MARY J DONOHOE COMMUNITY SCHOOL

District: BAYONNE CITY
County: HUDSON
Team: NA

School Identification: NA
Targeted Subgroup
CDS: 170220080

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	Joanne Pasuco	No	No	Yes		
Community Member	Kelie Dugan	No	No	Yes		
Teacher	Marissa Wade	Yes	Yes	Yes		
Guidance Counselor	Amanda Schenkman	Yes	Yes	Yes		
Special Education Teacher	Nicole Miragliotta	Yes	Yes	Yes		
Reading Specialist	Heather Barone	Yes	Yes	Yes		
Principal	Philip Baccarella	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Secretary	Carol Christie	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/19/2025	Prior Year Evaluation	Yes	Yes
04/15/2025	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/22/2025	Comprehensive Data Analysis and Needs Assessment	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 interventio n implement ed 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)	Evidenc e Upload
Online platform such as t i-Ready to create small group instruction ST Math for supporting content	ELA/Math	Total Population with a stronger focus on	Yes	Yes	Yes	Teachers used scores from iReady to differentiate grouping in classrooms.	Yes
PLCs and Coaching to create small group instruction Link-it Data	ELA /Math	Total Population with a stronger focus on	Yes	Yes	Yes	Teachers met on their common prep and shared best practices and used data from LinkIt to form their groups.	Yes
Professional development to focus on small group instruction.	ELA/Math	Total Population with a stronger focus on	Yes	Yes	Yes	Teachers attended PD in house provided by BBOED	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 interventio n implement ed 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)	Evidenc e Upload
Parent Workshop	ELA/MAth	Total Population	Yes	Yes	Yes	Parents involved throughout the year by Title 1 teacher workshops.	Yes
Attendance committees	School	Total Population	Yes	Yes	Yes	Committee met and discussed data based on attendance and how to improve.	Yes
Positive reward system for good attendance	School	Total Population	Yes	Yes	Yes	Each month students receive rewards for good attendance. Students with good attendance are chosen to do morning announcements with the princpal.	Yes
Online Platforms such as i-Ready and SAVVAS to create small group instruction	ELA/Math	Total Population with a stronger focus on	Yes	Yes	Yes	iReady and SAVVAS platforms give great data for small group instruction.	Yes
PLCs and Coaching to create small group instruction	ELA/Math	Total Population with a stronger focus on	Yes	Yes	Yes	ELA/Math coaches have visited throughout the year to provide help with small grouping within the classroom.	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
Professional development to focus on small group instruction.	ELA/Math	Total Population with a stronger focus on	Yes	Yes	Yes	LinkIt representatives provided PD for grouping purposes and how to provide quality instruction.	Yes
Second Step Program	School	K-8 with a stronger focus on grades 4-8	Yes	Yes	Yes	Counselors are implementing Second Step.	Yes
SAC counselor SEL lessons Peer/Social Skills Groups	School	K-8 with a stronger focus on grades 4-8	Yes	Yes	Yes	Counselors have lunch bunch to provide counseling when needed.	Yes
Professional development to focus on specific SEL strategies based on survey results.	Counselors	K-8 with a stronger focus on grades 4-8	Yes	Yes	Yes	District administrators provide counselors with outside PD to assist with strategies.	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		NJSLA - Math Spring 2024 Grade 3 - 45.1% District - 38.8% State - 47.5% Above District & Below State Grade 4 - 29.2% District - 33.4% State - 44.9% Below District & Below State Grade 5 - 40% District - 33%, State - 40.2% Above District & Same as State Grade 6 - 23.7% District - 30% State 36.2% Below District & Below State Grade 7 - 40.7% District - 29.8% State - 37.5% Above District & Above State Grade 8 - 24% District - 24.5% State - 19.5% Below District & Above State NJSLA - ELA Spring 2024 Grade 3 - 47%. District - 40%. State - 43.6% Above District Above State Grade 4 - 50% District 50% State 50.8% Same as District Same as State	NJSLA Scores are based on the 2023-2024 NJSLA data. Based on the pre-populated NJSLA Proficiency Data, Language Arts showed a more favorable result. While lower than the Language Arts scores, Math scores did not meet the expected requirements, obtaining 35.8% proficient. The data also indicates female proficiency scores are significantly higher than the males population in both language arts, but are the opposite for math.

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	52.9%	35.5%	*		
White	58.5%	45.4%	*		
Hispanic	43.8%	25%	*		
Black or African American	45.7%	19.6%	*		
Asian, Native Hawaiian, or Pacific Islander	78.9%	57.9%	*		
American Indian or Alaska Native	*	*	*		
Two or More Races	50%	30%	*		
Female	59%	29.5%	*		
Male	47.6%	40.9%	*		
Economically Disadvantaged Students	45.7%	27.8%	*		
Non-Economically Disadvantaged Students	62.2%	45.5%	*		
Students with Disabilities	23.2%	14.3%	*		
Students without Disabilities	59.5%	40.2%	*		
English Learners	33.1%	22.8%	*		
Non-English Learners	54%	36.2%	*		

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

Student Group	ELA	Math	Alg1	Alg2	Geo
Homeless Students	*	*	*		
Students in Foster Care	*	*	*		
Military-Connected Students	*	*	*		
Migrant Students	*	*	*		
Non-Binary / Undesignated Gender	*	*	*		

Grade 5 - 54% District - 48%. State - 52.2%
Above District Above State
Grade 6 - 54% District - 56%. State - 53.2%
Below District Above State
Grade 7 - 63% District - 55% State - 54%
Above District Above State
Grade 8 - 49% District - 59%. State - 52.9%
Below District Below State

Please see the data below for the District Assessments and i-Ready assessment.

