

**NICHOLAS ORESKO COMMUNITY SCHOOL**

District: BAYONNE CITY

School Identification: NA

County: HUDSON

Targeted Subgroup

Team: NA

CDS: 170220140

# 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	Jessica Caamano	No	Yes	No		
Community Member	Donna Weiss	No	Yes	No		
Principal	Monique Bullock	Yes	Yes	Yes		
Interventionist	Samantha Christie	Yes	Yes	No		
Teacher	Tamara Gonzalez	Yes	Yes	Yes		
Inclusion Teacher	Kathleen Ozak	Yes	Yes	Yes		
ParaProfessional	Keisha Hull	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Math Instructional Coach	Kathryn Kim	Yes	Yes	Yes		
School Counselor	Danielle Traina Coll	Yes	Yes	Yes		

### ASP ESEA Required Stakeholder Groups Assurance

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

#### Comments

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/02/2025	Prior Year Evaluation	Yes	Yes
05/09/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/16/2025	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/22/2025	Smart Goal Development	Yes	Yes

## Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Data Team will analyze ELA i-Ready and LinkIt! data and turnkey that information to staff members to target instruction and intervention.	ELA	Grades K-8	Yes	Yes	Yes	Increase of 27% in students on or above grade level in ELA from beginning of the year.	Yes
Data Team will analyze math i-Ready and LinkIt! data and turnkey that information to staff members to target instruction and intervention.	Math	Grades K-8	Yes	Yes	Yes	Increase of 32% in students on or above grade level in Math from beginning of the 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
English Language Arts teachers will identify best practices for future reference and record student data in Realtime and Schoology.	ELA	All students	No	No	No	Realtime was replaced with Genesis. Schoology will be replaced by Google Classroom.	null
Group students to work collaboratively with peers according to areas of strength and weakness based on analysis of iReady data.	Math and ELA	K-8	Yes	Yes	Yes	Teachers utilized the Grade-Level Planning and Instructional Groupings reports from iReady to identify small groups.	Yes
To utilize both enrichment and remedial programs to enhance instruction.	Math	All students	Yes	Yes	Yes	Use of GoMath and Big Ideas reteach and enrich activities as documented in lesson plans.	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
Implementation of Second Step Social Emotional Learning Program.	SEL	Grades K-8	Yes	Yes	Yes	A 2011 meta-analysis by Durlak et al. (involving over 270,000 students) found that SEL programs like Second Step improved academic performance by 11 percentile points on average. Schools implementing Second Step with fidelity report higher standardized test scores, especially in reading and math.	Yes
Student Assistance Counselor will implement appropriate activities that support social emotional growth.	SEL	All Students	Yes	Yes	Yes	School climate and culture information rates related to conflict and bullying (survey), detention, attendance, graduation rates, and general school performance, grade level lessons led by guidance/SAC, Teacher led programs through Second Step Program, PLC presentations led by guidance. In schools with full-time elementary counselors: 83% of students showed improved skills in emotion regulation, conflict resolution, and empathy (American School Counselor Association, 2023).	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Administration of Panorama Survey.	SEL	All Students	Yes	Yes	Yes	Student survey results.	Yes
Attendance Committee	Attendance	All Students	Yes	Yes	Yes	Monthly Attendance Reports, Data reports, Attendance Warning Letters, Truancy Referral Forms, Nurse's Log, Doctor's Notes/Parent Notes	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	LinkIt! Benchmark data, iReady data, report cards, progress reports, exit tickets, quizzes, tests, homework	School wide, ELA was more successful than math as over half of our students were proficient in ELA. Our female students did better on ELA and our male students did better on Math.	
		Schoolwide	58.3 %	46.6%	91%					
		White	58.9 %	55.8%	95%					
		Hispanic	47.2 %	22.6%	*					
		Black or African American	59.4 %	37.5%	*					
		Asian, Native Hawaiian, or Pacific Islander	75%	75%	*					
		American Indian or Alaska Native	*	*	*					
		Two or More Races	64.3 %	42.9%	*					
		Female	62.3 %	44.3%	85%					
		Male	53.5 %	49.5%	100%					
		Economically Disadvantaged Students	59%	44.8%	*					
		Non-Economically Disadvantaged Students	57.6 %	48.3%	88%					
		Students with Disabilities	17.5 %	11.7%	*					
		Students without Disabilities	61.7 %	49.5%	91%					
		English Learners	30.8 %	26.9%	*					
Non-English Learners	61.9 %	49.2%	91%							

