

Henry E. Harris Community School

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220050

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	Yesenia Rogers	Yes	Yes	Yes		
Community Member	Kenneth Kopacz	Yes	Yes	Yes		
Principal	Maria Kazimir	Yes	Yes	Yes		
Assistant Principal	Luisa Jaros	Yes	Yes	Yes		
Guidance Counselor	Kaitlyn Ballance	Yes	Yes	Yes		
Special Education Teacher/Data Team	Catherine Cerreta	Yes	Yes	Yes		
General Education Teacher/Data Team	Danielle Raslowsky	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Administrative Assistant	Debra Baran	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
03/21/2025	Prior Year Evaluation	Yes	Yes
04/11/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/02/2025	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/16/2025	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
I-Ready Personalized Instruction Online Program	ELA	All students; specifically Students with Disabilities	Yes	Yes	Yes	The percentage of students in Tier 1 INCREASED by 23% from Window #1 to Window #3. The percentage of students in Tier 3 DECREASED by 11% from Window #1 to Window #3.	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
The Wilson Reading System/Orton-Gillingham Multi-Sensory Program	ELA/Reading	All students; specifically Students with Disabilities	Yes	Yes	Yes	Students were serviced with 180 minutes of Orton Gillingham individualized instruction. The five students varying from grades two through eight were assessed using DRA 3. In September midyear in January and will be done once more at the end of May. The DRA 3 levels all increased by at least 2 levels showing growth in decoding and fluency. A Spelling inventory (Words Their Way) was done in September, January and will be done once more at the end of May. The students showed they were able to recall previous spelling patterns along with new material taught. The SORT (Slosson), a word in isolation assessment, showed growth for all students. This showed growth in vocabulary and high frequency words.	Yes
ARMS After-School Tutoring Program	ELA	All students; specifically Students with Disabilities	No	Yes	Yes	The percentage of students in Tier 1 INCREASED by 23% from Window #1 to Window #3. The percentage of students in Tier 3 DECREASED by 11% from Window #1 to Window #3.	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
I-Ready Personalized Instruction Online Program	Math	All students; specifically Students with Disabilities	Yes	Yes	Yes	The percentage of students in Tier 1 INCREASED by 26% from Window #1 to Window #3. The percentage of students in Tier 3 DECREASED by 13% from Window #1 to Window #3.	Yes
ST Math (Spatial Temporal Math)	Math	All students; specifically Students with Disabilities	Yes	Yes	Yes	After completing ST Math learning objectives, students on average scored higher on math post-quizzes than pre-quizzes. The average pre quiz score is about 54% and the average post quiz score is about 66%. Hence the average quiz score grew by 12 percentage points.	Yes
ARMS After-School Tutoring Program	Math	All students; specifically Students with Disabilities	No	Yes	Yes	The percentage of students in Tier 1 INCREASED by 26% from Window #1 to Window #3. The percentage of students in Tier 3 DECREASED by 13% from Window #1 to Window #3.	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
Establish & Implement an Attendance Committee; Attendance Committee will analyze and look for observations & trends from data on Realtime/Genesis monthly reports; hold monthly attendance meetings with Attendance Officer Parent/Guardians and Students who are chronically absent.	All Students	All students; specifically Students with Disabilities	Yes	Yes	Yes	The attendance rate for the 2023-2024 school year was 94.10% and the attendance rate for the 2024-2025 school year (as of 06/04/25) is 93.78%. Our attendance rate improvement decreased slightly from the previous year by 0.32%.	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
Parent/Guardian Attendance Education and Engagement: School and Attendance Committee will promote attendance awareness and educate parents/guardians on attendance policies/procedures and the importance of attending school on a regular basis.	All Areas	All students; specifically Students with Disabilities	Yes	Yes	Yes	The attendance rate for the 2023-2024 school year was 94.10% and the attendance rate for the 2024-2025 school year (as of 06/04/25) is 93.78%. Our attendance rate improvement decreased slightly from the previous year by 0.32%	Yes
Rewards & Incentives: Celebrate Student Attendance & Achievements	All Areas	All students; specifically Students with Disabilities	Yes	Yes	Yes	The attendance rate for the 2023-2024 school year was 94.10% and the attendance rate for the 2024-2025 school year (as of 06/04/25) is 93.78%. Our attendance rate improvement decreased slightly from the previous year by 0.32%	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
Second Step Social Emotional Learning Program	SEL	All students; specifically Students in Grades 3-8	Yes	Yes	Yes	Second Step Program is an intervention used in Grades KDG through 8 that is research based aimed to help students build social-emotional skills such as: nurturing positive relationships, managing emotions, & setting goals, so students can thrive in life and school. Students and Parents/Guardians need to become more aware of the differences between conflict and bullying. By continuing with this program, we hope to see a decrease in the amount of HIB cases throughout the year that are not deemed as HIB, but rather as conflict. Out of 16 cases, only 2 were founded in the 2024-2025 school year for Grades KDG-8 which is a DECREASE from the year before with 11 cases and 5 founded. This is a DECREASE of 3 founded HIB cases.	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
Administration of Panorama Survey to Staff and Students	SEL	All students; specifically Students in Grades 3-8	Yes	Yes	Yes	In the Mid-Year 2025 administration of the Link It! SEL Survey, students in Grades 3-8 demonstrated a 77% proficiency level in the domains of Relationship Skills and Self-Awareness. This data highlights the need for continued monitoring and targeted instructional support in these areas. Ongoing use of the survey will be essential in measuring growth over time, informing data-driven decision making, and guiding the implementation of SEL-focused lessons and interventions.	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
Student Assistance Counselor (SAC) small group and individualized counseling.	SEL	All students; specifically Students in Grades 3-8	Yes	Yes	Yes	Second Step Program is an intervention used in Grades KDG through 8 that is research based aimed to help students build social-emotional skills such as: nurturing positive relationships, managing emotions, & setting goals, so students can thrive in life and school. Students and Parents/Guardians need to become more aware of the differences between conflict and bullying. By continuing with this program, we hope to see a decrease in the amount of HIB cases throughout the year that are not deemed as HIB, but rather as conflict. Out of 16 cases, only 2 were founded in the 2024-2025 school year for Grades KDG-8 which is a DECREASE from the year before with 11 cases and 5 founded. This is a DECREASE of 3 founded HIB cases.	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	<p>ELA Schoolwide: We did meet the Annual Target.</p> <p>ELA White: We did meet the Annual Target.</p> <p>ELA Hispanic: We did meet the Annual Target.</p> <p>ELA Black/African American: We did meet the Annual Target.</p> <p>ELA Economically Disadvantaged Students: We did meet the Annual Target.</p> <p>ELA Students with Disabilities: We did meet the Annual Target.</p> <p>Math Schoolwide: We did meet the Annual Target.</p> <p>Math White: We did meet the Annual Target.</p> <p>Math Hispanic: We did meet</p>	<p>In the Year 22-23, in ELA, Students with Disabilities and White Students Student Groups are an area of weakness and DID NOT MEET the Annual Target (was both BELOW the State & the District); will require additional support and interventions for the upcoming school year.</p> <p>For the Year 23-24, in ELA, ALL SUBGROUPS MET the Annual Target and the interventions implemented in the school year were successful.</p> <p>In ELA SCHOOLWIDE, BELOW the District & State.</p>	
		Schoolwide	50.1 %	31.1%	*					
		White	49.7 %	34.1%	*					
		Hispanic	50%	28.3%	*					
		Black or African American	44%	20%	*					
		Asian, Native Hawaiian, or Pacific Islander	68.8 %	62.5%	*					
		American Indian or Alaska Native	*	*	*					
		Two or More Races	63.6 %	27.3%	*					
		Female	57.8 %	27.7%	*					
		Male	44.7 %	33.5%	*					
		Economically Disadvantaged Students	38.9 %	26.7%	*					
		Non-Economically Disadvantaged Students	63.2 %	36.2%	*					
		Students with Disabilities	13.9 %	10.1%	*					
		Students without Disabilities	59%	36.2%	*					
		English Learners	15.6 %	*	*					
Non-English Learners	52.4 %	32.7%	*							

