WALTER F. ROBINSON COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: North

School Identification: ATSI

Targeted Subgroup   Black or African American;

CDS: 170220030

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	Anja Strathausen	Yes	Yes	Yes		
Community Member	Pete Amadeo	Yes	Yes	Yes		
Principal	Karen Fiermonte	Yes	Yes	Yes		
Assistant Principal	Areta Costello	Yes	Yes	Yes		
ELA Teacher	Valerie Yurchak	Yes	Yes	Yes		
ESL Teacher	Rachel Mizrak	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
05/03/2025	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/03/2025	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
06/16/2025	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	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
Progress monitoring: Monitor individual growth using iReady, ST Math, and LinkIt! Benchmarks for formative and summative assessments.	Math	Total population/All Subgroups	Yes	Yes	Yes	i-Ready Analysis - Percentage of Students with Improved Placement (Math): Grade 3: 69% Grade 4: 90% Grade 5: 60% Grade 6: 67% Grade 7: 60% Grade 8: 63%	Yes
Mentoring coaching opportunities for best practices for differentiated instruction.	Math	Total population/All Subgroups	Yes	Yes	Yes	New teachers were provided with mentoring opportunities. All staff members were afforded the opportunity to work with academic subject area (Math, ELA, Science and Social Studies) coaches.Additionally new teachers were provided one on one classroom management coaching with a consultant.	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 tutoring classes will be held after school. Teachers will be tasked with reinforcing skills necessary to achieve academic success as measured by the NJSLA scores.	Math	Total population/All Subgroups	Yes	Yes	Yes	i-Ready Analysis - Percentage of Students with Improved Placement (Math): Grade 3: 69% Grade 4: 90% Grade 5: 60% Grade 6: 67% Grade 7: 60% Grade 8: 63%	Yes
Continue to implement a whole-school adoption of the Second Step Social and Emotional SEL program.	All	Total population/All subgroups	Yes	Yes	No	Teachers follow an SEL schedule, which allows for the entire building to complete the tasks for specific lessons. Completed lessons are marked on the Second Step Social and Emotional Learning Platform. Teachers collect/display completed assignments and mini projects. While there is no current quantitative measure to improve effectiveness, implementation has been ongoing. Attached is a sample email from our SEL teacher leader.	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
Provide students with targeted mental health support.	SEL	Total population/All subgroups	Yes	Yes	No	Students were administered the LinkIt! SEL Survey in the Fall of 2024. Counselors developed both individual and group sessions to provide tiered supports. The final survey is currently being conducted.	Yes
Celebrate student achievement through the use of positive behavior interventions.	SEL	Total population/All subgroups	Yes	Yes	No	Monthly character education awards are distributed across grade levels. Attendance incentives are offered monthly. While there is no current quantitative measure to prove effectiveness, implementation has been ongoing.	Yes
Progress monitoring: Monitor individual growth using iReady, SAVVAS, Fundations, and LinkIt! Benchmarks for formative and summative assessments. MLs will be instructed using the SIOP method.	ELA	Total population/All Subgroups	Yes	Yes	Yes	i-Ready Analysis - Percentage of Students with Improved Placement (Reading): Grade 3: 59% Grade 4: 60% Grade 5: 61% Grade 6: 61% Grade 7: 65% Grade 8: 68%	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
Mentoring coaching opportunities for best practices for differentiated instruction.	ELA	Total population/All Subgroups	Yes	Yes	No	New teachers were provided with mentoring opportunities. All staff members were afforded the opportunity to work with academic subject area (Math, ELA, Science and Social Studies) coaches.	Yes
After school tutoring classes will be held after school. Teachers will be tasked with reinforcing skills necessary to achieve academic success as measured by the NJSLA scores.	ELA	Total population/All Subgroups	Yes	Yes	No	i-Ready Analysis - Percentage of Students with Improved Placement (Reading): Grade 3: 59% Grade 4: 60% Grade 5: 61% Grade 6: 61% Grade 7: 65% Grade 8: 68%	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
Attendance Review Committee: Increase the number of faculty members on the Attendance Committee paying members. Meetings to be held bi-weekly both in and out of school.	All	Total population/All subgroups	Yes	Yes	No	Our attendance committee has increased members and developed subcommittees with the responsibilities of: rewards and incentives, hearings and student tracking, addressing tardiness, and parent information newsletters/posts. Homerooms with perfect attendance were awarded homework passes or dress down days. Sample emails regarding incentives and tardiness have been attached.	Yes
Parent engagement: Hold parent meetings and parent workshops to promote attendance awareness and educate parents on attendance policies and procedures.	All	Total population/All subgroups	Yes	Yes	No	The importance of attendance was communicated to parents on our Back to School Night and reiterated during Open House and Parent Conferences. In addition, attendance information was shared with parents via Schoology. Attendance letters were distributed to students following 4 days, 8 days, 10 days absent, etc.	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
Incentives: Celebrate student attendance and achievements.	All	Total population/All subgroups	Yes	Yes	No	Monthly character education awards are distributed across grade levels. Attendance incentives are offered monthly. While there is no current quantitative measure to prove effectiveness, implementation has been ongoing.	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	Spring 2024 NJSLA ELA: Grade 5 - % Level 4 and 5 was above the district and state percentages. Grade 7 - % Level 4 and 5 was above the district and state percentages.	Other factors that might have contributed to the testing results include:
		Schoolwide	50.1%	37.9%	86%				
		White	52.5%	48.9%	80%				Grade 3 - Permanent sub position for Science and Social Studies
		Hispanic	46.3%	20.7%	*			Spring 2024 NJSLA Math: Grade 4 - % Level 4 and 5 was above the district and state percentages.	Grade 4 - Maternity leave ELA-teacher left in March, Maternity leave in math-teacher returned in March
		Black or African American	30.5%	16.7%	*				
		Asian, Native Hawaiian, or Pacific Islander	68.2%	58.3%	*				Grade 5 - Novice math teacher, novice science and social studies teacher
		American Indian or Alaska Native	*	*	*				
		Two or More Races	*	*	*				Grade 6 - New math teacher, interruption of math teacher by certified staff due to leave; New inclusion teacher in November
		Female	53.8%	35.8%	*				
		Male	46.4%	39.7%	*				
		Economically Disadvantaged Students	42.6%	33.5%	*				Grade 8 - Novice ELA teacher
		Non-Economically Disadvantaged Students	58.3%	42.8%	90%				
		Students with Disabilities	*	*	*				
		Students without Disabilities	56.3%	42.2%	86%				
		English Learners	24.3%	22.2%	*				
		Non-English Learners	56.6%	42.4%	86%				

