Philip G. Vroom Community School

District: BAYONNE CITY
County: HUDSON
Team: NA

School Identification: NA
Targeted Subgroup
CDS: 170220090

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	Nichole Heaney	Yes	Yes	Yes		
Community Member	Janine Matechak	Yes	Yes	Yes		
Principal	Stacey Janeczko	Yes	Yes	Yes		
Vice- Principal	Stephanie Tych	Yes	Yes	Yes		
Title I Interventionist	Christine Alvarez	Yes	Yes	Yes		
Classroom Teacher	Samantha Bridgman	Yes	Yes	Yes		
Math Coach	Alyson James	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Guidance Counselor	Sandra D'Angelo	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
11/13/2024	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/18/2025	Prior Year Evaluation,Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/29/2025	Comprehensive Data Analysis and Needs Assessment,Smart Goal Development	Yes	Yes
05/07/2025	Priority Performance Needs and Root Cause Analysis,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 from i-Ready and LinkIt! Assessments will be used to allow teachers to pinpoint standards to address during instruction	ELA and Math	Students in Grades 3-8	Yes	Yes	Yes	Data was used to determine the necessary next steps.	Yes
Group students to work collaboratively with peers according to areas of strength and weaknesses based on analysis of i-Ready and LinkIt! data.	ELA and Math	Students in Grades 3-8	Yes	Yes	Yes	Data was used to determine the necessary next steps.	Yes
Data Team will analyze i-Ready and LinkIt! data and turnkey that information to staff members.	ELA and Math	Students in Grades 3-8	Yes	Yes	Yes	Data was used to determine the necessary next steps.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Second Step lessons taught by homeroom teachers	SEL	Students in 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
Grade-level lessons led by the guidance counselor and our student mental health counselor (SAC).	SEL	Students in Grades K-8.	Yes	Yes	Yes	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). SEL programs delivered by counselors reduced problem behaviors by 25â¿¿30% (CASEL, 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
Assessment for students to define communication and social interaction techniques.	SEL	Students in Grades K-8.	Yes	Yes	Yes	Guidance made assessments	Yes
Reach out to chronically absent student parents, though emails, letters, and phone calls, to help get the child to attend school.	Attendance	Students in Grades K-8 identified as chronically absent	Yes	Yes	Yes	Parent phone logs, emails, Class Dojo messages	Yes
Attendance incentives and reward programs are held monthly as well as a climate and culture committee. This committee addresses students concerns and needs.	Attendance	Students in Grades K-8 identified as chronically absent	Yes	Yes	Yes	Attendance incentives and rewards programs	Yes
Working closely with our truant officer to eliminate chronic absenteeism	Attendance	Students in Grades K-8 identified as chronically absent	No	Yes	Yes	Data from truant officer	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
Date from i-Ready and LinkIt! Assessments will be used to allow the teacher to pinpoint standards to address during instruction	ELA and Math	Students in Grades K-8	Yes	Yes	Yes	Data was used to determine the necessary next steps.	Yes
Reading comprehension strategies, like sustained silent reading, at the beginning of instructional time, writer's journal, and small group to aide differentiated instruction practices.	ELA	Students in Grades K-8	Yes	Yes	Yes	Data was used to determine the necessary next steps.	Yes
Determine level of growth from September to June	ELA and Math	Students in Grades K-8	Yes	Yes	Yes	Data was used to determine the necessary next steps.	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 ELA results are highest among white, asian, native american, or Pacific Islander. The lowest scores are for Hispanic and Black/African American. NJSLA Math is highest among Asian, Native Hawaiian, or Pacific Islander. It is lowest among Black/African Americans.	Females scored higher on ELA. Males scored higher on Math.

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	56.2%	42.8%	*		
White	58.2%	46.9%	*		
Hispanic	48.7%	36.3%	*		
Black or African American	48.7%	17.9%	*		
Asian, Native Hawaiian, or Pacific Islander	84.2%	70%	*		
American Indian or Alaska Native	*	*	*		
Two or More Races	52.4%	57.1%	*		
Female	63.5%	41.8%	*		
Male	49.4%	42.6%	*		
Economically Disadvantaged Students	53.9%	40.5%	*		
Non-Economically Disadvantaged Students	60.1%	46.9%	*		
Students with Disabilities	*	*	*		
Students without Disabilities	65%	49.1%	*		
English Learners	34.1%	42.6%	*		
Non-English Learners	60.3%	42.9%	*		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/	NJSLA-S				.	.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	24%	11%			
		White	13%	0%			
		Hispanic	23%	19%			
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	12%	9%			
		Male	31%	15%			
		Economically	18%	10%			