The students with disabilities subgroup scored the lowest overall. The students with disabilities subgroup on the Language Arts and Math portion of the NJSLA Test was highlighted that the progress proficiency was not within the standard deviation and was below the mean. .

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		Grade 5 School - 25% District - 25% Grade 8 School - 18% District - 14.5%	Grade 5 science proficient percentages are equal to the district. where Grade 8 is lower than the district. This could be from the lack of science concentration in the younger grades. Grade 5 students have to review and relearn science skills from previous grades.

NJSLA-S

Student Group	Grade 5	Grade 8	Grade 11
Schoolwide	25%	8%	
White	18%	6%	
Hispanic	16%	7%	
Black or African	40%	0%	
Asian, Native			
American Indian or			
Two or More Races			
Female	25%	8%	
Male	25%	7%	
Economically	15%	9%	

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	35%	5%			
		Students with	8%	0%			
		Students without	29%	9%			
		English Learners					
		Non-English	25%	8%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	 NJGPA Assessment Reports website 	Student Group	ELA	Math	N/A	N/A
		Schoolwide	55.5%	52%		
		White	62%	53.5%		
		Hispanic	49%	56.5%		
		Black or African American	55%	43%		
		Asian, Native Hawaiian, or Pacific	54%	51%		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female	61%	51%		
		Male	54%	53%		
		Economically Disadvantaged	53%	50.5%		
		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	56%	50%		
		Students without Disabilities				
		English Learners	44%	40.5%		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students	*	*		
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Students in the Hispanic subgroup showed modest improvement in math, while all other subgroups demonstrated stronger performance in ELA. Female students outperformed males significantly in ELA, whereas math achievement was comparable between genders.	The White student subgroup outperformed other subgroups in ELA, while in math, most subgroups performed at similar levels, except for the Black/African American subgroup, which is lagging behind and requires additional support.

ELA

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
K	100%	100%	100%	0%
1	100%	100%	100%	0%
2	100%	100%	100%	0%
3	100%	100%	100%	0%
4	100%	100%	100%	0%
5	100%	100%	100%	0%
6	100%	100%	100%	0%
7	100%	100%	100%	0%
8	100%	100%	100%	0%
9	0%	0%	0%	0%

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

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
10	0%	0%	0%	0%
11	0%	0%	0%	0%
12	0%	0%	0%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	100%	100%	100%	0%
1	100%	100%	100%	0%
2	100%	100%	100%	0%
3	100%	100%	100%	0%
4	100%	100%	100%	0%
5	100%	100%	100%	0%

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		6	100%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	0%		
		9	100%	100%	100%	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	In the ELA and Math Benchmark Assessment Participation for all grades were 100%	All students in Grades K-8 are administered benchmark assessments periodically throughout the year. Students in Grades K-2 are assessed in language arts and math through the i-Ready online district assessment tool. These assessments are administered three times a year to measure student growth and progress in each content area. Students in grades 3-8 are required to take benchmark assessments in social studies and science for every marking period throughout the year, totaling four times a year. All scores are recorded in
		K	23%	52%	82%	0%		
		1	8%	36%	45%	0%		
		2	23%	38%	58%	0%		
		3	42%	59%	77%	0%		
		4	22%	30%	38%	0%		
		5	20%	33%	40%	0%		
		6	33%	50%	48%	0%		
		7	32%	30%	30%	0%		
		8	28%	32%	28%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		Genesis Gradebook. Data provided from these benchmark assessments are recorded, analyzed, and broken down into subgroups, identifying patterns and areas of strengths and weaknesses by each grade level teacher. These results are used to drive differentiated instruction.
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Data from the i-Ready benchmark assessments are recorded, analyzed, and disaggregated by subgroups to identify patterns, strengths, and areas for growth. Grade-level teachers review this data to inform instructional decisions and guide differentiated instruction tailored to student needs.	Assessment data indicate overall growth across each testing cycle, with Cycle 3 showing the highest proficiency levels. However, some scores remain low due to gaps in foundational skills from previous years. Notably, two grade levels did not show growth from Cycle 2 to Cycle 3, highlighting the need for targeted instructional support in those areas.
		K	18%	37%	50%	0%		
		1	4%	18%	26%	0%		
		2	2%	19%	37%	0%		
		3	2%	28%	47%	0%		
		4	16%	28%	51%	0%		
		5	11%	39%	49%	0%		
		6	29%	50%	52%	0%		
		7	18%	24%	28%	0%		
		8	23%	26%	22%	0%		
		9	100%	100%	100%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Percent of English Learners Making Expected Growth to				38.9%	Data from the i-Ready benchmark assessments are recorded, analyzed, and disaggregated by subgroups to identify patterns, strengths, and areas for growth. Grade-level teachers review this data to inform instructional decisions and guide differentiated instruction tailored to student needs.	Assessment data show consistent growth across each cycle, except Grade 8, which did not demonstrate improvement from Cycle 2 to Cycle 3. This indicates a need for targeted support and instructional adjustments at that grade level.