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	Mat h	Alg1	Alg2	Geo		
		Homeless Students	*	*	*				
		Students in Foster Care	*	*	*				
		Military-Connected Students	*	*	*				
		Migrant Students	*	*	*				
		Non-Binary / Undesignated Gender	*	*	*				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				LinkIt! Benchmark data, iReady data, report cards, progress reports, exit tickets, quizzes, tests, homework	Grade 8 performed better than Grade 5. In Grade 8, the males outperformed the females.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	32%	40%			
		White	36%	42%			
		Hispanic		16%			
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	33%	33%			
		Male	31%	48%			
		Economical ly	30%	34%			

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	36%	42%			
		Students with					
		Students without	33%	41%			
		English Learners					
		Non-English	41%	42%			
		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*	<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	36.5%	49%		
		White	35%	49%		
		Hispanic	38%	46%		
		Black or African American	37%	51%		
		Asian, Native Hawaiian, or Pacific	37%	54%		
		American Indian or Alaska Native				
		Two or More Races	20.5%	*		
		Female	31%	55%		
		Male	42%	46.5%		
		Economically Disadvantaged	42%	51%		
		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%	*		
		Students without Disabilities				
		English Learners	49%	46.5%		
		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.	ELA					NJSLA data, iReady data, LinkIt! data	School wide, there was more growth in Math than in ELA. The same is true for all subgroups with the exception of English learners, who showed slightly better growth in ELA than in Math.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	93%	100%	100%	100%		
		1	98%	97%	98%	98%		
		2	100%	97%	98%	98%		
		3	96%	100%	98%	98%		
		4	100%	100%	98%	98%		
		5	100%	100%	100%	100%		
		6	100%	88%	100%	100%		
		7	91%	100%	97%	97%		
		8	100%	96%	97%	97%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	95%	100%	100%	100%		
		1	96%	93%	96%	96%		
		2	98%	97%	96%	96%		
		3	96%	100%	94%	94%		
		4	100%	100%	98%	98%		
		5	100%	100%	100%	100%		

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%	91%	100%	100%		
		7	97%	100%	100%	100%		
		8	100%	100%	94%	94%		
		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	iReady was a new district-wide initiative this year.	Participation rates improved throughout the school year.
		K	32%	64%	98%	98%		
		1	22%	29%	44%	44%		
		2	22%	33%	53%	53%		
		3	28%	39%	51%	51%		
		4	19%	27%	37%	37%		
		5	42%	50%	63%	63%		
		6	36%	27%	44%	44%		
		7	29%	24%	48%	48%		
		8	35%	40%	67%	67%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Other assessments	Kindergarten improved the most and performed the best. Grades 1 and 6 are the lowest performing grade levels.
		K	24%	47%	67%	67%		
		1	4%	21%	30%	30%		
		2	11%	24%	34%	34%		
		3	7%	22%	47%	47%		
		4	25%	39%	52%	52%		
		5	24%	35%	48%	48%		
		6	27%	42%	53%	53%		
		7	24%	29%	42%	42%		
		8	25%	39%	62%	62%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Percent of English Learners Making Expected Growth to				40.7%	ST Math data	Grade 8 improved the most and Kindergarten performed the best. Grades 1 and 2 are the lowest performing grade levels.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).						n/a	n/a