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	the Annual Target.	
		Homeless Students	*	*	*			Math Black/African American: We did meet the Annual Target.	In ELA SCHOOLWIDE, Hispanic, Black or African American, American Indian or Two or More Races showed gains ABOVE the State and the District.
		Students in Foster Care	*	*	*				
		Military-Connected Students	*	*	*				
		Migrant Students	*	*	*				
		Non-Binary / Undesignated Gender	*	*	*				
								<p>Math Students with Disabilities: We did meet the Annual Target.</p> <p>In ELA PERFORMANCE: Grade 3: 14% below the State Average Grade 4: 3% above the State Average Grade 5: 4% above the State Average Grade 6: 5% above the State Average Grade 7: 15% below the State Average Grade 8: 12% above the State Average</p> <p>In Math PERFORMANCE: Grade 3: 21% below the State Average Grade 4: 3% below the State</p>	<p>In ELA SCHOOLWIDE, Economically Disadvantaged showed gains ABOVE the State, but BELOW the District.</p> <p>In ELA SCHOOLWIDE, Students with Disabilities showed gains ABOVE the District, but BELOW the State.</p> <p>In ELA WHITE students, grades 4 & 8 are ABOVE the State.</p> <p>In ELA HISPANC</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>Average Grade 5: 11% below the State Average Grade 6: 6% below the State Average Grade 7: 15% below the State Average Grade 8: 8% above the State Average</p> <p>ELA Performance Trends from 21-22 to 22-23 & 23-24 Grade 3: 3.2% INCREASE - 9.9% DECREASE Grade 4: 7.8% INCREASE - 0.8% DECREASE Grade 5: 7.4% INCREASE - 9.6% INCREASE Grade 6: 15.7% DECREASE - 22.4% INCREASE Grade 7: 27.9% INCREASE - 23.4% DECREASE Grade 8: 1.4% DECREASE - 23.3% INCREASE</p> <p>MATH Performance Trends from 21-22 to 22-23 & 23-24 Grade 3: 2.7% DECREASE - 4.8% DECREASE Grade 4: 1.0% INCREASE - 10% INCREASE Grade 5: 30.8% INCREASE - 1.6% DECREASE</p>	<p>students, grades 3, 5, 6, 7 & 8 are ABOVE the State.</p> <p>In ELA STUDENTS WITH DISABILITIES, Grades 5 & 6 showed gains ABOVE the State.</p> <p>In ELA, Performance Trends from 2022-2023 to 2023-24 showed an INCREASE in Grades 5, 6, & 8 and a DECREASE in Grades 3, 4, & 7.</p> <p>In ELA, Proficiency INCREASED from 22-23 to 23-24 by 2.8%, and INCREASED in Growth 14%.</p> <p>In the Year 22-23, in Math, ALL subgroups are an area of weakness and DID NOT MEET the Annual</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>Grade 6: 7.0% DECREASE - 19.6% INCREASE Grade 7: 4.9% INCREASE - 3.1% INCREASE Grade 8: 16.3% INCREASE - 10.8% INCREASE</p> <p>NJSLA Achievement Growth ELA (Same Students, Consecutive Grades) From Grades 3-4: 14.8% INCREASE From Grades 4-5: 0.7% INCREASE From Grades 5-6: 11.5% INCREASE From Grades 6-7: 4% INCREASE From Grades 7-8: 2.7% INCREASE</p> <p>NJSLA Achievement Growth Math (Same Students, Different Grades) From Grades 3-4: 10.2% INCREASE From Grades 4-5: 1% DECREASE From Grades 5-6: 0.7% DECREASE From Grades 6-7: 11.4% INCREASE From Grades 7-8: 8.3%</p>	<p>Target (was both BELOW the State & the District), specifically Students with Disabilities and White Student Subgroups; will require additional support and interventions for the upcoming school year.</p> <p>For the Year 23-24, in Math, ALL SUBGROUPS MET the Annual Target and the interventions implemented in the school year were successful.</p> <p>In Math SCHOOLWIDE, BELOW the District & State.</p> <p>In Math SCHOOLWIDE, Hispanic, showed gains ABOVE the State and the District.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>INCREASE</p> <p>ELA Year 22-23 to 23-24 Special Ed.: Year 22-23 to 23-24 504.: Year 22-23 to 23-24 General Ed.:</p> <p>MATH Year 22-23 to 23-24 Special Ed.: Year 22-23 to 23-24 504.: Year 22-23 to 23-24 General Ed.:</p>	<p>In Math SCHOOLWIDE, Economically Disadvantaged showed gains ABOVE the State, but BELOW the District.</p> <p>In Math SCHOOLWIDE, Asian, and Students with Disabilities showed gains ABOVE the District, but BELOW the State.</p> <p>In MATH WHITE students, all grades are BELOW the State.</p> <p>In MATH STUDENTS WITH DISABILITIES, Grade 5 showed gains ABOVE the State.</p> <p>In MATH, Performance Trends from 2022-2023 to 2023-2024 showed an INCREASE in Grades 4, 6, 7 & 8 and a DECREASE in</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>Grades 3 & 5.</p> <p>In MATH, Proficiency INCREASED from 22-23 to 23-24 by 6%, and INCREASED in Growth 6.5%.</p> <p>Other factors contributing to overall NJSLA scores for 2023-2024:</p> <p>School has each grade-level with Inclusion and they are at maximum capacity; Grades 5 and 8 had inclusion in 2 out of 3 classes.</p> <p>Large class sizes: Classes have maximum capacity of IEP students in each inclusion class with 504 students.</p> <p>Grades 4-8 have self-</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>contained classes.</p> <p>Grade 3 has resource room.</p> <p>Grades 3-8 students are receiving excessive services and are being pulled out of classes for the following: multi-sensory, speech therapy, occupational therapy, physical therapy, and counseling services.</p> <p>Inclusion & Title 1 teachers were utilized to cover classrooms due to sub shortage, therefore limiting services to students they service.</p> <p>Grade 5 had 2 out of 3 inclusion classes.</p> <p>Grade 8 had 2 out of 3 inclusion classes.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

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				In Grade 5, 27% of students scored a Level 3 or 4 and are considered proficient.	<p>In Grade 5, all subgroups are an area of weakness, specifically Students with Disabilities & Hispanic population, and will require additional support and interventions for the upcoming school year.</p> <p>In Grade 5, HEH was the SAME as the District Average.</p> <p>In Grade 8, all subgroups are an area of weakness, specifically Students with Disabilities & White population, and will require additional support and interventions for the upcoming school year.</p> <p>In Grade 8, HEH was BELOW the District</p>
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	27%	7%			
		White	25%	9%			
		Hispanic	24%	6%			
		Black or African		0%			
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	18%	6%			
		Male	35%	6%			
		Economically	15%	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	Grade 5	Grade 8	Grade 11	SUBSCORES Grade 8 Year 21-22: All BELOW the District Year 22-23: All BELOW the District	Average (-11%). All grades are BELOW the District Average by 6%.
		Non-Economical	38%	6%			
		Students with	21%				
		Students without	28%	7%			
		English Learners					
		Non-English	29%	7%			
		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	61%	53.5%		
		White	62%	49%		
		Hispanic	57%	56%		
		Black or African American	55.5%	64%		
		Asian, Native Hawaiian, or Pacific	76%	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	62.5%	47%		
		Male	60%	56%		
		Economically Disadvantaged	57%	56%		
		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	51%	46%		
		Students without Disabilities				
		English Learners	54%	75%		
		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					According to the 2023-2024 NJSLA:	Overall, Math had more growth in the Student Groups with the following: Black/African American Multilingual Learners Students with Disabilities had a HIGHER growth when compared to the District in both ELA & MATH. In ELA, Grades 4, 5, 7, 8 all showed TYPICAL GROWTH. And Grade 6 showed HIGH GROWTH. In ELA, Grade 6 had the HIGHEST Typical growth and Grade 7 had the LOWEST Typical growth. In Math, Grades 4-7 all showed TYPICAL GROWTH and grade 8
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4	We Met the Standard in Math by having a 6.5% increase from the year before.	
		K	100%	100%	100%	0%	We Exceeded the Standard in ELA by having a 14% increase from the year before.	
		1	100%	100%	100%	0%	STUDENT GROUPS White = ELA Exceeds, Math Met	
		2	100%	100%	100%	0%	Hispanic = ELA & Math both Met	
		3	100%	100%	100%	0%	Black or African American = ELA Met, Math Exceeds	
		4	100%	100%	100%	0%	Economically Disadvantaged Students = ELA & Math bot Met	
		5	100%	100%	100%	0%	Students with Disabilities = ELA & Math both Met	
		6	100%	100%	100%	0%	Every subgroup in ELA & Math either Met or Exceeded.	
		7	100%	100%	100%	0%	In ELA, Grade 6 had the highest growth and in Math,	
		8	100%	100%	100%	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	Grade 4 had the highest growth.	<p>had no data to display.</p> <p>In Math, Grade 4 had the HIGHEST Typical growth and Grade 5 had the LOWEST Typical growth.</p> <p>In ELA, Performance Levels 1 -4 showed TYPICAL Growth and Performance Level 5 showed HIGH Growth.</p> <p>In Math, Performance Levels 1-4 showed TYPICAL Growth and Performance Level 5 had NO DATA to display.</p>
		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	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	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%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	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	All students in Grades KDG through 8 did meet the 95% participation rate in ELA and Math . I-Ready Diagnostics are administered 3 times throughout the year.	All students in Grades KDG through 8 did meet the 95% participation rate in ELA and Math . I-Ready Diagnostics are administered 3 times throughout the year.
		K	21%	48%	75%	0%		
		1	18%	38%	48%	0%		
		2	18%	43%	53%	0%		
		3	32%	59%	64%	0%		
		4	21%	27%	37%	0%		
		5	29%	43%	61%	0%		
		6	23%	34%	35%	0%		
		7	37%	34%	43%	0%		
		8	22%	24%	32%	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	Cycle 1, Grades 7, 3, and 5 had the largest percentage of students meeting or exceeding proficiency in ELA in 2024-2025 on I-Ready or Link It Assessments. Cycle 2, Grades 3, KDG, 2, and 5 had the largest percentage of students meeting or exceeding proficiency in ELA in 2024-2025 on I-Ready or Link It Assessments. Cycle 3, Grades KDG, 3, and 5 had the largest percentage of students meeting or exceeding proficiency in ELA in 2024-2025 on I-Ready or Link It Assessments.	In ELA, Grades 3-8 all showed an INCREASE in School Performance from Form A-C. Overall Achievement From A to C increased by 18%. Attendance Concerns: Students are removed from instructional days due to lengthy vacations. Multiple illnesses due to seasonal concerns (allergies, flu, COVID, RSV, etc).
		K	12%	42%	67%	0%		
		1	6%	19%	27%	0%		
		2	5%	18%	23%	0%		
		3	9%	33%	36%	0%		
		4	12%	22%	44%	0%		
		5	23%	45%	59%	0%		
		6	22%	30%	39%	0%		
		7	16%	32%	35%	0%		
		8	14%	18%	23%	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*	<p>Please share results of analysis of % passing, including YTD analysis by grades and subgroups.</p> <ul style="list-style-type: none"> *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				53.6%	<p>Cycle 1, Grades 5-7 had the largest percentage of students meeting or exceeding proficiency in Math in 2024-2025 on I-Ready or Link It Assessments.</p> <p>Cycle 2, Grades 5, KDG, 3, and 7 had the largest percentage of students meeting or exceeding proficiency in Math in 2024-2025 on I-Ready or Link It Assessments.</p> <p>Cycle 3, Grades KDG, 5, and 4 had the largest percentage of students meeting or exceeding proficiency in Math in 2024-2025 on I-Ready or Link It Assessments.</p>	<p>In Math, Grades 3-8 all showed an INCREASE in School Performance from Form A-C.</p> <p>Overall Achievement From A to C increased by 23%.</p> <p>Attendance Concerns: Students are removed from instructional days due to lengthy vacations. Multiple illnesses due to seasonal concerns (allergies, flu, COVID, RSV, etc).</p>
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

