

William L Antheil Elementary School

District: EWING TWP

County: MERCER

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 211430140

Annual School Planning 2025-2026

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
Principal	Clifford Harrison	Yes	Yes	Yes		
Assistant Principal	Mark Milecki	Yes	Yes	Yes		
Dean of Students	Leah Rodriguez	Yes	Yes	Yes		
School Counselor	Nicole Miceli	Yes	Yes	Yes		
Parent/Guardian	Kathy Knight	Yes	Yes	Yes		
Parent/Guardian	Lindsay Burns	Yes	Yes	Yes		
Community Member	Amy Stemler	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Marc Petchel	Yes	Yes	Yes		
Special Education Teacher	Diana Farety	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
05/08/2025	Prior Year Evaluation	Yes	Yes
05/15/2025	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/29/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
06/11/2025	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
Using i-Ready diagnostics, personal pathways and personalized instruction.	ELA	Students in grades 2, 3, 4 & 5	Yes	Yes	Yes	51% of students in grades 2-5 finished the school year on or above grade level; 32% of students in grades 2-5 finished the school year 1 grade level below in reading.	Yes
Using i-Ready and DRA assessments, targeted Tier II and Tier III intervention support will be provided for identified students, using Wilson Reading, Orton-Gillingham and Lindamood-Bell strategies, and leveled literacy and texts.	ELA	Students in grades 2, 3, 4 & 5	Yes	Yes	Yes	51% of students in grades 2-5 finished the school year on or above grade level; 32% of students in grades 2-5 finished the school year 1 grade level below in reading.	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
By adopting the reading and writing workshop framework in all classes, students will self-select books that they can read with a high level of independence and accuracy to promote on-task, independent reading, with targeted independent and/or small group instruction and feedback related to phonics, phonemic awareness, vocabulary development, and reading comprehension.	ELA	Students in grades 2, 3, 4 & 5	Yes	Yes	Yes	51% of students in grades 2-5 finished the school year on or above grade level; 32% of students in grades 2-5 finished the school year 1 grade level below in reading.	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
Using i-Ready diagnostics, personal pathways and personalized instruction. In addition, all students will receive instruction aligned to the Reveal Math program through Tier I instruction. These programs promote hands-on exploration and discovery of math knowledge.	Math	Students in grades 2, 3, 4 & 5	Yes	Yes	Yes	41% of students in grades 2-5 finished the school year on or above grade level (up from 38% at the end of 2023-2024 school year); 37% of students in grades 2-5 finished the school year 1 grade level behind in Math (down from 46% at the end of the 2023-2024 school year).	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
Classroom and Early Intervention teachers will use i-Ready and other data to identify areas of strength and need and will provide Tier II interventions including hands-on math exploration, reading to support help comprehend math story problems, and collaborative learning opportunities.	Math	Students in grades 2, 3, 4 & 5	Yes	Yes	Yes	41% of students in grades 2-5 finished the school year on or above grade level (up from 38% at the end of 2023-2024 school year); 37% of students in grades 2-5 finished the school year 1 grade level behind in Math (down from 46% at the end of the 2023-2024 school year).	Yes