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).		Data from i-Ready is recorded an analyzed and tracked for each student.	Our school has become an ESL hub, serving a growing population of English Language Learners. This year, three ESL teachers are supporting students through a push-in model, integrating language instruction directly within general education classrooms. This approach promotes inclusive learning and helps students build both academic and language skills in a collaborative setting.

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	448	n/a	No enrollment trends have been identified based on grade or subgroups.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	93.61%	N/A	Interventions to address absenteeism include timely communication with families when students are absent. In cases of frequent, prolonged, or unexplained absences, the attendance office is notified to take further action. Attendance officers follow up with families through phone calls, home visits, and, when necessary, may initiate court referrals. Promoting regular school attendance is a top priority. To support this goal, schools incorporate engaging activities and events designed to motivate and encourage students to attend regularly. Recognition programs that celebrate perfect attendance and notable improvement serve as additional incentives. Maintaining a
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				positive and welcoming school climate also plays a critical role in making students feel valued and eager to come to school.

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	24.67%	N/A	Interventions for chronic absenteeism align with district policy and include daily automated phone calls to families regarding absences, the issuance of district attendance letters after the 4th, 8th, and 10th absences, and home visits conducted by the truancy officer. Additionally, school-wide incentive programs are implemented throughout the year to encourage regular attendance. This year, the school attendance committee proactively mailed letters to families at the start of the school year, emphasizing the importance of consistent attendance. Incentives were also offered to students demonstrating positive improvements in their attendance.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	95.70%	N/A	See Above

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 was generally stable this year; however, a few teachers exceeded their allotted leave days and required unpaid time off.	Teachers are contractually allotted 10 sick days, 2 personal days, and 2 family sick days each school year. Unused sick days accumulate annually, and any unused personal days are converted into additional sick days for the following year. There were teachers out on maternity leave, family leave, and occupational therapy leave for the school year 2024-2025.
		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	1.12%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders		SUSPENSIONS - YTD -47 INCIDENT ETHNIC COUNT White 8 students Black 7 students Hispanic 10 students Asian 1 student	A significant number of suspensions this year involved repeat offenders, with fighting emerging as a major contributing factor. The highest number of reported incidents came from the Hispanic student population. The most common disciplinary infractions included: Possession of a weapon Fighting Conduct unbecoming of a student Inappropriate behavior Harassment, intimidation, and bullying Disruption of class or learning environment

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Defiance of authority Inappropriate use of electronic devices Damage to or defacement of school property These incidents reflect the primary areas of concern for the current academic year.
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			The students and staff participate in the LinkIt Survey throughout the year.

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)		N/A	N/A

Student Group	5 Year Rate	4 Year Rate
Schoolwide		
White		
Hispanic		
Black or African American		
Asian, Native Hawaiian, or Pacific Islander		
American Indian or Alaska Native		
Two or More Races		
Economically Disadvantaged Students		
Students with Disabilities		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.		N/A	N/A

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
Statewide							
White							
Hispanic							
Black or African American							
Asian, Native Hawaiian, or Pacific Islander							

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

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1	3	N/A	N/A
		% of students with a C or better			
		Count of students who took the Algrbra 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.			All student performed well on the NJSLA	Algebra students are identiffied using grade 7 data and the math director finalizes the algebra list for grade 8.

EVALUATION INFORMATION					
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson	Teachers are evaluated by various administrators and supervisors throughout the school year to ensure a well-rounded perspective on instructional practices. New teachers to the district are provided with a mentor during their first year to support their professional growth and successful transition. Classroom walkthroughs are conducted regularly by both central office staff and building administrators to monitor instructional effectiveness and provide ongoing feedback.	Teacher evaluation scores have generally improved from the first to the final observation, based on the district-wide use of the Charlotte Danielson Framework for Teaching. To support continued instructional growth, professional development will focus on aligning lessons with the New Jersey Student Learning Standards (NJSLS), particularly in math, science, and ELA. Teachers will continue to implement the Next Generation Science Standards (NGSS), Developmental Reading Assessments (DRA), and Fundations. Training in i-Ready, standards-based
		# Teachers to Evaluate	44		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	7		
		null	Total		
		Cycle 1	6		
		Cycle 2	8		
		Cycle 3	4		
		Cycle 4	0		

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
				report cards, and Response to Intervention (RTI) strategies will also be prioritized. Ongoing professional development will promote best practices in differentiated instruction, small group work, learning centers, and targeted interventions. Additional focus will be placed on inclusive teaching models involving all staff—general education, special education, Title I, specialists, nurses, and interdisciplinary teams. Further training in differentiation is needed to meet the varying needs of students, supporting both remediation and enrichment. While small group instruction is well

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
				established in lower grades, upper grades require more consistency, supported through continued professional development in the New Jersey Tiered System of Supports (NJTSS).

