

**JOHN M. BAILEY COMMUNITY SCHOOL**

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220040

# 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	Lisa McManus	Yes	Yes	Yes		
Community Member	Kenneth Poesl	Yes	Yes	Yes		
Principal	Albert McCormick, Jr.	Yes	Yes	Yes		
Teacher	Dawn Cole-Moon	Yes	Yes	Yes		
Teacher	Megan Rolon	Yes	Yes	Yes		
Teacher	Michael Cabarle	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
06/04/2025	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/05/2025	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes

## Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload

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
District wide purchase of Iready	ELA, Math	Special Needs Students & At-risk students	Yes	Yes	Yes	From Fall to Spring, the number of students performing at or above grade level in Reading increased by 175%, rising from 77 to 212 students. Additionally, the number of students performing two or more grade levels below decreased by 49%, from 161 to 75 students. This data reflects strong growth across all tiers and supports the continuation of the i-Ready Reading program and related literacy interventions. Assessment data collected from baseline, mid-year, and end-of-year diagnostics confirms a consistent upward trend in student performance and individual reading levels. i-Ready has proven effective in providing targeted support to struggling students across multiple grade levels and subgroups, contributing to increased overall achievement.	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
<p>Continue to incorporate novels and the newly adopted Savvas Literacy Program.</p> <p>Introduce a word of the week.</p>	<p>ELA</p>	<p>Special Needs Students &amp; At-risk students</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Quantitative data from reading diagnostics, vocabulary quizzes, and classroom participation logs support the continuation of the Savvas Literacy Program and the word of the week initiative. Data from i-Ready, teacher-created assessments, and end-of-year benchmarks show consistent improvement in vocabulary acquisition, reading fluency, and comprehension. Students across grade levels demonstrated growth in their individual reading levels, with notable gains among struggling learners supported through small-group instruction and i-Ready interventions. Based on increased student achievement and teacher feedback, the school will continue and expand this literacy approach into the next academic year.</p>	<p>Yes</p>

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Provide professional development opportunities to staff.	ELA, Math, SEL, Science	Special Needs Students & At-risk students	Yes	Yes	Yes	To support both student and staff achievement, the school provided ongoing professional development and monthly PLC sessions throughout the year. Staff participated in required district, department, and state trainings, including ELA Savvas, HMH Ed Learning Platform for Science, Go Math, NJSLA testing protocols, Achieve NJ/Danielson, and mandatory Vector Solutions modules. Vector also offered additional optional trainings to deepen instructional practice. Teachers were further encouraged to explore interest-based professional learning through the Bayonne Teacher Academy brochure, which included topics such as Artificial Intelligence in education and Positive Behavior Supports. Attendance logs and feedback surveys confirmed high engagement, and sessions promoted collaboration, increased instructional consistency, and strengthened educator capacity in alignment with schoolwide goals. Based on these outcomes, PLCs and	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
						targeted professional development will continue in the upcoming school year.	

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
Continue a reward incentive for model monthly attendance.	ELA, Math	Students with Disabilities Economically	Yes	Yes	Yes	Student attendance data from Genesis shows that out of 117,358 possible school days across all enrolled students, 7,877.5 absences were recorded, resulting in a schoolwide average attendance rate of 93.29%. Tardiness was also relatively low, with a 96.94% on-time arrival rate. The school continued implementing monthly attendance incentives to reward students with perfect or improved attendance. Quantitative improvements were noted in specific grade bands where incentive efforts were most consistently applied. Stakeholder feedback and participation in recognition activities further support the program's impact. Based on these results, the reward incentive program will continue into the next school year, with additional efforts to target subgroups where chronic absenteeism remains a concern.	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
Keep a file for students with district attendance letters and appropriate medical documentation.	ELA, Math	Special Needs	Yes	Yes	Yes	Quantitative attendance data from the 2024-2025 school year indicates improved documentation of absences and stronger compliance with district attendance policies. A centralized file was maintained for students who received attendance letters or submitted medical documentation, resulting in more efficient follow-up and accountability. This system helped distinguish between excused and unexcused absences and allowed for timely intervention, particularly for chronically absent students. Given the reduction in unverified absences and improved record-keeping practices, this intervention will continue to support attendance monitoring, parent communication, and appropriate referral processes next year.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
An attendance committee will be formed to discuss a plan of action for any students in violation of the district attendance policy. An attendance officer will be appointed to assess and communicate daily attendance concerns.	ELA, Math	Special Needs Students, At-risk students	Yes	Yes	Yes	The formation of an attendance committee and the appointment of an attendance monitor led to more proactive and data-informed responses to chronic absenteeism. Attendance data from Genesis was reviewed weekly, and students exceeding the 10% absence threshold were flagged for intervention. Targeted actions, such as parent meetings and home contacts, were initiated by the monitor, resulting in improved attendance rates for several at-risk students. The committee documented all plans of action and tracked follow-up outcomes. This structured approach provided accountability and reduced unexcused absences, justifying the continuation of this intervention into the next school year with increased efforts to expand family outreach and early identification strategies.	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
Implement the Second Step Program along with previously purchased resources with a concentration on motivational, educational, and real-world connections.	SEL	Special Needs Students & At-risk students	Yes	Yes	Yes	Throughout the 2024-2025 school year, the Second Step Program was implemented across grade levels, supplemented by previously purchased SEL resources. Quantitative and qualitative data including student participation, Panorama survey results, behavioral incident reports, teacher observations, and parent feedback demonstrated improvements in student social-emotional skills, including empathy, self-regulation, and peer interactions. Teachers reported stronger student engagement during lessons that connected to real-world experiences and SEL themes, and a noticeable decline in disruptive behaviors was observed in classrooms where the program was implemented consistently. Given these positive outcomes and alignment with schoolwide goals, the program will continue next year with increased focus on cross-curricular integration and consistent delivery across all	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
						grade levels.	

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
SEL Parent workshops	SEL	Special Needs Students & At-risk students	Yes	Yes	Yes	Throughout the year, the school conducted SEL Parent Workshops focused on key topics such as self-regulation, empathy, and managing school-related stress. Attendance records, parent surveys, and teacher feedback showed an increase in parent engagement and understanding of SEL principles. Families reported feeling more equipped to support their children's emotional needs at home, and teachers observed positive changes in student behavior and classroom interactions. Data from LinkIt surveys and behavioral records also indicated improved student self-awareness and peer relationships. Based on this evidence, SEL Parent Workshops will continue in the upcoming year, with expanded outreach and the inclusion of flexible virtual or evening sessions to increase participation.	Yes

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Family Educational Nights	ELA, Math	Special Needs Students & At-risk students	Yes	Yes	Yes	Family Educational Nights were successfully conducted throughout the school year, with strong attendance across grade levels and content areas. Quantitative data collected from sign-in sheets, parent surveys, and post-event feedback showed increased parental involvement and a stronger understanding of grade-level expectations. Teachers reported improved home support for homework, reading, and project completion following these events. In some cases, students whose families attended multiple sessions demonstrated noticeable improvement in academic performance and classroom participation. Based on these outcomes, Family Educational Nights will continue and expand next year, incorporating targeted academic themes, hands-on learning activities, and increased collaboration with community partners.	Yes