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Resources and instructional support will be provided to allow students to explore math concepts for a deeper understanding (for example, hands-on exploration) of each Math Domain. Lessons and activities will align with Marzano's instructional practices including Similarities and Differences, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, and Activating Prior Knowledge.	Math	Students in grades 2, 3, 4 & 5	Yes	Yes	Yes	41% of students in grades 2-5 finished the school year on or above grade level (up from 38% at the end of 2023-2024 school year); 37% of students in grades 2-5 finished the school year 1 grade level behind in Math (down from 46% at the end of the 2023-2024 school year).	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
Adopting a Responsive Classroom model and infusing Morning Meeting each day will provide the opportunity to develop common expectations and a shared vocabulary across grades and classes.	PBIS	All students, Pre-K through 5th grade	Yes	Yes	Yes	Morning Meeting was established using the Responsive Classroom model and a loose implementation of PBIS was brought back to outline student expectations. The 2023-2024 school year saw 249 Office Discipline Referrals and the 202-2025 school year saw 150 Office Discipline Referrals.	Yes
Morning announcements and Morning Meeting lessons will be adopted to promote social-emotional support and messages that promote equity and diversity.	PBIS	All students, Pre-K through 5th grade	Yes	Yes	Yes	Morning Meeting was established using the Responsive Classroom model and a loose implementation of PBIS was brought back to outline student expectations. The 2023-2024 school year saw 249 Office Discipline Referrals and the 202-2025 school year saw 150 Office Discipline Referrals.	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
After school clubs and events will be provided for students and families, some of which will build academic skills, some to provide information and resources to parents, and some to help students connect to an adult(s) within the school community beyond the school day.	PBIS	All students, Pre-K through 5th grade	Yes	Yes	Yes	We hosted the following Title 1 Family Engagement Nights: our Title 1 Literary Festival and our Title 1 Family Math and Bingo Night. In addition we hosted i-Ready clubs throughout the year to help students work on their independent pathways to improve both reading and math scores.	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	This information was shared with the Title 1 Committee as we completed our work and prepped for our SMART Goal development.	This information was shared with the Title 1 Committee as we completed our work and prepped for our SMART Goal development.	
		Schoolwide	33.7 %	24.4%						
		White	55.4 %	38.7%						
		Hispanic	34.1 %	25.8%						
		Black or African American	22.8 %	13.9%						
		Asian, Native Hawaiian, or Pacific Islander	20%	36.4%						
		American Indian or Alaska Native	*	*						
		Two or More Races	22.6 %	22.6%						
		Female	39.9 %	19.6%						
		Male	27.3 %	29.3%						
		Economically Disadvantaged Students	29.9 %	19.5%						
		Non-Economically Disadvantaged Students	37.4 %	29.5%						
		Students with Disabilities	12.7 %	15.5%						
		Students without Disabilities	39.8 %	27%						
		English Learners	17%	15.4%						
Non-English Learners	35.7 %	25.7%								

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	Mat h	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				This information was shared with the Title 1 Committee as we completed our work and prepped for our SMART Goal development.	This information was shared with the Title 1 Committee as we completed our work and prepped for our SMART Goal development.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	16%				
		White	35%				
		Hispanic	10%				
		Black or African	9%				
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	17%				
		Male	15%				
		Economical ly	15%				

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	16%				
		Students with	0%				
		Students without	17%				
		English Learners					
		Non-English	17%				
		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
NJGPA*	NJGPA Assessment Reports website	Student Group	ELA	Math	Does not apply.	Does not apply.
		Schoolwide	37.5%	33%		
		White	38%	35%		
		Hispanic	48%	33%		
		Black or African American	29.5%	32%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	44%	37.5%		
		Male	36%	32%		
		Economically Disadvantaged	36.5%	37%		
		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	60.5%	44%		
		Students without Disabilities				
		English Learners	44%	36.5%		
		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
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	ELA					This appears to be an increase over past years here at Antheil.	This appears to be an increase over past years here at Antheil.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

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		
		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	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		

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	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	NA	NA
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

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) 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	NA	NA
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

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%		
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	Percent of English Learners Making Expected Growth to				43.1%	NA	NA
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).					Our program continues to grow, but we do graduate a lot out of the program each year.	Our program continues to grow, but we do graduate a lot out of the program each year.	

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	0	We ended the year with 757 students. Pre-K=55 K=124 1st=120 2nd=116 3rd=111 4th=105 5th=126 White=371 (49%) Black=367 (48%) AI/NA=15 (2%) Asian=50 (7%) H/PI=8 (1%) Mixed=46 (6%) Male=406 (54%) Female=351 (46%)	This was an increase from the year before which was 731 students. This is the first time in the past few years where we had more caucasian students than African American students.
		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	0.00%	Students were present a total of 127,538.5 out of 135,939 possible days for a daily attendance rate of 93.82%	This percentage is up from last year. 4th and 5th grades had the highest attendance rates with our Pre-K students having the lowest.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
STATE Chronic Absenteeism (Students) *Note: Data rolled over from ASP Reporting tab	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	115 of our 757 students met the definition of chronic absenteeism equating to 15.19% of our population.	This is the second year in a row where our chronic absenteeism rate has dropped from the year prior.
		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
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	0.00%	Our Hispanic, economically disadvantaged, students with disabilities and English Language Learner percentages are alarmingly high.	Our Hispanic, economically disadvantaged, students with disabilities and English Language Learner percentages are alarmingly high.