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	389	No assessments for enrollment.	NA
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	92.97%	No assessments for enrollment.	NA
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) *Note: Data rolled over from ASP Reporting tab	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions			No assessments for enrollment.	Chronic absenteeism continues to be a focus area.
		Overall YTD Chronic Absenteeism	31.39%		
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
FEDERAL Chronic Absenteeism (Students) *Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports			No assessments for enrollment.	Our subgroups with the highest rates are Black or African American and Students with Disabilities.
		Staff Attendance YTD	94.27%		

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			No assessments for enrollment.	NA
		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	1.21%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			No assessments for discipline.	NA
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family				

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

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		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										

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	34		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	34		
		% of students who scored 4 or 5 on the PARCC assessment	91%		
Algebra	Previous year's data provided. Please provide current year's data if possible.				

EVALUATION INFORMATION					
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	At Nicholas Oresko Community School, we use the Danielson Framework for Teaching to evaluate teachers		
		# Teachers to Evaluate	41		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	12		
		null	Total		
		Cycle 1	11		
		Cycle 2	6		

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 3	7		
		Cycle 4	3		

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< Other Indicators - NO DATA >

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## 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 first step will be to develop an executive summary that highlights the key findings, priorities, and recommendations from the needs assessment then prepare detailed reports with data visualizations, charts, and graphs to make the information easily understandable. We should ensure the reports are available in multiple languages and accessible formats for stakeholders with different needs. Multiple communication channels should also be used to disseminate the information. for example: School/District website, social Media Platforms, Email, and printed materials for those who do not have easy access to the internet.

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

A well-structured parent and family engagement program can play a crucial role in addressing the priority needs identified in the comprehensive needs assessment. Title 1 parent workshops are a great way to engage the parents and explore "resource sharing". Ensure parents are regularly informed about their child's progress, school events, and any changes in school policies or programs. Create channels for parents to provide feedback and suggestions, such as surveys, suggestion boxes, and regular parent-teacher meetings. Develop programs that encourage and reward good attendance, involving parents in recognizing and celebrating improvements and host cultural events that celebrate the diverse cultures of the school community, fostering inclusivity and respect.