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Implement previously purchased tools for grades K-8	ELA, Math	Special Needs Students, At-risk students	Yes	No	Yes	By the end of the 2023-2024 school year, John M. Bailey Community School aimed to integrate previously purchased educational tools in grades K-8 to boost student engagement and achievement. Targets included 100% classroom usage twice weekly, 95% teacher training completion, and 80% of students reporting increased interest. A 10% improvement in academic performance was expected, along with 90% of teachers and 85% of parents reporting a positive impact. These outcomes support the continued use and possible expansion of these tools.	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
Purchase a Super Teacher Worksheets subscription, and provide additional resources	ELA, Math	Special Needs Students & At-risk students	Yes	No	No	Although the Super Teacher Worksheets subscription was not purchased as initially anticipated, teachers continued to utilize a variety of instructional resources to support differentiated instruction and reinforce foundational skills. Educators reported success using alternative materials for reading comprehension, math fluency, and grammar practice, particularly during small-group instruction and independent reinforcement. Classroom assessments and teacher feedback still reflected positive student engagement and progress. Moving forward, the school will explore the feasibility of securing a Super Teacher subscription or similar resources to further support instructional planning and student achievement.	Yes

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Provide professional development, as well as monthly PLC's	ELA, Math	Special Needs Students & At-risk students	Yes	No	No	Staff participated in both required and interest-based professional development throughout the school year, including district-mandated trainings such as Vector compliance, NJSLA testing protocols, and the Achieve NJ/Danielson framework. Curriculum-aligned sessions included ELA Savvas, Go Math, HMH Ed for Science, and LinkIt. Teachers also engaged in optional workshops through the Bayonne Teacher Academy, selecting topics like Artificial Intelligence in education and Positive Behavior Supports. Monthly PLCs provided a platform for collaboration, data review, and instructional planning. Attendance logs and feedback surveys indicated high levels of staff engagement and practical application of content. These efforts contributed to improved instructional delivery and consistency across classrooms. Based on outcomes and staff feedback, this intervention will continue and expand in the upcoming year.	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. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	<p>i-Ready Diagnostic data from Fall 2024 to Spring 2025 show measurable improvement in both ELA and Math.</p> <p>ELA: 61% of students (359 out of 592) reached Mid/Above or Early On grade-level placement by Diagnostic 3, up from 33% in Diagnostic 1.</p> <p>Math: 53% of students (312 out of 589) reached Mid/Above or Early On grade-level placement by Diagnostic 3, up from 17% in Diagnostic 1.</p> <p>The number of students two or more years below grade level declined significantly in both subjects, from 159 to 76 in Math and from 174 to 82 in ELA.</p> <p>Growth was observed across nearly all grades, with grades 3, 6, and 7 showing the strongest gains.</p>	Formative and diagnostic assessments demonstrate meaningful growth in ELA and Math proficiency schoolwide. Compared to last year's 5% increase, ELA proficiency showed more substantial gains this year due to increased use of targeted resources (i-Ready, Savvas). Math proficiency improved more notably than the prior year's 2%, largely driven by ST Math and intervention supports. Performance disparities remain across subgroups. White and Asian		
		Schoolwide	56.9 %	39.1%	*						
		White	64.8 %	48.7%	*						
		Hispanic	48.9 %	27%	*						
		Black or African American	42.9 %	25.7%	*						
		Asian, Native Hawaiian, or Pacific Islander	78.1 %	65.6%	*						
		American Indian or Alaska Native	*	*	*						
		Two or More Races	55.6 %	33.3%	*						
		Female	58.6 %	37.9%	*						
		Male	55.5 %	40.2%	*						
		Economically Disadvantaged Students	56.1 %	39.1%	*						
		Non-Economically Disadvantaged Students	57.7 %	39.2%	*						
		Students with Disabilities	13.2 %	*	*						
		Students without Disabilities	66.4 %	45.7%	*						
English Learners	39.6 %	31.6%	*								
Non-English Learners	59.4 %	40.6%	*								

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*	*				students continue to outperform other groups, especially in ELA. Hispanic and Black students showed progress in ELA, but gaps persist in Math, with Hispanic students demonstrating the least growth overall. Students with Disabilities and English Learners improved slightly in both subjects but remain well below grade-level expectations. These trends highlight a need for continued differentiation and subgroup-specific intervention. Overall, the school's instructional programs and data-driven interventions are contributing to steady growth and should be
		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
				sustained and refined.