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	669	Sept. 24: 669 students Oct. 24: 660 students Nov. 24: 659 students Dec. 24: 659 students Jan. 25: 670 students Feb. 25: 670 students March 25: 675 students April 25: 678 students May 25: 675 students June 25: 675 students As of 06/01/25: 675 total students enrolled	The average enrollment is around 675 students for the 24-25 school year and remained steady throughout the year. Enrollment has increased from the 2023-2024 school year from 645 students to 675 students (as of June 1, 2025). The 5 year average enrollment (20-21 to 24-25) is 650 students. Grades 2-6 all have increased enrollment from the 23-24 school year. Students with disabilities subgroup 638 total students enrolled enrollment dropped from 20.5% in the 22-23 school year to 18.2% in the 23-24 school year.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.22%	From Sept 24 - May 25 the average attendance rate is 94.15% due to illness, sick days, and vacation with families that occurred throughout the school year.	Interventions include Teachers & Staff making daily phone calls and emails home to parents & guardians and keeping log sheets of communications. Constant reminders of the importance of Attendance; posting Data from Attendance Matters on Schoology Pages, CLEVER, & SEE SAW for Parents/Guardians.
		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	Overall YTD Chronic Absenteeism	0.00%	As per the 23-24 NJ School Performance Report, our Chronic Absenteeism Rate was 20.7% which is a DECREASE from the year before of 24.0%	Interventions include Teachers & Staff making daily phone calls and emails home to parents & guardians and keeping log sheets of communications. Constant reminders of the importance of Attendance; posting Data from Attendance Matters on Schoology Pages, CLEVER & SEE SAW for Parents/Guardians. The attendance officer is contacted when students are absent for 2 consecutive days and a parent/guardian can not be contacted. They visit homes to make contact and do take families to court due to chronic absenteeism. Teachers incorporate activities and recognition awards/programs to
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%	Subgroups with the largest chronic absenteeism: Black/African American: 36.1% Students with Disabilities: 35.2%	
				Grades with the largest number of chronically absent students: Grade 1: 32% Grade 7: 25%	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>motivate students to attend school and students are recognized for perfect and improved attendance.</p> <p>Other factors that contributed to chronic absenteeism was parents/guardians keeping children home out of an abundance of caution/trips/vacations.</p>

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	93.88%	<p>As per the 23-24 NJ School Performance Report, our Chronic Absenteeism Rate was 20.7% which is a DECREASE from the year before of 24.0%</p> <p>We did not meet our target for chronic absenteeism in any if the subgroups.</p> <p>Subgroups with the largest chronic absenteeism: Black/African American: 36.1% Students with Disabilities: 35.2%</p> <p>Grades with the largest number of chronically absent students: Grade 1: 32% Grade 7: 25%</p>	<p>Interventions include Teachers & Staff making daily phone calls and emails home to parents & guardians and keeping log sheets of communications.</p> <p>Constant reminders of the importance of Attendance; posting Data from Attendance Matters on Schoology Pages, CLEVER & SEE SAW for Parents/Guardians.</p> <p>The attendance officer is contacted when students are absent for 2 consecutive days and a parent/guardian can not be contacted. They visit homes to make contact and do take families to court due to chronic absenteeism.</p> <p>Teachers incorporate activities and recognition awards/programs to</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>motivate students to attend school and students are recognized for perfect and improved attendance.</p> <p>Other factors that contributed to chronic absenteeism was parents/guardians keeping children home out of an abundance of caution/trips/vacations.</p>

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			Sept. 24 = 96.09% Oct. 24 = 95.91% Nov. 24 = 89.78% Dec. 24 = 88.10% Jan. 25 = 96.49% Feb. 25 = 96.05% March 25 = 92.16% April 25 = 95.33% May 25 = 94.70%	Staff reasons for absenteeism included illness, sick days, personal business days, and family sick days. In addition, staff used days to care for children or other family members.
		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			As per the 23-24 NJ School Performance Report: Out-of-School Suspensions: 2.0% (11 students) Any Suspension: 2.0% (11 students) Total # of School Days Missed due to out-of-School Suspensions; 78 days	Observations & Trends for Out of School Suspensions include: Vaping Marijuana Use Social Media Harassment Fighting Founded HIB Many of these suspensions included Grades 6-8 students.

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		According to the Middle of Year SEL Survey on Link It for 2024-2025, 367 students participated in grades 3-8 with a class average score of 78%. Topics Results: Relationship Skills: 77% Responsible Decision Making: 80% Self-Awareness: 77% Self-Management: 78% Social Awareness: 80%	Students require additional SEL Lessons and Counseling in Relationship Skills and Self-Awareness.

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

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	Charlotte Danielson Framework	N/A	All teachers are on target to receive a 2.65 or higher on the Danielson evaluation. Instructional trends include utilizing online platforms such as I-Ready, a universal screener and NJTSS. All grades also utilize WIN periods to address Tier 2 and Tier 3 students. Professional Development Needs include additional training in the areas of NJTSS and Gifted and Talented.
		# Teachers to Evaluate	79		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	10		
		null	Total		
		Cycle 1	46		
		Cycle 2	35		
		Cycle 3	30		
		Cycle 4	29		

< 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 HEH School Planning Team will share the results of the comprehensive needs assessment through the following methods:

1. Data Team members will review academic performance data—including NJSLA scores, LinkIt!, i-Ready Assessments, District Assessments, IXL, SAVAAS, and School Performance Reports—and present their findings to all staff during monthly faculty meetings and professional development days.
2. Teachers will use this data to engage in monthly Grade-Level and Content Area PLC discussions.
3. School administrators (Principal and Assistant Principal) will present the findings during PTA meetings.
4. Each trimester, the Principal and Assistant Principal will meet with the District Chief Academic Officer to review progress and discuss next steps.

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

School administrators (Principal and Assistant Principal) will meet with the PTA Executive Board to present the school's Comprehensive Needs Assessment. These meetings will include discussions on how the PTA can support and contribute to achieving the school's goals. For example, the PTA can help promote and sponsor social events that enhance students' Social-Emotional Learning (SEL), such as Trunk or Treat in the schoolyard, the Annual Community Tree-Lighting, Week of the Young Child activities, Family Fitness Night, Brain Show Family Night, and Field Day at the park.