## 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	3-Developing	Career Ready
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	3-Developing	
	5	A	3-Developing	
	Average		3.00	
Assessment	1	A	3-Developing	Formative Assessments
	2	A	3-Developing	
	3	A	3-Developing	
	Average		3.00	
Professional Learning Community (PLC)	1	A	3-Developing	Weekly PLCs
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	4-Sustaining	
	Average		3.25	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 3-Developing	We have established culture in our school which promotes positive rapport for faculty, staff and students.	Continue building climate & culture
	2	A 3-Developing		
	3	A 3-Developing		
	4	A 4-Sustaining		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 4-Sustaining		
	10	A 4-Sustaining		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 3-Developing		
	14	A 3-Developing		
Average	3.21			
Teacher and Principal Effectiveness	1	A 3-Developing	We have a structured evaluation system for teachers and principal effectiveness as well as tools. to support them grow and thrive.	Sharing best practices
	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	By the end of the 2025-2026 school year, students in grades 1-4 will increase their ELA proficiency rates from the current average of 46% to 65% as measured by iReady diagnostic assessments.	Lack of differentiation, limited small group instruction, insufficient comprehension strategy instruction	Grades 1–4 students, with an emphasis on struggling readers	1 Implement Guided Reading with Strategy Groups	Small groups of students will receive targeted instruction based on reading level and comprehension needs. Progress will be monitored biweekly through running records and comprehension checks.	Moderate	<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a> <a href="https://www.iready.com">https://www.iready.com</a>
				2 Utilize a Multi-tiered System of Supports for Reading	Implement a three-tiered RTI model with universal screening, targeted small-group interventions for at-risk students, and intensive individualized support. Progress monitoring occurs bi-weekly for Tier 2 students and weekly for Tier 3 students using curriculum-based measurements.	Moderate	<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</a> <a href="https://www.iready.com">https://www.iready.com</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	Peer-Mediated Reading Comprehension Strategy	Students work in small heterogeneous groups using structured roles (leader, clunk expert, gist expert, question expert) to improve reading comprehension. Implementation includes explicit strategy instruction, guided practice, and independent application. Progress monitored through comprehension assessments, strategy checklists, and quarterly benchmark assessments.	Moderate	<a href="https://pubmed.ncbi.nlm.nih.gov/16329443/">https://pubmed.ncbi.nlm.nih.gov/16329443/</a> <a href="https://www.iready.com">https://www.iready.com</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	By the end of the 2025-2026 school year, students in grades 1-3 will increase their math proficiency rates from the current average of 37% to 55% as measured by iReady benchmark assessments.	Inconsistent use of manipulatives, procedural focus without conceptual understanding, insufficient math discourse	Grades 1–5 students, especially those scoring below proficiency on iReady	1 Concrete-Representational-Abstract (CRA) Instructional Sequence	Implement systematic instruction beginning with concrete manipulatives, progressing to pictorial representations, and finally to abstract symbols. Teachers use guided instruction and gradual release of responsibility. Progress monitored through weekly skill assessments, monthly curriculum-based measurements, and iReady diagnostic assessments.	Moderate	<a href="https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/MP_S_PG_043012.pdf#page=29">https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/MP_S_PG_043012.pdf#page=29</a> <a href="https://www.iready.com">https://www.iready.com</a> <a href="https://www.hmhco.com/">https://www.hmhco.com/</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	
				2	Daily Mathematical Reasoning Discussions	Implement 5-10 minute daily number talks focusing on mental math strategies, number relationships, and mathematical reasoning. Students share multiple solution strategies and justify their thinking. Progress monitored through observation rubrics, student reflection journals, and computational fluency assessments administered bi-weekly.	Moderate	<a href="https://www.naesp.org/resource/number-talks-create-ownership-in-math-learning/">https://www.naesp.org/resource/number-talks-create-ownership-in-math-learning/</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	Small Group Reteaching Based on Formative Assessment Data	Use formative checks (e.g., exit tickets, quick quizzes) to regroup students for targeted reteaching. Data will be reviewed biweekly in PLC meetings.	Moderate	<a href="https://www.iready.com">https://www.iready.com</a> <a href="https://www.hmhco.com/">https://www.hmhco.com/</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	Strengthening Social Awareness and Self-Management through SEL Instruction	Limited time for explicit SEL instruction, inconsistent reinforcement of SEL skills, and limited student reflection opportunities	Grades 3–8 students, especially those identified as needing support in SEL LinkIt SEL subdomains	1 Second Step SEL Curriculum Implementation	Implement Second Step curriculum with fidelity, providing weekly 30-minute lessons focusing on skills for learning, empathy, emotion management, friendship skills, and problem-solving. Teachers will use interactive teaching methods, role-playing, and real-world application activities. Progress monitored through lesson completion logs, student skill demonstrations, behavior tracking data, and quarterly SEL LinkIt Survey administration.	Moderate	<a href="https://www.secondstep.org/">https://www.secondstep.org/</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	
				2	Grade-level lessons led by the guidance counselor and our student mental health counselor (SAC).	These structured sessions are tailored to the developmental needs of each grade level and focus on promoting students' emotional well-being, social skills, conflict resolution, and healthy decision making. By working together, the guidance and mental health counselors provide a comprehensive support system that helps students build resilience, manage stress, and foster positive peer relationships within a safe and supportive environment.	Moderate	<a href="https://www.nj.gov/education/certification/edsrvs/endorsementsedsrvs/3461S.shtml">https://www.nj.gov/education/certification/edsrvs/endorsementsedsrvs/3461S.shtml</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 Use SEL LinkIt Student Voice Surveys to Monitor Growth	SEL LinkIt surveys will be given Fall, Winter, and Spring. Teachers will use student-level dashboards to adjust strategies. PLCs will review trends and plan responsive activities.	Moderate	<a href="https://www.panoramaed.com/products/student-success?utm_term=panorama%20student%20success&amp;utm_term=panorama%20student%20success&amp;utm_campaign=NA_-_Search_-_Brand_-_General&amp;utm_source=adwords&amp;utm_medium=ppc&amp;utm_content=21617082204-165131596206-710901556970&amp;hsa_acc=5445977957&amp;hsa_cam=21617082204&amp;hsa_grp=165131596206&amp;hsa_ad=710901556970&amp;hsa_src=g&amp;hsa_tgt=kwd-2338597585662&amp;hsa_kw=panorama%20student%20success&amp;hsa_mt">https://www.panoramaed.com/products/student-success?utm_term=panorama%20student%20success&amp;utm_term=panorama%20student%20success&amp;utm_campaign=NA_-_Search_-_Brand_-_General&amp;utm_source=adwords&amp;utm_medium=ppc&amp;utm_content=21617082204-165131596206-710901556970&amp;hsa_acc=5445977957&amp;hsa_cam=21617082204&amp;hsa_grp=165131596206&amp;hsa_ad=710901556970&amp;hsa_src=g&amp;hsa_tgt=kwd-2338597585662&amp;hsa_kw=panorama%20student%20success&amp;hsa_mt</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
							<p>=p&amp;hsa_net=adwords&amp;hsa_ver=3&amp;gad_source=1&amp;gad_campaignid=21617082204&amp;gbraid=0AAAAADdH8Zwi-X2_4AeBuUpU55qsMvygC&amp;gclid=EAlaQobChMI1fSEnqHnjQMVA09HAR0P1SgyEAAyASAAEgl0ZfD_BwE</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
Climate & Culture - Attendance/ Behavior	Systematic Early Warning and Response System	Limited family engagement, transportation challenges, health issues, lack of student-teacher connection, and inconsistent follow-up	<p>All students with emphasis on:</p> <p>Students currently chronically absent (missing 10%+ of school days)</p>	<p>1 Partner with Families Using Attendance Recognition &amp; Action Plans</p>	<p>Hold family meetings for students missing 10%+ of days to co-create attendance action plans. Use incentives (e.g., shout-outs, certificates) to recognize improved attendance. Monthly parent communications will reinforce goals.</p>	Moderate	<p>www.attendanceworks.org</p>
			<p>Students showing early warning signs (missing 5-9% of school days)</p>	<p>2 Launch a Home-School Attendance Mentorship Program</p>	<p>Assign staff mentors to chronically absent students for weekly check-ins and positive reinforcement. Mentors log interactions and track improvement in daily attendance over 6-week intervals.</p>	Moderate	<p>www.attendanceworks.org</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS	
				3	Attendance incentives and reward programs are held monthly as well as a climate and culture committee.	A dedicated Climate and Culture Committee will meet regularly to plan and implement school-wide strategies aimed at fostering a welcoming, inclusive, and supportive learning environment.	Moderate	<a href="http://www.attendanceworks.org">www.attendanceworks.org</a>

