

Ewing High School

District: EWING TWP

County: MERCER

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 211430050

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
Parent/Guardian	Shannon Muntone	Yes	Yes	Yes		
Community Member	Toni Stewart	Yes	Yes	Yes		
Student Representative	Nathaniel Muntone	Yes	Yes	Yes		
Assistant Principal	Lisa Lenihan	Yes	Yes	Yes		
Special Education Supervisor	Shante Middleton	Yes	Yes	Yes		
STEM Supervisor	Donald Wahlers	Yes	Yes	Yes		
ELA Supervisor	Sara Graja	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
CST/Social Worker	Michael Mattle	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
10/09/2025	Prior Year Evaluation	Yes	Yes
12/11/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/10/2026	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/29/2026	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
Teachers will facilitate student collaboration and incorporate instructional strategies to stimulate and motivate students.	ALL	Black students; students with disabilities	Yes	Yes	Yes	Lesson Plan Review	Yes
Students will attend Summer Extended Learning Academy to gain credit for failed courses to keep them on track towards a 4-year graduation.	ALL	Black students; students with disabilities	Yes	Yes	Yes	Enrollment logs	Yes
Students will attend after school ELA and Math tutoring to improve their academic performance.	ELA/Math	Black students; students with disabilities	Yes	Yes	Yes	Attendance Logs	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Incorporate PBSIS at the high school	ALL	Black students; Students with disabilities	Yes	Yes	Yes	Genesis Logs	Yes
Incorporate positive recognition programming such as student of the month, EHS Spotlight, etc.	ALL	Black students; Students with disabilities	Yes	Yes	Yes	Media resources	Yes
Develop and implement a 4-year tracking system with support staff that will allow the school to identify when a student is off-track so that proper interventions and supports can be provided.	ALL	Black students; Students with disabilities	No	Yes	No	Testing data, attendance data, I&RS review	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	Additional support provided via Title 1 tutoring.	N/A	
		Schoolwide	36.8 %	17.1%	13%	*	39%			
		White	58.9 %	27.9%	22%	*	41%			
		Hispanic	21%	11.8%	*	*	*			
		Black or African American	37.6 %	16.3%	12%	*	40%			
		Asian, Native Hawaiian, or Pacific Islander	40.3 %	18.2%	*	*	*			
		American Indian or Alaska Native	*	*	*	*	*			
		Two or More Races	42%	15%	*	*	*			
		Female	46.7 %	12.3%	*	*	27%			
		Male	27.1 %	21.3%	16%	*	50%			
		Economically Disadvantaged Students	28.6 %	16.6%	15%	*	27%			
		Non-Economically Disadvantaged Students	45.7 %	17.5%	*	*	43%			
		Students with Disabilities	15.9 %	11.7%	*	*	*			
		Students without Disabilities	42.6 %	18.4%	14%	*	38%			
		English Learners	*	*	*	*	*			
Non-English Learners	39%	18.6%	14%	*	39%					

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends		
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				Additional support provided via Title 1 tutoring.	n/a		
		Student Group	Grade 5	Grade 8	Grade 11				
		Schoolwide			17%				
		White			39%				
		Hispanic			12%				
		Black or African			9%				
		Asian, Native			30%				
		American Indian or							
		Two or More Races			27%				
		Female			19%				
		Male			14%				
		Economical ly			14%				

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			21%		
		Students with			5%		
		Students without			20%		
		English Learners					
		Non-English			18%		
		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	Additional support provided via Title 1 tutoring and remediation.	n/a
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				

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				
		Students without Disabilities				
		English Learners				
		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					n/a	n/a
		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	n/a	n/a
		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	n/a	n/a
		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				9.1%	n/a	n/a
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).						n/a	n/a

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	0	n/a	n/a
		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	0.00%	n/a	n/a
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
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			n/a	n/a
		Overall YTD Chronic Absenteeism	0.00%		
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
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			n/a	n/a
		Staff Attendance YTD	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			n/a	n/a
		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			n/a	n/a
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			n/a	n/a