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent Communication via email, text and phone calls	Constant changing emails and phone number to communicate with	N/A	N/A

Comprehensive Needs Assessment Process Questions

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

The school planning team will share the results of the comprehensive needs assessment with the faculty during an upcoming staff meeting. Dedicated PLC (Professional Learning Community) time will be used to thoroughly review and discuss the findings. Additionally, meetings with parents and other key stakeholders will be scheduled promptly to ensure open communication and collaborative planning based on the results.

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

A Parent Teacher Organization (PTO) plays a vital role in supporting the entire school community. Its primary goal is to foster strong connections between students, families, and the school, helping to build a vibrant and inclusive school culture. When families are actively involved, it contributes to a more positive attitude toward learning and strengthens the overall school experience.

The PTO also helps create a welcoming and supportive environment where both students and staff feel valued. Through fundraising efforts, the PTO can secure additional resources that benefit classrooms, support school initiatives, and provide meaningful incentives aligned with our educational goals. Additionally, the PTO supports school events that promote open communication and collaboration among all stakeholders, enhancing the sense of community and shared purpose.

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	All teachers are expected to develop strong Student Learning Objectives (SLOs) aligned with the New Jersey Student Learning Standards (NJSLS). These standards serve as the foundation for designing instruction that is both rigorous and achievable for all students. Regular walkthroughs are conducted to ensure instructional practices align with the NJSLS and that lessons are being implemented with fidelity.	Teachers will focus on mastering the New Jersey Student Learning Standards (NJSLS) and effectively measuring student understanding. This will be achieved through the use of formative assessment strategies, such as exit tickets or brief checks for understanding at the end of each class period.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	4-Sustaining		
	Average		3.40		
Assessment	1	A	3-Developing	Throughout the school year, teachers utilize a variety of digital platforms to collect data and design assessments that align with the New Jersey Student Assessment (NJSA). Tools such as IXL, i-Ready, and LinkIt! support data-driven instruction by providing insights into student performance. This data is then used to inform instructional decisions, differentiate instruction, plan targeted small-group lessons, and monitor student progress to ensure all learners are meeting grade-level expectations.	Teachers will continue to utilize the New Jersey Student Learning Standards (NJSLS) to guide instruction and support students in mastering grade-level Student Learning Objectives (SLOs). In addition to assessments provided through online platforms, teachers will enhance their ability to design meaningful, standards-aligned tasks that promote student success and deeper understanding.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	3-Developing	Grade-level and content-area teachers meet twice a week to collaborate and share best practices, ensuring instructional continuity and a smooth progression from one grade to the next. Ongoing collaboration is further supported through after-school faculty meetings and district in-service days, which provide opportunities to monitor, refine, and align instructional strategies that contribute to improved student assessment outcomes.	Teachers and staff will continue to engage in Professional Learning Communities (PLCs) to regularly evaluate the effectiveness of shared and evidence-based instructional practices. These collaborative teams will focus on analyzing student data, refining instructional strategies, and setting measurable goals to address learning gaps. Through ongoing reflection and teamwork, PLCs will ensure consistent academic growth and success for all students across grade levels and content areas.
	2	A	4-Sustaining		
	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	3-Developing	At Mary J. Donohoe, students and teachers participate in the Panorama district and school surveys. The collected data is carefully reviewed and analyzed to inform the development of targeted plans aimed at supporting at-risk students. This data-driven approach enables teachers and counselors to foster a safe, positive learning environment that promotes self-regulation and overall student well-being.	We will continue collaborating with the School Climate Team and staff to promote self-awareness and effectively address peer conflict. Additionally, monthly ceremonies will be held to recognize and celebrate positive behavior, consistent attendance, and outstanding student achievement, reinforcing a supportive and motivating school culture.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	4-Sustaining		
	Average		3.57		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	3-Developing	Principals conduct both announced and unannounced observations and walkthroughs to support instructional growth and enhance student achievement. Following evaluations, principals meet with teachers to discuss clear lesson expectations and provide constructive feedback. Additionally, principals actively participate in Professional Learning Community (PLC) meetings with grade-level and content-area teams to stay engaged in ongoing instructional planning and collaboration.	Principals will continue to provide ongoing support to teachers to foster professional growth and ensure their success in delivering high-quality instruction.
	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	The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Assessments i-Ready, NJSLA, etc.) Students in grade 3-8 struggle with: Grade 3 - Number Operations & Fractions Grade 4 - All Domains Grade 5 Number Operations & Fractions Grade 6 - The Number System Grade 7 -The Number System Grade 8 - Statistics & Probability - Expressions & Equations	Student attendance creates gaps in learning. Students are still working on closing these gaps using the My Path feature of i-Ready. The lack of basic facts and computation skills is causing some students to dislike certain subject areas.	Total population, with an emphasis on grades 3-8.				