Reflection and Growth Rubric

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
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Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A 4-Sustaining	<p>At Henry Harris, all teachers are well-versed in the New Jersey Student Learning Standards and Objectives for the curriculum areas they teach. These standards are consistently referenced when developing lesson plans in OnCourse, ensuring instruction is aligned and purposeful.</p> <p>To monitor student progress, teachers administer both formative and summative assessments throughout each marking period. Additionally, district assessments are conducted at the end of each marking period. Students also participate in I-Ready and LinkIt! assessments, which are administered during three designated testing windows each year.</p> <p>One of our key strengths is our collaborative work within Professional Learning Communities (PLCs). Grade-level PLCs meet weekly, while departmental PLCs convene monthly. These teams focus on a core set of guiding questions, and the insights gathered during these meetings are used to inform and refine our curriculum units of study.</p> <p>Furthermore, our school follows the district-aligned curriculum framework, ensuring consistency and coherence across grade levels. We regularly use student performance data to evaluate and adjust our instructional strategies and curriculum components, maintaining strong alignment with standards and ensuring high-quality teaching and learning.</p>	<p>Henry Harris would benefit from dedicating more time to regularly assessing students for both intervention and enrichment, using a multi-tiered system to track student progress in meeting the Student Learning Objectives (SLOs). This data can then be used to drive ongoing adjustments in instruction and unit design. Additionally, our school can benefit from increased collaboration, including sharing and modeling effective instructional strategies, activities, and resources. By analyzing formative and summative assessment data together, we can ensure these strategies contribute to improved student outcomes.</p>
	2	A 4-Sustaining		
	3	A 3-Developing		
	4	A 3-Developing		
	5	A 3-Developing		
	Average	3.40		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A	3-Developing	Teachers, Directors, and Curriculum Writing Teams administer annual diagnostic assessments, along with tri-annual diagnostics from I-Ready and Link It!. Additionally, our schools use teacher-created formative and summative assessments, annual diagnostic benchmark assessments, and diagnostic assessments from I-Ready, ST Math, and SAVAAS. The data collected from these assessments help teachers group students and design differentiated learning opportunities. Our school also implements a tiered approach to targeted interventions, which are regularly evaluated to measure their effectiveness.	Our focus should be on analyzing data from diagnostic assessments to better understand students' knowledge levels at various points throughout the year. This data will enable teachers to create individualized learning plans and targeted support systems for all students at Henry Harris. Additionally, there is a need for more frequent check-ins during the school year to monitor progress and implement interventions as needed.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	3-Developing	Teachers at each grade level are allocated at least one planning period per week to collaborate and discuss topics relevant to their students. In addition, monthly faculty meetings provide opportunities for vertical articulation across grade levels. These meetings also include dedicated time for Professional Learning Communities (PLCs) to share ideas and best practices. School leaders actively encourage teacher leadership by offering opportunities to serve on school committees, participate in PLCs, and present during faculty meetings.	A key area of focus is creating additional time for teacher collaboration and instructional planning. Currently, frequent pull-out services, specials, and various scheduling conflicts throughout the school day limit opportunities for teachers to collaborate. As a result, meaningful planning and collaboration often cannot take place during their designated preparation periods.
	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	<p>Our school motto, "Pride, Tradition, and Spirit," along with the district motto, "Kindness, Respect, and Responsibility," serve as the foundation for our entire school community. These values guide the expectations for both students and staff, whether learning takes place in person or virtually. The District Code of Conduct is made available to students, parents, and guardians on both the school and district websites. Teachers and administrators review this code with students, discussing behavioral expectations and related consequences. Additionally, each classroom works collaboratively to establish its own set of rules, aligned with the District Code of Conduct, to foster a safe and supportive learning environment for all students at Henry Harris.</p>	<p>Henry Harris will benefit from providing targeted support to new staff regarding Student Growth Objectives (SGOs) and the data collection process used to achieve them. While the district offers initial training, new teacher who are often overwhelmed would benefit from more in-depth, hands-on guidance. To enhance their understanding and confidence, we recommend implementing a structured support system that includes mentorship from experienced teachers, small-group workshops focused on SGO planning and data analysis, and opportunities for peer observation. Additionally, it is essential to carve out dedicated time for school leaders and mentors to provide meaningful, constructive feedback. This kind of ongoing, supportive environment will help novice teachers grow professionally and align their instructional practices with school and district goals.</p>
	2	A 3-Developing		
	3	A 3-Developing		
	4	A 4-Sustaining		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 4-Sustaining		
	9	A 3-Developing		
	10	A 4-Sustaining		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 3-Developing		
	14	A 3-Developing		
Average	3.29			

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 3-Developing	<p>All teachers and administrators at Henry Harris are evaluated using the Charlotte Danielson Framework for Teaching, which provides a comprehensive structure for assessing instructional practice and leadership effectiveness. Each educator establishes two Student Growth Objectives (SGOs) that incorporate multiple measures of student performance, ensuring that goals are both rigorous and data-driven. In addition, all staff members develop Professional Development Plans (PDPs) that align with district priorities, school-wide initiatives, and individual growth areas.</p> <p>These evaluations serve not only as accountability tools but also as valuable resources for professional development. The feedback gathered through classroom observations, SGO progress, and PDP reflections helps identify strengths and areas for improvement. Administrators use this information to tailor support for staff, such as differentiated professional development opportunities, instructional coaching, peer collaboration, and goal-specific mentoring. This continuous feedback loop fosters a culture of reflection, growth, and high expectations across the school community.</p>	<p>At Henry Harris, we will continue to uphold our school motto of "Pride, Tradition, and Spirit," along with our district values of "Kindness, Respect, and Responsibility" throughout the school year.</p> <p>A key area of focus will be providing dedicated time in the schedule for faculty and staff to engage in collaborative meetings, especially to address areas where there may be differing perspectives, and to work together toward shared solutions.</p> <p>We also recognize the importance of strengthening the home-school connection when it comes to supporting students' social and emotional well-being. This year, we will continue to educate and engage parents and guardians with lessons and resources that address social-emotional learning (SEL), so these lessons can be reinforced at home.</p> <p>Additionally, we remain committed to the schoolwide implementation of the Second Step SEL curriculum in all classrooms, ensuring consistency in how we support students' emotional growth.</p> <p>Another priority will be educating both students and families about the differences between conflict and bullying, helping everyone better understand and respond appropriately to each situation.</p>
	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

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	All students in ELA, specifically students with disabilities are in need to support their proficiency on NJSLA. Only 13.9% of students with disabilities Met or Exceeded Expectations on the Spring 2024 NJSLA compared to the state rate of 19.8%.	<ol style="list-style-type: none"> 1. For the 2023-2024 school year, our school had 18.4% of students with disabilities, specifically 79 students in Grades 3-8, which is higher than most schools in the district. 2. Poor Student Attendance Staff Leaves of Absences; weak inclusion teachers that left the district. 3. Due to substitute teacher shortage, many inclusion and resource room teachers were pulled to cover classrooms, therefore limiting services to 	All students, specifically Students with Disabilities.				



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
		<p>students they service.</p> <p>4. Students pulled from ELA classrooms for other services such as speech and therapies as well as band and choir.</p> <p>5. Parents/Guardians with limited abilities themselves or limited language; unable to provide support to students at home.</p>		<p>1 I-Ready Personalized Online Instruction</p>	<p>I-Ready is an online program that will help teachers determine student's needs, personalize their learning and monitor progress throughout the school year. I-Ready consists of two-parts: Diagnostic and Personalized Instruction. The Diagnostic is an adaptive assessment that adjusts its questions to suit every student's needs. Diagnostic Assessments are given 3 times throughout the year. Personalized Instruction provides students with lessons based on their individual skill level and needs, so</p>	<p>Moderate</p>	<p>https://www.evidenceforessa.org/program/i-ready-personalized-instruction-reading/</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>students can learn at a pace right for them. Students are required to complete a minimum of 2 My Path Lessons per week and spend a minimum of 30-29 minutes per week on their My Path. Teachers will monitor by running weekly reports and offering classroom incentives.</p>		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2	<p>Multi-Tiered System of Support (NJTSS)</p> <p>The New Jersey Tiered System of Supports (NJTSS) is a framework that promotes academic, behavioral, and social-emotional success for all students through high-quality instruction, data-driven decision-making, and multi-tiered interventions.</p> <p>As a Tier 1 intervention for informational text, NJTSS will be utilized by providing all students with strong, evidence-based instructional strategies within the general education classroom. This includes explicit</p>	Strong Promising	<p>https://ies.ed.gov/ncee/WWC/PracticeGuide/29 https://ies.ed.gov/ncee/WWC/PracticeGuide/3</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>instruction in key informational text skills such as identifying main ideas, using text features, analyzing structure, and citing textual evidence. Teachers will use ongoing formative assessments and universal screeners to monitor student progress and adjust instruction to meet the needs of the whole class.</p>		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				<p>3 The Wilson Reading System/Orton-Gillingham Multi-Sensory Program</p>	<p>The Wilson Reading System® is a structured, multisensory reading program designed for students in Grade 3 and above who struggle with foundational reading skills. Grounded in the Orton-Gillingham Approach, it emphasizes phonics while also addressing fluency, vocabulary, and comprehension. Teachers receive extensive professional development to ensure effective implementation.</p> <p>The Orton-Gillingham Approach is a direct, explicit, and</p>	<p>Promising</p>	<p>https://www.evidenceforessa.org/program/wilson-reading-system/ https://ies.ed.gov/ncee/WWC/InterventionReport/546</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>diagnostic method for teaching literacy, particularly effective for students with dyslexia. Rooted in over 80 years of proven practice and supported by scientific research, it is flexible for one-on-one, small group, or classroom use. While primarily focused on reading and writing, it can also support learners with math difficulties. Progress for the Wilson Reading System® and Orton-Gillingham Approach is monitored through assessments like the WADE, unit tests, fluency checks, and teacher observations. Both</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					approaches use data-driven instruction to adjust teaching based on student performance and mastery.		