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/	NJSLA-S				N/A	Novice science teacher for tested grades
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	21%	11%			
		White	23%	14%			
		Hispanic	13%	0%			
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	18%	5%			
		Male	24%	16%			
		Economically	20%	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	Grade 5	Grade 8	Grade 11		
		Non-Economical	23%	16%			
		Students with					
		Students without	21%	12%			
		English Learners	3%	0%			
		Non-English	32%	19%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	 NJGPA Assessment Reports website 	Student Group	ELA	Math	N/A	N/A
		Schoolwide	52%	42%		
		White	51%	45%		
		Hispanic	49%	35%		
		Black or African American	50.5%	24%		
		Asian, Native Hawaiian, or Pacific	55%	50%		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	51%	42.5%		
		Male	52%	39.5%		
		Economically Disadvantaged	51%	41%		
		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	42%	31%		
		Students without Disabilities				
		English Learners	51%	42%		
		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	As a SIA school, funding will be utilized to target subgroups not meeting targets in ELA and Mathematics.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	58%	83%	98%	0%		
		1	100%	99%	98%	0%		
		2	80%	99%	100%	0%		
		3	98%	100%	100%	0%		
		4	99%	97%	98%	0%		
		5	94%	95%	96%	0%		
		6	99%	93%	91%	0%		
		7	72%	75%	85%	0%		
		8	95.4%	79%	87%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	37%	56%	88%	0%		
		1	86%	96%	97%	0%		
		2	78%	100%	100%	0%		
		3	95%	99%	100%	0%		
		4	98%	96%	96%	0%		
		5	98%	99%	99%	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	100%	100%	95%	0%		
		7	66%	81%	84%	0%		
		8	94%	99%	99%	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	The 95% participation rate was met.	The 95% participation rate was met.
		K	67%	66%	63%	0%		
		1	81%	78%	83%	0%		
		2	81%	86%	85%	0%		
		3	81%	78%	80%	0%		
		4	79%	76%	71%	0%		
		5	76%	69%	65%	0%		
		6	65%	50%	44%	0%		
		7	66%	45%	41%	0%		
		8	61%	47%	54%	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	i-Ready Analysis - Percentage of Students with Improved Placement (Reading): Grade 3: 59% Grade 4: 60% Grade 5: 61% Grade 6: 61% Grade 7: 65% Grade 8: 68% Overall proficiency: ML - 16% Non-ML - 61% Non-ML/ML % of proficiency Gr. K - 74%/29% Gr. 1 - 62%/18% Gr. 2 - 73%/15% Gr. 3 - 80%/12% Gr. 4 - 74%/8% Gr. 5 - 49%/7% Gr. 6 - 69%14% Gr. 7 - 57%/17% Gr. 8 - 52%21%	i-Ready Diagnostic was administered and used for cycle reporting. The data is compiled by the platform and used by classroom teachers to drive instruction. Progress in grades K, 3, 4, 5, 6, 7, & 8 decreased from Cycle 1 to Cycle 3. Progress in grades 1 & 2 increased from Cycle 1 to 3. It is important to note that Cycle 1-3 data includes MLs who have not mastered the English Language. Diving deep into the data, novice teachers are not seeing as much student growth as those with more experience.
		K	99%	91%	91%	0%		
		1	99%	97%	97%	0%		
		2	98%	98%	100%	0%		
		3	97%	100%	100%	0%		
		4	91%	94%	91%	0%		
		5	90%	96%	97%	0%		
		6	82%	80%	84%	0%		
		7	86%	58%	58%	0%		
		8	76%	68%	76%	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		What I Need (WIN) periods are new this year and additional professional development to target tiered interventions is planned for the upcoming school year.
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Percent of English Learners Making Expected Growth to	38.5%	i-Ready Analysis - Percentage of Students with Improved Placement (Math): Grade 3: 69% Grade 4: 90% Grade 5: 60% Grade 6: 67% Grade 7: 60% Grade 8: 63% Overall proficiency: ML - 24% Non-ML - 57% Non-ML/ML % of proficiency Gr. K - 76%/32% Gr. 1 - 30%/21% Gr. 2 - 41%/31% Gr. 3 - 63%/18% Gr. 4 - 93%/38% Gr. 5 - 48%/19% Gr. 6 - 73%/22% Gr. 7 - 47%/16% Gr. 8 - 35%/21%	i-Ready Diagnostic was administered and used for cycle reporting. The data is compiled by the platform and used by classroom teachers to drive instruction. Students are making consistent growth in Mathematics. What I Need (WIN) periods are new this year and additional professional development to target tiered interventions is planned for the upcoming school year.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		See populated data.	In comparison to the Statewide English Language Proficiency results, students at Dr. Walter F. Robinson Community School performed as follows: 38.5 met or exceeded expectations