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)				n/a	n/a
		Student Group	5 Year Rate	4 Year Rate		
		Schoolwide	88.6%	72.4%		
		White	88.1%	83.9%		
		Hispanic	88.1%	65.1%		
		Black or African American	88.4%	69.8%		
		Asian, Native Hawaiian, or Pacific Islander	100%	*		
		American Indian or Alaska Native				
		Two or More Races	*	80%		
		Economically Disadvantaged Students	86.8%	67.9%		
		Students with Disabilities	83.6%	20.6%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners	73.7%	47.1%		
		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	n/a	n/a
		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	Test							% of Students in School	n/a	n/a
		Participating in PSAT							100		
		Participating in SAT							41.6		
		Participating in ACT							6.4		

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	224	n/a	n/a
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	232		
		% of students who scored 4 or 5 on the PARCC assessment	13%		
Algebra	Previous year's data provided. Please provide current year's data if possible.			n/a	n/a

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 		n/a	n/a

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

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

The team will use Back to School Nights and Title Information Sessions to disseminate all necessary information as well as faculty meetings for staff.

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

The parent and family engagement program will help survey the community of parents to develop a needs assessment and priority list.

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	2-Emerging	n/a
	2	A	2-Emerging	
	3	A	2-Emerging	
	4	A	3-Developing	
	5	A	3-Developing	
	Average		2.40	
Assessment	1	A	3-Developing	n/a
	2	A	3-Developing	
	3	A	3-Developing	
	Average		3.00	
Professional Learning Community (PLC)	1	A	3-Developing	n/a
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	3-Developing	
	Average		3.00	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 4-Sustaining	n/a	n/a
	2	A 3-Developing		
	3	A 3-Developing		
	4	A 3-Developing		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 3-Developing		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 2-Emerging		
	14	A 3-Developing		
Average	3.00			
Teacher and Principal Effectiveness	1	A 3-Developing	n/a	n/a
	Average	3.00		

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
Effective Instruction	Increase the number of students who score proficient	Students need more practice on foundational skills so they can build academic self-esteem and perform quickly and accurately	Black students; students with disabilities	1 Teachers will facilitate student collaboration and incorporate instructional strategies to stimulate and motivate students.	Progress reports, report cards, teacher recommendations	Moderate	https://www.ewing.k12.nj.us/
				2 Students will attend Summer Extended Learning Academy to gain credit for failed courses to keep them on track towards a 4-year graduation.	Attendance logs	Moderate	https://www.ewing.k12.nj.us/
				3 Students will attend after school ELA and Math tutoring to improve their academic performance.	Attendance logs	Moderate	https://www.ewing.k12.nj.us/



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
Climate & Culture - Attendance/ Behavior	Decrease the number of students who receive behavior infractions	Students present will difficulties interacting with others due to myriad reasons.	Black students; Students with disabilities	1	Incorporate PBSIS at the high school	Professional development	https://www.ewing.k12.nj.us/
				2	Incorporate positive recognition programing such as student of the month, EHS Spotlight, etc.	Professional development	https://www.ewing.k12.nj.us/
				3			
Graduation Rate	Increase the graduation rate	A system needs to be developed to identify and support students not on-track toward four-year progress.	Black students; students with disabilities	1	Develop and implement a 4-year tracking system with support staff that will allow the school to identify when a student is off-track so that proper interventions and supports can be provided.	Principal's Report	https://www.ewing.k12.nj.us/
				2			
				3			



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
No option for the fourth SMART Goal was selected on the Root Cause page.				1			
				2			
				3			

SMART Goal 1

Decrease the number of failures in English I and Algebra I by 10% over the course of the 2025-2026 school year

Area of Focus Effective Instruction
Content Area ELA
Priority Performance Increase the number of students who score proficient

Target Population: Black students; students with disabilities

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify students in danger of failing the first semester	Progress reports, report cards, teacher recommendations, etc.
Feb 15	Increase attendance in after school tutoring programs	Attendance logs
Apr 15:	Identify students in danger of failing the second semester	Progress reports, report cards, teacher recommendations, etc.
Jul 1	Decrease the number of failures in English I and Algebra I by 10% over the course of the 2025-2026 school year	Genesis report

Strategy 1 - Teachers will facilitate student collaboration and incorporate instructional strategies to stimulate and motivate students.