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			Staff Absences where a sub is needed: Sept=110 Oct=193 Nov=147 Dec=211 Jan=199 Feb=200 March=229 April=197 May=297 June=204 Total=1,987	These are high numbers; no break from January 2nd through the end of April led to a high number of absences.
		Student Suspension YTD Average - In School	0.00%		
		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	0.00%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			The 2024-2025 school year had 32 incidents (out of a possible 150) which resulted in ISS or OSS, with a rate of 21%	This is much lower than the year prior.
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			Our School Climate Committee collected surveys from students and staff throughout the school year.	NA

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)					NA
		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	% 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		NA
		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										NA

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1			NA
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			
Algebra	Previous year's data provided. Please provide current year's data if possible.			NA	

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 or Informal Classroom Observations	<ul style="list-style-type: none"> *Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 		<p>A. The Ewing Public Schools utilize a variation of the Danielson Framework for Teaching as its evaluation framework.</p> <p>B. Antheil Elementary School has 73 who are evaluated yearly. In addition, 19 other members who are evaluated yearly fall into the category of counseling/Dean of Students/CST/Nursing/Spec h/OT/PT providers for a grand total of 92 certified staff members.</p> <p>C. No teachers were on a CAP for the 202-2025 school year.</p> <p>D. There are 11 teachers who meet the requirement for being evaluated on mSGP.</p> <p>E. 642 walkthroughs occurred throughout the whole school year by building</p>	Building administration made it a point to get in at least 10 walkthroughs per week.

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
			administration and district supervisors.	

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
			null

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 team members share the information to the school at faculty meetings and to the families through family engagement events.

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

The family engagement program is designed to teach parents about the Title 1 process and to help foster a sense of belonging and connection for the students to the school. They are designed to bring families into the building for programs to learn about how the Title 1 funding works and to address the ELA and Math needs of the students in our community. We focus on reading during our Family Literary Festival night and focus on Math at our Family Math and Bingo Night. Students receive free books at each of these events.

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	4-Sustaining	Units are developed with lessons aligned to Standards. Data is collected within grade level teams.	Guiding questions to focus on conversations on teaching and learning and career readiness practices need to be more closely reviewed and addressed.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	1-Not Addressed		
	Average		3.20		
Assessment	1	A	4-Sustaining	Our work on formative and summative assessments over the last few years has proven to be successful in both ELA and Math.	We are improving on our pre-assessment data collection and analyzation.
	2	A	3-Developing		
	3	A	4-Sustaining		
	Average		3.67		
Professional Learning Community (PLC)	1	A	4-Sustaining	Professional Learning Communities and grade level collaboration does occur during common planning time which is supported by the master schedule.	Cross grade level PLCs are in the process of being created.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	Average		4.00		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Culture	1	A	4-Sustaining	This has been a focus of the school, especially since returning to full-time in-person instruction after the pandemic. Culture and climate are an important aspect of the school community.	Our district is in the implementation stage of a Strategic Planning process to work on improving the mission, vision and goals for the district. As a result, our school's mission, vision and goals will be impacted.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	4-Sustaining		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	4-Sustaining		
	14	A	3-Developing		
	Average	3.71	Our district's shift to using the Danielson Framework for Teaching has allowed for continued conversation with common expectations and a shared vocabulary.	N/A	
Teacher and Principal Effectiveness	1	A			4-Sustaining
	Average		4.00		

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) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS

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) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
Effective Instruction	In the spring of 2025, the percentage of 2nd grades students reading two or more grades levels below was 9%. The percentage of 3rd graders reading two or more grade levels below was 13%. The percentage of 4th graders was 12% and 5th graders was 25%.	As text complexities and expectations with regards to levels of independence increase, students struggle to meet curricular and grade level ELA Standards expectations. Data analysis indicate some students struggle with foundational reading skills, making reading comprehension of complex texts more challenging.	Students in grades 2, 3, 4 & 5	1 Using i-Ready diagnostics, personal pathways and personalized instruction.	Teachers will group students based on identified gaps as they monitor the progress of each student.	Strong Demonstrates a Rationale	https://login.i-ready.com/
				2 Using i-Ready and DRA assessments, targeted Tier II and Tier III intervention support will be provided for identified students, using Wilson Reading, Orton-Gillingham and Lindamood-Bell strategies, and leveled literacy and texts.	EIS teachers will push-in to provide Tier II support during lessons and pull-out students for Tier III support using various intervention resources (Foundations, Spire, etc.).	Strong Demonstrates a Rationale	https://www.wilsonlanguage.com/programs/fundations/ https://www.epslarning.com/products/spire-overview