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	929	As of 2023 - 2024, 968 students were enrolled in Dr. Walter F. Robinson Community School. Enrollment by subgroups is as follows: Female - 48% Male - 52% Economically Disadvantaged - 64.5% Students with Disabilities - 3.6% English Learners - 55.5% White - 50.1% Hispanic - 33.9% Black or African American - 6.7% Asian - 8.1% Native/Hawaiian/Pacific Islander - 0% American Indian/Alaskan Native - 0.5% 2 or more races - 2.1%	Our enrollment decreased from last 2022-2023 data, but continues to fluctuate yearly.
		Subgroup 1 YTD Student Enrollment Average	70		
		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	99.99%	In 2023 - 2024, 22.2% of students were identified as chronically absent. The following lists students identified as chronically absent by grade level: K - 29% 1 - 27% 2 - 25% 3 - 10% 4 - 25% 5 - 19% 6 - 28% 7 - 17% 8 - 25%	In reviewing the school performance report, our percentage of students chronically absent decreased from the previous year.
		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	20.15%	In 2023 - 2024, 22.2% of students were identified as chronically absent. The following lists students identified as chronically absent by grade level: K - 29% 1 - 27% 2 - 25% 3 - 10% 4 - 25% 5 - 19% 6 - 28% 7 - 17% 8 - 25%	In reviewing the school performance report, our percentage of students chronically absent decreased from the previous year.
		Subgroup 1 YTD Chronic	48.48%		
		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	99.99%	In 2023 - 2024, 22.2% of students were identified as chronically absent. The following lists students identified as chronically absent by grade level: K - 29% 1 - 27% 2 - 25% 3 - 10% 4 - 25% 5 - 19% 6 - 28% 7 - 17% 8 - 25%	In reviewing the school performance report, our percentage of students chronically absent decreased from the previous year.

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			In 2023-2024, the staff average daily attendance rate was 99.99%.	This was an increase from 2023-204, which was 95.50%.
		Student Suspension YTD Average - In School	0.18%		
		Student Suspension YTD Average - In School for Subgroup 1	1.74%		
		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	0.33%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			In 2023-2024, there were 7 unique incidents.	This number decreased from our number on unique instances from last year.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		All students in Gr. 3-8 completed the LinkIT SEL survey. All students participated. Students in Gr. 3-5 have continued to show growth in Social Awareness, Supportive Relationships. Students in Gr 3-5 are still in need of additional supports in the area of Emotional Regulation, Engagement, Positive Feelings and Sense of Belonging. Students in Gr. 6-8 have shown growth in the areas of Emotional Regulation, Engagement, Positive Feelings, and Sense of Belonging. Students in Gr. 6-8 still need support in the areas of Social Awareness and Supportive Relationships	Students in Gr. 3-5 are in needs of more SEL supports for the 2023-2025 school year. Gr. 6-8 has shown a great deal of growth in their overall SEL skills.

COLLEGE & CAREER READINESS

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

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

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

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Homeless Students									
		Students in Foster Care									
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT									N/A	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
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	15		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	14		
		% of students who scored 4 or 5 on the PARCC assessment	86%		
Algebra	Previous year's data provided. Please provide current year's data if possible.			In 2023 - 2024, 85.7% of students met or exceeded expectations.	Students enrolled in Algebra exceed the state expectations on the NJSLA 2023-2024 Algebra test.

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	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson 2022		
		# Teachers to Evaluate	91		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	18		
		null	Total		
		Cycle 1	75		
		Cycle 2	101		
		Cycle 3	99		
		Cycle 4	85		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Community Parent Liaison Outreach	Whether community parent liaisons will hold workshops in person, at what frequency and what topics to include. Additional methods of outreach, including providing parents with resources.	Community parent liaisons focused on parent outreach primarily via phone calls and face to face meetings.	Community Parent Liaisons need to increase the number of parents.
Take a Step Club	Students that would benefit from this service would be provided by the mental health counselor.	Meetings and activities are designed to promote social and emotional well-being of our students.	Students completed activities with the mental health counselor.
Mentoring/coaching opportunities best practices for differentiated instruction and strategies for reaching MLs.	Teachers will benefit from this ongoing support.	Follow up conversations with coaches/mentors and mentor logs evidence that staff have been working to develop ELA/Math practices that support the differentiated needs of General Education, Special Education, MLs and Gifted Learners.	New staff were supported through formal/informal mentoring.
Provide students with targeted mental health support.	Students will benefit from individual and group counseling supports.	Students were administered the LinkIt! SEL Survey in the Fall of 2024. Counselors developed both individual and group sessions to provide tiered supports. The final survey is currently being conducted.	The district moved away from Panorama as the student survey tool. The LinkIt SEL Survey was new, with data being reviewed on an individual basis by counselors. The data is not broken down by skills like Panorama.

