

William Shemin Midtown Community School #8

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220085

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	James Pondillo	Yes	Yes	Yes		
Assistant Principal	Christopher Romano	Yes	Yes	Yes		
Assistnat Principal	Jason Accera	Yes	Yes	No		
Teacher	Tara Soto	Yes	Yes	Yes		
Teacher	Maria Kilroy	Yes	Yes	Yes		
Teacher	Robyn Pullaro	Yes	Yes	Yes		
School Counselor	Andrea Mantone	Yes	Yes	No		
School Counselor	Maura Cangiano	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Denise Leonard	Yes	Yes	Yes		
School Counselor	Heather Rich	Yes	Yes	No		
Parent/Guardian	Meyra Mejia	Yes	No	No		
Community Member	Kim Hightower	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/13/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
09/15/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Smart Goal Development	Yes	Yes
01/12/2023	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/09/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/20/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/16/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/11/2023	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Communicate with parents when a child is absent and offer immediate support	Attendance	K thru 8	Yes	Yes	Yes	Parents/guardians will be notified of cumulative absences via formal letter which must be signed and returned to the homeroom teacher. Notifications will be sent on the following absences: 4th, 8th, and 10th.
Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.	Attendance	K thru 8	Yes	Yes	Yes	The attendance committee analyzed reports and with the help of the attendance officer strategies were shared with the families on why sending your students to school regularly was important.
Involve families, students, and staff in celebrating positive attendance via incentives and programs	Attendance	K thru 8	Yes	Yes	Yes	Students were recognized for Perfect Attendance during the award assemblies.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.	Math	Grades 3-8	Yes	Yes	Yes	Teachers schedules reflected the 80 minutes of focused mathematics instruction.
By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.	Math	Grades 3-8	Yes	Yes	Yes	Data Team members will meet with Math Teachers in each grade level to provide assistance in helping teachers plan activities and analyze their individual data pinpointing areas that need focus to make each student successful.
Targeted professional development will be offered to support areas in need of improvement and growth.	Math	Grades 3-8	Yes	Yes	Yes	Math Teachers were provided IXL Professional Development. Guidance was given by the presenter from IXL on various areas of improvement. Teachers were able to ask questions and get individualized support.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
All classroom teachers will provide 80 minutes of focused and uninterrupted Language Arts Literacy instruction each day.	ELA	Grades 3-8	Yes	Yes	Yes	Teachers schedules reflected the 80 minutes of focused ELA instruction
By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.	ELA	Grades 3-8	Yes	Yes	Yes	Data Team members will meet with ELA Teachers in each grade level to provide assistance in helping teachers plan activities and analyze their individual data pin pointing areas that need focus to make each student successful.
Targeted professional development will be offered to support areas in need of improvement and growth.	ELA	Grades 3-8	Yes	Yes	Yes	Data Team members will meet with ELA Teachers in each grade level to provide assistance in helping teachers plan activities and analyze their individual data pin pointing areas that need focus to make each student successful.

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		NA	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, we do not have comparative data. We will use these NJSLA scores as baseline data moving forward.
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		NA	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, we do not have comparative data. We will use these NJSLA scores as baseline data moving forward.
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					100% of students in grades 3 through 8 participated in the benchmark assessments.	100% of students in grades 3 through 8 participated in the benchmark assessments.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Current data was pre-populated in prior column.	The overall school proficiency for this cycle for ELA was 86.91% allowing us to exceed the goal of 80%. In grade 8, the students exceeded our expectations reaching 98.43% proficiency. All grades exceeded the the goal of 80% proficiency. Incentives have been instituted to inspire the students to not only reach but exceed the goals. These incentives have proven to be effective. Because this has been successful this year, we continue to provide support and incentives to both staff and students again next year.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	85.34%	79.1%	83.8%	83.33%		
		4	87.69%	91.6%	87.5%	84.92%		
		5	82.08%	75.7%	83.8%	86.73%		
		6	81.82%	74.3%	87.1%	83.33%		
		7	83.96%	80.4%	81.1%	84.76%		
		8	81.25%	90.6%	97.7%	98.43%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Current data was pre-populated in prior column.	The overall school proficiency for this cycle for Math was 88.44% allowing us to exceed the goal of 80%. In grade 6, the students exceeded our expectations reaching 95.65% proficiency. All grades exceeded the the goal of 80% proficiency. Incentives have been instituted to inspire the students to not only reach but exceed the goals. These incentives have proven to be effective. Because this has been successful this year, we continue to provide support and incentives to both staff and students again next year.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	71.55%	75.7%	80.3%	82.46%		
		4	81.54%	80.9%	78.9%	88.89%		
		5	79.04%	77.4%	94.9%	93.86%		
		6	90.21%	90.1%	95%	95.65%		
		7	65.09%	77.6%	82.1%	84.76%		
		8	93.75%	78.7%	90.6%	85.04%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	41.7%	NA	NA