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) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				<p>3 By adopting the reading and writing workshop framework in all classes, students will selfselect books that they can read with a high level of independence and accuracy to promote on-task, independent reading, with targeted independent and/or small group instruction and feedback related to phonics, phonemic awareness, vocabulary development, and reading comprehension.</p>	<p>Starting the new MyView by Savvas ELA program this upcoming school year.</p>	<p>Promising , Demonstrates a Rationale</p>	<p>https://www.unitsofstudy.com/framework https://www.savvas.com/solutions/literacy/core-programs/myview-literacy-2</p>



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) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	Throughout the 2024-2025 school year, 32 incidents were reported to the Dean of Students, Asst. Principal or Principal that resulted in an in-school or out-of-school suspension.	The struggle that many students face (social media, social interactions, self-esteem, school and social anxiety, etc.) impact behaviors and academics in the school setting, so teachers will need to be provided SEL training that allows for embedded student support. Additionally, after school activities and clubs will be offered to bridge academic gaps and to provide supervision and connection with elementary school	All students, Pre-K through 5th grade				



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) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3 After school clubs and events will be provided for students and families, some of which will build academic skills, some to provide information and resources to parents, and some to help students connect to an adult(s) within the school community beyond the school day.	Our after school clubs have helped students see growth in both reading and writing, in addition to our clubs that are designed to focus on social and emotional growth. Our family engagement nights help families feel connected to our school as we support their students through their learning.	Strong Promising , Demonstrates a Rationale	https://www.pbis.org/

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) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
Effective Instruction	In spring of 2025, the percentage of 2nd grade students performing at least two grade levels below mathematic expectations was 18%. The percentage of 3rd graders was 20%, fourth graders was 19% and fifth graders was 21%.	Students need to learn how to read the math problem for total understanding rather than for key word identification. Students need to fully understand the information presented, comprehend the question being asked, possess the mathematical knowledge to fully analyze the information presented, and thoughtfully problem-solve.	Students in grades 2, 3, 4 & 5	1 Using i-Ready diagnostics, personal pathways and personalized instruction. In addition, all students will receive instruction aligned to the Reveal Math program through Tier I instruction. These programs promote hands-on exploration and discovery of math knowledge.	Teachers will group students based on identified gaps as they monitor the progress of each student.	Strong Demonstrates a Rationale	https://login.i-ready.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) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2 Classroom and Early Intervention teachers will use i-Ready and other data to identify areas of strength and need and will provide Tier II interventions including hands-on math exploration, reading to support help comprehend math story problems, and collaborative learning opportunities.	EIS teachers will push-in to provide Tier II support during lessons and pull-out students for Tier III support using various intervention resources such as manipulatives, number lines, etc.	Strong Demonstrates a Rationale	https://login.i-ready.com/ https://play.stmath.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) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				<p>3 Resources and instructional support will be provided to allow students to explore math concepts for a deeper understanding (for example, hands-on exploration) of each Math Domain. Lessons and activities will align with Marzano's instructional practices including Similarities and Differences, Homework and Practice, Nonlinguistic Representations, Cooperative</p>	<p>Provide after school clubs focusing on Math support in i-Ready, ST Math or LinkIt!.</p>	<p>Strong</p>	<p>https://login.i-ready.com/ https://play.stmath.com/ https://ewingnj.linkit.com/</p>



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) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				Learning, and Activating Prior Knowledge.			
No option for the fourth SMART Goal was selected on the Root Cause page.				1			
				2			
				3			

SMART Goal 1

When comparing spring 2026 to spring 2025 data, the percentage of students in grades 2-5 reading two or more grades below grade level will decrease from 16%(N=67 students) to less than 16% (N=<67 students).