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Celebrate student achievement through the use of positive behavior interventions.	Student will benefit from celebrating positive behaviors.	Monthly character education awards are distributed across grade levels. Attendance incentives are offered monthly. While there is no current quantitative measure to prove effectiveness, implementation has been ongoing.	The SEL Committee and school counselor consistently celebrated students with monthly character education awards and monthly attendance celebrations for improved attendance and classes with the highest attendance raters.
Continue to implement a whole-school adoption of the Second Step Social and Emotional SEL program.	Consistent reinforcement of the SEL Competencies will benefit students.	Teachers follow an SEL schedule, which allows for the entire building to complete the tasks for specific lessons. Completed lessons are marked on the Second Step Social and Emotional Learning Platform. Teachers collect/display completed assignments and mini projects. While there is no current quantitative measure to improve effectiveness, implementation has been ongoing.	Teacher leaders consistently send out detailed emails with expectations for upcoming lessons. Review of lesson implementation shows that all staff members are consistently conducting SEL lessons. Walthroughs on SEL days also evidence this.
Parent engagement: Hold parent meetings and parent workshops to promote attendance awareness and educate parents on attendance policies and procedures.	With a large percentage of Multilingual Learners (MLs), it is important to ensure that parents are aware of all school expectations regarding attendance policies and procedures.	The importance of attendance was communicated to parents on our Back to School Night and reiterated during Open House and Parent Conferences. In addition, attendance information was shared with parents via Schoology. Attendance letters were distributed to students following 4 days, 8 days, 10 days absent, etc	Attendance for parent workshops was very low. Back to School Night is our best-attended evening, as it is held in September. Unfortunately attendance at parent conferences decreased as the year went on.

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Attendance Review Committee: Increase the number of faculty members on the Attendance Committee paying members. Meetings to be held bi-weekly both in and out of school.	By including faculty in the conversation about attendance, multiple perspectives and ideas will help tackle chronic absenteeism.	Our attendance committee has increased members and developed subcommittees with the responsibilities of: rewards and incentives, hearings and student tracking, addressing tardiness, and parent information newsletters/posts. Homerooms with perfect attendance were awarded homework passes or dress down days.	The attendance committee is comprised of ten staff members including counselors, administration, teachers and the attendance officer. In addition to planning attendance incentives, the committee also plans and executes outreach and review data on a monthly basis.

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 school planning team will share the Annual School Plan for 2025-2026 on the school website. The information will also be shared with parents and staff during Back to School Night and family workshops. In addition to this, Annual School Plan goals will be the focus of PLCs throughout the school year.

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

By meeting with our parents and families, we will work together to identity the areas of need for the Annual School Plan.

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	Curriculum is continually revised to meet changes in SLOs. District curriculum teams meet regularly to ensure that opportunities to maximize student learning are being planned. Curriculum an instructional materials are aligned to the standards. Gifted and talented lessons are designated in the curriculum.	There will continue to be a focus on appropriate placement of students (pull-out resource, inclusion, Bilingual, and ESL). Professional development is still needed to address higher order thinking. Additional PD will be necessary to address achievement gaps for at-risks learners.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	Average		4.00		
Assessment	1	A	4-Sustaining	Our district provided/utilizes quarterly district assessments, teacher created formative/summative assessments, I-Ready, DRA3, LinkIt! and ST Math. This allows for a variety of assessment measures needed to create starting points and measure growth.	The Data Team will continue to utilize all data available to be analyzed. Using LinkIt!, teachers and the Data Team have data readily available in one place. This data can be accessed quickly to help drive instruction.
	2	A	4-Sustaining		
	3	A	3-Developing		
	Average		3.67		
Professional Learning Community (PLC)	1	A	4-Sustaining	PLCs are held both vertically/horizontally. PLCs are held both at the building and departmental levels.	Common planning time is limited to only once a week. Additional PLCS are held after school. Increased common planning time would improve collaboration. However, this is currently constrained to the teacher contract.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	Average		3.75		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Dr. Walter F. Robinson Community School has a very strong culture. Thee student/faculty populations is comprised of many different ethnicities. Staff and students take time to celebrate diversity schoolwide. There have been several celebrations throughout the year. i.e.: Hispanic Heritage Day, Arabic Heritage Day. Additionally, an increased emphasis was placed on SEL, continued Second Step Program and increased involvement on our SEL committee. The SEL Committee developed a school vision/mission and the SMART goals.	Continued focus will be placed on SEL Second Step lessons and improving student attendance. Ensuring the mental health of all pensions in the school building is crucial following the pandemic. There is a need for continued increased mental health supports, such as a 5-day a week SAC behaviorist.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	4-Sustaining		
	14	A	4-Sustaining		
	Average		4.00		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Principals and teachers base decisions on research-based best practices. Curriculum contains a common language for effective teaching and learning. Teachers and administrators have been trained in the Danielson model and are highly aware of expectations. Meaningful feedback is provided after all observations.	Administration continues to work closely with teachers to assess ongoing PD needs, as well as instructional needs. There is a very open line of communication to ensure teachers have all necessary resources and support.
	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	Data illustrates the need to provide targeted Math instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the NJSLA Data.	Student attendance patterns impact student achievement. Students in need of additional SEL supports will need to be provided them to ensure students are coming to school to learn.	Total population/All Subgroups	1	Progress monitoring: Monitor individual growth using iReady instruction and iReady Diagnostic.	Student progress will be monitored using iReady Math assessments and individualized instruction on MyPath.	Promising	https://www. tandfonline. com/doi/full/10. 1080/00098655. 2016.1138924 https://www. researchgate. net/publication/375 239728_Assessing_ the_Effectiveness_o f_Online_Learning_ Platforms_in_Accou nting_Education
				2	Mentoring coaching opportunities for best practices for differentiated instruction.	Teachers will work with their mentors/district coaches to increase the utilization of differentiated learning activities within the Math classroom.	Promising	https://www. tandfonline. com/doi/full/10. 1080/03004279. 2023.2293209