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
				1	Online platforms such as i-Ready to support small group instruction ST Math for supporting content	i-Ready is an interactive online program for reading and mathematics that helps teachers identify each student's unique learning needs, personalize instruction, and monitor progress throughout the year. Beginning this year, grades 3–8 will use i-Ready as a new platform to support academic growth. With built-in analytics and targeted instructional recommendations, i-Ready provides a data-driven approach to improving student outcomes. ST Math is a visual, PreK–8 instructional	Moderate	https://files.eric.ed.gov/fulltext/ED566264.pdf https://www.curriculumassociates.com/blog/why-is-i-ready-good

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
					program that develops deep conceptual understanding in mathematics by tapping into students' innate spatial-temporal reasoning skills. ST Math is mastery-based, meaning students must solve all puzzles correctly in a level (100%) before progressing to the next. Each student follows a personalized learning path and is encouraged to take the time they need to fully grasp each concept before moving forward. These tools are designed to complement classroom instruction and		

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
					ensure all students are supported on their path to academic success.		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2	PLCs and Coaching to Create Small Group Instruction Assessment/Diagnostic Data	Professional Learning Communities (PLCs) provide educators with dedicated time to collaborate, share best practices, and engage in meaningful reflection to enhance teaching and learning. Through ongoing collaboration, teachers and instructional coaches work together to implement evidence-based strategies that support student success throughout the school year. PLCs also foster stronger relationships among team	Strong , Moderate	https://eric.ed.gov/?id=ED517343

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
					members, promote continuous professional growth, and encourage the exploration of new research and instructional approaches. To support this work, the i-Ready platform offers robust tools for assessment, personalized instruction, and progress monitoring. With real-time data and actionable insights, i-Ready empowers educators to tailor instruction, track student growth, and make informed decisions that drive academic success.		

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	Professional Development to utilize data to support small group instruction	Research shows that low-achieving students who engage in small-group, collaborative mathematics instruction with both peers and teachers not only strengthen their math skills but also gain confidence in their abilities and develop a more positive attitude toward the subject.	Moderate	https://journals.sagepub.com/doi/10.3102/00028312019002259?utm_source=chatgpt.com

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Assessments i-Ready, NJSLA, etc.) Students in grade 3-8 struggle with: Grade 3 - Literature Grade 4 - Literature Grade 5 Literature Grade 6 - Literature Grade 7 - Literature Grade 8 - Science & Technical Subjects - Literature	Student attendance creates gaps in learning. Students are still working on closing these gaps using the My Path feature of i-Ready. The lack of basic facts and computation skills is causing some students to dislike certain subject areas.	Total population, with an emphasis on grades 3-8.				

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
				1	Online platforms such as i-Ready and SAVVAS to support small group instruction	i-Ready is an interactive online program for reading and mathematics that enables teachers to identify each student's specific learning needs, deliver personalized instruction, and track progress throughout the school year. Beginning this year, grades 3–8 will implement i-Ready as a new platform to support academic growth. With its robust analytics and targeted instructional recommendations, i-Ready offers a data-driven approach to improving student outcomes.	Strong	https://eric.ed.gov/?q=i-Ready https://www.savvas.com/company/learn-about-savvas/newsroom/press-releases/2024/savvas-envision-mathematics-2024-earns-highest-rating-from-edreports?utm

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
					The SAVVAS curriculum is a comprehensive, standards-aligned instructional resource used in PreK–8 classrooms to build strong foundational skills in mathematics. It provides a coherent progression of math concepts, engaging digital content, and embedded assessments to support all learners. SAVVAS emphasizes conceptual understanding, procedural fluency, and real-world application, ensuring students gain both the knowledge and confidence to succeed in		

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
					mathematics. Together, i-Ready and SAVVAS are designed to complement classroom instruction and ensure that every student receives the support they need to reach their full academic potential.		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2	PLCs and Coaching to Create Small Group Instruction Assessment/Diagnostic Data	Professional Learning Communities (PLCs) provide educators with dedicated time to collaborate, share best practices, and engage in meaningful reflection to enhance teaching and learning. Through ongoing collaboration, teachers and instructional coaches work together to implement evidence-based strategies that support student success throughout the school year. PLCs also foster stronger relationships among team	Strong , Moderate	https://source.cognia.org/issue-article/professional-learning-communities-key-improved-teaching-and-learning/?utm_source

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
					members, promote continuous professional growth, and encourage the exploration of new research and instructional approaches. To support this work, the i-Ready platform offers robust tools for assessment, personalized instruction, and progress monitoring. With real-time data and actionable insights, i-Ready empowers educators to tailor instruction, track student growth, and make informed decisions that drive academic success.		