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, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				<p>In addition to NJSLA Science results, formative classroom assessments, end-of-unit science benchmarks (via HMH Ed platform), and participation in hands-on lab activities were used to measure student engagement and understanding. Students in grades 5 and 8 completed science diagnostics and embedded performance tasks throughout the year. District benchmark and classroom-based assessments indicate that while content understanding improved over the year, many students still struggle with applying scientific reasoning and interpreting data. Teacher observations note stronger performance when instruction integrates technology and real-world connections. Formative results showed higher science scores among students with consistent attendance and stronger ELA skills, particularly in vocabulary acquisition and nonfiction text comprehension.</p>	<p>NJSLA Science proficiency rates for 2024–2025 remain low, with only 37% of 5th graders and 17% of 8th graders meeting or exceeding expectations. Significant achievement gaps persist among student subgroups.</p> <p>Hispanic and Black students demonstrated the lowest performance in both grade levels, with just 26% (Hispanic G5) and 21% (Black G5) proficiency.</p> <p>Students with Disabilities had notably low performance in grade 5 at 9%.</p> <p>Gender trends</p>
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	37%	17%			
		White	45%	27%			
		Hispanic	26%	9%			
		Black or African	21%	10%			
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	41%	13%			
		Male	33%	19%			
		Economically	37%	19%			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical	37%	14%		<p>indicate slightly higher proficiency for females in grade 5, but males outperformed females in grade 8.</p> <p>Economically disadvantaged and non-disadvantaged students performed similarly in grade 5, though a slight reversal occurred in grade 8.</p> <p>These results suggest a need for:</p> <p>Increased integration of scientific writing and vocabulary instruction across subjects</p> <p>Targeted intervention for underperforming subgroups</p> <p>Ongoing professional</p>	
		Students with	9%				
		Students without	41%	20%			
		English Learners					
		Non-English	38%	17%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>development in science content delivery and inquiry-based strategies</p> <p>Improved vertical alignment and use of the HMH Ed Science platform</p> <p>Classroom engagement and internal assessments show progress not fully reflected in NJSLA scores, indicating the need for deeper content exposure and test-prep alignment. Continued use of lab-based inquiry and cross-curricular integration is recommended.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	<a href="https://www.nj.gov/education/assessment/results/reports/2324/index.shtml" target="_blank">NJGPA Assessment Reports website</a>	Student Group	ELA	Math	N/A	N/A
		Schoolwide	47.5%	45.5%		
		White	48%	53%		
		Hispanic	44%	41%		
		Black or African American	45%	41%		
		Asian, Native Hawaiian, or Pacific	63%	57.5%		
		American Indian or Alaska Native				
		Two or More Races	60.5%	46.5%		
		Female	46.5%	44%		
		Male	48%	47%		
		Economically Disadvantaged	44.5%	43%		
		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	29.5%	30%		
		Students without Disabilities				
		English Learners	48%	55%		
		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					SGP data for Grades 4–8 shows that the schoolwide median growth was 47.5 in ELA and 45.5 in Math, indicating nearly average growth compared to state norms (SGP of 50). Subgroup analysis reveals that:  Asian students showed the strongest growth in both ELA (63.0) and Math (57.5).  Students with Disabilities (SWD) exhibited the lowest median growth at 29.5 in ELA and 30.0 in Math.  Hispanic and Black students showed below-average growth in both subjects (ELA: 44.0 and 45.0; Math: 41.0 and 41.0).  English Learners (ELs) showed promising growth in Math (55.0), outperforming the schoolwide average. Formative assessments, i-Ready diagnostics, and intervention data support the SGP trends, with higher	Observations/Trends Overall, growth in ELA and Math remains close to the state average, but subgroup disparities are significant and persistent.  SWD students require additional, intensive support, as their growth continues to lag despite intervention efforts.  Asian students and ELs demonstrated strong growth, especially in Math, likely reflecting the impact of focused vocabulary development, scaffolded instruction, and consistent use of supplemental tools.  Economically Disadvantaged (ED)
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	92.19%	92.19%	100%	100%		
		1	98.67%	98.67%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	95%	95%		
		6	89.87%	89.87%	96%	96%		
		7	83.82%	83.82%	83%	83%		
		8	96.43%	96.43%	96%	96%		
		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	<p>growth observed in students who received targeted supports through small-group instruction and digital learning platforms (ST Math, Moby Max, etc.).</p> <p>Males slightly outperformed females in both content areas.</p> <p>SGP trends suggest that the school's use of formative assessment tools and real-time data review (via PLCs and LinkIt!) supports ongoing progress. However, instructional differentiation, especially for SWD and ED subgroups, must be expanded and monitored closely. Further teacher training on using growth data to</p>	<p>students performed below their peers in both subjects, indicating a continued need for equity-based interventions and access to academic supports.</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	46.15%	46.15%	91%	100%		
		1	98.67%	98.67%	98%	100%		
		2	98.55%	98.55%	100%	100%		
		3	98.55%	98.55%	100%	100%		
		4	98.57%	98.57%	99%	100%		
		5	100%	100%	93%	97%		

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	87.34%	87.34%	84%	95%	inform instruction will help ensure more equitable student growth across subgroups in the coming year.	
		7	86.76%	86.76%	80%	86%		
		8	94.64%	94.64%	91%	95%		
		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	<p>Participation rates in benchmark assessments were strong across most grade levels in both ELA and Math. In ELA, 100% participation was achieved in Grades 2–5 across all cycles. Grades 6–8 also maintained high rates, with only slight dips in Grade 7 (83% in Cycle 3) and Grade 6 (96%).</p> <p>In Math, participation was similarly strong from Grades 1–5, with Grade 2 and 3 achieving 100% in Cycle 3. However, lower participation rates were seen in Kindergarten (91%) and middle school grades, particularly Grade 7 (80%) and Grade 6 (84%).</p>	<p>Most grades exceeded the 95% participation threshold across all cycles.</p> <p>Grade 7 consistently had the lowest participation in both ELA and Math, indicating a potential need for targeted follow-up and improved assessment administration strategies at that level.</p> <p>Participation among Grades 2–5 was consistent and strong, providing a reliable data set for instructional decisions.</p> <p>Middle school participation may be impacted by absenteeism or assessment fatigue</p>
		K	23.21%	23.2%	44%	44%		
		1	25%	25%	53%	53%		
		2	13.33%	13.33%	39%	39%		
		3	33.33%	33.33%	30%	30%		
		4	36.23%	36.23%	39%	39%		
		5	47.14%	47.14%	30%	11%		
		6	40%	40%	36%	36%		
		7	31.65%	31.65%	37%	37%		
		8	27.71%	27.71%	22%	22%		
		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%	and should be reviewed in future planning.	
		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	ELA proficiency data indicates steady growth in early literacy and comprehension skills. Kindergarten increased from 23.2% to 44% proficiency between Cycles 1 and 3. Grades 1 and 2 also showed strong gains, increasing to 53% and 39% proficiency, respectively. Grades 3–5 maintained stable proficiency between 30–39%. Middle school ELA proficiency declined slightly or remained flat in Grades 6–8, with Grade 8 dipping to 22%. While overall trends in elementary grades are encouraging, middle school data indicate a need for renewed focus on vocabulary development, reading comprehension strategies, and structured support for struggling readers.  Subgroup data was not disaggregated in this cycle; however, historical analysis and student performance reviews suggest that students with chronic absenteeism, IEPs, or disciplinary infractions are underrepresented among	Primary Grades (K–2): Showed the strongest growth, likely due to structured foundational reading instruction and the integration of the Savvas ELA program.  Grades 3–5: Displayed steady, moderate proficiency, signaling consistent instruction but room for growth.  Grades 6–8: Declining proficiency rates suggest a need for targeted intervention, particularly in vocabulary and comprehension.  At-risk students (chronically absent or with behavioral issues): Underperformed in ELA across all grades.
		K	13.33%	13.3%	34%	33%		
		1	8%	8%	38%	39%		
		2	7.25%	7.25%	19%	19%		
		3	27.14%	27.14%	34%	33%		
		4	16%	16%	38%	38%		
		5	29.74%	29.74%	23%	22%		
		6	23.37%	23.37%	15%	16%		
		7	29.74%	29.74%	24%	23%		
		8	4.24%	4.24%	10%	11%		
		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	<p>proficient scorers. Attendance logs and behavior reports confirm that students with higher disciplinary referrals and extended absences are generally not meeting benchmark expectations in ELA. In contrast, students with regular attendance and strong classroom engagement have shown measurable gains.</p>	<p>Instructional Implication: Vocabulary development and text-based writing support in the middle grades may help reverse downward trends.</p>
		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
<p>Benchmark Assessment (Proficiency) Math Rates*</p>	<p>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</p>	<p>Percent of English Learners Making Expected Growth to</p>	<p>39.2%</p>	<p>Math proficiency rates remain a key area of concern. Although participation was high in elementary grades, proficiency was much lower than ELA. Kindergarten increased from 13.3% to 34% proficiency by Cycle 3. Grades 1 and 4 saw gains to 38%, and Grades 2 and 3 reached 19% and 34%, respectively. However, performance dropped in upper grades: Grade 5 decreased from 29.74% to 23%, Grade 6 dropped from 23.37% to 15%, and Grade 8 remained especially low at only 10% proficiency. These trends highlight the ongoing challenge of translating participation into mastery in mathematics, particularly in upper grades. Intervention strategies, deeper conceptual instruction, and cross-grade alignment may be necessary to close these gaps.</p>	<p>Lower Grades (K–4): Steady growth in proficiency points to effective use of programs like ST Math and Go Math.</p> <p>Grades 5–8: Show persistent challenges with abstract reasoning and problem-solving.</p> <p>Grade 8: Requires intensive support, as only 10% of students met proficiency benchmarks.</p> <p>Students with chronic absenteeism and behavioral infractions: Underperformed significantly in Math, indicating a need for proactive intervention and alternative supports.</p> <p>Instructional</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>Implication: Focus on math fluency and multi-step problem-solving in upper grades; increase use of manipulatives and visual aids to support learning gaps.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		<p>According to the most recent ACCESS for ELLs results, only 39.2% of English Learners made expected progress toward English language proficiency. This data indicates a need for intensified language development supports.</p> <p>Qualitative data from teacher observations and classroom engagement logs shows that students with consistent attendance were more likely to demonstrate measurable growth in reading, speaking, and writing domains. In contrast, chronically absent English Learners struggled with both academic content and language development. Disciplinary log analysis also revealed that ELL students with repeated behavioral infractions missed valuable instructional time, contributing to slower language acquisition.</p>	<p>Only 39.2% of English Learners met growth expectations, suggesting that current supports are insufficient for a majority of students.</p> <p>Attendance and Engagement: Chronic absenteeism among ELLs negatively impacts language development and overall academic performance.</p> <p>Behavioral Impact: Behavioral challenges were correlated with reduced instructional time, affecting language acquisition progress.</p> <p>Instructional Needs: There is a continued need for dedicated small-group instruction, targeted</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>vocabulary acquisition, and integrated language supports within core content areas.</p> <p>Next Steps: Increased collaboration with ESL teachers, implementation of family outreach efforts, and expanded language-enriched environments are recommended to boost student progress toward English proficiency.</p>