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	1209	Prior Year Enrollment 1186 Each grade level has approximately 120 students.	William Shemin Midtown Community School's enrollment continues to increase each school year. We are the largest elementary school in the district, grades Pre-K to Grade 8.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	91.72%	Prior Year Attendance Rate 96.73%	Attendance rates for this past year dropped significantly, down about 5% from the previous year.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	29.96%	NA	Grades Pre-K and Kindergarten have the lowest attendance rates. We have also found, through data analysis, that our special education population accounts for a significant amount of our chronic absenteeism.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	93.55%	Teachers maintained a satisfactory attendance rate.	William Shemin Midtown Community School teachers and staff take pride in developing relationships with their students and providing quality, sustained instruction. The minimal chronic absenteeism among staff is present due to a few members with chronic health issues.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.13%	Minimal discipline concerns were observed during the past school year. During the prior school year, males were suspended most often.	Students in William Shemin Midtown Community School take pride in their school. They work hard to conduct themselves in a positive manner. Teachers and staff work hard to implement classroom and school wide rules and consequences, that the students respect and understand. We have embraced our School Theme that focuses on developing Growth Mindsets. We encourage everyone in our learning community to Give it their best, then some. Reflect on their learning experiences and mistakes, open their mind to new ideas, work hard, cream big, achieve. In the upper grades, we employ Peer Leadership, our guidance department, and positive morale to help students resolve conflicts.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	1.24%		

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

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)		NA	NA
Post-Secondary Rates	% of students that enroll in post-secondary institution.		NA	NA
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		NA	NA

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	10	NA	NA
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	10		
		% of students who scored 4 or 5 on the PARCC assessment	70%		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework Danielson # Teachers to Evaluate 101 # Teachers on CAP 0 # Teachers receiving mSGP	NA	NA

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Focus on student learning	Identifying career ready practices aligned to instructional units.
	2	A	4-Sustaining		
	3	A	2-Emerging		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	Development of common assessments	Use of formative assessments to monitor student progress
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	Designated time for PLCs	Resolving conflict in teams
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 2-Emerging	Creating a positive school environment for optimal learning	Assessing students' social-emotional and academic needs
	2	A 3-Developing		
	3	A 2-Emerging		
	4	A 4-Sustaining		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 4-Sustaining		
	9	A 4-Sustaining		
	10	A 4-Sustaining		
	11	A 4-Sustaining		
	12	A 4-Sustaining		
	13	A 4-Sustaining		
	14	A 3-Developing		
Teacher and Principal Effectiveness	1	A 4-Sustaining	Use of research based framework to evaluate teacher and principal effectiveness	NA