## SMART Goal 1

By June 2026, at least 65% of students in grades 1-4 will be performing at or above grade level in ELA.

Area of Focus                      Effective Instruction

Content Area                        ELA

Priority Performance              By the end of the 2025-2026 school year, students in grades 1-4 will increase their ELA proficiency rates from the current average of 46% to 65% as measured by iReady diagnostic assessments.

Target Population:                Grades 1–4 students, with an emphasis on struggling readers

### Interim Goals

#### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer the first iReady Diagnostic to students to obtain a baseline score. The data team will analyze the iReady scores and share findings with the ELA teachers. Areas of weakness will be identified and Tier 1 plans will be created. Tier 2 and Tier 3 students will be identified. Tier 2 and Tier 3 plans will be created.	iReady Diagnostic #1 scores and other reports Tier 1 Plans Tier 2 Plans Tier 3 Plans
Feb 15	Administer the second iReady Diagnostic to students to obtain an updated score. The data team will analyze the iReady scores and share findings with the ELA teachers. Updated areas of weakness will be identified and new Tier 1 plans will be created. Lists of Tier 2 and Tier 3 students will be updated. Tier 2 and Tier 3 plans will be created/updated. 20% of students in Grades 1-4 should be on or above grade level.	iReady Diagnostic #2 scores and other reports Tier 1 Plans Tier 2 Plans Tier 3 Plans