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	Professional Development to utilize data to support small group instruction	Our findings indicate that professional development focused on specific instructional practices leads to increased use of those practices in the classroom. In addition, incorporating key elements such as active learning opportunities significantly enhances the impact of professional development on instructional improvement.	Moderate	https://www.mdpi.com/2227-7102/15/1/18?utm_source

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	Students need to develop skills to manage their emotions and accurately recognize the difference between peer conflicts and bullying. Targeted students identified through the LinkItSurvey will receive additional support to build these skills.	Students are facing challenges with social-emotional skills, which affect their ability to express themselves effectively and maintain positive relationships. Many struggle to manage their emotions and responses appropriately. As a result, some students exhibit behaviors that require additional support through counseling.	K-8 with a stronger focus on grades 4-8	1	Second Step Program	Second Step is a comprehensive social-emotional learning (SEL) program designed to develop essential skills such as emotional awareness and regulation, empathy, problem-solving, bullying prevention, and goal-setting. The program offers both paper-based and digital formats to accommodate diverse learning styles and ensure accessibility for all students.	Moderate	https://link.springer.com/article/10.1007/s12671-010-0011-8

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2	SAC counselor SEL Lessons Peer/Social Skills Groups	The Student Assistant Counselor (SAC) serves as a vital support system within the school community, providing individualized counseling services and targeted interventions that leverage students' strengths. The SAC monitors student progress closely and coordinates referrals when additional support is needed. Additionally, the SAC facilitates counseling groups tailored to specific student populations, identified through data-driven trends, to address their unique needs effectively.	Moderate, Promising	https://onlinelibrary.wiley.com/doi/10.1002/j.1556-6678.2011.tb00088.x

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	Professional development to focus on specific SEL strategies based on survey results	Teachers cultivate an autonomous and supportive classroom climate through their social interaction skills. While these skills are recognized as essential in modern learning psychology, there is limited research on how teachers develop and enhance them.	Promising	https://journals.sagepub.com/doi/10.3102/0034654308325693

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Climate & Culture - Attendance/ Behavior	Attendance data indicate that our rates are below the state average. Many students struggle with arriving on time and maintaining consistent attendance, which affects their motivation for academic success. Despite these challenges, we are working to encourage students to take greater responsibility for their own learning and achievement.	Students are facing challenges with social-emotional issues, including difficulty expressing themselves and feeling a sense of belonging. Many struggle to regulate their emotions and responses, which can lead to peer conflicts that are sometimes mistaken for bullying. Additionally, a lack of motivation to attend school appears to significantly impact student attendance. Those with frequent tardiness or absenteeism often experience	Total Population	1	Parent Workshop	Parent workshops are organized to equip parents with the knowledge and skills needed to support the holistic development of their children. These sessions also provide opportunities for parents to connect with one another and gain a clearer understanding of the school curriculum, fostering stronger home-school partnerships.	Promising	https://www.tandfonline.com/doi/abs/10.1080/00131911.2013.780009

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
		substantial gaps in their academic progress.		2	Data/Attendance Committee	The attendance committee will convene regularly to review and analyze student attendance patterns and trends. This ongoing monitoring allows the team to identify issues early, implement targeted interventions, and develop data-driven strategies to improve overall attendance rates	Strong	https://www.sciencedirect.com/science/article/abs/pii/S027273580700133X?via%3Dihub

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	Positive Reinforcement and Incentives	The attendance committee will develop and implement recognition programs that celebrate and reward students for consistent, positive attendance, fostering motivation and reinforcing the value of regular school participation.	Promising	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf

SMART Goal 1

By June 30, 2026, all grade levels will have an increase of 10% proficiency from the district's i-Ready assessment (first diagnostic to third diagnostic)

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance	The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Assessments i-Ready, NJSLA, etc.) Students in grade 3-8 struggle with: Grade 3 - Number Operations & Fractions Grade 4 - All Domains Grade 5 Number Operations & Fractions Grade 6 - The Number System Grade 7 -The Number System Grade 8 - Statistics & Probability - Expressions & Equations
Target Population:	Total population, with an emphasis on grades 3-8.

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Ninety-five percent of the students will have finished the i-Ready diagnostics. Following a review of the i-Ready Math Diagnostic data, classroom assessments, observations, and state assessment results, teachers will form adaptable small groups based on individual needs.	Lesson plans, state test results, and i-Ready diagnostic reports will all be utilized as proof to meet the objective.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Teachers continue to collaborate in Professional Learning Communities (PLCs) to analyze student achievement data and reflect on instructional practices. At least 50% of students are meeting the goal of completing 45 minutes per week on i-Ready.	Evidence from PLC agendas and minutes, lesson plans, and i-Ready usage reports shows that at least 50% of students are meeting the goal of completing 45 minutes per week on i-Ready.
Apr 15:	Teachers continue to collaborate in Professional Learning Communities (PLCs) to analyze student achievement data and reflect on instructional practices. At least 50% of students are meeting the goal of completing 45 minutes per week on i-Ready.	Evidence from PLC agendas and minutes, lesson plans, and i-Ready usage reports shows that at least 50% of students are meeting the goal of completing 45 minutes per week on i-Ready.
Jul 1	By June 30, 2026, all grade levels will have an increase of 10% proficiency from the district's i-Ready assessment (first diagnostic to third diagnostic)	iReady End of Year Data

Strategy 1 - Online platforms such as i-Ready to support small group instruction

ST Math for supporting content

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	Utlizle iReady and ST Math to foucus on conetnt deficienceis	9/16/25	6/23/26	School Wide
2	1	Utilize NJSLA scores and Genesis Grades	9/16/25	6/23/26	School wide