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	Facilitate student collaboration and incorporate instructional strategies to stimulate and motivate	10/1/25	6/1/26	TITLE 1

Budget Items

SMART Goal 1 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	MATH and ELA After-school tutoring	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
1	MATH and ELA After School Tutoring	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$15,000	Federal Title I (School Allocation)

Strategy 2 - Students will attend Summer Extended Learning Academy to gain credit for failed courses to keep them on track towards a 4-year graduation.

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	Students will attend Summer Extended Learning Academy to gain credit for failed courses to keep them on track towards a 4-year graduation.	10/1/25	6/12/26	Title 1

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

Strategy 3 - Students will attend after school ELA and Math tutoring to improve their academic performance.

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	Math and ELA Tutoring	10/1/25	6/12/26	Title 1

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

SMART Goal 2

Decrease the total number of suspension days by 5% over the average of the 2023/2024, 2024/2025, and 2025-2026 school years.

Area of Focus Climate & Culture - Attendance/Behavior
 Content Area n/a
 Priority Performance Decrease the number of students who receive behavior infractions

Target Population: Black students; Students with disabilities

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Decrease the total number of suspension days by 5% over the average of the 2023/2024, 2024/2025, and 2025-2026 school years.	Conduct Infraction logs
Feb 15	Decrease the total number of suspension days by 5% over the average of the 2023/2024, 2024/2025, and 2025-2026 school years.	Conduct Infraction logs
Apr 15:	Decrease the total number of suspension days by 5% over the average of the 2023/2024, 2024/2025, and 2025-2026 school years.	Conduct Infraction logs
Jul 1	Decrease the total number of suspension days by 5% over the average of the 2023/2024, 2024/2025, and 2025-2026 school years.	Conduct Infraction logs

Strategy 1 - Incorporate PBSIS at the high school

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	Decrease the total number of suspension days by 5% over the average of the 2023/2024, 2024/2025, and 2025-2026 school years.	9/3/25	6/26/26	Title 1

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

Strategy 2 - Incorporate positive recognition programing such as student of the month, EHS Spotlight, etc.

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	Decrease the total number of suspension days by 5% over the average of the 2023/2024, 2024/2025, and 2025-2026 school years.	9/3/25	6/26/26	Title 1

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

Strategy 3 -

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

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

SMART Goal 3

Increase the 2025/2026 graduation rate by 2% over the average of the 2023/2024 and 2024/2025 graduation rates.

Area of Focus Graduation Rate
 Content Area ALL
 Priority Performance Increase the graduation rate

Target Population: Black students; students with disabilities

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Monitor student progress	Grade reports
Feb 15	Monitor student progress	Grade reports
Apr 15:	Monitor student progress	Grade reports
Jul 1	Increase the 2025/2026 graduation rate by 2% over the average of the 2023/2024 and 2024/2025 graduation rates.	Grade reports

Strategy 1 - Develop and implement a 4-year tracking system with support staff that will allow the school to identify when a student is off-track so that proper interventions and supports can be provided.

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	Develop a Student Personnel Committee to monitor at-risk students	9/3/25	6/26/26	Title 1

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

Strategy 2 -

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

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

Strategy 3 -

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

< 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	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0	\$15,000
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$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	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0	\$15,000
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$0	\$20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$20,000	\$0	\$20,000
Other Title 1 Expenditures	\$0	\$0	\$0
Total	\$20,000	\$0	\$20,000

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	Climate & Culture - Attendance/Behavior
x	Graduation Rate
x	No option for the fourth SMART Goal was selected on the Root Cause page.
	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed Lisa Sabo

Title: Principal

Date: 09/05/2025

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: 09/05/2025

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