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	All students in Math, specifically students with disabilities are in need to support their proficiency on NJSLA. Only 10.1% of students with disabilities Met or Exceeded Expectations on the Spring 2024 NJSLA compared to the state rate of 16.6%.	<p>1. For the 2023-2024 school year, our school had 18.4% of students with disabilities, specifically 79 students in Grades 3-8, which is higher than most schools in the district.</p> <p>2. Poor Student Attendance Staff Leaves of Absences; weak inclusion teachers that left the district.</p> <p>3. Due to substitute teacher shortage, many inclusion and resource room teachers were pulled to cover classrooms, therefore limiting services to</p>	All students, specifically Students with Disabilities.				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
		<p>students they service.</p> <p>4. Students pulled from Math classrooms for other services such as speech and therapies as well as band and choir.</p> <p>5. Parents/Guardians with limited abilities themselves or limited language; unable to provide support to students at home.</p> <p>6. Pacing of certain skills or topics such as fractions, geometry, measurement and data tend to be later in the year</p>		1 I-Ready Personalized Online Instruction	I-Ready is an online program that will help teachers determine student's needs, personalize their learning and monitor progress throughout the school year. I-Ready consists of two-parts: Diagnostic and Personalized Instruction. The Diagnostic is an adaptive assessment that adjusts its questions to suit every student's needs. Diagnostic Assessments are given 3 times throughout the year. Personalized Instruction provides students with lessons based on their individual skill level and needs, so	Moderate	https://www.evidenceforessa.org/program/i-ready-personalized-instruction-math/



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
		during or after NJSLA is administered.			students can learn at a pace right for them. Students are required to complete a minimum of 2 My Path Lessons per week and spend a minimum of 30-29 minutes per week on their My Path. Teachers will monitor by running weekly reports and offering classroom incentives.		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS	
				2	ST Math Online Instruction- Spatial Temporal Math	ST Math is a Pre-K-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. Students build deep conceptual understanding, and schools and parents see proven, repeatable results. Students will be required to spend at least 60 minutes per week. Teachers will monitor progress by running weekly reports and offering classroom incentives.	Strong	https://www.evidenceforessa.org/program/st-math-spatial-temporal-math/



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	<p>Multi-Tiered System of Support (NJTSS)</p> <p>The New Jersey Tiered System of Supports (NJTSS) is a framework designed to support the academic, behavioral, and social-emotional development of all students through high-quality instruction and a multi-tiered approach to interventions.</p> <p>As a Tier 1 intervention for Numbers and Operations, NJTSS will be implemented through evidence-based core instruction provided to all students in the general education classroom. Teachers will utilize a variety of</p>	Strong Promising	<p>https://ies.ed.gov/ncee/WWC/PracticeGuide/29 https://ies.ed.gov/ncee/WWC/PracticeGuide/3</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>instructional tools and strategies to build number sense and operational fluency, including math talks, manipulatives (such as base-ten blocks and number lines), visual models (like ten frames and part-part-whole diagrams), and real-world problem-solving activities. Technology-based platforms such as Zearn, and Khan Academy will be used to reinforce skills and provide interactive practice. Instruction will be aligned with state standards and paced to ensure mastery of foundational concepts. Frequent formative</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					assessments, such as exit tickets and quick checks, will inform instruction and help identify students who may require additional support beyond Tier 1.		



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	All grades (schoolwide 20.7% 125 students), specifically students in Grade 1 and Grade 7, as well as our Students with Disabilities were chronically absent in the 2023-2024 school year. Percentage of students in Grade 1 chronically absent are 32%, and students in Grade 7, 25%. Students with Disabilities chronically absent are 35.2% (38 students). compared to the State Average of 13.8%.	<p>1. Many of our Students with Disabilities are bussed to Henry Harris due to this not being their home school. Often these students miss the bus due to various reasons such as: oversleeping, not being outside when the bus arrives, multiple siblings that attend multiple schools, etc. Because of these reasons, students do not attend school on these days.</p> <p>2. Many parents are being overly cautious when their children say they don't feel well and are</p>	All students, specifically Students with Disabilities.				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
		<p>keeping them home out of an abundance of caution.</p> <p>3. Many students are traveling for an extended period of time on vacation and out of the country.</p> <p>4. Parents/Guardians need additional guidance and education on the importance of attending school on a consistent basis.</p>		<p>1 Form and activate an Attendance Committee responsible for reviewing and analyzing monthly attendance data from Genesis to identify patterns and trends. Conduct monthly meetings involving the Attendance Officer, parents/guardians, and students identified as chronically absent.</p>	<p>Set Up an Attendance Committee made up of administrators, guidance counselors, teachers, and the Attendance Officer. This team will use reports from the Genesis system, which tracks student attendance in real time—by the minute, class period, and day. The system updates attendance records right away, sends automatic letters to parents based on set rules, and helps create required state and federal reports.</p> <p>Since Realtime/Genesis connects with other</p>	<p>Moderate</p>	<p>https://www.attendanceworks.org/</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>parts of the school system, staff members—like nurses, discipline teams, teachers, and administrators—can easily monitor attendance, spot patterns, and catch problems early. It also lets the school print helpful reports like daily attendance lists, absence summaries, and check-in/check-out logs.</p> <p>The Attendance Committee will look at this data every month to find students who are often absent. They will then meet monthly with the Attendance Officer, the student, and</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>their parent or guardian to address the issue and plan next steps.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2 Parent/Guardian Attendance Education and Engagement: The school and Attendance Committee will raise awareness about the importance of regular school attendance and educate parents/guardians on attendance policies and procedures.	To address chronic absenteeism, the school will implement a comprehensive communication plan focused on education, engagement, and collaboration. The Attendance Committee, supported by the Attendance Works framework, will lead efforts to identify attendance trends, provide staff training, and coordinate outreach using the Teaching Attendance Curriculum. The plan emphasizes the importance of consistent school attendance, especially for students impacted by educational	Moderate	https://www.attendanceworks.org/



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>inequities, and promotes a positive, problem-solving approach. Parents and guardians will be engaged through regular newsletters, infographics, and automated messages sent via the Realtime/Genesis system. Informational materials will also be shared on social media and the school website. In-person sessions will be offered during PTA meetings, Back-to-School Night, and Parent-Teacher Conferences to provide support and reinforce attendance policies. Communication</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>efforts will be ongoing and evaluated regularly to ensure effectiveness, with adjustments made based on attendance data and feedback from families and staff.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3 Recognition and Incentives: Celebrate and reward students for strong attendance and related achievements.	HEH will integrate student attendance into its accountability system through a variety of recognition and incentive initiatives. To celebrate perfect attendance, Attendance Assemblies will be held at the end of each trimester, where students will be acknowledged with certificates or other small rewards. Additionally, monthly classroom incentives such as extra gym periods or extended recess will be awarded to classes that achieve perfect attendance. Attendance will be closely monitored using the Genesis	Moderate	https://www.attendanceworks.org/



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>system, and students who maintain perfect attendance for consecutive months will earn further rewards, such as gift cards. These efforts will create a positive reinforcement system that encourages students to prioritize regular attendance while fostering a sense of achievement and community.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	Schoolwide, students' Relationship Skills, "I share what I am feeling with others", has continued to decline from 62% to 58% on the School Climate Survey from Fall of 2024 (BOY) to the Spring of 2025 (MOY).	<ol style="list-style-type: none"> 1. Parents/Guardians do not fully understand the difference between conflict and bullying, therefore passing their ideas onto their children and creating many unnecessary HIB investigations. 2. Students come from stressful home environments and /or have experienced trauma. 3. Students have never been taught how to deal with their emotions or tools/strategies they can implement to use 	All students.				



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
		in school and daily life.		1 Second Step: Social and Emotional Learning Program	<p>Second Step is a groundbreaking, web-based social-emotional learning curriculum designed to meet the needs of today's students and educators. Backed by the latest research in adolescent brain development and social psychology, this program goes beyond improving academic performance—it helps students thrive in life.</p> <p>The curriculum includes units on the following topics: Mindsets & Goals, Recognizing Bullying & Harassment, Thoughts, Emotions & Decisions, and</p>	Strong Promising	https://www.evidenceforessa.org/program/second-step-social-emotional-learning/



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
					Managing Relationships & Social Conflict.		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS	
				2	Student Assistance Coordinator (SAC Counselor)	A Student Assistance Counselor (SAC) plays a vital role in promoting Social and Emotional Learning (SEL) within a school. As both a Tier 1 and Tier 2 intervention, the SAC supports schoolwide SEL by delivering lessons and programs focused on skills such as self-awareness, emotional regulation, empathy, and responsible decision-making. They may lead classroom presentations or small group sessions on topics like peer relationships, conflict resolution,	Promising	https://ies.ed.gov/ncee/WWC/PracticeGuide/4



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>stress management, and substance abuse prevention. The SAC also provides early intervention through one-on-one or group counseling for students showing signs of social-emotional or behavioral concerns. By collaborating with teachers and administrators, the SAC helps create a safe and supportive school climate. Additionally, they use data from behavior referrals, student check-ins, and climate surveys to guide SEL strategies and ensure students are emotionally equipped to succeed both</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					academically and socially.		



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 Administration of School Climate Survey.	As a Tier 1 intervention for Social and Emotional Learning (SEL), NJTSS includes universal, evidence-based practices designed to promote a safe, inclusive, and supportive learning environment for all students. One such practice is the implementation of the School Climate Survey, which serves as an evidence-based tool to assess students' and staff's perceptions of the school environment. This survey provides critical data on factors such as student-teacher relationships, emotional safety,	Moderate	https://cdn.prod.website-files.com/5d3725188825e071f1670246/66562005211bbc5336341461_School%20Climate%20and%20PBIS%20Fidelity.pdf https://assets-global.website-files.com/5d3725188825e071f1670246/61f86568e8da1812187a828d_How%20are%20Schools%20Using%20the%20Parent%20and%20Personnel%20School%20Climate%20Surveys.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
					<p>peer interactions, and connectedness to school.</p> <p>The results of the School Climate Survey guide data-informed decision-making and help identify trends, strengths, and areas of need. This allows schools to proactively address concerns, implement schoolwide SEL strategies, and improve practices that foster positive relationships and emotional well-being. Combined with direct SEL instruction, positive behavior supports, and a focus on community building, the survey helps establish a</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					foundation for continuous improvement in school climate and culture.		