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	I-Ready	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$3,000	Federal Title I (School Allocation)

Strategy 2 - PLCs and Coaching to Create Small Group Instruction

Assessment/Diagnostic Data

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	Create a teacher schedule for PLCs	9/16/25	6/23/26	School Wide
2	2	Students will receive and use manipulatives to enhance math lessons	9/16/25	6/23/26	Teachers
3	2	The test preparation curriculum has been collaboratively developed and thoughtfully planned.	9/16/25	6/23/26	Principals/Coaches
4	2	Action plans are developed using projected proficiency reports, with targeted support strategies focused on students who are performing near the proficiency threshold.	9/16/25	6/23/26	Principals and teachers

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

Strategy 3 - Professional Development to utilize data to support small group instruction

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Enroll teachers in PD that will focus on small group instruction	9/16/25	6/23/26	School Wide
2	3	Promote positive pedagogy by providing PD opportunities for teachers to enhance their competence and teaching practices.	9/16/25	6/23/26	Principal and staff
3	3	Utilize technology to showcase lessons, activities, and collaborative small group sessions.	9/16/25	6/23/26	Teachers
4	3	Classroom teachers maximizing the potential of their Promethean boards for overall student performance	9/16/25	6/23/26	Teachers/staff

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Professional Development	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$2,000	Other Federal

SMART Goal 2

By June 30, 2026, all grade levels will have an increase of 10% proficiency from the district's i-Ready assessment (first diagnostic to third diagnostic)

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Assessments i-Ready, NJSLA, etc.) Students in grade 3-8 struggle with: Grade 3 - Literature Grade 4 - Literature Grade 5 Literature Grade 6 - Literature Grade 7 -Literature Grade 8 - Science & Technical Subjects - Literature
Target Population:	Total population, with an emphasis on grades 3-8.

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Ninety-five percent of the students will have finished the i-Ready diagnostics. Following a review of the i-Ready Math Diagnostic data, classroom assessments, observations, and state assessment results, teachers will form adaptable small groups based on individual needs.	Lesson plans, state test results, and i-Ready diagnostic reports will all be utilized as proof to meet the objective.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Teachers continue to collaborate in Professional Learning Communities (PLCs) to analyze student achievement data and reflect on instructional practices. At least 50% of students are meeting the goal of completing 45 minutes per week on i-Ready.	Evidence from PLC agendas and minutes, lesson plans, and i-Ready usage reports shows that at least 50% of students are meeting the goal of completing 45 minutes per week on i-Ready.
Apr 15:	Teachers continue to collaborate in Professional Learning Communities (PLCs) to analyze student achievement data and reflect on instructional practices. At least 50% of students are meeting the goal of completing 45 minutes per week on i-Ready.	Evidence from PLC agendas and minutes, lesson plans, and i-Ready usage reports shows that at least 50% of students are meeting the goal of completing 45 minutes per week on i-Ready.
Jul 1	By June 30, 2026, all grade levels will have an increase of 10% proficiency from the district's i-Ready assessment (first diagnostic to third diagnostic)	iReady End of Year Data

Strategy 1 - Online platforms such as i-Ready and SAVVAS to support small group instruction

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Online Platforms such as iReady and SAVVAS to create small group instruction	9/16/25	6/23/26	School Wide

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

Strategy 2 - PLCs and Coaching to Create Small Group Instruction

Assessment/Diagnostic Data

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	PLCs and Coaching to create small group instruction	9/16/25	6/23/26	School wide

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

Strategy 3 - Professional Development to utilize data to support small group instruction

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	Professional development to focus on small group instruction	9/16/25	6/23/26	School wide Teachers

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

SMART Goal 3

By May 2026, 70% of students in grades K–8 will demonstrate growth in at least one core social-emotional competency (example: self-management or social awareness), as measured by pre- and post-assessments on the LinkIt SEL survey, and reinforced through instruction using the Second Step Program.

Area of Focus	Social and Emotional Learning
Content Area	Social Emotional Learning
Priority Performance	Students need to develop skills to manage their emotions and accurately recognize the difference between peer conflicts and bullying. Targeted students identified through the LinkItSurvey will receive additional support to build these skills.
Target Population:	K-8 with a stronger focus on grades 4-8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of the November cycle, 95% of K–8 students will complete the baseline LinkIt SEL survey to establish a benchmark for social-emotional competencies.	LinkIt SEL survey participation reports and counselor facilitation records
Feb 15	95% of K–8 classrooms will have completed at least 50% of the assigned Second Step SEL lessons, with counselor support in targeted grade levels.	Lesson pacing trackers from teachers, counselor, co-teaching schedules, lesson plans and student reflection forms using lesson and survey results
Apr 15:	By the end of the third cycle, students will show improvement in self-management or social awareness, etc. on formative teacher or counselor-administered SEL check-ins.	Second Step skill assessments (exit tickets, student reflections), Observation notes and student behavior records, and Mid-year LinkIt SEL survey results

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By May 2026, 70% of students in grades K–8 will demonstrate growth in at least one core social-emotional competency (example: self-management or social awareness), as measured by pre- and post-assessments on the LinkIt SEL survey, and reinforced through instruction using the Second Step Program.	School-wide discussions, along with end-of-year survey results from the Second Step Program and LinkIt, will help evaluate the effectiveness of our SEL implementation and determine whether adjustments to the program are needed.