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	652	Overall YTD Student Enrollment Average: 652 Grade-Level Enrollment (2024–2025):  Pre-K: 28  Kindergarten: 69  Grade 1: 82  Grade 2: 68  Grade 3: 70  Grade 4: 70  Grade 5: 73  Grade 6: 77  Grade 7: 69  Grade 8: 56  Total Enrollment: 662  Subgroup Enrollment (Ethnic Summary):  Hispanic or Latino: 171	Genesis SIS confirms enrollment figures by grade level, along with subgroup breakdown by ethnicity and gender.  The school maintains stable enrollment with minimal year-over-year fluctuation, indicating consistency in community engagement and school choice.  Subgroup analysis reflects a diverse student population, with Hispanic and Black students comprising nearly 45% of the total population combined.  Enrollment has remained steady compared to the previous year (649 students in June 2024).  The proportion of Hispanic
		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
			<p>students (25.7%)</p> <p>Black or African American: 127 students (19.1%)</p> <p>Asian: 42 students (6.3%)</p> <p>White: 290 students (43.6%)</p> <p>Multiple Races: 29 students (4.4%)</p> <p>American Indian / Alaska Native: 4 students (0.6%)</p> <p>Native Hawaiian / Pacific Islander: 2 students (0.3%)</p> <p>Students with Disabilities: ~11.4% of the school population (based on prior data, updated figures pending confirmation in SIS)</p>	<p>and Black students highlights the need for continued culturally responsive teaching and community outreach.</p> <p>The higher enrollment in lower grades suggests an increase in younger families enrolling at John M. Bailey, which may require expansion in early education resources.</p> <p>Monitoring subgroup needs, particularly for students with disabilities and English Language Learners, remains essential as the demographic composition continues to shift slightly.</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 (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	94.49%	Attendance Rate (Students) Overall YTD Student Attendance Average: 94.49%  Additional Data – Qualitative and Quantitative: The school had 729 enrolled students, with 117,358 total possible attendance days, 109,480.5 days present, and 7,877.5 days absent, resulting in an overall attendance rate of 93.29%.  Grade-level attendance averages show:  Highest attendance in Grade 4 (95.29%) and Grade 6 (94.21%)  Lower attendance rates in Grade 8 (92.97%) and Kindergarten Full (92.42%)  Tardiness across all grades totaled 3,595 instances, with noticeable trends in Grades 3 and 5, indicating a potential need for reinforcing timely arrival.  Subgroup breakdowns were	Observations / Trends: Grade 4 and Grade 6 had the most consistent and highest student attendance rates, likely due to effective engagement strategies and instructional consistency.  Grade 8 and Kindergarten Full classrooms showed lower attendance averages, which may suggest the need for additional support or engagement in those grade levels.  Tardiness trends impacted instructional start times in several classrooms, especially where high morning absenteeism was recorded.  Variability by teacher/classroom indicates areas where additional support or
		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
			<p>not available in this report, but general patterns suggest that attendance is stronger in general education settings compared to some self-contained or support groups.</p>	<p>family outreach may be needed.</p> <p>Interventions that supported student attendance included:</p> <ul style="list-style-type: none"> <li>Daily attendance monitoring</li> <li>Monthly reward programs for perfect attendance</li> <li>Proactive communication with families by the attendance monitor</li> <li>Attendance data is reviewed during monthly leadership and PLC meetings to inform next steps</li> </ul>