SMART Goal 1

By June 1, 2026 at least 50% of all students; specifically our Students with Disabilities in Grades KDG-8, will have increased their ELA I-Ready Score at least 10-30 points from their Diagnostic Window to Window #3.

Area of Focus Effective Instruction

Content Area English Language Arts

Priority Performance All students in ELA, specifically students with disabilities are in need to support their proficiency on NJSLA. Only 13.9% of students with disabilities Met or Exceeded Expectations on the Spring 2024 NJSLA compared to the state rate of 19.8%.

Target Population: All students, specifically Students with Disabilities.

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>All students in Grades KDG-8 will have completed the ELA I-Ready Diagnostic and all students will have an individualized My Path/program of online lessons.</p> <p>All students in the Wilson Reading/Orton Gillingham Multi-Sensory Program will have completed the Beginning of the Year Diagnostic.</p> <p>All students in Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>Identify domain need for Tier 1 Plan based upon I-Ready Diagnostic.</p> <p>Identify students for Tier 2 and Tier 3 Interventions based upon I-Ready Diagnostic and enter plans into Intervention Manager.</p>	<p>ELA I-Ready Grade Level Diagnostic Levels Reports from teachers/administration</p> <p>Beginning of the Year Wilson Reading/Orton Gillingham Diagnostic (DRA #3, Words Their Way, & Sight Words) Reports</p> <p>Monthly Fluency Assessment Reports for students in the Orton Gillingham Multi-Sensory Program (Acadience K-6 & Dibels 7-8)</p> <p>ELA I-Ready Diagnostic Domain Reports by Grade Level from administration</p> <p>ELA Link It! Diagnostic Tier 2 & Tier 3 Reports</p>
Feb 15	<p>All students in Grades KDG-8 will spend at least 30-49 minutes a week and complete 2 lessons on their ELA I-Ready individualized My Path.</p> <p>All students in Wilson Reading Program/Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>All students in Grades KDG-8 will have completed ELA I-Ready Window #2.</p> <p>Based upon domain need of Tier 1 Plan on the Diagnostic, at least 50% of students will show an increase of 5-10 points in that domain.</p> <p>At least 50% of students in Tier 2 and Tier 3 will show an increase in at least half of their trials.</p> <p>Identify domain need for Tier 1 Plan based upon Window #2.</p> <p>Identify students for Tier 2 and Tier 3 Interventions based upon Window #2 and enter plans into Intervention Manager.</p>	<p>ELA I-Ready Window #2 Levels Reports from teachers/administration</p> <p>Monthly Fluency Assessment Reports for students in the Orton Gillingham Multi-Sensory Program (Acadience K-6 & Dibels 7-8)</p> <p>ELA I-Ready Window #2 Domain Reports by Grade Level from administration</p> <p>ELA Link It! Window #2 Tier 2 & Tier 3 Reports from Window #2</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	<p>All students in Grades KDG-8 will spend at least 30-49 minutes a week and complete 2 lessons on their ELA I-Ready individualized My Path.</p> <p>All students in Wilson Reading/Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>All students in the Orton Gillingham Multi-Sensory Program will have completed the Middle of the Year Diagnostic.</p> <p>All students in Grades KDG-8 will have completed/or be in the process of completing ELA I-Ready Window #3.</p> <p>Based upon domain need of Tier 1 Plan on Window #2, at least 50% of students will show an increase of 5-10 points in that domain.</p> <p>At least 50% of students in Tier 2 and Tier 3 will show an increase in at least half of their trials.</p>	<p>ELA I-Ready Window #3 Levels Reports from teachers/administration</p> <p>Middle of the Year Wilson Reading/Orton Gillingham Diagnostic (DRA #3, Words Their Way, & Sight Words) Reports</p> <p>Monthly Fluency Assessment Reports for students in the Wilson Reading/Orton Gillingham Multi-Sensory Program (Acadience K-6 & Dibels 7-8)</p> <p>ELA I-Ready Window #3 Domain Reports by Grade Level from administration</p> <p>ELA Link It! Window #3 Tier 2 & Tier 3 Reports from Window #3</p>
Jul 1	<p>By June 1, 2026 at least 50% of all students; specifically our Students with Disabilities in Grades KDG-8, will have increased their ELA I-Ready Score at least 10-30 points from their Diagnostic Window to Window #3.</p>	<p>ELA I-Ready Growth Reports from teachers/administration (Growth from Diagnostic to Window #3)</p>

Strategy 1 - I-Ready Personalized Online Instruction

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	All students in Grades KDG through Grade 8 will have completed the I-Ready Diagnostic.	9/9/25	11/14/25	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
2	1	All students in Grades KDG through Grade 8 will have completed the I-Ready Window #2.	1/6/26	2/17/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
3	1	All students in Grades KDG through grade 8 will have completed the I-Ready Window #3.	4/1/26	5/29/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
4	1	At least 90% of students in Grades KDG through Grade 8 will have completed at least 30-49 minutes per week and at least 2 My Path lessons per week.	9/9/25	5/29/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	I-Ready Online Student Reading/ELA Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local

Strategy 2 - Multi-Tiered System of Support (NJTSS)

Action Steps

SMART Goal 1 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Identify domain need for Tier 1 Plan based upon I-Ready Diagnostic.	9/9/25	11/14/25	Data Team, NJTSS Team, Administrators
2	2	Identify students for Tier 2 and Tier 3 Interventions based upon I-Ready Diagnostic and enter plans into Intervention Manager.	9/9/25	11/14/25	Data Team, NJTSS Team, Administrators.
3	2	All students in Grades KDG-8 will have completed ELA I-Ready Window #2.	11/18/25	2/17/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
4	2	Identify domain need for Tier 1 Plan based upon Window #2.	11/18/25	2/17/26	Date Team, NJTSS Team, Administrators.
5	2	Identify students for Tier 2 and Tier 3 Interventions based upon Window #2 and enter plans into Intervention Manager.	11/18/25	2/18/26	Data Team, NJTSS Team, Administrators.
6	2	All students in Grades KDG-8 will have completed/or be in the process of completing ELA I-Ready Window #3.	2/18/26	5/8/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

Budget Items

SMART Goal 1 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Supplies and Materials for identified Tier 1 interventions	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

Strategy 3 - The Wilson Reading System/Orton-Gillingham Multi-Sensory Program

Action Steps

SMART Goal 1 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	All students in the Wilson Reading/Orton Gillingham Multi-Sensory Program will have completed the Beginning of the Year Diagnostic (DRA #3, Reading Level, Words Their Way, Spelling Assessment, and Sight Words; High Frequency Words Assessment).	9/9/25	11/14/25	Multi-Sensory Reading Teachers, Administrators.
2	3	All students in the Wilson Reading/Orton Gillingham Multi-Sensory Program will have completed the Middle of the Year Diagnostic (DRA #3, Reading Level, Words Their Way, Spelling Assessment, and Sight Words; High Frequency Words Assessment).	1/6/26	2/17/26	Multi-Sensory Reading Teachers, Administration
3	3	All students in the Wilson Reading/Orton Gillingham Multi-Sensory Program will have completed the End of the Year Diagnostic (DRA #3, Reading Level, Words Their Way, Spelling Assessment, and Sight Words; High Frequency Words Assessment); will receive completion certificates.	5/1/26	6/5/26	Multi-Sensory Reading Teachers, Administration
4	3	Multi-Sensory Reading Teachers assigned to Henry Harris for the 2025-2026 school year.	9/3/25	6/23/26	Multi-Sensory Reading Teachers

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Multi-Sensory Reading Teacher Salary (2 Teachers)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$120,000	State/Local
1	Manipulatives for Beginning of Year Diagnostic.	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Manipulatives for Middle of Year Diagnostic	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local
3	Manipulatives for End of Year Diagnostic.	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local
3	Student Completion Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

SMART Goal 2

By June 1, 2026 at least 50% of all students; specifically our Students with Disabilities in Grades KDG-8, will have increased their ELA I-Ready Score at least 10-30 points from their Diagnostic Window to Window #3.

Area of Focus Effective Instruction

Content Area Mathematics

Priority Performance All students in Math, specifically students with disabilities are in need to support their proficiency on NJSLA. Only 10.1% of students with disabilities Met or Exceeded Expectations on the Spring 2024 NJSLA compared to the state rate of 16.6%.

Target Population: All students, specifically Students with Disabilities.