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 tutoring classes will be held after school. Teachers will be tasked with reinforcing skills necessary to achieve academic success as measured by the NJSLA scores.	The district will continue to provide ARMS tutoring classes afterschool. Teachers will implement instruction based on individualized needs.	Promising	https://files.eric.ed.gov/fulltext/EJ925246.pdf

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	Student SEL strengths and weaknesses were assessed using the LinkIt survey in the Fall, and again, in the Spring and at the end of the year. Results indicated an increased need for mental health supports in the areas of engagement and sense of belonging.	Students in Gr. 6-8 are in need of more social and emotional support which indicates a increased need to feel as though they belong at school.	Total population/All subgroups	1	Continue to implement a whole school adoption of the Second Step Social and Emotional SEL program.	Homeroom teachers will continue to utilize Second Step lessons on scheduled SEL days. SEL teacher leaders will continue to serve as contact points for lesson implementation.	Strong	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf
				2	Provide students with targeted mental health support.	The School Social Worker provided Tier 2 and Tier 3 interventions to students following the administration of the LinkIt Survey. Social Worker notes and decreased disciplinary infractions were noted for those students.	Promising	https://www.panoramaed.com/resources/ogden

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	Celebrate student achievement through the use of positive behavior interventions.	Student recognition was associated with an increase in school attendance.	Promising	https://eric.ed.gov/?id=ED561604

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	Data illustrates the need to provide targeted ELA instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the NJSLA data.	Student attendance patterns impact student achievement. Students in need of additional SEL supports will need to be provided them to ensure students are coming to school to learn.	Total population/All Subgroups	1	Progress monitoring: Monitor individual growth using iReady, SAVVAS, Fundations, and LinkIt! Benchmarks for formative and summative assessments. MLs will be instructed using the SIOP method.	Student progress will be monitored using iReady ELA assessments and individualized instruction on MyPath. Students will utilize ST as a supplemental instructional tool. Students will take the LinkIt Benchmark assessments three times a year.	Promising	https://www.tandfonline.com/doi/full/10.1080/00098655.2016.1138924
				2	Mentoring coaching opportunities for best practices for differentiated instruction.	Teachers will work with their mentors/district coaches to increase the utilization of differentiated learning activities within the ELA classroom.	Promising	https://www.tandfonline.com/doi/full/10.1080/03004279.2023.2293209

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 tutoring classes will be held after school. Teachers will be tasked with reinforcing skills necessary to achieve academic success as measured by the NJSLA scores.	The district will continue to provide ARMS tutoring classes afterschool. Teachers will implement instruction based on individualized needs.	Promising	https://files.eric.ed.gov/fulltext/EJ925246.pdf

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	Attendance data demonstrates the need to target those students who are exhibiting patterns of chronic absenteeism.	Poor attendance may be attributed to lack of sense of belonging, academic struggles, students in need of additional SEL supports and need for additional parent education of the importance of attendance.	Total population/All subgroups	1	Attendance Review Committee: Increase the number of faculty members on the Attendance Committee paying members. Meetings to be held bi-weekly both in and out of school.	The attendance review committee will continue this school year, with members closely monitoring individual students with patterns of poor attendance.	Strong	https://www. attendanceworks. org/wpcontent/uplo ads/20 19/06/Attendance_ Works_Using_Chron ic_Absence__09161 9.pdf
				2	Parent engagement: Hold parent meetings and parent workshops to promote attendance awareness and educate parents on attendance policies and procedures.	Parent meetings and workshops will be held in conjunction with administration, the attendance committee and staff members. Parent liaisons will be a part of meetings offering support to parents throughout the year.	Strong	https://www. attendanceworks. org/portraits-ofchange/

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	Incentives: Celebrate student attendance and achievements.	The attendance committee will continue to monitor and implement student attendance initiatives and celebrations.	Strong	https://files.eric.ed.gov/fulltext/ED600426.pdf https://files.eric.ed.gov/fulltext/EJ963130.pdf

SMART Goal 1

Between Fall of 2025 and Spring of 2026, students, inclusive of all subgroups entering grades 3-5 will have 70% of math lesson passed as measured by iReady lesson reports.