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	21.44%	As of June 2025, schoolwide chronic absenteeism stands at 21.44%, based on students who have missed 10% or more of school days year-to-date. Attendance data was analyzed using Genesis SIS, with cross-referencing against intervention logs, teacher notes, and administrative communication records. Students with the highest absentee rates were flagged for parent meetings, daily attendance check-ins, or counselor interventions. Many of these students had absences clustered around key holiday periods or due to long-term illness.	Grade-Level Trends: Grades 5–8 represent the highest number of students with chronic absenteeism.  Teacher Patterns: Teachers with consistent parental communication and reward-based systems (Dojo Points, Attendance Charts) had fewer students with chronic absenteeism.  Interventions: Strategies implemented include personalized parent contact, referrals to the attendance committee, monthly perfect attendance incentives, and collaboration with the school nurse to address medical documentation gaps.  A file of students with district attendance letters and doctor’s notes has
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>been maintained. Additional emphasis was placed on real-time monitoring through Genesis.</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	91.87%	Federal data identifies subgroups most impacted by chronic absenteeism. Cross- checking this with internal school records highlights alignment—particularly with students with disabilities and those who are economically disadvantaged. Many of these students are already on attendance watchlists. Behavior and SEL logs suggest that these students are also more likely to experience social-emotional challenges that impact attendance.	<p>Disproportionate Rates: Black or African American students (35.5%) and Students with Disabilities (32.4%) are overrepresented among the chronically absent, indicating a need for targeted, culturally responsive interventions.</p> <p>Support Gap: Economically disadvantaged students and English Learners face systemic barriers such as transportation issues, lack of access to healthcare, and inconsistent home support.</p> <p>Gender Gap: Male students have a slightly higher rate than females, though both are comparable to the schoolwide average.</p> <p>Action Steps: Expansion of attendance incentives,</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>deeper parent engagement, social worker involvement, and referral to community services will continue into the next school year.</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			Staff attendance data was collected through the Frontline Absence Management system. A total of 808 sick days were documented among 922 instructional staff members during the 2024–2025 school year. This reflects a slight improvement from the previous year. Absences were primarily due to personal illness, medical appointments, and family-related emergencies. No grade-level trends were indicated in the data.	Overall, staff attendance remains strong, with the majority of educators maintaining a consistent presence. A small number of staff members demonstrated chronic absenteeism, particularly during peak cold and flu months. The school will continue to explore wellness supports and proactive strategies to reduce avoidable absences and ensure adequate instructional coverage.
		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	0.79%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	<p>The number of suspensions, expulsions, and incident reports</p> <ul style="list-style-type: none"> <li>*Identify types of incidents</li> <li>*Identify patterns by subgroup</li> <li>*Identify chronic offenders</li> </ul>		<p>From September to June, a total of 46 out-of-school suspension days were issued. No in-school suspensions were reported during the 2024–2025 school year. The student suspension YTD average for out-of-school suspensions was 0.79%, with 0.00% reported for Hispanic, Black or African American, Economically Disadvantaged Students, and Students with Disabilities subgroups.</p> <p>The highest number of suspensions occurred in June, indicating a seasonal spike in disciplinary issues. Incident reports tied to these suspensions primarily included physical altercations, disruptive behavior, and repeated violations of the code of conduct.</p>	<p>Suspensions were concentrated among a small number of repeat offenders, suggesting the need for targeted behavioral interventions and Tier 2/3 supports. There were no suspensions among key subgroups, indicating equitable enforcement of discipline procedures.</p> <p>The sharp increase in suspension days during June suggests possible end-of-year behavioral regression, often associated with testing fatigue, changes in routine, or reduced instructional structure. Continued emphasis on proactive classroom management, SEL strategies, and student engagement will be essential to reducing disciplinary incidents moving forward.</p>

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		<p>The Climate and Culture Survey was administered to students, staff, and families to assess perceptions of school safety, relationships, respect, and overall school environment. Survey participation rates increased compared to the previous year, with strong response rates from both students and staff. Quantitative results showed improvements in areas such as "students feeling safe at school", "staff feeling supported by administration", and "positive peer interactions." The majority of respondents rated the school climate as respectful and welcoming, with over 80% of staff and students indicating they feel connected to the school community.</p>	<p>Survey results reflect a positive shift in school culture, driven by ongoing SEL initiatives, consistent behavior expectations, and increased communication between home and school. While general satisfaction with school climate has improved, responses from middle school students indicated a need for continued focus on peer conflict resolution and inclusive practices. Staff feedback emphasized a desire for additional time for collaboration and recognition of accomplishments. These findings will inform next year's culture and climate goals, including expanded SEL supports and professional development in culturally responsive practices.</p>

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

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		
		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	5 Year Rate	4 Year Rate		
		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	2	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.			N/A	N/A

EVALUATION INFORMATION					
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or Informal Classroom Observations	<ul style="list-style-type: none"> <li>*Identify # teachers to evaluate</li> <li>*Identify % of teachers on CAP in the previous school year</li> <li>*Identify instructional trends</li> <li>*Identify professional development needs</li> </ul>	Evaluation framework	In the Bayonne School District, we use the Danielson Framework to evaluate teachers and all other certified staff members.	A total of 67 teachers were scheduled for formal evaluation using the Danielson Framework, with 16 receiving median Student Growth Percentile (mSGP) scores and 0 teachers placed on Corrective Action Plans (CAP) in the previous year. Across the year, 55 learning walks were conducted (12 in Cycle 1, 25 in Cycle 2, and 18 in Cycle 3), with walkthrough data used to monitor instructional trends, classroom culture, and implementation of curriculum strategies. Observation notes and feedback logs confirmed that the majority of staff consistently demonstrated proficiency in instructional delivery, classroom management, and use of SEL supports, reflecting alignment with district and school goals.	Informal walkthroughs revealed strong classroom culture and positive student-teacher relationships across grade levels. Teachers effectively implemented the newly adopted ELA and Math programs, and SEL practices such as the Second Step curriculum were visible in many rooms. Student engagement was high in classrooms utilizing small group instruction and differentiation, though some variability was noted in technology integration and use of formative assessment tools. These observations informed professional development offerings, which focused on targeted
		# Teachers to Evaluate	67		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	16		
		null	Total		
		Cycle 1	12		

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
		null	Total		
		Cycle 2	25		
		Cycle 3	18		
		Cycle 4	0		
				<p>areas such as differentiated instruction, effective integration of instructional technology, and reinforcement of the Danielson domains. Continued walkthroughs and collaborative feedback will help sustain instructional quality and professional growth.</p>	

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Attendance	Chronic illness, Attendance Reports, Documentation, Genesis Report	Overall YTD Attendance Rate: 94.49% Overall Chronic Absenteeism: 21.44% Attendance is monitored via Genesis and the attendance monitor. Intervention meetings held for students with 10% absenteeism.	Chronic absenteeism remains a concern in Grades 6&7&8. Attendance incentives and parent conferences are being implemented to reduce chronic absence rates.
Parent and Family Engagement	Sign-in Sheets, Meeting Minutes, Socioeconomic, work, time, post-pandemic barriers, Effectiveness of communication, Impact on student performance	Increased parent turnout at Family Nights, SEL workshops, and Title I events. Evidence from sign-in sheets and positive feedback from post-event surveys. Improved parent-teacher communication via various communication methods.	Parent involvement has increased steadily, especially during evening events. Virtual communication has expanded outreach to working families.
Financial	Levels of parent participation, communication effectiveness, socioeconomic needs, post-pandemic factors	A large population of economically disadvantaged families continues to be served. Funds have supported ELA Savvas adoption, HMH platform, technology, and attendance incentives.	Funding has supported curriculum, technology, and school climate initiatives. Budget allocations continue to support equitable access for all students.

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Demographic	Student demographics including SES, ethnicity, special education needs, enrollment and population trends	Total Enrollment: 662 students Economically Disadvantaged Students: Approximately 40% Students with Disabilities: 100+ Ethnic Breakdown: Based on Genesis data, diverse population maintained.	Stable enrollment with a slight increase compared to last year. Continued need for services for high-needs populations including SpEd and ED students.
Academic Information	Student performance on standardized tests, Progress in meeting academic benchmarks, Intervention effectiveness	NJSLA Proficiency Rates: ELA 62.7%, Math 35.6% Student Growth Percentiles (SGP): ELA 61.0, Math 51.5 Intervention Programs: Wilson Reading, Read 180, High Dosage Tutoring	ELA proficiency remains stronger than Math, indicating the need for intensified support in math instruction. Intervention programs like Wilson and Read 180 have shown measurable gains in targeted student groups. Growth data confirms steady but uneven progress across content areas.