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>All students in Grades KDG-8 will have completed the Math I-Ready Diagnostic and all students will have an individualized My Path/program of online lessons..</p> <p>At least 90%of students in Grades KDG-8 will complete 30 minutes of their ST Math Journey on a weekly basis.</p> <p>Identify need for Tier 1 Plan based upon I-Ready Diagnostic.</p> <p>Identify students for Tier 2 and Tier 3 Interventions based upon I-Ready Diagnostic and enter plans into Intervention Manager.</p>	<p>Math I-Ready Grade Level Diagnostic Levels Reports from teachers/administration</p> <p>ST Math Weekly Productivity Reports from administration</p> <p>Math I-Ready Diagnostic Domain Reports by Grade Level from administration</p> <p>Math Link It! Tier 2 & Tier 3 Reports</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>All students in Grades KDG-8 will spend at least 30-49 minutes a week and complete 2 lessons on their Math I-Ready individualized My Path.</p> <p>At least 90% of students in Grades KDG-8 will complete 45 minutes of their ST Math Journey on a weekly basis.</p> <p>All students in Grades KDG-8 will have completed Math I-Ready Window #2.</p> <p>Based upon domain need of Tier 1 Plan on the Diagnostic, at least 50% of students will show an increase of 5-10 points in that domain.</p> <p>At least 50% of students in Tier 2 and Tier 3 will show an increase in at least half of their trials.</p> <p>Identify need for Tier 1 Plan based upon Window #2.</p> <p>Identify students for Tier 2 and Tier 3 Interventions based upon Window #2 and enter plans into Intervention Manager.</p>	<p>Math I-Ready Window #2 Levels Reports from teachers/administration</p> <p>ST Math Weekly Productivity Reports from administration</p> <p>Math I-Ready Window #2 Domain Reports by Grade Level from administration</p> <p>Math Link It! Window #2 Tier 2 & Tier 3 Reports</p>
Apr 15:	<p>All students in Grades KDG-8 will spend at least 30-49 minutes a week and complete 2 lessons on their Math I-Ready individualized My Path.</p> <p>At least 90% of students in Grades KDG-8 will complete 60 minutes of their ST Math Journey on a weekly basis.</p> <p>All students in Grades KDG-8 will have completed or be in the process of completing the Math I-Ready Window #3.</p> <p>Based upon domain need of Tier 1 Plan on Window #2, at least 50% of students will show an increase of 5-10 points in that domain.</p> <p>At least 50% of students in Tier 2 and Tier 3 will show an increase in at least half of their trials.</p>	<p>Math I-Ready Window #3 Levels Reports from teachers/administration</p> <p>ST Math Weekly Productivity Reports from administration</p> <p>Math I-Ready Window #3 Domain Reports by Grade Level from administration</p> <p>Math Link It! Window #3 Tier 2 & Tier 3 Reports from Window #3</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 1, 2026 at least 50% of all students; specifically our Students with Disabilities in Grades KDG-8, will have increased their ELA I-Ready Score at least 10-30 points from their Diagnostic Window to Window #3.	Math I-Ready Growth Reports from teachers/administration (Growth from Diagnostic to Window #3)

Strategy 1 - I-Ready Personalized Online Instruction

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	All students in Grades KDG through Grade 8 will have completed the I-Ready Diagnostic.	9/9/25	11/14/25	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
2	1	All students in Grades KDG through Grade 8 will have completed the I-Ready Window #2.	1/6/26	2/17/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	1	All students in Grades KDG through Grade 8 will have completed the I-Ready Window #3.	4/1/26	5/29/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
4	1	At least 90% of students in Grades KDG through Grade 8 will have completed at least 30-49 minutes per week and at least 2 My Path lessons per week.	9/9/25	5/29/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	I-Ready Online Student Math Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local

Strategy 2 - ST Math Online Instruction- Spatial Temporal Math

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	At least 90% of students will work for at least 30 minutes per week on their ST MATH Journey.	9/9/25	11/14/25	Math Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
2	2	At least 90% of students will work for at least 45 minutes per week on their ST MATH Journey.	11/18/25	2/17/26	Math Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
3	2	At least 90% of students will work for at least 60 minutes per week on their ST MATH Journey.	2/18/26	5/29/26	Math Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
4	2	Students who complete their ST MATH Journey will be celebrated with their names read to the entire school during morning announcements; completion certificates will be issued along with their picture posted on social media.	9/9/25	5/29/26	Math Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ST MATH ONLINE Student Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local
4	ST MATH Journey Student Completion Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

Strategy 3 - Multi-Tiered System of Support (NJTSS)

Action Steps

SMART Goal 2 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Identify domain need for Tier 1 Plan based upon I-Ready Diagnostic.	9/9/25	11/14/25	Data Team, NJTSS Team, Administrators.
2	3	Identify students for Tier 2 and Tier 3 Interventions based upon I-Ready Diagnostic and enter plans into Intervention Manager.	9/9/25	11/14/25	Data Team, NJTSS Team, Administrators.

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	3	All students in Grades KDG-8 will have completed Math I-Ready Window #2.	11/18/25	2/17/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
4	3	Identify domain need for Tier 1 Plan based upon Window #2.	11/18/25	2/17/26	Data Team, NJTSS, Team, Administrators.
5	3	Identify students for Tier 2 and Tier 3 Interventions based upon Window #2 and enter plans into Intervention Manager.	11/18/25	2/17/26	Data Team, NJTSS Team, Administrators.
6	3	All students in Grades KDG-8 will have completed Math I-Ready Window #3.	2/18/26	5/8/26	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

Budget Items

SMART Goal 2 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Supplies and Materials for identified Tier 1 interventions	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

SMART Goal 3

By June 1, 2026, decrease the number of Students with Disabilities schoolwide and students in Grades 2 and 8 who are chronically absent by at least 5%.

Area of Focus Climate & Culture - Attendance/Behavior

Content Area Climate & Culture: Attendance

Priority Performance All grades (schoolwide 20.7% 125 students), specifically students in Grade 1 and Grade 7, as well as our Students with Disabilities were chronically absent in the 2023-2024 school year. Percentage of students in Grade 1 chronically absent are 32%, and students in Grade 7, 25%. Students with Disabilities chronically absent are 35.2% (38 students). compared to the State Average of 13.8%.

Target Population: All students, specifically Students with Disabilities.

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>Establish an Attendance Committee consisting of numerous stakeholders within the school community.</p> <p>Send home Back to School: Attendance Works- Importance of Attendance Letters to Parents & Guardians.</p> <p>Code of Conduct Assembly highlighting Attendance Policy.</p> <p>Show Attendance Works: "Bringing Attendance Home"-Parent Video at Back to School Night Email and post to Schoology and social media accounts Parent/Guardian Infographics and Resources on Attendance.</p> <p>Attendance Committee will Identify students in the Students with Disabilities Subgroup who have excessive absences on a monthly basis.</p> <p>Attendance Committee will reach out to parents/guardians of students identified with excessive absences on a monthly basis.</p> <p>Have Attendance Officer visit homes of students who are frequently truant or absent.</p> <p>Recognize students who have achieved Perfect Attendance on a monthly basis.</p> <p>Implement Homeroom Incentives on a monthly basis for Perfect Attendance.</p>	<p>Attendance Committee monthly agendas.</p> <p>Attendance Committee monthly reports of identified students.</p> <p>Attendance Committee monthly Parent/Guardian Contact Log Sheets</p> <p>Returned Code of Conduct Policy signed.</p> <p>Logs of Homerooms who achieved monthly Perfect Attendance incentives (extra gym period, ice-cream, etc.).</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>Attendance Committee will continue to identify students in the Students with Disabilities Subgroup who have excessive absences on a monthly basis.</p> <p>Attendance Committee will continue reach out to parents/guardians of students identified with excessive absences on a monthly basis.</p> <p>Have Attendance Officer visit homes of students who are frequently truant or absent.</p> <p>Continue to email and post to Schoology and social media accounts Parent/Guardian Infographics and Resources on Attendance.</p> <p>Recognize students who have achieved Perfect Attendance on a monthly basis.</p> <p>Implement Homeroom Incentives on a monthly basis for Perfect Attendance.</p>	<p>Attendance Committee monthly agendas.</p> <p>Attendance Committee monthly reports of identified students.</p> <p>Attendance Committee monthly Parent/Guardian Contact Log Sheets</p> <p>Logs of Homerooms who achieved monthly Perfect Attendance incentives (extra gym period, ice-cream, etc.).</p> <p>Perfect Attendance Recognition for Trimester 1 at Awards Assembly.</p>
Apr 15:	<p>Attendance Committee will continue to identify students in the Students with Disabilities Subgroup who have excessive absences on a monthly basis.</p> <p>Attendance Committee will continue reach out to parents/guardians of students identified with excessive absences on a monthly basis.</p> <p>Have Attendance Officer visit homes of students who are frequently truant or absent.</p> <p>Continue to email and post to Schoology and social media accounts Parent/Guardian Infographics and Resources on Attendance.</p> <p>Recognize students who have achieved Perfect Attendance on a monthly basis.</p> <p>Implement Homeroom Incentives on a monthly basis for Perfect Attendance.</p>	<p>Attendance Committee monthly agendas.</p> <p>Attendance Committee monthly reports of identified students.</p> <p>Attendance Committee monthly Parent/Guardian Contact Log Sheets</p> <p>Logs of Homerooms who achieved monthly Perfect Attendance incentives (extra gym period, ice-cream, etc.).</p> <p>Perfect Attendance Recognition for Trimester 2 at Awards Assembly.</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 1, 2026, decrease the number of Students with Disabilities schoolwide and students in Grades 2 and 8 who are chronically absent by at least 5%.	Genesis Attendance Reports. Attendance Committee yearly Parent/Guardian Contact Log Sheets. Yearly Homeroom Logs who achieved monthly Perfect Attendance Incentives.

