

Washington Community School #9

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220120

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	Neveen Saeed	Yes	No	No		
Community Member	Juliette Johnston	Yes	No	No		
Principal	George Becker	Yes	Yes	Yes		
Assistant Principal	Lisa Wasielewski	Yes	Yes	Yes		
Megan Hickey	Counselor	Yes	Yes	Yes		
Janice DeFilippis	Secretary	Yes	No	No		
Matthew Ruttler	Teacher	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Sandy Wojciechowski	Title I Interventionist	Yes	Yes	Yes		
Michele Giampaglia	Paraprofessional	Yes	No	No		

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
04/23/2024	Prior Year Evaluation	Yes	Yes
05/07/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/21/2024	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/04/2024	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
IXL	Math	Students in grades 5-6	Yes	Yes	Yes	Average monthly growth for grade 5 = +11 / Average monthly growth for grade 6 = +7	Yes
ST Math	Math	Students in grades 5-6	Yes	Yes	Yes	Average puzzle goal progress for grade 5 = 65% Average journey progress for grade 5 = 52% Average puzzle goal progress for grade 6 = 19% Average journey progress for grade 6 = 12%	Yes
LinkIt!	Math	Students in grades 5-6	Yes	Yes	Yes	LinkIt! Benchmarks have provided us data to track progress throughout the year.	Yes
Second Step	SEL	Students in grades 7-8	Yes	Yes	Yes	Post tests scores show an improvement in understanding of HIB vs. conflict.	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
IXL	Reading	Students in grade 3	Yes	Yes	Yes	Average monthly growth = +11	Yes
DRA	Reading	Students in grade 3	Yes	Yes	Yes	59% of our third grade students met or exceeded their reading benchmark measured by the spring administration of the DRA as compared to the district average of 48%.	Yes
ST Math	Math	Students in grade 3	Yes	Yes	Yes	Average puzzle goal progress for grade 3 = 65% Average journey progress for grade 5 = 43%	Yes
i-Ready	Reading	Students in grade 1	Yes	Yes	Yes	In the fall, 15% of students performed on or above grade level. In the spring, 46% performed on or above grade level.	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	School-wide students performed better in ELA than in Math. Sub groups scored lower in both ELA and Math as compared to the school-wide averages.
		Schoolwide	53.2 %	32.9%	*				
		White	57.5 %	35.6%	*				
		Hispanic	49.5 %	28.6%	*				
		Black or African American	28.1 %	11.8%	*				
		Asian, Native Hawaiian, or Pacific Islander	77.4 %	58.1%	*				
		American Indian or Alaska Native	*	*	*				
		Two or More Races	53.3 %	40%	*				
		Female	58.7 %	28.8%	*				
		Male	48.1 %	36.8%	*				
		Economically Disadvantaged Students	48%	27%	*				
		Non-Economically Disadvantaged Students	59.9 %	40.4%	*				
		Students with Disabilities	14%	*	*				
		Students without Disabilities	60.7 %	37.5%	*				
		English Learners	52.4 %	35.7%	*				
		Non-English Learners	53.3 %	32.6%	*				

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	Grade 5 and grade 8 science scores were generally consistent. Sub groups underperformed as compared to the school wide averages.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	17%	19%			
		White	25%	25%			
		Hispanic	7%	8%			
		Black or African		10%			
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	15%	22%			
		Male	21%	17%			
		Economical ly	17%	16%			

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	18%	22%			
		Students with		0%			
		Students without	26%	31%			
		English Learners					
		Non-English	18%	19%			
		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	Despite scoring considerably lower in Math than ELA, the school-wide SGP for Math is higher. Sub group SGPs are lower than school-wide scores.
		Schoolwide	50.5%	54.5%		
		White	55.5%	52%		
		Hispanic	45%	52.5%		
		Black or African American	46.5%	42%		
		Asian, Native Hawaiian, or Pacific	64%	82%		
		American Indian or Alaska Native				
		Two or More Races	62.5%	77.5%		
		Female	47%	60%		
		Male	56%	53%		
		Economically Disadvantaged	47%	49.5%		
		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	27%	44%		
		Students without Disabilities				
		English Learners	72%	78.5%		
		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	Cycles not meeting the 95% ELA participation rate: -Gr. K cycle 1 -Gr. 2 cycles 1-4 -Gr. 3 cycles 1, 3-4 -Gr. 4 cycles 1-2 -Gr. 6 cycles 1-4 -Gr. 7 cycles 1-2 -Gr. 8 cycles 2-4 Cycles not meeting the 95% Math participation rate: -Gr. K cycle 1 -Gr. 2 cycles 1-4 -Gr. 3 cycles 1-4 -Gr. 6 cycles 1-4 -Gr. 7 cycles 2-4 -Gr. 8 cycle 2 Grade 2 failed to meet participation rates for all cycles. Chronic absenteeism could explain <95% participation rates. Overall, participation
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	87%	100%	100%	100%		
		1	97%	96%	96%	96%		
		2	88%	91%	91%	91%		
		3	91%	97%	85%	85%		
		4	94%	90%	95%	95%		
		5	95%	98%	98%	98%		
		6	92%	93%	79%	79%		
		7	94%	91%	97%	97%		
		8	100%	81%	90%	90%		
		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	Cycle 2	Cycle 3	Cycle 4		rates in math were higher than ELA.
		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	87%	100%	100%	100%		
		1	97%	100%	100%	100%		
		2	88%	93%	93%	93%		
		3	91%	94%	85%	85%		
		4	95%	98%	98%	98%		
		5	95%	100%	98%	98%		