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	38%	16%			
		Students with	10%				
		Students without	29%	13%			
		English Learners					
		Non-English	27%	14%			
		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	.	.
		Schoolwide	47%	54%		
		White	56.5%	59.5%		
		Hispanic	30%	42%		
		Black or African American	30%	32%		
		Asian, Native Hawaiian, or Pacific	52%	68%		
		American Indian or Alaska Native	*	*		
		Two or More Races	62%	88%		
		Female	53.5%	40.5%		
		Male	41%	59%		
		Economically Disadvantaged	42.5%	53%		
		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	30%	32%		
		Students without Disabilities				
		English Learners	46.5%	63%		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care				
		Military-Connected Students	*	*		
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	ELA					SGP	SGP
		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	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	All students participated in the benchmark.	All students participated in the benchmark.
		K	18%	18%	38%	0%		
		1	15%	15%	31%	0%		
		2	31%	31%	38%	0%		
		3	48%	48%	38%	0%		
		4	69%	69%	65%	0%		
		5	43%	43%	39%	0%		
		6	35%	35%	47%	0%		
		7	47%	47%	46%	0%		
		8	38%	38%	49%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Grade K showed the most growth, with 20 points.	All grades showed an increase from Cycle 1 to Cycle 4, except Grades 3,4,5, and 7.
		K	10%	10%	22%	0%		
		1	2%	2%	23%	0%		
		2	3%	3%	19%	0%		
		3	39%	39%	57%	0%		
		4	49%	49%	48%	0%		
		5	19%	19%	20%	0%		
		6	23%	23%	18%	0%		
		7	40%	40%	44%	0%		
		8	10%	10%	21%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
Benchmark Assessment (Proficiency) Math Rates*	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				29%	Grade K showed 12% growth. Grade 3 showed 18% growth. Grade 1 showed 21% growth. Grade 2 showed 16% growth.	Grade K showed 12% growth. Grade 3 showed 18% growth. Grade 1 showed 21% growth. Grade 2 showed 16% growth.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).						.	.

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	434	No additional data	Overall enrollment is highest among economically disadvantaged
		Subgroup 1 YTD Student Enrollment Average	135		
		Subgroup 2 YTD Student Enrollment Average	100		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	99.29%	No additional data	Attendance rate is the highest among economically disadvantaged students
		Subgroup 1 YTD Student	95.99%		
		Subgroup 2 YTD Student Attendance Average	97.91%		

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	16.51%	No additional data	Chronic Absenteeism is the highest among Black or African American students.
		Subgroup 1 YTD Chronic	8.45%		
		Subgroup 2 YTD Chronic Absenteeism	5.36%		
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	93.81%	No additional Data	Chronic Absenteeism is the highest among Black or African American students.

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 additional data	Staff attendance is 93.92%
		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	1.60%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			No additional data	N/A
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 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									.	.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1	6	.	.
		% 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.			.	.

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 to Evaluate	54		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	15		
		null	Total		
		Cycle 1	21		
		Cycle 2	21		
		Cycle 3	21		
		Cycle 4	0		

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

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

The school planning team will disseminate the results of the comprehensive needs assessment to ensure all relevant stakeholders are informed. Information will be sent out via school flyers, during the PTA meetings, and teachers will be made aware so that they can pass the information on to parents and other staff members.

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

Students in need of additional support will be targeted for family engagement programs. These programs will get students and family members involved in the programs. Title I Parent Workshops will be held throughout the year to get families involved and engaged in their children's education. Parents and families are also encouraged to attend PTA meetings.