## Comprehensive Needs Assessment Process Questions

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

The school planning team will use multiple strategies to share the results of the comprehensive needs assessment with all stakeholders, including those outside of the ASP planning team. Results will be shared during the initial PLC meeting in September, and digital copies will be posted in the staff Digital Briefcase and Google Drive for year-round access. Teachers will discuss key findings in smaller PLC groups, while leadership will present the data during the first SciP and School Safety Team meetings. To ensure transparency for parents and community members, results will be summarized in a family newsletter and posted on the school website. Data will be presented using visual charts and summaries to ensure clarity and understanding. This multi-platform approach ensures that all stakeholders are informed of school priorities, progress, and goals, encouraging collaboration and shared ownership of the school's continuous improvement process

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

The school's parent and family engagement program will support the identified needs by fostering collaboration and active participation through in-person and virtual events, digital platforms, and targeted outreach. The PTA, along with teachers and Title I staff, will host Family Educational Nights aligned to academic and SEL goals. Workshops will support families in understanding the curriculum, assessments, and how to assist at home. Information will be shared through various communication methods, including Schoology, the school website, monthly newsletters, and additional platforms chosen by staff. Bilingual materials and interpretation will be available. Regular communication, including virtual chats and social media updates, will promote transparency, strengthen the home-school connection, and increase engagement. These efforts aim to improve attendance, boost academic performance, and foster a positive school culture, helping address key needs identified in the comprehensive needs assessment.

## Reflection and Growth Rubric

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Continued development is needed in ensuring tight alignment between all unit components and strengthening reflective practices that revise instruction based on formative data. Expansion of collaborative modeling of effective instructional strategies can improve consistency.
	2	A	4-Sustaining	
	3	A	4-Sustaining	
	4	A	4-Sustaining	
	5	A	2-Emerging	
	Average		3.60	
Assessment	1	A	4-Sustaining	Develop consistent use of common formative assessments across all grade levels. Increase collaboration around data analysis and ensure intervention strategies are embedded into units. Be mindful of various subgroups and areas of struggle.
	2	A	4-Sustaining	
	3	A	4-Sustaining	
	Average		4.00	
Professional Learning Community (PLC)	1	A	4-Sustaining	Provide more embedded time for professional collaboration beyond weekly periods. Allow staff to identify topics of concern before monthly PLC meetings. Use time effectively to cover more areas. Strengthen collaboration through PLCs and vertical teams.
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	3-Developing	
	Average		3.25	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Culture	1	A	4-Sustaining	Schoolwide expectations for behavior are established and consistently reinforced. SEL objectives are embedded in lessons, supported by the Second Step program. A strong sense of belonging and mutual respect exists across stakeholder groups. Physical space is conducive to learning, and safety protocols are well-communicated. Teachers are backed by the administration and follow the chain of command. Our Behavioral Program also has a token economy and point system in place.	Ensure SEL integration into academic content areas. Ensure alignment between adult and student behavioral expectations. Further build systems that support shared leadership and communicate connections between new initiatives and school goals.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Average		3.07	A research-based evaluation framework (Danielson) is in place and well understood by staff. Feedback is provided following observations, and SGOs are created. Evaluation results help inform PD and professional goals.	Improve alignment between SGOs and SLOs. Increase the use of evaluation data to drive PLC priorities and instructional decisions. Ensure consistent implementation of multiple measures of student growth in evaluations.	
Teacher and Principal Effectiveness	1	A			3-Developing
	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	Effective Instruction in ELA	<p>Insufficient supplemental and differentiated instructional materials, especially in ELA for special education classes.</p> <p>Gaps in foundational skills impacting progress in both subjects.</p> <p>Chronic absenteeism affecting instructional continuity.</p> <p>Limited parental ability to support students academically at home.</p>	<p>Students with Disabilities</p> <p>At-Risk Students (K–8)</p> <p>Students scoring below grade level in ELA and Math</p>	1	Continued district-wide use of I-Ready in ELA.	Strong , Moderate Demonstrates a Rationale	<a href="https://login.i-ready.com/www.Teacher-Toolbox.com">https://login.i-ready.com/www.Teacher-Toolbox.com</a>
				2	Continue to incorporate novels and the newly adopted Savvas Literacy Program. Introduce a word of the week.	Strong , Moderate Demonstrates a Rationale	<a href="http://www.savvasrealize.com/dashboard/viewer">www.savvasrealize.com/dashboard/viewer</a>



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	Provide professional development opportunities to staff.	Professional development and PLCs support instructional quality and implementation.	Strong Demonstrates a Rationale	<a href="https://www.nea.org/professional-excellence/student-engagement/tools-tips/why-professional-development-matters">https://www.nea.org/professional-excellence/student-engagement/tools-tips/why-professional-development-matters</a>



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	Growth in the areas of responsibility, social skills, empathy, and peer relations.	Classified students with emotional/behavioral disorders and academic weaknesses  Lack of motivation  Lack of parental guidance/support	Special Needs Students, At-risk students	1 Implement the Second Step Program and previously purchased SEL resources with a focus on motivational, educational, and real-world connections.	Using multiple data points such as the LinkIt Survey, teacher observations, and behavioral logs, staff will implement the Second Step program to address key SEL skills. Real-world and motivational materials will be integrated to enhance student engagement and connection.	Strong , Moderate Demonstrates a Rationale	<a href="https://www.secondstep.org/">https://www.secondstep.org/</a> <a href="https://www.edutopia.org/social-emotional-learning">https://www.edutopia.org/social-emotional-learning</a>
				2 Conduct SEL Parent Workshops.	Conduct parent workshops (minimum of 3 per year) in order to provide resources to parents on various topics. Parent attendance is collected to document the participation.	Strong , Moderate	<a href="https://www.supportingeducation.org">https://www.supportingeducation.org</a> <a href="https://www.nj.gov/education/safety/wellness/selearning/">https://www.nj.gov/education/safety/wellness/selearning/</a>



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	Host Family Educational Nights.	Family educational nights will be held and cover various topics relating to school environment as well as social and emotional needs. Attendance sheets are collected to document participation.	Strong , Moderate Demonstrates a Rationale	<a href="https://www.supportingsel.org/">https://www.supportingsel.org/</a> <a href="https://www.nj.gov/njparentlink/parenting/101/">https://www.nj.gov/njparentlink/parenting/101/</a>



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	Chronic Absenteeism – Why are some students not attending school on a regular basis?	Extended illness, suspensions, transportation issues, low engagement, social-emotional stressors, disability/health issues.	Special Needs Students & At-risk students	1	Continue a reward incentive for model monthly attendance.	Strong Demonstrates a Rationale	<a href="https://genesis.c3.genesisedu.net/bboed">https://genesis.c3.genesisedu.net/bboed</a>
				2	Keep a file for students with district attendance letters and appropriate medical documentation.	Strong Demonstrates a Rationale	<a href="https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf">https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf</a>
				3	Form an attendance committee and appoint an attendance monitor.	Strong Demonstrates a Rationale	<a href="https://nj.gov/education/safety/sandp/attendance/docs/EngagingFamiliesandSupportingSchoolAttendance.pdf">https://nj.gov/education/safety/sandp/attendance/docs/EngagingFamiliesandSupportingSchoolAttendance.pdf</a>