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	92%	90%	88%	88%		
		7	95%	91%	92%	92%		
		8	100%	78%	98%	98%		
		9	100%	100%	100%	100%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (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	Growth was demonstrated in grades K, 1, 2, 3, 5 & 8 Grade 4 proficiency rates decreased. Grade 7 rates were rather stagnant. Sub groups, chronically absent and students with chronic disciplinary infractions had lower proficiency rates.
		K	10%	51%	51%	51%		
		1	15%	37%	37%	37%		
		2	20%	49%	49%	49%		
		3	13%	15%	25%	25%		
		4	20%	13%	11%	11%		
		5	35%	30%	51%	51%		
		6	20%	13%	20%	20%		
		7	26%	29%	27%	27%		
		8	23%	26%	27%	27%		
		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	Growth was demonstrated in grades K, 1, 2, 3, & 7 Grade 7 proficiency rates decreased. Grade 4 rates were stagnant. Sub groups, chronically absent and students with chronic disciplinary infractions had lower proficiency rates.
		K	11%	27%	27%	27%		
		1	6%	20%	20%	20%		
		2	6%	16%	16%	16%		
		3	20%	18%	37%	37%		
		4	11%	12%	12%	12%		
		5	26%	16%	13%	13%		
		6	7%	4%	11%	11%		
		7	14%	8%	7%	7%		
		8	0%	0%	2%	2%		
		9	100%	100%	85%	85%		
		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				56.3%	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	668	N/A	No enrollment trends have been identified based on grade or subgroup.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	93.54%	N/A	This year's attendance rate is .64% higher than the rate in the 2022-2023 school year, which was 93.09%. There are no significant patterns by grade or teacher. Interventions include contacting families when students are absent. The attendance office is contacted when absences are prolonged, frequent or without explanation. Attendance officers communicate with families and visit homes and in some cases file complaints with the court. Encouraging students to come to school is always a priority. Incorporating engaging events and activities to motivate and entice students to attend school is one strategy. Recognition programs are
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				also in place for perfect and improved student attendance. Maintaining a positive school climate also helps encourage students to come to school.

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			N/A	<p>This year's chronic absenteeism rate is 2.59% higher than last year's 19.78% rate.</p> <p>Chronic absenteeism occurs frequently in the lower grades due to more frequent illness and/or the reliance upon parents/guardians to get students to school. Students with disabilities often have higher chronic absenteeism rates, as most of those students take bus to school, and when they miss the bus they do not come.</p> <p>In addition to the interventions listed above, chronically absent students may be referred to the I&RS Team through which an action plan is developed. Counseling can be provided to those students as well.</p>
		Overall YTD Chronic Absenteeism	23.42%		
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			N/A	This year's staff attendance rate is .15% higher than last year's 94.14% rate. There are no patterns identified by grade. Staff chronic absenteeism has been due to medical and family leaves. Additionally, staff who plan on retiring and/or resigning have been chronically absent, as they have been using their days before leaving the district.
		Staff Attendance YTD	93.97%		

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			# of ISS - 1 (inappropriate behavior - not a sub group student)	All offenders are male.
		Student Suspension YTD Average - In School	0.15%	# of OSS - 10 (5 conduct unbecoming, 2 inappropriate behavior, 1 defiance of authority, 1 physical abuse, 1 verbal abuse)	
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	Total # of offenders - 6	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	Offenders by sub group: Black/African American - 0 Students with Disabilities - 2	
		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	0.26%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family				

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data (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)					
		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.	Student Group	% Enrolle d in Any Instituti on	% Enrolled in 2- Year Instituti on	% Enroll ed in 4-Year Institu tion	% Enrolled in Public Instituti on	% Enroll ed in Privat e Institu tion	% Enrolle d in In- State Instituti on	% Enrolle d in Out-of- State Institu tion		
		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 Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	
		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 Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		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										

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.			7	
		# of 8th grade students enrolled in Algebra 1	6		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION

Data Source	Factors to Consider	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		Lower grade teachers utilize small group instruction format more frequently than upper grade teachers. Professional development will need to continue in the area of NJTSS.
		# Teachers to Evaluate	68		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	12		
		Cycle 2	14		
		Cycle 3	12		
		Cycle 4	10		

< 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 Annual School Planning Team will disseminate the results of the comprehensive needs assessment to the teachers at a staff meeting. PLC time will be provided to review the results. The ASP will be made available to the public, as it will be included on a board of education meeting agenda.