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Administer the third iReady Diagnostic to students to obtain an updated score. The data team will analyze the iReady scores and share findings with the ELA teachers. Updated areas of weakness will be identified and new Tier 1 plans will be created. Lists of Tier 2 and Tier 3 students will be updated. Tier 2 and Tier 3 plans will be created/updated. 45% of students in Grades 1-4 should be on or above grade level.	iReady Diagnostic #3 scores and other reports Tier 1 Plans Tier 2 Plans Tier 3 Plans
Jul 1	By June 2026, at least 65% of students in grades 1-4 will be performing at or above grade level in ELA.	iReady Diagnostic Results report

## Strategy 1 - Implement Guided Reading with Strategy Groups

### 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	Give iReady Diagnostic #1	9/3/25	10/31/25	Classroom Teachers
2	1	Analyze results of Diagnostic #1 and create groups for guided reading.	10/31/25	6/22/26	Data Team, Classroom Teachers, Interventionists
3	1	Reanalyze the data and groups after iReady Diagnostic #2 and #3, adjusting groups as needed.	2/1/26	6/22/26	Data Team, Classroom Teachers, Interventionists

## Budget Items

### SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady platform	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,000	State/Local

### Strategy 2 - Utilize a Multi-tiered System of Supports for Reading

## Action Steps

### SMART Goal 1 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Implement a three-tiered RTI model with universal screening, targeted small-group interventions for at-risk students, and intensive individualized support.	9/3/25	6/22/26	Classroom Teachers, Interventionists
2	2	Progress monitor bi-weekly for Tier 2 students and weekly for Tier 3 students using curriculum-based measurements.	9/3/25	6/22/26	Classroom Teachers, Interventionists

## Budget Items

### SMART Goal 1 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	LinkIt! Intervention Manager platform	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$10,000	State/Local

### Strategy 3 - Peer-Mediated Reading Comprehension Strategy

## Action Steps

### SMART Goal 1 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Students will work collaboratively with peers. Those who are struggling will be invited to attend after school ARMS tutoring for additional support.	9/3/25	6/22/26	Classroom Teachers, Interventionists, ARMS teachers

## Budget Items

### SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Teachers Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$7,000	Federal Title I (Intervention Reserve)

## SMART Goal 2

By June 2026, at least 55% of students in grades 1-3 will be performing at or above grade level in Math.

Area of Focus                      Effective Instruction

Content Area                      Math

Priority Performance              By the end of the 2025-2026 school year, students in grades 1-3 will increase their math proficiency rates from the current average of 37% to 55% as measured by iReady benchmark assessments.

Target Population:                Grades 1–5 students, especially those scoring below proficiency on iReady

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer the first iReady Diagnostic to students to obtain a baseline score. The data team will analyze the iReady scores and share findings with the Math teachers. Areas of weakness will be identified and Tier 1 plans will be created. Tier 2 and Tier 3 students will be identified. Tier 2 and Tier 3 plans will be created.	iReady Diagnostic #1 scores and other reports Tier 1 Plans Tier 2 Plans Tier 3 Plans
Feb 15	Administer the second iReady Diagnostic to students to obtain an updated score. The data team will analyze the iReady scores and share findings with the Math teachers. Updated areas of weakness will be identified and new Tier 1 plans will be created. Lists of Tier 2 and Tier 3 students will be updated. Tier 2 and Tier 3 plans will be created/updated. 15% of students in Grades 1-4 should be on or above grade level.	iReady Diagnostic #2 scores and other reports Tier 1 Plans Tier 2 Plans Tier 3 Plans