Area of Focus   Effective Instruction

Content Area   Math

Priority Performance   Data illustrates the need to provide targeted Math instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the NJSLA Data.

Target Population: Total population/All Subgroups

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze data to target specific students' strengths and weaknesses.	iReady Diagnostic iReady My Path reports Math progress reports Math report cards ST Math Reports Formative and Summative Assessments
Feb 15	Complete mid-year chick-ins of student attendance in ARMS classes, 5410 AM Math Tutorial attendance, iReady performance and diagnostic data, ST Math, and NJSLA.	ARMS attendance 5410 attendance ST Math iReady Reports
Apr 15:	Review ARMS post tests, report card and progress report data, and iReady diagnostic and My Path reports to determine further intervention possibilities for struggling students and academic needs for gifted and talented students.	Pre/Post Tests Classroom Performance iReady Performance and Diagnostic Reports

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Between Fall of 2025 and Spring of 2026, students, inclusive of all subgroups entering grades 3-5 will have 70% of math lesson passed as measured by iReady lesson reports.	iReady Performance and Diagnostic Reports, Tracking reports from online platforms.

Strategy 1 - Progress monitoring:
Monitor individual
growth using
iReady instruction and iReady Diagnostic.

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	Administration of iReady weekly time of 45 minutes.	9/3/25	6/19/26	Administration; Teachers
2	1	Use of PLC's, common planning time, and in-service days to allow for the Data Team to share iReady data and trends with staff members.	9/3/25	6/19/26	Administration; Data Team; Teachers
3	1	All teachers will receive professional development on best practices of using iReady.	9/3/25	6/19/26	Administration, PLC committee members
4	1	Allow opportunities for turn-keying best practices at faculty meetings, PLCs, and common prep time.	9/3/25	6/19/26	Administration, PLC committee members, Data Team members, teachers
5	1	Allow for shadowing opportunities for teachers to see programs and instructions in real time.	9/3/25	6/19/26	Administration, Teachers

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
6	1	Use of PLC's, common planning time, and in-service days to allow for the Data Team to share iReady data and trends with staff members.	9/3/25	6/19/26	Administration, Data Team, Teachers
7	1	Teachers will form small groups, reviewing the data bi-weekly.	9/3/25	6/19/26	Administration, teachers
8	1	Administration will conduct walk-throughs to ensure small groups are being utilized. Follow up meetings will be held to review data.	9/3/25	6/19/26	Administration
9	1	Provide teachers with access to iReady teacher toolbox supports.	9/3/25	6/19/26	Administration, teachers

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	iReady Teacher Toolbox	INSTRUCTION - Supplies & Materials / 100-600	$8,602	SIA
2	PLC Committe, includes FICA	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$11,626	SIA

Strategy 2 - Mentoring coaching opportunities for best practices for differentiated instruction.

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	Allow opportunities for turn-keying best practices at faculty meetings, PLCs, and common prep time.	9/3/25	6/19/26	Administration, teachers
2	2	Allow for shadowing opportunities for teachers to see programs and instructions in real time.	9/3/25	6/19/26	Administration, teachers
3	2	Teachers will form small groups, reviewing data bi-weekly.	9/3/25	6/19/26	Administration, teachers

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

Strategy 3 - After school tutoring classes will be held after school. Teachers will be tasked with reinforcing skills necessary to achieve academic success as measured by the NJSLA scores.

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	ARMS teachers will monitor student attendance daily and call home for students with poor attendance, involving administration as needed.	9/3/25	6/19/26	Administration, ARMS teachers
2	3	Review of ARMS post tests.	11/5/25	4/24/26	Administration, ARMS teachers
3	3	Teachers will recommend students for ARMS tutoring. Teachers will follow up with phone calls for parents refusing or not replying to the recommendation form.	10/3/25	4/24/26	Administration, ARMS teachers, academic teachers

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Teacher Salaries, includes FICA	INSTRUCTION - Personnel Services - Salaries / 100-100	$6,000	Federal Title I (School Allocation)

SMART Goal 2

Track the progress of whole-school utilization of the Second Step Social and Emotional Learning (SEL) Program through the use of LinkIt's BOY and MOY SEL Surveys. Assess strengths and weaknesses of utilization at the end of the school year using the aforementioned measures. Through the use of Second Step, we will see a 5% increase in favorable percent for students in Grades 6 - 8 on the LinkIt SEL Survey responses.

Area of Focus	Social and Emotional Learning
Content Area	SEL
Priority Performance	Student SEL strengths and weaknesses were assessed using the LinkIt survey in the Fall, and again, in the Spring and at the end of the year. Results indicated an increased need for mental health supports in the areas of engagement and sense of belonging.
Target Population:	Total population/All subgroups

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Ensure 100% teachers are conducting SEL lessons according to the schedule.	Lesson plans Lesson logs Informal Walk-Throughs
Feb 15	SEL implementation check-in through the distribution of the LinkIt SEL Surveys.	LinkIt SEL Survey results
Apr 15:	Successful implementation of school-wide SEL day activities which will be developed by the SEL Committee members and School Culture Committee.	Student work Teacher feedback Administrative Walk-Throughs
Jul 1	Track the progress of whole-school utilization of the Second Step Social and Emotional Learning (SEL) Program through the use of LinkIt's BOY and MOY SEL Surveys. Assess strengths and weaknesses of utilization at the end of the school year using the aforementioned measures. Through the use of Second Step, we will see a 5% increase in favorable percent for students in Grades 6 - 8 on the LinkIt SEL Survey responses.	LinkIt Survey Results

Strategy 1 - Continue to
implement a whole school adoption of
the Second Step
Social and Emotional
SEL program.