Strategy 1 - Form and activate an Attendance Committee responsible for reviewing and analyzing monthly attendance data from Genesis to identify patterns and trends. Conduct monthly meetings involving the Attendance Officer, parents/guardians, and students identified as chronically absent.

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	Establish an Attendance Committee of various stakeholders within the school community.	9/3/25	10/14/25	Administrators
2	1	Attendance Committee will send home letters to Parents/Guardians of students who have excessive absences/chronic absenteeism.	10/1/25	6/1/26	Attendance Committee, Administrators
3	1	Attendance Committee will identify students who have excessive absences (attention to Grades 2 & 8) on a monthly basis.	10/1/25	6/1/26	Teachers, Attendance Committee, Administrators.

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
4	1	Attendance Officer will visit the homes of students who are frequently truant or absent.	10/1/25	6/1/26	Attendance Officer, Attendance Committee, Administrators.
5	1	Attendance Committee will meet on a monthly basis to analyze Genesis Attendance Reports for chronic absenteeism.	10/1/25	6/1/26	Attendance Committee, Administrators.
6	1	Attendance Committee will conduct monthly "Attendance Meetings" with Parents and Guardians of students who demonstrate trends of chronic absenteeism.	10/1/25	6/1/26	Attendance Committee, Administrators.

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Supplies for Attendance Letters	INSTRUCTION - Supplies & Materials / 100-600	\$200	State/Local

Strategy 2 - Parent/Guardian Attendance Education and Engagement:

The school and Attendance Committee will raise awareness about the importance of regular school attendance and educate parents/guardians on attendance policies and procedures.

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	Send home "Back to School Attendance" Letter.	9/3/25	9/30/25	Administrators.
2	2	Students will attend a "Code of Conduct Assembly" highlighting the Attendance Policy/Truancies & will return the Code of Conduct Policy Form signed.	9/3/25	9/30/25	Classroom Teachers/Administ rators.
3	2	The "Bringing Attendance Home" Parent Video from Attendance Works will be shown to Parents/Guardians at Back to School Night	9/9/25	9/30/25	Classroom Teachers/Administ rators.
4	2	Email blasts to Parents/Guardians, postings to Google Classrooms and social media accounts of the Attendance Works Infographics & Resources on the importance of attendance in school	9/3/25	6/1/26	Attendance Committee, Classroom Teachers, Administrators.

Budget Items

SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Supplies for "Back to School" Attendance Letter	INSTRUCTION - Supplies & Materials / 100-600	\$200	State/Local

Strategy 3 - Recognition and Incentives:

Celebrate and reward students for strong attendance and related achievements.

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Students who have demonstrated Perfect Attendance will be recognized on a monthly basis with certificates.	9/3/25	6/1/26	Attendance Committee, Classroom Teachers, Administrators.
2	3	Students who have achieved "Perfect Attendance" for each trimester will be celebrated and recognized at an Awards Assembly.	9/9/25	6/1/26	Attendance Committee, Classroom Teachers, Administrators.
3	3	Monthly incentives will be established for homerooms who achieve monthly Perfect Attendance; extra gym period, no homework pass, ice-cream, etc.	9/3/25	6/1/26	Attendance Committee, Classroom Teachers, Administrators.

Budget Items

SMART Goal 3 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Supplies for Perfect Attendance Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$200	State/Local
3	Reward Supplies for Homeroom Monthly Perfect Attendance (pencils, ice-cream, cups, etc.)	INSTRUCTION - Supplies & Materials / 100-600	\$750	State/Local

SMART Goal 4

By June 1, 2026, increase between 2% and 5% in the area of Relationship Skills: "I share what I'm feeling with others" on the School Climate Link It survey for students.

Area of Focus Social and Emotional Learning

Content Area Social Emotional Learning

Priority Performance Schoolwide, students' Relationship Skills, "I share what I am feeling with others", has continued to decline from 62% to 58% on the School Climate Survey from Fall of 2024 (BOY) to the Spring of 2025 (MOY).

Target Population: All students.

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>New teachers will have completed the online training for Second Step SEL Elementary & Middle School Program.</p> <p>Develop a schedule for weekly Second Step SEL Lessons.</p> <p>Weekly implementation of Second Step SEL lessons; focusing on Relationship Skills: "I share what I'm feeling with others".</p> <p>Educate Parents/Guardians on the difference between Conflict vs. Bullying at "Back to School" Night.</p> <p>Students will have taken the BOY 2024 School Climate & Culture Survey on Link It!.</p>	<p>Completion Certificates of Second Step SEL training</p> <p>Yearly Schedule of SEL lessons</p> <p>Weekly SEL lessons documented in Oncourse Lesson Plans</p> <p>Back to School Night Agenda (Conflict vs. Bullying)</p> <p>Educational pamphlet on Conflict vs. Bullying</p> <p>BOY 2024 School Climate & Culture Survey on Link It!.</p>
Feb 15	<p>Students identified from the Link It! Survey will be receiving additional mental health counseling in either individual or small groups from the SAC counselor.</p> <p>Continuation of implemented Second Step SEL lessons on a weekly basis; focusing on Relationship Skills: "I share what I'm feeling with others".</p>	<p>SAC counselor logs of meetings with identified students.</p> <p>SEL lesson plans documented in Oncourse.</p> <p>Counselor Action Plans based upon School Climate & Culture Survey on Link It!.</p>
Apr 15:	<p>Students in Grades 3-8 will have taken the MOY 2025 School Climate & Culture Survey on Link It!.</p> <p>Students identified from the Link It! Survey will be receiving additional mental health counseling in either individual or small groups from the SAC counselor.</p> <p>Continuation of implemented Second Step SEL lessons on a weekly basis; focusing on Relationship Skills: "I share what I'm feeling with others".</p>	<p>MOY 2025 School Climate & Culture Survey on Link It!.</p> <p>SAC counselor logs of meetings with identified students.</p> <p>SEL lesson plans documented in Oncourse.</p> <p>Counselor Action Plans based upon School Climate & Culture Survey on Link It!.</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 1, 2026, increase between 2% and 5% in the area of Relationship Skills: "I share what I'm feeling with others" on the School Climate Link It survey for students.	School Culture & Climate Survey Reports from Link it! (Growth in the area of Relationship Skills "I share what I'm feeling with others" from BOY 2024 to MOY 2025 survey).

Strategy 1 - Second Step: Social and Emotional Learning Program

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	Develop and implement a schedule for weekly Second Step SEL Lessons.	9/9/25	9/30/25	SAC, Administrators
2	1	New teachers will complete the Second Step SEL Online Training.	9/9/25	9/30/25	New Teachers, Administrators
3	1	Weekly implementation of Second Step SEL Lessons with focus on Relationship Skills.	9/30/25	5/29/26	Teachers, SAC, Counselors, Administrators
4	1	Educate Parents/Guardians on the difference between Conflict vs. Bullying at "Back to School" Night.	9/9/25	9/30/25	Teachers, SAC, Counselors, Administrators

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Second Step: Social Emotional Learning Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,000	Other Federal

Strategy 2 - Student Assistance Coordinator (SAC Counselor)

Action Steps

SMART Goal 4 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	SAC Counselor will be assigned to Henry Harris School for the 2025-2026 school year.	9/3/25	6/23/26	SAC Counselor
2	2	SAC Counselor will provide small group and individualized counseling on an "as needed" basis based upon the School Climate Survey Results on Link It! and Teacher Recommendations.	9/9/25	6/23/26	SAC Counselor

Budget Items

SMART Goal 4 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SAC Counselor	INSTRUCTION - Personnel Services - Salaries / 100-100	\$60,000	State/Local

Strategy 3 - Administration of School Climate Survey.

Action Steps

SMART Goal 4 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Administration of Fall 2025 School Climate Survey on Link It! to students in Grades 3-8.	9/9/25	11/14/25	Teachers, SAC Administrators
2	3	Administration of Fall 2025 School Climate Survey on Link It! to students in Grades 3-8.	11/18/25	2/13/26	Teachers, SAC, Administrators
3	3	Administration of Fall 2025 School Climate Survey on Link It! to students in Grades 3-8.	2/17/26	4/15/26	Teachers, SAC, Administrators

Budget Items

SMART Goal 4 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	School Climate Survey: Link It! Program/Software	FACILITIES - Instructional Equipment / 400-731	\$4,000	State/Local

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	\$352,000.00	Federal Title I (School
Non-Instructional Supplies	9/1/25	6/30/26	Buidling	INSTRUCTION - Supplies & Materials / 100-600	\$10,000.00	Federal Title I (School
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	\$180,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$180,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$15,000	\$0	\$0	\$0	\$0	\$3,000	\$0	\$0	\$18,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$4,850	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,850
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$199,850	\$0	\$0	\$0	\$0	\$3,000	\$0	\$0	\$202,850
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,000
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,000
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			\$203,850	\$0	\$0	\$0	\$0	\$3,000	\$0	\$0	\$206,850

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0
Other Title 1 Expenditures	\$372,000	\$0	\$372,000
Total	\$372,000	\$0	\$372,000

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	Effective Instruction
x	Climate & Culture - Attendance/Behavior
x	Social and Emotional Learning
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 Maria V. Kazimir

Title: Principal

Date: 06/13/2025

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 C. Degnan

Title: Assistant Superintendent of Curriculum and

Date: 09/04/2025

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: 09/04/2025