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

There are many benefits to a Parent Teacher Organization, such as improving communication among stakeholders, encouraging volunteerism and tapping into proven school programs. The school PTO can assist in fundraising to secure resources that could serve as incentives and reinforcers, and support events that address our goals, such as Family Reading Nights, Book Clubs; Math Gameshows, etc. Assisting students in achieving reading and math goals and purchasing books and games as awards for reaching those goals is one strategy.

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

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

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance 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	LinkIt! Benchmarks revealed regression in grade 4 ELA with proficiency rates decreasing from 20% to 11%.	Current 4th grade students experienced a major disruption to their education during their Kindergarten, first and second grade years as a result of remote learning.	Students in grade 4	1	i-Ready	i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous, culturally responsive texts. Its personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.	Strong	https://www.curriculumassociates.com/programs/i-ready-learning
				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
Social and Emotional Learning	80% of HIB investigations were unfounded and classified as peer conflict.	Middle school students often struggle with social and emotional issues. Middle school involves developing and changing social connections. New, sudden, and unexplainable feelings pop up at this age, which makes it difficult to nurture old friendships and cultivate new relationships.	Students in grades 6-8	1	Second Step	Second Step® Middle School, a social-emotional learning (SEL) program for Grades 6–8, is backed by the latest research in adolescent brain development and social psychology to help kids navigate this crucial period.	Strong	https://www.secondstep.org/
				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
Effective Instruction	LinkIt! Benchmarks revealed regression in grade 5 Math with proficiency rates decreasing from 26% to 13%.	Grade level curriculum does not adequately address foundational computational skills, assuming students have mastered it previously.	Students in grade 5	1	i-Ready	i-Ready Mathematics is an online custom math curriculum that provides students of all ages with differentiated instruction and supports them on their individual paths to success.	Strong	https://www.curriculumassociates.com/programs/i-ready-learning
		2		ST Math	ST Math games include more than 35,000 puzzles with interactive representations of math topics that align to all state standards, with learning objectives that target key grade-level concepts and skills. ST Math is a flexible instructional tool that can fit easily into many different curriculum implementations.	Strong	https://www.stmath.com/elementaryschool	

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			
Climate & Culture - Attendance/ Behavior	Students must be taught the mindsets and behaviors necessary to become successful and socially responsible. A school setting should be organized in such a way that promotes positive behavior from all students. A safe and respectful school setting leads to greater student achievement. The number of discipline referrals was greater than we'd like.	There is a need for increased positive reinforcement for favorable behaviors as well as a push for more restorative practices to address negative behaviors.	Students in grades 5-8	1	Second Step Second Step® Elementary is a leading research-based SEL curriculum for students in Kindergarten–Grade 5. Second Step® Middle School, a social-emotional learning (SEL) program for Grades 6–8, is backed by the latest research in adolescent brain development and social psychology to help kids navigate this crucial period.	Strong	https://www.secondstep.org/
				2			
				3			

SMART Goal 1

By June 2025, at least 25% of students in grade 4 will meet or exceed grade level expectations on the spring i-Ready diagnostic.

Area of Focus Effective Instruction

Content Area ELA

Priority Performance LinkIt! Benchmarks revealed regression in grade 4 ELA with proficiency rates decreasing from 20% to 11%.

Target Population: Students in grade 4

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 10% of students in grade 4 will meet or exceed expectations on the fall i-Ready diagnostic.	i-Ready diagnostic
Feb 15	At least 15% of students in grade 4 will meet or exceed expectations on the winter i-Ready diagnostic.	i-Ready diagnostic
Apr 15:	Since the spring i-Ready diagnostic will not be administered until May, we will use student grades for the April 15th interim goal. At least 20% of students will have an 80 or higher for their 3rd MP grade.	Grade book
Jul 1	By June 2025, at least 25% of students in grade 4 will meet or exceed grade level expectations on the spring i-Ready diagnostic.	i-Ready diagnostic

Strategy 1 - i-Ready

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Participate in i-Ready training.	9/3/24	9/30/24	Teachers
2	1	Administer i-Ready diagnostics in the fall, winter and spring and utilize the data to drive instruction.	10/1/24	5/30/25	Teachers

Budget Items

SMART Goal 1 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready Licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	Other Federal

Strategy 2 -

< SMART Goal 1, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 1, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 3 - Budget Items: NO DATA >

SMART Goal 2

By June 2025, at least 70% of student will demonstrate proficiency distinguishing between HIB and peer conflict.