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Administer the third iReady Diagnostic to students to obtain an updated score. The data team will analyze the iReady scores and share findings with the Math teachers. Updated areas of weakness will be identified and new Tier 1 plans will be created. Lists of Tier 2 and Tier 3 students will be updated. Tier 2 and Tier 3 plans will be created/updated. 45% of students in Grades 1-4 should be on or above grade level.	iReady Diagnostic #3 scores and other reports Tier 1 Plans Tier 2 Plans Tier 3 Plans
Jul 1	By June 2026, at least 55% of students in grades 1-3 will be performing at or above grade level in Math.	iReady Diagnostic Results report

## Strategy 1 - Concrete-Representational-Abstract (CRA) Instructional Sequence

### 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	Implement systematic instruction beginning with concrete manipulatives, progressing to pictorial representations, and finally to abstract symbols.	9/3/25	6/22/26	Classroom Teachers, Interventionists, Math Coach
2	1	Monitor progress through weekly skill assessments, monthly curriculum-based measurements, and iReady diagnostic assessments.	9/3/25	6/22/26	Classroom Teachers, Interventionists

### Budget Items

#### SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Math Manipulatives	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	State/Local

#### Strategy 2 - Daily Mathematical Reasoning Discussions

### 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
1	2	Prepare number talk resources for each grade level to utilize monthly.	9/3/25	6/22/26	Classroom Teachers, Interventionists, Math Coach

### Budget Items

#### SMART Goal 2 - Strategy 2

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

### Strategy 3 - Small Group Reteaching Based on Formative Assessment Data

#### Action Steps

##### SMART Goal 2 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Give iReady Diagnostic #1	9/3/25	10/31/25	Classroom Teachers
2	3	Analyze results of Diagnostic #1 and create groups for reteaching.	10/31/25	6/22/26	Data Team, Classroom Teachers, Interventionists
3	3	Reanalyze the data and groups after iReady Diagnostic #2 and #3, adjusting groups as needed.	2/1/26	6/22/26	Data Team, Classroom Teachers, Interventionists

#### Budget Items

##### SMART Goal 2 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady Platform	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,000	State/Local

## SMART Goal 3

By June 2026, students in grades 3-8 will be able to demonstrate increased social emotional skills and knowledge, as evidenced by their ability to apply the concepts and strategies learned in the Second Step program by completing post program survey.

Area of Focus                      Social and Emotional Learning  
 Content Area                      SEL  
 Priority Performance              Strengthening Social Awareness and Self-Management through SEL Instruction

Target Population:                Grades 3–8 students, especially those identified as needing support in SEL LinkIt SEL subdomains

### Interim Goals

#### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will completed the SEL LinkIt Fall Survey. Second Step SEL lessons will be scheduled and implemented. Monthly activities will be developed by counselors.	Second Step lesson completion Documentation in lesson plans Administrator Observations SEL LinkIt Survey results List of monthly activities
Feb 15	Students identified from the SEL LinkIt Survey will receive additional counseling in small groups from the SAC counselor. Continuation of Second Step SEL lessons. Grade-level lessons led by the guidance counselor and our student mental health counselor.	SAC counselor logs of meetings with identified students Second Step lesson completion Documentation in lesson plans Administrator Observations

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Students will complete the SEL LinkIt Spring Survey. Continuation of small group counseling. Continuation of Second Step SEL lessons.	Second Step lesson completion Documentation in lesson plans Administrator Observations SEL LinkIt Spring Survey results SAC counselor logs of meetings with identified students
Jul 1	By June 2026, students in grades 3-8 will be able to demonstrate increased social emotional skills and knowledge, as evidenced by their ability to apply the concepts and strategies learned in the Second Step program by completing post program survey.	End of year SEL LinkIt Survey report End of year report of dates and times of small group counseling sessions Report of all yearly documented Second Step lessons from OnCourse

## Strategy 1 - Second Step SEL Curriculum Implementation

### 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	Implementation of Second Step Social Emotional Learning Program	9/3/25	6/22/26	Classroom teachers
2	1	Administration of SEL LinkIt Survey.	9/3/25	6/22/26	Classroom teachers

## Budget Items

### SMART Goal 3 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$1,000	Other Federal
2	SEL LinkIt Survey	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$1,000	Other Federal

Strategy 2 - Grade-level lessons led by the guidance counselor and our student mental health counselor (SAC).