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and Start Strong assessment, Along with the information provided by the Benchmark tests in grades 3-8, achieving proficiency in Mathematics continues to be a challenge. To confront these challenges, gaps in learning need to be addressed.	<ol style="list-style-type: none"> 1. Even though students are making strides, they are still experiencing Academic loss, this continues to be a challenge. 2. Larger class sizes tend to have lower overall test scores. 3. Transient population of students that move into our school tend to lose skills as a result of the transfer. Further, they do not reap the benefit of receiving instruction from WSMCS Mathematics teachers. 4. Difficulty mastering grade-level material due to intellectual and learning factors. 5. Difficulty mastering grade-level material due to emotional, socioeconomic, and environmental factors. 6. Inability to focus attention on complex thinking for long periods of time. 	Grades 3-8	1	All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.
				2	By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.
				3	Targeted professional development will be offered to support areas in need of improvement and growth.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and Start Strong assessment, Along with the information provided by the Benchmark tests in grades 3-8, achieving proficiency in English Language Arts continues to be a challenge. To confront these challenges, gaps in learning need to be addressed.	<ol style="list-style-type: none"> 1. Even though students are making strides, they are still experiencing Academic loss, this continues to be a challenge. 2. Larger class sizes tend to have lower overall test scores. 3. Transient population of students that move into our school tend to lose skills as a result of the transfer. Further, they do not reap the benefit of receiving instruction from WSMCS ELA teachers. 4. Difficulty mastering grade-level material due to intellectual and learning factors. 5. Difficulty mastering grade-level material due to emotional, socioeconomic, and environmental factors. 6. Inability to focus attention on complex thinking for long periods of time. 	Grades 3-8	1	All classroom teachers will provide 80 minutes of focused and uninterrupted ELA instruction each day.
				2	By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery and focus on expanded comprehension and writing skills.
				3	Targeted professional development will be offered to support areas in need of improvement and growth.
Climate & Culture - Attendance/Behavior	Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8	Chronic absenteeism is the symptom of larger, deeper problems that can more effectively address by providing a deliberate focus on students' social-emotional and academic needs. This area of focus has particularly presented challenges due to the pandemic.	Grades K thru 8	1	Communicate with parents when a child is absent and offer immediate support
2	Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.				
3	Involve families, students, and staff in celebrating positive attendance via incentives and programs				

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Social and Emotional Learning	Based on a review of prior year Panorama data, students are experiencing social-emotional issues. They are lacking skills that allow them to build positive relationships. They are struggling with managing their emotions and setting goals which allow them to thrive in school and in life.	Social Emotional issues are a symptom of larger, deeper problems that can more effectively be addressed by providing a deliberate focus on students' social-emotional and academic needs. This area of focus has particularly presented challenges due to the pandemic.	Grades K thru 8	1	Teachers will provide activities as provided in the Second Step program twice a month.
				2	Develop a team of stakeholders to assess patterns in behavior and develop aligned strategies to support students & families. These stakeholders will help students: Gain confidence Set goals Make better decisions Collaborate with others in work and play Navigate the world more effectively
				3	Involve families, students, and staff in celebrating positive behavior via incentives and programs.

SMART Goal 1

As a result of the fact that NJSLA results for 2023 will not be available until September, we will be using the IXL Diagnostic results for SMART Goal #1. 75% of William Shemin Midtown Community School students in grades 3-8 will increase their IXL diagnostic score by 80 points or will have a score, in their grade level, at 80 or above (ex. 680 for grade 6). As a result of this improvement, students will achieve student mastery of grade-level proficiency and content in Mathematics and increase proficiency on the 2024 NJSLA State Assessment.

Priority Performance Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and Start Strong assessment, Along with the information provided by the Benchmark tests in grades 3-8, achieving proficiency in Mathematics continues to be a challenge. To confront these challenges, gaps in learning need to be addressed.

Strategy 1: All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.

Strategy 2: By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.

Strategy 3: Targeted professional development will be offered to support areas in need of improvement and growth.

Target Population: Grades 3-8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	As of November 15, 70 % of students will increase their overall IXL math diagnostic score by 10 points or will have a score, in their grade level, at 00 or above (ex. 600 for grade 6).	IXL Mathematics Diagnostic reports for grades 3 through 8.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	As of February 15, 70 % of students will increase their overall IXL math diagnostic score by 40 points, since September, or will have a score, in their grade level, at 40 or above (ex. 640 for grade 6).	IXL Mathematics Diagnostic reports for grades 3 through 8.
Apr 15:	As of April 15, 75 % of students will increase their overall IXL math diagnostic score by 60 points, since September, or will have a score, in their grade level, at 60 or above (ex. 660 for grade 6).	IXL Mathematics Diagnostic reports for grades 3 through 8.
Jul 1	As a result of the fact that NJSLA results for 2023 will not be available until September, we will be using the IXL Diagnostic results for SMART Goal #1. 75% of William Shemin Midtown Community School students in grades 3-8 will increase their IXL diagnostic score by 80 points or will have a score, in their grade level, at 80 or above (ex. 680 for grade 6). As a result of this improvement, students will achieve student mastery of grade-level proficiency and content in Mathematics and increase proficiency on the 2024 NJSLA State Assessment.	IXL Mathematics Diagnostic reports for grades 3 through 8.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Teachers will submit schedules to assure 80 minute instruction minimum is met.	9/5/23	6/21/24	
1	2	Teachers will be provided with quarterly goals to show academic growth.	9/6/23	6/21/24	
1	3	Teachers will be provided professional development time to analyze current NJSLA, Linkit, Edulastic and IXL data.	9/5/23	3/29/24	
2	2	Teachers will complete a " IXL Best Practice strategies" document to be shared at PLC's throughout the school to encourage participation and support classroom activities.	9/5/23	12/22/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	2	Incentives will be provided by administration to promote active participation in the IXL program. We will incativize classroom and grade level growth.	9/5/23	6/21/24	