Strategy 1 - Second Step Program

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	Counselors will provide training for teacher on a as needed basis	9/16/25	6/23/26	counselors/teachers
2	1	Counselors and teachers will meet on a regular basis to review student progress and needs	9/16/25	6/23/26	counselors/teachers

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

Strategy 2 - SAC counselor SEL Lessons Peer/Social Skills Groups

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Counselors will set up regular meetings to identify a criterion for success and review student progress in areas of need based on survey results, disciplinary referrals, teacher feedback, and observations	9/16/25	6/23/26	teachers and counselors
2	2	Identify students who are in need of tier 2 and 3 mental health supports. Tier 2 students will participate in group counseling sessions and targeted class lessons. Tier 3 students will meet with the counselors individually.	9/16/25	6/23/26	teachers and counselors

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

Strategy 3 - Professional development to focus on specific SEL strategies based on survey results

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	PD on the Second Step program and utilization	9/16/25	6/23/26	Counselors and teachers
2	3	Teachers have signed up for Counselor push-in lessons and training sessions.	9/16/25	6/23/26	Counselors and staff

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	3	PLCs will be used to identify trends in student behavior and to evaluate the effectiveness of SEL strategies aimed at promoting positive change. Principals will incorporate feedback from classroom walkthroughs to inform and guide these collaborative discussions.	9/16/25	6/23/26	Principals and staff

Budget Items

SMART Goal 3 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Professional Development	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$2,000	Other Federal

SMART Goal 4

By May 2026, the overall student absenteeism rate will decrease by 5% compared to the 2024–2025 school year, as measured by monthly attendance records and end-of-year data, with targeted interventions led by counselors, teachers, and the attendance team.

Area of Focus: Climate & Culture - Attendance/Behavior

Content Area: Climate and Culture

Priority Performance: Attendance data indicate that our rates are below the state average. Many students struggle with arriving on time and maintaining consistent attendance, which affects their motivation for academic success. Despite these challenges, we are working to encourage students to take greater responsibility for their own learning and achievement.

Target Population: Total Population

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of September 2025, a school-based attendance committee will be established and will meet regularly (at least monthly) to review attendance data. Using 2024–2025 attendance records, the committee will identify students at risk of chronic absenteeism for early intervention.	2024–2025 attendance data analysis reports and a list of identified at-risk students
Feb 15	At-risk students (identified using prior-year or current-year data) will receive targeted outreach from the committee, including parent contact and an initial support plan.	Family communication logs (calls, emails, letters), Counselor notes, support or intervention plans using LinkIt, and NJTSS tracker entries
Apr 15:	All grade levels will have implemented at least one attendance incentive program, and the attendance committee will monitor progress to reduce chronic absenteeism from the mid-year benchmark.	Documentation of attendance incentive programs (flyers, logs, photos), updated chronic absenteeism reports, mid-year attendance review meeting notes, and student recognition records

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By May 2026, the overall student absenteeism rate will decrease by 5% compared to the 2024–2025 school year, as measured by monthly attendance records and end-of-year data, with targeted interventions led by counselors, teachers, and the attendance team.	Final Attendance Report

Strategy 1 - Parent Workshop

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Hold parent workshops to highlight the importance of good attendance	9/16/25	6/23/26	Principal/staff and parents

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

Strategy 2 - Data/Attendance Committee

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Create an attendance committee to combat chronic absenteeism	9/16/25	6/23/26	Specific Teachers

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

Strategy 3 - Positive Reinforcement and Incentives

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	An attendance incentive program for good attendance	9/16/25	6/23/26	School wide

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

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Teacher Salaries	9/1/25	6/30/26	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	$128,000.00	Federal Title I (School
Non-Instructional Supplies	9/1/25	6/30/26	Building	INSTRUCTION - Supplies & Materials / 100-600	$10,000.00	Federal Title I (School
Instructional Supplies	9/1/25	6/30/26	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	$10,000.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$3,000	$0	$0	$0	$4,000	$0	$0	$7,000
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$3,000	$0	$0	$0	$4,000	$0	$0	$7,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

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

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
Total Cost			$0	$3,000	$0	$0	$0	$4,000	$0	$0	$7,000

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$3,000	$0	$3,000
Other Title 1 Expenditures	$148,000	$0	$148,000
Total	$151,000	$0	$151,000

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction
x	Effective Instruction
x	Social and Emotional Learning
x	Climate & Culture - Attendance/Behavior
x	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed Date: Philip J. Baccarella 06/30/2025 Title: Principal

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.

Certified By: Dennis C. Degnan Title: Assistant Superintendent of Schools for Curriculum

Date: 09/05/2025

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and

x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: John J. Niesz Title: Superintendent of Schools

Date: 09/05/2025