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	Mathematics skills and exposure.	Need for supplemental support and resources for all learners. Chronic absenteeism. Lack of parental involvement or ability to assist their struggling children.	Special Needs Students & At-risk students.	1 Implement previously purchased tools (i-Ready, ST Math, Go Math).	Utilize digital tools to support math instruction and data tracking.	Strong Demonstrates a Rationale	<a href="https://login.i-ready.com/">https://login.i-ready.com/</a>
				2 Provide additional instructional resources.	Supplemental resources increase engagement and accessibility.	Strong Demonstrates a Rationale	<a href="https://www.stmath.com/education.com">https://www.stmath.com/education.com</a>
				3 Provide professional development and monthly PLCs.	PD and PLCs ensure instructional quality and capacity building.	Strong Demonstrates a Rationale	<a href="https://www.curriculumassociates.com/products/i-ready/i-ready-partners/professional-development">https://www.curriculumassociates.com/products/i-ready/i-ready-partners/professional-development</a>

## SMART Goal 1

By June 1, 2026, John M. Bailey Community School will provide increased exposure to informational and literary reading materials for students in grades K–8. At least 65% of students will demonstrate a growth of 10–30 points on the i-Ready reading diagnostic from Fall to Spring.

Area of Focus                      Effective Instruction  
Content Area                      English/Language Arts  
Priority Performance              Effective Instruction in ELA

Target Population:                Students with Disabilities  
  
    At-Risk Students (K–8)  
  
    Students scoring below grade level in ELA and Math

### Interim Goals

#### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Continue the district's use of i-Ready Reading. Students will begin to take Diagnostic Assessments to obtain a baseline score. Professional Development will be offered. Novel units and vocabulary lists (Word of the Week) will be introduced.	Data from the beginning of the year Diagnostic Assessments I-Ready Professional Development completed Materials purchased will be distributed
Feb 15	The teacher will collect and review data. Window 2 will open for diagnostic, and students will increase from the baseline score. Additional reading materials will be purchased. Teachers will analyze the Window 2 diagnostic and adjust the grouping. Continued novel reading with vocabulary support. Ongoing instructional walkthroughs will show increased ELA engagement	I-Ready reports Diagnostic - Window 2 Teacher Observation Lesson plans, PLC discussion minutes Teacher feedback and walkthrough notes

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Students will prepare for final diagnostics and reflect on reading growth Teachers will reinforce vocabulary and fluency strategies Final novel units completed	Individual I-Ready reports Diagnostic Window 3 Teacher observations and student samples Collection of data Reading logs, fluency checklists
Jul 1	By June 1, 2026, John M. Bailey Community School will provide increased exposure to informational and literary reading materials for students in grades K–8. At least 65% of students will demonstrate a growth of 10–30 points on the i-Ready reading diagnostic from Fall to Spring.	Review of all I-Ready reports and data Comparison of Diagnostic Teacher observation Final data summary reports Classroom celebrations and parent newsletters

Strategy 1 - Continued district-wide use of I-Ready in ELA.

### 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	Purchase and distribute novels and vocabulary materials	7/1/25	9/30/25	Director, Principal, Classroom Teacher
2	1	Provide PD on comprehension strategies and using i-Ready data	9/3/25	12/31/25	Principal, Classroom Teacher
3	1	Review Iready results from previous year	9/3/25	10/31/25	Classroom Teacher

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
4	1	Launch "Word of the Week" initiative and classroom vocabulary tracking logs	9/3/25	10/31/25	Principal, Classroom Teacher

## Budget Items

### SMART Goal 1 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Review i-Ready results from previous year; renew subscription	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,000	State/Local

Strategy 2 - Continue to incorporate novels and the newly adopted Savvas Literacy Program. Introduce a word of the week.

## Action Steps

### SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Purchase and distribute novels and vocabulary materials.	9/1/25	6/30/26	All staff.

## Budget Items

### SMART Goal 1 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Purchase and distribute novels and vocabulary materials.	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

Strategy 3 - Provide professional development opportunities to staff.

## 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
2	3	Provide PD on comprehension strategies and using i-Ready data.	9/1/25	6/30/26	All staff.

## Budget Items

### SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Provide PD on comprehension strategies and using i-Ready data.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,000	State/Local

## SMART Goal 2

By June 1, 2026, John M. Bailey Community School will promote SEL through classroom practices and the Second Step curriculum. At least 65% of students will demonstrate growth in self-regulation and peer skills based on LinkIt SEL survey and teacher observations.

Area of Focus                      Social and Emotional Learning

Content Area                      SEL

Priority Performance              Growth in the areas of responsibility, social skills, empathy, and peer relations.

Target Population:              Special Needs Students, At-risk students

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Teachers will begin SEL routines and Second Step lessons Fall LinkIt SEL survey administered 1st parent SEL night held	Data review from the previous years' survey, results from the Second Step program, and teacher observations. Lesson plans and Second Step logs LinkIt SEL baseline reports Parent sign-in sheets
Feb 15	Student check-ins and SEL goal progress discussed in PLCs SEL artifacts are displayed in classrooms Second parent workshop conducted	Review of interventions Check-in forms and student journals PLC notes and SEL trackers Parent participation records Second Step program lessons Teacher observation

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Students will display growth in the areas of responsibility, social skills, empathy, and peer relations. LinkIt SEL survey re-administered Final SEL classroom showcase Students reflect on growth in empathy and responsibility	Teacher observations Spring LinkIt SEL reports Second Step program Student reflection sheets
Jul 1	By June 1, 2026, John M. Bailey Community School will promote SEL through classroom practices and the Second Step curriculum. At least 65% of students will demonstrate growth in self-regulation and peer skills based on LinkIt SEL survey and teacher observations.	Review SEL data and determine next year's needs Gather teacher feedback on Second Step usage Plan for summer PD or toolkit update

Strategy 1 - Implement the Second Step Program and previously purchased SEL resources with a focus on motivational, educational, and real-world connections.

### 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	Create SEL lesson schedule and begin Second Step routines	9/3/25	10/1/25	Classroom Teacher
2	1	Host SEL Family Night events and provide take-home resources	9/3/25	3/31/26	Principal, Classroom Teacher
3	1	Administer LinkIt SEL Survey	10/1/25	3/31/26	Classroom Teacher
4	1	Analyze data in PLCs	9/3/25	3/31/26	Classroom Teacher

## Budget Items

### SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Create SEL lesson schedule and begin Second Step routines.	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	Other Federal

### Strategy 2 - Conduct SEL Parent Workshops.

## Action Steps

### SMART Goal 2 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Host SEL Family Night events and provide take-home resources.	9/1/25	6/30/26	All staff.