Budget Items

SMART Goal 1

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

SMART Goal 2

As a result of the fact that NJSLA results for 2023 will not be available until September, we will be using the IXL Diagnostic results for SMART Goal #2. 75% of William Shemin Midtown Community School students in grades 3-8 will increase their IXL diagnostic score by 80 points or will have a score, in their grade level, at 80 or above (ex. 670 for grade 6). As a result of this improvement, students will achieve student mastery of grade-level proficiency and content in English Language Arts and increase proficiency on the 2024 NJSLA State Assessment.

Priority Performance Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and Start Strong assessment, Along with the information provided by the Benchmark tests in grades 3-8, achieving proficiency in English Language Arts continues to be a challenge. To confront these challenges, gaps in learning need to be addressed.

Strategy 1: All classroom teachers will provide 80 minutes of focused and uninterrupted ELA instruction each day.

Strategy 2: By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery and focus on expanded comprehension and writing skills.

Strategy 3: Targeted professional development will be offered to support areas in need of improvement and growth.

Target Population: Grades 3-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	As of November 15, 70 % of students will increase their overall IXL English Language Arts diagnostic score by 10 points or will have a score, in their grade level, at 80 or above (ex. 600 for grade 6).	IXL English Language Arts Diagnostic reports for grades 3 through 8.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	As of February 15, 70 % of students will increase their overall IXL English Language Arts diagnostic score by 40 points, since September, or will have a score, in their grade level, at 40 or above (ex. 640 for grade 6).	IXL English Language Arts Diagnostic reports for grades 3 through 8.
Apr 15:	As of April 15, 75 % of students will increase their overall IXL English Language Arts diagnostic score by 60 points, since September, or will have a score, in their grade level, at 60 or above (ex. 660 for grade 6).	IXL English Language Arts Diagnostic reports for grades 3 through 8.
Jul 1	As a result of the fact that NJSLA results for 2023 will not be available until September, we will be using the IXL Diagnostic results for SMART Goal #2. 75% of William Shemin Midtown Community School students in grades 3-8 will increase their IXL diagnostic score by 80 points or will have a score, in their grade level, at 80 or above (ex. 670 for grade 6). As a result of this improvement, students will achieve student mastery of grade-level proficiency and content in English Language Arts and increase proficiency on the 2024 NJSLA State Assessment.	IXL English Language Arts Diagnostic reports for grades 3 through 8.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Teachers will submit schedules to assure 80 minute instruction minimum is met.	9/5/23	6/21/24	
1	2	Teachers will be provided with quarterly goals to show academic growth.	9/5/23	6/21/24	
1	3	Teachers will be provided professional development time to analyze current NJSLA, Linkit, Edulastic and IXL data.	9/5/23	6/21/24	
2	2	Teachers will complete a " IXL Best Practice strategies" document to be shared at PLC's throughout the school to encourage participation and support classroom activities.	9/5/23	12/22/23	
3	2	Incentives will be provided by administration to promote active participation in the IXL program. We will incentivize classroom and grade level growth.	9/5/23	6/21/24	

Budget Items

SMART Goal 2

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

SMART Goal 3

Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8. By the end of the 2023-2024 school year, 90% of students will be present each day for school.

Priority Performance Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8

Strategy 1: Communicate with parents when a child is absent and offer immediate support

Strategy 2: Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.

