and iReady scores for students in grades K through 2. Identification of students for ARMs Program. Identification of areas of weakness. Development of monthly goals to address weaknesses.	Grade level analysis binders, List of areas of weaknesses, ARMs Program student list and monthly goals that will address weaknesses.
Feb 15	English Language Arts teachers will analyze student assessment grades. They will review student progress on short and long term reading and writing goals and continue working towards NJSL Standards through effective instruction.	Teacher assessments, district assessments, IXL results, and IReady results
Apr 15:	English Language Art teachers will review progress in reading and writing goals and make changes if needed.	Grade level analysis binders and revised monthly reading and writing goals if needed.
Jul 1	By June 2025 at least 50% of students in grades 5 and 6 will be performing at or above grade level in ELA.	Grade level analysis binders and revised monthly reading and writing goals if needed.

Strategy 1 - English Language Arts teachers will identify their goals regarding reading and

writing to drive instruction thus fostering academic growth.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Create ELA goals based on the 2023 NJSLA-ELA scores	10/1/24	11/1/24	Principal and Data Committee
2	1	English Language Arts teachers will utilize a variety of tiered support strategies to designed to foster academic growth.	9/3/24	6/27/25	Teachers and Support staff
3	1	English Language Arts teachers will identify best practices for future reference and record student data in Realtime and Schoology.	10/1/24	6/27/25	Teachers

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	ARMS- salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$7,000	Federal Title I (School Allocation)

Strategy 2 - English Language Arts teachers will utilize a variety of strategies to designed to foster academic growth.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	English Language Arts teachers will identify best practices for future reference and record student data in Realtime and Schoology.	10/1/24	6/27/25	Teachers

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	ARMS SUpplies	INSTRUCTION - Supplies & Materials / 100-600	$500	Federal Title I (School Allocation)

Strategy 3 - English Language Arts teachers will identify best practices for future reference and record student data in Realtime and Schoology.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	English Language Arts teachers will identify best practices for future reference and record student data in Realtime and Schoology.	10/1/24	6/27/25	Teachers

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	PLC Groups at staff meetings	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$500	Federal Title I (School Allocation)

SMART Goal 2

By June 2025 at least 50% of students in grades 5, 6, and 7 will be performing at grade level in Math.

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance	To improve building Mathematics' scores through classroom instruction.
Target Population:	All students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Math teachers will analyze 2023 NJSLA-Math scores for students in grades three through eight and iReady scores for students in grades K through 2. Identification of students for ARMs Program. Identification of areas of weakness. Development of monthly goals to address weaknesses.	Grade level analysis binders, List of areas of weaknesses, ARMs Program student list and monthly goals that will address weaknesses.
Feb 15	Math teachers will analyze student assessment grades. They will review student progress on short and long term reading and writing goals and continue working towards NJSL Standards through effective instruction.	Teacher assessments, district assessments, IXL results, and IReady results
Apr 15:	Math teachers will review MATH goals and make changes if needed.	Grade level analysis binders and revised monthly reading and writing goals if needed.
Jul 1	By June 2025 at least 50% of students in grades 5, 6, and 7 will be performing at grade level in Math.	Grade level analysis binders and revised monthly reading and writing goals if needed.

Strategy 1 - Mathematics teachers will identify their goals regarding the skills being taught at

their grade level to drive instruction thus fostering academic growth.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Create Math goals based on the 2023 NJSLA-Math scores	10/1/24	11/1/24	Principal and Data Committee
2	1	Math teachers will identify best practices for future reference and record student data in Realtime and Schoolog	10/1/24	6/27/25	Teachers
2	1	Math teachers will identify best practices for future reference and record student data in Realtime and Schoology.	10/1/24	6/27/25	Teachers

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$5,000	Federal Title I (School Allocation)

Strategy 2 - To utilize both enrichment and remedial programs to enhance instruction.

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Math teachers will identify best practices for future reference and record student data in Realtime and Schoology.	10/1/24	6/27/25	Teachers

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS-Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$70,000	Federal Title I (School Allocation)

Strategy 3 -

< SMART Goal 2, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 2, Strategy 3 - Budget Items: NO DATA >

SMART Goal 3

By June 2025 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.

Area of Focus   Social and Emotional Learning

Content Area   SEL

Priority Performance   To provide appropriate attention and interventions that promotes a safe, supportive environment for all students.