## Budget Items

### SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Host SEL parent workshops and provide take-home resources.	INSTRUCTION - Supplies & Materials / 100-600	\$1	State/Local

### Strategy 3 - Host Family Educational Nights.

## Action Steps

### SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Host Family Educational Nights.	9/1/25	6/30/26	All staff.

## Budget Items

### SMART Goal 2 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Host Family Educational Nights.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$500	Other Federal

## SMART Goal 3

By June 1, 2026, John M. Bailey Community School will reduce chronic absenteeism by 2.5% from the previous year by expanding school-wide attendance incentives, daily monitoring, and family engagement strategies.

Area of Focus                      Climate & Culture - Attendance/Behavior  
 Content Area                      Attendance  
 Priority Performance              Chronic Absenteeism – Why are some students not attending school on a regular basis?

Target Population:              Special Needs Students & At-risk students

### Interim Goals

#### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The attendance monitor will compile a list of students identified as chronically absent or at risk, which will be reviewed by the attendance committee. These students will be discussed at regular intervals to determine appropriate interventions. Simultaneously, baseline attendance data will be collected, and monthly incentive programs will be launched to encourage strong attendance. Families of at-risk students will be contacted as needed, and outreach materials will be shared.	Daily Attendance Teacher observation Teacher check-in Attendance logs from Genesis Committee meeting minutes Reward lists and flyers
Feb 15	Students identified as at risk will continue receiving support through the attendance committee’s monitoring and intervention. In addition to ongoing communication with families, teachers will incorporate real-world connection lessons designed to increase student motivation and their positive attitude toward school, promoting stronger daily attendance. Mid-year attendance data will be reviewed to assess changes and trends.	Family outreach call logs Intervention tracking forms Mid-year chronic absenteeism report Daily Attendance Teacher observation Academic performance Teacher check-in Improved behavior

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	A rewards-based incentive program will be fully implemented to recognize students with perfect or improved attendance every month. Participation in these programs will be tracked, and student feedback will be gathered to measure effectiveness. The school will also review attendance by subgroups to ensure equitable support and intervention where needed.	Daily Attendance Teacher observation Academic performance Daily Behavior Logs/discipline reports Teacher's records of student rewards Attendance flyers and parent outreach logs Genesis export by subgroup Student survey or feedback on rewards
Jul 1	By June 1, 2026, John M. Bailey Community School will reduce chronic absenteeism by 2.5% from the previous year by expanding school-wide attendance incentives, daily monitoring, and family engagement strategies.	Chronic absenteeism year-end report Attendance summary Final committee meeting notes Student and staff feedback Attendance officer summary

Strategy 1 - Continue a reward incentive for model monthly attendance.

### 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	Launch perfect attendance reward system and track participation (Sept)	9/2/25	9/30/25	Principal, Classroom Teacher
2	1	Assign attendance committee to review cases and follow up with families	9/2/25	6/30/26	Principal, Classroom Teacher, Attendance Officer
3	1	Integrate real-world lesson themes in instruction to increase motivation	9/3/25	6/30/26	Classroom Teacher

## Budget Items

### SMART Goal 3 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Launch perfect attendance reward system and track participation (Sept.)	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

Strategy 2 - Keep a file for students with district attendance letters and appropriate medical documentation.

## Action Steps

### SMART Goal 3 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Assign attendance committee to review cases and follow-up with families.	9/1/25	6/30/26	All staff.

## Budget Items

### SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Assign attendance committee to review cases and follow-up with families.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$500	State/Local

Strategy 3 - Form an attendance committee and appoint an attendance monitor.

### 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
2	3	Assign attendance committee to review cases and follow-up with families.	9/1/25	6/30/26	All staff.

### Budget Items

SMART Goal 3 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Assign attendance committee to review cases and follow-up with families.	INSTRUCTION - Supplies & Materials / 100-600	\$1	State/Local

## SMART Goal 4

By June 1, 2026, John M. Bailey Community School will increase student performance in math through differentiated instruction and use of digital tools. At least 65% of students will show a 10–30 point increase in i-Ready math diagnostics or benchmark scores.

Area of Focus                      Effective Instruction  
Content Area                      Math  
Priority Performance              Mathematics skills and exposure.

Target Population:                Special Needs Students & At-risk students.

### Interim Goals

#### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will complete i-Ready Math Diagnostic 1 and begin using ST Math and other platforms. Teachers will receive professional development and PLC time focused on math differentiation and intervention.	Iready Benchmark ST Math login/access logs Think Central Reports Teacher observation PD session sign-ins PLC meeting minutes
Feb 15	Teachers will adjust math instruction based on mid-year data. Student engagement and small-group practices will be observed and shared during PLCs.	i-Ready Diagnostic District assessment Small-group lesson logs Teacher observations PLC strategy feedback

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Students will demonstrate improvement on the District Assessment. Teachers will finalize student groupings and intervention supports for end-of-year learning recovery.	District Assessment Diagnostic results Student tracking forms Think Central Reports Teacher observation
Jul 1	By June 1, 2026, John M. Bailey Community School will increase student performance in math through differentiated instruction and use of digital tools. At least 65% of students will show a 10–30 point increase in i-Ready math diagnostics or benchmark scores.	i-Ready Diagnostic 3 data District assessment ST Math usage report Think Central End-of-year summary Teacher Observation Math Performance evaluations

Strategy 1 - Implement previously purchased tools (i-Ready, ST Math, Go Math).

### 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	Staff will attend professional development provided by the district	9/2/25	6/26/26	Classroom Teacher
2	1	Teachers will seek and attend additional professional development	9/3/25	5/29/26	Classroom Teacher
3	1	Review data from various assessments and discuss trends	9/3/25	6/30/26	Classroom Teacher, Data Team

## Budget Items

### SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff will attend professional development provided by the district.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,000	State/Local

### Strategy 2 - Provide additional instructional resources.

## 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	Staff will attend professional development provided by the district.	9/1/25	6/30/26	All staff.

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

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### Strategy 3 - Provide professional development and monthly PLCs.

## Action Steps

### SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	3	Review data from various assessments and discuss trends.	9/1/25	6/30/26	All staff.

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

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### 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	\$320,689.00	Federal Title I (School
Instructional Supplies	9/1/25	6/30/26	Building	INSTRUCTION - Supplies & Materials / 100-600	\$10,000.00	Federal Title I (School
Non Instructional Supplies	9/1/25	6/30/26	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	\$10,000.00	Federal Title I (School

## Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$7,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$1,002	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$2,002
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$8,002	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$9,002
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$500	\$0	\$0	\$0	\$0	\$500	\$0	\$0	\$1,000
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$500	\$0	\$0	\$0	\$0	\$500	\$0	\$0	\$1,000
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$8,502	\$0	\$0	\$0	\$0	\$1,500	\$0	\$0	\$10,002

## 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	\$340,689	\$0	\$340,689
Total	\$340,689	\$0	\$340,689

## School Level Certification Page

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

Title: Principal

Date: 06/30/2025

## 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