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	In the spring of 2025, the percentage of 2nd grades students reading two or more grades levels below was 9%. The percentage of 3rd graders reading two or more grade levels below was 13%. The percentage of 4th graders was 12% and 5th graders was 25%.
Target Population:	Students in grades 2, 3, 4 & 5

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of the 1st quarter, benchmark reading data will be submitted for every 2nd-5th grade student. The data will be analyzed and time will be spent in faculty meetings, grade level meetings, and/or PLCs discussing the students performing below level and identifying interventions or next steps for each student. Students will be identified for Early Interventions support with the school's EIS Reading teacher and targeted instruction will be provided using Wilson Reading, Orton-Gillingham strategies, or leveled literacy instruction.	MP1 reading data ELA Grade level and faculty meeting meeting agendas and sign-in sheets EIS-ELA rosters and anecdotal notes

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	At the end of quarter 2, benchmark reading data will again be submitted and analyzed. Time will be spend discussing students at the Urgent Intervention or Intervention levels with the school EIS-ELA teachers and classroom teachers to determine next steps. Strategies for differentiating instruction within the reading and writing workshops to meet student needs will be discussed within meetings, PLC groups, and administrator conferences. EIS-ELA groups will be modified as needed, students will be referred to I&RS as needed, and leveled at-home reading book bags will be provided. After school clubs will be offered.	MP2 reading data ELA Grade level and faculty meeting meeting agendas and sign-in sheets EIS-ELA rosters, lesson plans and anecdotal notes RTI Action Plans Sign-in sheet for after school clubs
Apr 15:	At the end of MP3, analyze benchmark reading data submitted in drive and available through i-Ready reading. Confer with EIS-ELA teachers and classroom teachers, and provide direction and support for reading and writing workshop differentiated centers/stations/conferences. Utilize I&RS process as needed, and continue to provide at-home leveled book bags. continue to invite students to after school support programs. Hold Literary Festival for students and families.	MP3 reading data ELA Grade level and faculty meeting meeting agendas and sign-in sheets EIS-ELA rosters, lesson plans and anecdotal notes RTI Action Plans Sign-in sheet for after school clubs Literary Festival sign-in sheets
Jul 1	When comparing spring 2026 to spring 2025 data, the percentage of students in grades 2-5 reading two or more grades below grade level will decrease from 16%(N=67 students) to less than 16% (N=<67 students).	Analyze MP1-MP4 ELA data EIS-ELA placement for 2025-2026 entrance and exit data Analyze data to determine trends and respond accordingly

Strategy 1 - Using i-Ready diagnostics, personal pathways and personalized instruction.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Establish a quarterly calendar	9/3/25	10/3/25	ELA Supervisor, Building Administration
2	1	Review curriculum and pacing documents as well as the reading workshop instructional framework	9/3/25	10/3/25	ELA Supervisor, Building Administration, Director of Elementary Education
3	1	Provide Tier I instruction and support to the students and teaching staff	10/7/25	6/17/26	Classroom Teachers, EIS Teachers, ELA Instructional Coaches
4	1	Administer i-Ready reading and DRA (as needed) to determine student reading level	9/3/25	10/3/25	Classroom Teachers, EIS Teachers

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

Strategy 2 - Using i-Ready and DRA assessments, targeted Tier II and Tier III intervention support will be provided for identified students, using Wilson Reading, Orton-Gillingham and

Lindamood-Bell strategies, and leveled literacy and texts.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	After School i-Ready Clubs to help students work on individual pathways to improve their reading	11/4/25	6/17/26	Building Administration
2	2	EIS push-in and pull-out support for students identified as in need.	10/1/25	6/17/26	EIS Teachers

Budget Items

SMART Goal 1 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Snacks for after-school clubs	INSTRUCTION - Supplies & Materials / 100-600	\$200	Federal Title I (School Allocation)
1	After school i-Ready Clubs	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,874	Federal Title I (School Allocation)

Strategy 3 - By adopting the reading and writing workshop framework in all classes, students will selfselect books that they can read with a high level of independence and accuracy to promote on-task, independent

reading, with targeted independent and/or small group instruction and feedback related to phonics, phonemic awareness, vocabulary development, and reading comprehension.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Review curriculum and pacing documents as well as the reading workshop instructional framework	9/3/25	10/31/25	ELA Supervisor, Building Administration, Director of Elementary Education
2	3	Administer i-Ready reading and DRA (as needed) to determine student reading level	9/3/25	6/17/26	Classroom Teachers, EIS Teachers
3	3	Hold independent student conferences to ensure alignment with reading accuracy, comprehension, and student text selection to ensure high levels of reading accuracy and comprehension from selfselected novels	10/1/25	6/17/26	Classroom Teachers, EIS Teachers
4	3	EIS-ELA teachers and classroom teachers will collaborate to form guided reading and strategy groups within the reading workshop to target differentiated lessons	10/1/25	6/17/26	Classroom Teachers, EIS Teachers

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

SMART Goal 2

100% of staff will receive professional development related to restorative practices, equity and trends in discipline, as well as professional learning related to the social-emotional development of building relationships with children. Events will be held to support the connection between SEL and academic success (literacy, math and SEL).