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	Inform all stakeholders of Second Step Program utilization.	9/3/25	9/26/25	Administration
2	1	Provide professional development to all teachers	9/3/25	9/26/25	Administration, SEL Committee
3	1	Conduct informal walk-throughs during SEL lessons.	9/3/25	6/19/26	Administration
4	1	Hold a school-wide SEL assemby.	9/3/25	6/19/26	Administration
5	1	Send home monthly parent newsletters.	9/3/25	6/19/26	Administration. SEL committee
6	1	SEL team leaders will hold PLCs to support implementation.	9/3/25	6/19/26	Administration, SEL committee, team leaders
7	1	Review weekly lesson plans for evidence of SEL implementation.	9/3/25	6/19/26	Administraiton

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	SEL Committee Salaries, includes FICA	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$9,689	SIA

Strategy 2 - Provide students

with targeted
mental health
support.

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	Review the results of each administration of the LinkIt SEL Surveys.	9/3/25	9/26/25	Administration, Guidance, Social Worker
2	2	Plan whole group lessons to target grade levels needing increased supports.	9/3/25	6/19/26	Administration, Guidance, Social Worker

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

Strategy 3 - Celebrate student
achievement
through the use of
positive behavior
interventions.

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	Team creates positive behavior calendar of events.	9/3/25	6/19/26	Administration, SEL Committee
2	3	Team begins to track data on students for attendance and academic progress.	9/3/25	6/19/26	Administration, SEL Committee

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

SMART Goal 3

Between the Fall of 2025 and the Spring of 2026, students, inclusive of all subgroup entering grades 3-5 will have 70% of ELA lessons passed as measured by IReady diagnostic and My Path reports.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	Data illustrates the need to provide targeted ELA instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the NJSLA data.
Target Population:	Total population/All Subgroups

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze data to target specific students' strengths and weaknesses.	iReady Diagnostic iReady My Path reports ELA progress reports ELA report cards Formative and Summative Assessments
Feb 15	Complete mid-year check-ins of student attendance in ARMS classes, iReady growth performance on my path an diagnostic data reports, and NJSLA.	ARMS attendance iReady Reports
Apr 15:	Review ARMS post tests, report car and progress report data, and iReady reports for diagnostic and my path results to determine further intervention possibilities for struggling students and academic needs for gifted and talented students.	Pre/post test Classroom performance iReady Performance and Diagnostic Reports
Jul 1	Between the Fall of 2025 and the Spring of 2026, students, inclusive of all subgroup entering grades 3-5 will have 70% of ELA lessons passed as measured by IReady diagnostic and My Path reports.	iReady Performance and Diagnostic Reports Tracking reports from online platforms.

Strategy 1 - Progress monitoring:
Monitor individual
growth using
iReady, SAVVAS,
Fundations, and
LinkIt! Benchmarks
for formative and
summative
assessments. MLs
will be instructed
using the SIOP
method.

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	iReady Performance and Diagnostic Reports	9/3/25	6/19/26	Administration, Teachers
2	1	Use of PLC's, common planning time, and in-service days to allow for the Data Team to share iReady data and trends with staff members.	9/3/25	6/19/26	Administration, Data Team, Teachers
3	1	All teachers will receive professional development on best practices of using iReady from lead teachers and iReady representative.	9/3/25	6/19/26	Administration, PLC committee, Data Team, Lead Teachers
4	1	Teachers will form small groups, reviewing the data bi-weekly.	9/3/25	6/19/26	Administration, Data Team, Teachers
5	1	Administration will conduct walk-throughs to ensure small groups are being utilized. Follow up meetings will be held to review data.	9/3/25	6/19/26	Administration, Data Team
6	1	Provide teachers with access to iReady teacher toolbox supports.	9/3/25	6/19/26	Administration, Teachers

Budget Items

SMART Goal 3 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Newsela	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$16,266	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	PLC Committee, Includes FICA	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$11,626	SIA

Strategy 2 - Mentoring coaching opportunities for best practices for differentiated instruction.

Action Steps

SMART Goal 3 - 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	All teachers will receive professional development on best practices of using iReady.	9/3/25	6/19/26	Administration, Teachers
2	2	Allow opportunities for turn-keying best practices at faculty meetings, PLCs, and common prep time.	9/3/25	6/19/26	Administration, PLC Committee
3	2	Allow for shadowing opportunities for teachers to see programs and instructions in real time.	9/3/25	6/19/26	Administration, Teachers

Budget Items

SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$6,600	SIA

Strategy 3 - After school tutoring classes will be held after school. Teachers will be tasked with reinforcing skills necessary to achieve academic success as measured by the NJSLA scores.