Target Population: All Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will completed the Panorama Fall Survey. Second Step SEL lessons scheduled and implemented. Development of monthly activities.	Panorama Fall Survey results. SEL lessons documented in Oncourse. List of monthly activities.
Feb 15	Students identified from the Panorama Survey will receive additional counseling in small groups from the SAC counselor. Continuation of Second Step SEL lessons.	SAC counselor logs of meetings with identified students. SEL lessons documented in Oncourse.
Apr 15:	Students will complete the Panorama Spring Survey. Continuation of small group counseling. Continuation of Second Step SEL lessons,	Panorama Spring Survey results. SAC counselor logs of meetings with identified students. SEL lessons documented in Oncourse.
Jul 1	By June 2025 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.	End of year Panorama Survey report. End of year report of dates and times of small group counseling sessions. Report of all yearly documented Second Step lessons from Oncourse.

Strategy 1 - Implementation of Second Step Social Emotional Learning Program .

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Implementation of Second Step Social Emotional Learning Program	9/3/24	6/27/25	All Staff
2	1	Student Assistance Counselor will implement appropriate activities that support social emotional growth.	9/3/24	6/27/25	Student Assistance Counselor
3	1	Administration of Panorama Survey.	9/3/24	11/1/24	All Staff

Budget Items

SMART Goal 3 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Take A Step	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$2,000	Federal Title I (Intervention Reserve)

Strategy 2 - Student Assistance Counselor will implement appropriate activities that support social emotional growth.

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Student Assistance Counselor will implement appropriate activities that support social emotional growth.	9/3/24	6/27/25	Student Assistance Counselor will implement appropriate activities that support social emotional growth.

Budget Items

SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Take a Step Program-teacher Salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$200,000	Federal Title I (Intervention Reserve)

Strategy 3 - Administration of Panorama Survey.

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Administration of Panorama Survey.	9/3/24	11/1/24	Teachers

Budget Items

SMART Goal 3 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Take a Step - Teacher Salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$200,000	Federal Title I (Intervention Reserve)

SMART Goal 4

By June 2025, students who are approaching chronic absenteeism in grades K-8 at Nicholas Oresko Community School will be identified when they hit 5% rate of absenteeism.

Area of Focus   Climate & Culture - Attendance/Behavior

Content Area   Chronic Absenteeism

Priority Performance   The average Chronic Absenteeism rate for students in the 2022-23 school year was 14.68%

Target Population: All students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	100% of parents and guardians at Nicholas Oresko will receive, review and sign the attendance policy contract.	Student/ Parent Contract (i.e., with attendance policy)
Feb 15	100% of students who have received more than 10 school absences year to date a written noticed will be sent to parent or guardian on the 4th, 8th, and 10th days of absence. The principal will review records of 100% of students with the guidance counselors.	Genesis Student Absent Management System Written notification sent to parent/guardian/student Phone Log Wellness Checks - Attendance Officer
Apr 15:	100% of student's exceeding 11 or more school absences will be scheduled for an attendance hearing. Parent/guardian will be required to attend an in-person/virtual hearing with an administrator and guidance counselors. An individualized student plan will be created while the student remains on a probationary period.	Attendance Hearing Letter Attendance Hearing Outcome Counselor Log

End of Cycle	Interim Goal		Source(s) of Evidence
Jul 1	By June 2025, students who are approaching chronic absenteeism in grades K-8 at Nicholas Oresko Community School will be identified when they hit 5% rate of absenteeism.		Genesis Student Absent Management System

Strategy 1 - Attendance Committee

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	100% of parents and guardians at Nicholas Oresko will receive, review and sign the attendance policy contract.	9/3/24	11/1/24	All staff

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance- Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$500	Federal Title I (School Allocation)

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 3 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Teacher Salaries	9/1/24	6/30/25	Principal	INSTRUCTION - Personnel Services - Salaries / 100-100	$2,000,000.00	Federal Title I (School
Instructional Supplies	9/1/24	6/30/25	Principal	INSTRUCTION - Supplies & Materials / 100-600	$1,500,000.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$82,500	$0	$0	$0	$0	$0	$0	$82,500
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$500	$0	$0	$0	$0	$0	$0	$500
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$500	$0	$0	$0	$0	$0	$0	$500
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$83,500	$0	$0	$0	$0	$0	$0	$83,500
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$400,000	$0	$0	$0	$0	$0	$400,000
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$2,000	$0	$0	$0	$0	$0	$2,000
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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	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		$0	$0	$402,000	$0	$0	$0	$0	$0	$402,000
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

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
Total Cost			$0	$83,500	$402,000	$0	$0	$0	$0	$0	$485,500

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$83,500	$402,000	$485,500
Other Title 1 Expenditures	$3,500,000	$0	$3,500,000
Total	$3,583,500	$402,000	$3,985,500

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	Effective Instruction
x	Social and Emotional Learning
x	Climate & Culture - Attendance/Behavior
x	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed   Maureen Brown   Title: Principal
Date: 07/09/2024

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: Dr. Dennis C. Degnan   Title: Assistant Superintendent of Schools for Curriculum

Date: 07/30/2024

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: 08/20/2024