Area of Focus	Social and Emotional Learning
Content Area	SEL
Priority Performance	80% of HIB investigations were unfounded and classified as peer conflict.

Target Population: Students in grades 6-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 40% of student will demonstrate proficiency distinguishing between HIB and peer conflict.	Conflict vs. HIB assessment
Feb 15	At least 50% of student will demonstrate proficiency distinguishing between HIB and peer conflict.	Conflict vs. HIB assessment
Apr 15:	At least 60% of student will demonstrate proficiency distinguishing between HIB and peer conflict.	Conflict vs. HIB assessment
Jul 1	By June 2025, at least 70% of student will demonstrate proficiency distinguishing between HIB and peer conflict.	Conflict vs. HIB assessment

Strategy 1 - Second Step

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Implement the Second Step SEL curriculum.	9/10/24	6/20/25	Teachers
2	1	Conduct lessons regarding peer conflict vs. HIB	10/1/24	6/20/25	Counselors
3	1	Administer quarterly peer conflict vs. HIB assessments	11/5/24	6/20/25	Counselors

Budget Items

SMART Goal 2 - Strategy 1

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

Strategy 2 -

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

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

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, at least 30% of students will meet or exceed grade level expectations on the spring math i-Ready diagnostic.

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance	LinkIt! Benchmarks revealed regression in grade 5 Math with proficiency rates decreasing from 26% to 13%.

Target Population: Students in grade 5

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 15% of students will meet or exceed grade level expectations on the fall math i-Ready diagnostic.	i-Ready diagnostic
Feb 15	At least 20% of students will meet or exceed grade level expectations on the winter math i-Ready diagnostic.	i-Ready diagnostic
Apr 15:	Since the spring i-Ready diagnostic will not be administered until May, we will use grades for the April 15th interim goal. At least 25% of students will have an 80 or higher for their 3rd MP grade.	Grade book
Jul 1	By June 2025, at least 30% of students will meet or exceed grade level expectations on the spring math i-Ready diagnostic.	i-Ready diagnostic

Strategy 1 - i-Ready

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Participate in i-Ready training.	9/3/24	6/20/25	Teachers
2	1	Administer i-Ready diagnostics in the fall, winter and spring and use data to drive instruction.	10/1/24	5/30/25	Teachers

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready Licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	Other Federal

Strategy 2 - ST Math

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Facilitate the execution of at least 60 minutes of ST Math per week.	9/10/24	6/20/25	Teachers

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	2	Review ST Math class data at least monthly.	11/5/24	6/20/25	Teachers

Budget Items

SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	ST Math Licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	Other Federal

Strategy 3 -

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

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

SMART Goal 4

By June 2025, students in grades 5-8 will consistently demonstrate behaviors that promote a respectful and safe school climate measured by a decrease in discipline referrals compared to the 23-24 school year.

Area of Focus Climate & Culture - Attendance/Behavior

Content Area School Climate - Behavior

Priority Performance Students must be taught the mindsets and behaviors necessary to become successful and socially responsible. A school setting should be organized in such a way that promotes positive behavior from all students. A safe and respectful school setting leads to greater student achievement.
The number of discipline referrals was greater than we'd like.

Target Population: Students in grades 5-8

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Fewer than 200 referrals	Discipline log
Feb 15	Fewer than 400 referrals	Discipline log
Apr 15:	Fewer than 600 referrals	Discipline log
Jul 1	By June 2025, students in grades 5-8 will consistently demonstrate behaviors that promote a respectful and safe school climate measured by a decrease in discipline referrals compared to the 23-24 school year.	Discipline log

Strategy 1 - Second Step

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Implement the Second Step SEL program.	9/10/24	6/20/25	Teachers
2	1	Implement restorative practices.	9/10/24	6/20/25	Teachers, counselors and administrators.

Budget Items

SMART Goal 4 - Strategy 1

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

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 >

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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$15,000	\$0	\$0	\$15,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$10,000	\$0	\$0	\$10,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$25,000	\$0	\$0	\$25,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (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	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	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	\$0	\$0	\$0	\$0	\$25,000	\$0	\$0	\$25,000

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0
Other Title 1 Expenditures	\$0	\$0	\$0
Total	\$0	\$0	\$0

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction
x	Social and Emotional Learning
x	Effective Instruction
x	Climate & Culture - Attendance/Behavior
	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: Lisa Wasielewski Title: Assistant Principal
Date: 06/13/2024

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.
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Certified By:Dr. Dennis C. DegnanTitle:Assistant Superintendent of Schools for Curriculum

Date:08/22/2024

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: 08/22/2024