Area of Focus	Social and Emotional Learning
Content Area	SEL
Priority Performance	Throughout the 2024-2025 school year, 32 incidents were reported to the Dean of Students, Asst. Principal or Principal that resulted in an in-school or out-of-school suspension.
Target Population:	All students, Pre-K through 5th grade

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Training will be provided to teachers related to PBIS, SEL, restorative practices, equity and discipline. Time will be provided for teachers to infuse SEL strategies into their classroom routines (Morning Meeting, etc.) and lessons on character education will be created to ensure a schoolwide expectation and vocabulary. Morning announcements will reflect this focus on SEL.	Faculty meeting agendas and sign-in sheets PD day sign-in sheets and evaluations forms in Frontline Walkthrough and observation data

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	RTI will be used as a Tier II intervention with students struggling with SEL or whose behaviors are interrupting their instruction. After school clubs, some academic and some SEL, will be created to to promote learning beyond the school day an to build a connection between students and teachers.	RTI agendas, action plans and notes After school club attendance / sign-in sheets
Apr 15:	Family events will be planned and held: Title 1 Literary Festival (March 2026) and Title 1 Family Math Bingo Night (May 2026) to build a home-school connection and to educate parents on the best practices infused into their child's day regarding social-emotional and academic success.	Family event sign-in sheets
Jul 1	100% of staff will receive professional development related to restorative practices, equity and trends in discipline, as well as professional learning related to the social-emotional development of building relationships with children. Events will be held to support the connection between SEL and academic success (literacy, math and SEL).	Faculty meeting agendas and sing-in sheets Discipline data RTI schedule and plans

Strategy 1 - Adopting a school-wide Positive Behavioral Support Plan and Behavioral policy to develop school-wide expectations and vocabulary to ensure a safer learning environment.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Teachers will receive materials and pacing documents for quarterly math instruction	9/3/25	10/31/25	Math Supervisor, Building Administration, Director of Elementary Education
2	1	PBIS school wide plan introduction and implementation	9/3/25	6/17/26	Building Administration

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

Strategy 2 - Morning announcements and Morning Meeting lessons will be adopted to promote the PBIS plan and social/emotional support and messages that promote equity and diversity.

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	SEL infused morning announcements will be made each day	9/3/25	6/17/26	PBIS Committee
2	2	PBIS Lessons pushed out through Google Classroom for Morning Meeting	9/3/25	6/17/26	PBIS Committee

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

Strategy 3 - After school clubs and events will be provided for students and families, some of which will build academic skills, some to provide information and resources to

parents, and some to help students connect to an adult(s) within the school community beyond the school day.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Tennis and Team Building Club	9/23/25	6/17/26	Building Administration
2	3	Percussion Ensemble Club	10/15/25	6/17/26	Building Administration
3	3	Family Literary Festival Night	3/3/26	3/27/26	Building Administration
4	3	Family Math Bingo Night	5/1/26	5/29/26	Building Administration
5	3	Art Club	10/15/25	6/17/26	Building Administration

Budget Items

SMART Goal 2 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Snacks for Tennis Club	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
2	Snacks for Percussion Club	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Instruments for Percussion Club	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)
5	Snacks for Art Club	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
4	Snacks and Games for Family Math Bingo Night	INSTRUCTION - Supplies & Materials / 100-600	\$600	Federal Title I (School Allocation)
1	Tennis and Team Building Club	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,277	Federal Title I (School Allocation)
2	Percussion Club	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$614	Federal Title I (School Allocation)
5	Art Club	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$614	Federal Title I (School Allocation)
3	Family Literary Festival Night	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,510	Federal Title I (School Allocation)
4	Family Math Bingo Night	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,553	Federal Title I (School Allocation)

SMART Goal 3

In spring of 2025, the percentage of 2nd grade students performing at least two grade levels below mathematic expectations was 18%. The percentage of 3rd graders was 20%, fourth graders was 19% and fifth graders was 21%.