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

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	ARMS teachers will monitor student attendance daily and call home for students with poor attendance, involving administration as needed.	9/3/25	6/19/26	Administration, ARMS teachers
2	3	Review ARMS post tests.	3/27/26	4/24/26	ARMS teachers
3	3	Teachers will recommend students for ARMS tutoring. Teachers will follow up with phone calls for any parents refusing or not replying to the recommendation form.	10/1/25	11/28/25	Administration, ARMS Teachers, Academic teachers

Budget Items

SMART Goal 3 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Teacher Salaries, includes FICA	INSTRUCTION - Personnel Services - Salaries / 100-100	$6,000	Federal Title I (School Allocation)

SMART Goal 4

Based on the 2023-2024 NJDOE Performance Report, our school reported 22.2% chronic absenteeism, which was higher the state average of 14.9%. Our goal is to reduce 22.2% by 3% points.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	School Climate
Priority Performance	Attendance data demonstrates the need to target those students who are exhibiting patterns of chronic absenteeism.
Target Population:	Total population/All subgroups

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Inform students and parents of the district's attendance policy via Code of Conduct assembly with grades 5-8. Parents will also be presented with an attendance presentation during Back to School Night.	Attendance of Back to School Night Returned forms of the Code of Conduct Policy Assembly attendance to review Code of Conduct with grades 5-8
Feb 15	Review of student attendance records and meetings with parents/guardians of students that are chronically absent/in danger of becoming so by mid-year parent conferences. 100% of chronically absent students will be placed with interventions, parents called and ongoing meetings held.	Student attendance records Attendance letters to parents/guardians Meeting logs and sign-ins Attendance committee sign-ins/agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Recognize students with perfect and improved attendance patterns.	Attendance awards Student attendance records
Jul 1	Based on the 2023-2024 NJDOE Performance Report, our school reported 22.2% chronic absenteeism, which was higher the state average of 14.9%. Our goal is to reduce 22.2% by 3% points.	Student attendance reports NJDOE Performance Report

Strategy 1 - Attendance Review
Committee:
Increase the number
of faculty members
on the Attendance
Committee paying
members. Meetings
to be held bi-weekly
both in and out of
school.

Action Steps

SMART Goal 4 - 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	Hold attendance committee meetings bi-weekly to recognize students in danger of chronic absenteeism or those to classify as being chronically absent.	9/3/25	6/19/26	Attendance Committee Members, Administraiton
2	1	Address the correlation between academic success and attendance night during Back to School Night.	9/3/25	9/26/25	Administration and HR teachers

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	1	Reward students with yearly perfect attendance.	9/3/25	6/19/26	Administration, Attendance Committee Members, HR teachers
4	1	Quarterly reviews of attendance data to identify successes and identify students who are in need of further supports/interventions.	9/3/25	6/19/26	Administration, Attendance Committee Members
5	1	Homeroom teachers will continue to monitor student attendance, reporting to the attendance committee when students are absent two consecutive days.	9/3/25	6/19/26	HR Teachers
6	1	Assign mentors to monitor attendance and meet with students on a weekly basis.	9/26/25	6/19/26	Teachers, Counselor

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Committee Salaries, includes FICA	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$9,689	SIA

Strategy 2 - Parent engagement:
Hold parent
meetings and parent
workshops to
promote attendance

awareness and
educate parents on
attendance policies
and procedures.

Action Steps

SMART Goal 4 - 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	The attendance committee will develop parent workshops to promote attendance awareness and educate parents on attendance policies.	9/4/25	6/11/26	Administration, Attendance Committee, Community Parent Liaisons

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

Strategy 3 - Incentives:
Celebrate student
attendance and
achievements.

Action Steps

SMART Goal 4 - 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	Each trimester student attendance improvements and perfect attendance will be celebrated through the use of incentives. Students will be rewarded for improved attendance. Students will be celebrated on social media and in front of their peers.	9/30/25	6/11/26	Attendance Committee, School Counselor, Homeroom Teachers, Administration
2	3	Students receiving acknowledgment for improved attendance will be monitored to ensure improvement in attendance continues.	9/4/25	6/11/26	Attendance Committee, School Counselor, Homeroom Teachers, Administration

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

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title I Salaries	9/1/25	6/30/26	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	$534,547.00	Federal Title I (School
Instructional Supplies	9/1/25	6/30/26	Building	INSTRUCTION - Supplies & Materials / 100-600	$10,000.00	Federal Title I (School
Non Instructional Supplies	9/1/25	6/30/26	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	$10,000.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$12,000	$0	$0	$0	$0	$0	$0	$12,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$16,266	$0	$16,266
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$8,602	$0	$8,602
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$12,000	$0	$0	$0	$0	$24,868	$0	$36,868
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$42,630	$0	$42,630
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	$6,600	$0	$6,600
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$0	$0	$0	$0	$0	$49,230	$0	$49,230
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	$12,000	$0	$0	$0	$0	$74,098	$0	$86,098

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$12,000	$0	$12,000
Other Title 1 Expenditures	$554,547	$0	$554,547
Total	$566,547	$0	$566,547

School Level Certification Page

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

Date: 09/21/2025

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:

x	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: Dr. Dennis C. Degnan   Title: Assistant Superintendent for Curriculum and

Date: 09/22/2025

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: John J. Niesz   Title: Superintendent of Schools

Date: 09/22/2025

OCS Approval