## 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
1	2	Guidance and SAC counselors will implement appropriate activities that support social emotional growth.	9/3/25	6/22/26	Guidance and SAC Counselors

## Budget Items

### SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Counselor salaries (Pro-rated)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$6,000	State/Local

### Strategy 3 - Use SEL LinkIt Student Voice Surveys to Monitor Growth

## Action Steps

### SMART Goal 3 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Administer and analyze results of the SEL LinkIt surveys.	9/3/25	6/22/26	Classroom Teachers, Guidance Counselors, SAC Counselors

## Budget Items

### SMART Goal 3 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL LinkIt Survey	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$500	Other Federal



## SMART Goal 4

By June 2026, students who are approaching chronic absenteeism in grades K-8 at Nicholas Oresko Community School will be identified and targeted when they hit 5% rate of absenteeism.

Area of Focus                      Climate & Culture - Attendance/Behavior

Content Area                      Attendance

Priority Performance              Systematic Early Warning and Response System

Target Population:              All students with emphasis on:

   Students currently chronically absent (missing 10%+ of school days)

   Students showing early warning signs (missing 5-9% of school days)

## Interim Goals

### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	100% of parents and guardians at Nicholas Oresko will receive, review and sign the attendance policy contract.	Student/ Parent Contract (i.e., with attendance policy)
Feb 15	100% of students who have received more than 10 school absences year to date a written noticed will be sent to parent or guardian on the 4th, 8th, and 10th days of absence. The principal will review records of 100% of students with the guidance counselors.	Genesis Student Absent Management System Written notifications sent to parent/guardian/student Phone Logs Wellness Checks - Attendance Officer
Apr 15:	100% of student's exceeding 11 or more school absences will be scheduled for an attendance hearing. Parent/guardian will be required to attend an in-person/virtual hearing with an administrator and guidance counselors. An individualized student plan will be created while the student remains on a probationary period.	Attendance Hearing Letters Attendance Hearing Outcomes Counselor Logs

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, students who are approaching chronic absenteeism in grades K-8 at Nicholas Oresko Community School will be identified and targeted when they hit 5% rate of absenteeism.	Genesis Student Absent Management System

### Strategy 1 - Partner with Families Using Attendance Recognition & Action Plans

#### 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	100% of parents and guardians at Nicholas Oresko will receive, review and sign the attendance policy contract.	9/3/25	10/1/25	All staff

#### Budget Items

##### SMART Goal 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,000	State/Local

### Strategy 2 - Launch a Home-School Attendance Mentorship Program

## 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	Monthly meetings for climate and culture team.	9/3/25	6/22/26	Climate and Culture Team Members

## Budget Items

### SMART Goal 4 - Strategy 2

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

Strategy 3 - Attendance incentives and reward programs are held monthly as well as a climate and culture committee.

## 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	Create incentives/rewards for good attendance.	9/3/25	6/22/26	Principal, Counselors, Climate and Culture Team Members

## Budget Items

### SMART Goal 4 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Student rewards	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	State/Local

### Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title I Salaries	9/1/25	6/30/26	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	\$94,836.00	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	\$4	\$1	\$0	\$0	\$0	\$0	\$0	\$5
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$8	\$0	\$0	\$0	\$0	\$0	\$0	\$8
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$1	\$0	\$0	\$0	\$0	\$0	\$0	\$1
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$13	\$1	\$0	\$0	\$0	\$0	\$0	\$14
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	\$13	\$1	\$0	\$0	\$0	\$0	\$0	\$14

## Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$13	\$1	\$14
Other Title 1 Expenditures	\$0	\$0	\$0
Total	\$13	\$1	\$14

## 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 Monique Bullock

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 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