Area of Focus Effective Instruction

Content Area Math

Priority Performance In spring of 2025, the percentage of 2nd grade students performing at least two grade levels below mathematic expectations was 18%. The percentage of 3rd graders was 20%, fourth graders was 19% and fifth graders was 21%.

Target Population: Students in grades 2, 3, 4 & 5

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>Training and review will be conducted for all 2nd-5th grade teachers using iReady math data to identify areas in need of support and how to use the iReady teacher toolbox and other materials (Investigations, Do the Math, hands on manipulatives, Tang Math, etc.) to plan for and differentiate instructions.</p> <p>Students will be identified for EIS-math support and I&RS referral as needed.</p>	<p>Math grade level and faculty meeting agendas and sign-in sheets PD sign-in sheets and evaluation forms in Frontline Lesson plan review and observation documentation</p>
Feb 15	<p>Teachers will apply professional learning to plan lessons aligned with district curriculum and grade level expectations and will differentiate instructions as discussed during professional development. EIS Math rosters will be modified as needed, and push-in and pull-out support will be provided. At-home math kits will be created to allow for practice at home.</p>	<p>Lesson plan review Walkthrough documentation Observations At-home math kit distribution</p>
Apr 15:	<p>Teachers will continue to adopt best practices in math instruction including those promoted by Marzano's Instruction that Works (compare/contrast, collaboration, etc.). Math i-Ready clubs will begin meeting and the Family Bingo Night will be held.</p>	<p>Lesson plan review Walkthrough documentation Observations After school clubs sign-in sheet Bingo Night sign-in sheets</p>
Jul 1	<p>In spring of 2025, the percentage of 2nd grade students performing at least two grade levels below mathematic expectations was 18%. The percentage of 3rd graders was 20%, fourth graders was 19% and fifth graders was 21%.</p>	<p>EOY data will be analyzed to determine if the focus on multi-step problem solving has improved independent student performance in math</p>

Strategy 1 - Using i-Ready diagnostics, personal pathways and personalized instruction. In addition, all students will receive instruction aligned to the Reveal Math program through Tier I instruction. These programs

promote hands-on exploration and discovery of math knowledge.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Provide Tier I instruction and support to the students and teaching staff	9/3/25	6/17/26	Classroom Teachers

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

Strategy 2 - Classroom and Early Intervention teachers will use i-Ready and other data to identify areas of strength and need and will provide Tier II interventions including hands-on math exploration, reading to support help comprehend math story problems, and collaborative learning opportunities.

Action Steps

SMART Goal 3 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	After-school clubs will be offered to students as Tier II and Tier III interventions to specifically support the growth of foundational math concepts	11/4/25	6/17/26	Building Administration

Budget Items

SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Snacks for after-school clubs	INSTRUCTION - Supplies & Materials / 100-600	\$400	Federal Title I (School Allocation)
3	After School i-Ready / ST Math Clubs	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$8,748	Federal Title I (School Allocation)

Strategy 3 - Resources and instructional support will be provided to allow students to explore math concepts for a deeper understanding (for example, hands-on exploration) of each Math Domain. Lessons and activities will align with Marzano's instructional practices including Similarities and

Differences, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, and Activating Prior Knowledge.

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	At home assignments will be created to allow students to practice their math lessons, games and learning at home	10/1/25	6/17/26	Math Supervisor

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

SMART Goal 4

Area of Focus No option for the fourth SMART Goal was selected on the Root Cause page.

Content Area

Priority Performance

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

Strategy 1 -

< SMART Goal 4, Strategy 1 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 1 - Budget Items: NO DATA >

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	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$2,000	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$2,000	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$18,190	\$0	\$0	\$0	\$0	\$0	\$0	\$18,190
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	\$18,190	\$0	\$0	\$0	\$0	\$0	\$0	\$18,190
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	\$20,190	\$0	\$0	\$0	\$0	\$0	\$0	\$20,190

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$20,190	\$0	\$20,190
Other Title 1 Expenditures	\$0	\$0	\$0
Total	\$20,190	\$0	\$20,190

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
	No option for the fourth SMART Goal was selected on the Root Cause page.
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 Clifford R. Harrison Jr.

Title: Principal

Date: 08/19/2025

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 J. Nettleton

Title: School Business Administrator

Date: 09/02/2025

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: Trisha Bogusz

Title: Assistant Superintendent

Date: 09/05/2025