Strategy 3: Involve families, students, and staff in celebrating positive attendance via incentives and programs

Target Population: Grades K thru 8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of marking period 1, at least 80% of students, at each grade level, will be in attendance.	Attendance Reports
Feb 15	At the end of marking period 2, at least 80% of students, at each grade level, will be in attendance.	Attendance Reports
Apr 15:	At the end of marking period 2, at least 85% of students, at each grade level, will be in attendance.	Attendance Reports
Jul 1	Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8. By the end of the 2023-2024 school year, 90% of students will be present each day for school.	Attendance Reports

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Grade level attendance will be monitored . At the end of each week, the (3) grade levels with the highest percentages will be announced. Each grade level's attendance will be posted on the bulletin board in the main lobby. At the end of each month, the grade level with the highest average attendance will receive a grade level incentive.	9/5/23	6/21/24	
1	1	Send positive communication via technology resources to remind parents of attendance expectations and offer support.	9/5/23	6/21/24	
1	3	Partner with PTO to create community events focused on student attendance.	9/5/23	6/21/24	
2	2	Teachers and attendance committee monitors student attendance and maintain open communication with families.	9/5/23	6/21/24	
3	2	Students will receive written letters at 4, 8, 10, and more days absent. The attendance officer will conduct health and wellness checks. Severe cases will be addressed during monthly attendance meetings.	9/5/23	6/21/24	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ATTENDANCE ACHIEVEMENT AWARDS	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	State/Local

SMART Goal 4

Social Emotional issues are a symptom of larger, deeper problems that can more effectively be addressed by providing a deliberate focus on students' social-emotional and academic needs. This area of focus has particularly presented challenges due to the pandemic.

Priority Performance Based on a review of prior year Panorama data, students are experiencing social-emotional issues. They are lacking skills that allow them to build positive relationships. They are struggling with managing their emotions and setting goals which allow them to thrive in school and in life.

Strategy 1: Teachers will provide activities as provided in the Second Step program twice a month.

Strategy 2: Develop a team of stakeholders to assess patterns in behavior and develop aligned strategies to support students & families. These stakeholders will help students:
Gain confidence
Set goals
Make better decisions
Collaborate with others in work and play
Navigate the world more effectively

Strategy 3: Involve families, students, and staff in celebrating positive behavior via incentives and programs.

Target Population: Grades K thru 8

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	To be determined by the district.	To be determined by the district.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	To be determined by the district.	To be determined by the district.
Apr 15:	To be determined by the district.	To be determined by the district.
Jul 1	Social Emotional issues are a symptom of larger, deeper problems that can more effectively be addressed by providing a deliberate focus on students' social-emotional and academic needs. This area of focus has particularly presented challenges due to the pandemic.	Increased positive responses on Panorama survey.

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Teachers will provide 25 SEL lessons through Second Step program.	9/7/23	6/14/24	
1	3	SEL committee, teachers, and PTO will collaborate to provide incentives from positive behavior.	9/7/23	6/14/24	
1	2	SEL committee will meet and discuss strategies to influence positive mindsets and behaviors.	9/7/23	6/7/24	

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	SEL committee salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,000	State/Local

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL Program	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Other Federal
3	Prizes/incentives for positive behaviors	SUPPORT SERVICES - Supplies & Materials / 200-600	\$500	State/Local

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
TITLE I TEACHER SALARIES	9/1/23	6/30/24	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100- 100	\$399,496.00	Federal Title I (School
TITLE I TEACHER BENEFITS	9/1/23	6/30/24	BUILDING	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$255,677.00	Federal Title I (School
TITLE I BACKPACKS	9/1/23	6/30/24	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200- 600	\$35,837.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$1,000	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$6,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$12,000	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$17,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$12,500	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$17,500

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0	\$0
Other Title 1 Expenditures	\$0	\$691,010	\$0	\$691,010
Total	\$0	\$691,010	\$0	\$691,010

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

Completed By: James Pondillo

Title: Principal

Date: 06/27/2023

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dennis C. Degnan
 Title: Assistant Superintendent
 Date: 06/28/2023

ASP District CSA Certification and Approval Page

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

Certified By: John Niesz
Title: Superintendent of Schools
Date: 06/29/2023