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	The evaluation process and PLC team goals. Units of study provide the context for applying the elements of effective practice. Team collaboration strengthens the professional practice of all members.	We have adopted a set of guiding questions and are beginning to collaboratively address the questions in our PLC teams.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	2-Emerging		
	Average		3.20		
Assessment	1	A	3-Developing	We have developed common pre-assessments for all units of study. We collaboratively analyze student pre-assessment data to determine student mastery of requisite and prerequisite SLOs. We use this data to form flexible groups and develop differentiated learning opportunities.	We have developed common summative assessments for some units of study and we collaboratively analyze student summative data to determine student progress in mastering the SLOs for those units.
	2	A	3-Developing		
	3	A	2-Emerging		
	Average		2.67		
Professional Learning Community (PLC)	1	A	3-Developing	We have developed team norms and review the norms before each meeting. We periodically assess team adherence to the norms and consistently address violations of the norms to ensure that we are focused on student learning in an efficient and productive manner.	We use available after school meeting time for collaborative job-embedded professional learning.
	2	A	2-Emerging		
	3	A	4-Sustaining		
	4	A	3-Developing		
	Average		3.00		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Needs are identified through the collaborative analysis of student data. Solutions are developed collaboratively. Programs and best practices are modified as necessary to ensure they meet our studentsâ¿¿ specific needs. The CAR is used to communicate how decisions about engaging in any new programs or practice strengthen components of the roadmap. Leadership consistently communicates the connection between the new practice and our mission. Leadership monitors the consistent implementation of any new program or practice. During implementation, feedback in the form of student data is used to determine effectiveness	We develop a yearly school climate plan that includes specific goals based on the analysis of school climate data.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	4-Sustaining		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	3-Developing		
	14	A	3-Developing		
	Average		3.29		
Teacher and Principal Effectiveness	1	A	3-Developing	Research-based evaluation frameworks are utilized to evaluate teachers and principals. The evaluation frameworks for teachers and leaders are aligned and we have created a common language about teaching and leading. All teachers and leaders have received sufficient training in the evaluation model.	Student growth objectives (SGOs) are developed but are not tightly aligned to unit SLOs. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after most formal and informal observations. Professional improvement plans are linked to individual needs identified through the evaluation process.
	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 Diagnostic 3, 45% of students in Grades 5 and 8 will obtain an ELA i-Ready score at or above grade level.	i-Ready is a newer program that students are adjusting to	Grades 5 and 8	1	Data from i-Ready Assessments will be used to allow teachers to pinpoint standards to address during instruction	This data will allow teachers to pinpoint the standards to address	Moderate	https://login.i-ready.com/
				2	Group students to work collaboratively with peers according to areas of strength and weaknesses based on analysis of i-Ready data.	This targeted grouping approach promotes peer-to-peer learning, encourages differentiated instruction, and fosters a supportive environment where students can reinforce their strengths while addressing individual learning needs through cooperative activities and discussions	Moderate	https://bboed.linkit.com/Account/LogOn

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	Data Team will analyze i-Ready data and turnkey that information to staff members.	The team will then synthesize these findings and effectively communicate them to staff members through collaborative meetings, data reports, and professional development sessions, ensuring that teachers are equipped to use the information to inform instruction and improve student outcomes	Moderate	https://support.microsoft.com/en-us/office/analyze-data-in-excel-3223aab8-f543-4fda-85ed-76bb0295ffc4

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	85% of students in grades K-8 will complete the Panorama survey.	Students not logging on to complete the survey	Grades K-8	1	Second Step lessons taught by homeroom teachers	The Second Step program is a research-based social-emotional learning (SEL) curriculum widely used in elementary schools to help students develop essential life skills. It is designed to promote self-regulation, empathy, problem-solving, and responsible decision-making—skills that are foundational for academic success and positive behavior.	Moderate	https://www.secondstep.org/

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				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	https://www.nj.gov/education/certification/edsrvs/endorsementsedsrvs/3461S.shtml

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	Assessment for students to define communication and social interaction techniques.	Through written responses, role-play scenarios, or group discussions, students will have the opportunity to reflect on their interpersonal skills and identify areas for growth in both academic and social settings	Moderate	https://www.wssu.edu/administration/faculty-and-staff/citi/resources/citi-blogs/interactions-a-key-to-quality-classrooms.html

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	At least 70% of students enrolled in LEAP will attend the program at leasat 6 times per month.	Students may feel drained after school, parents may not have pickup support for their child, struggling students may feel shy to attend	Grades K-3	1	Reach out to chronically absent student parents, though emails, letters, and phone calls, to help get the child to attend LEAP.	These outreach efforts will aim to build strong family-school partnerships, identify and address potential barriers to attendance, and emphasize the academic and social benefits of the LEAP program to support the student's overall success.	Moderate	https://fsapartners.ed.gov/sites/default/files/2021-03/0102Vol9Ch1LEAPSLEAP.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2	Attendance incentives and reward programs are held monthly as well as a climate and culture committee.	In addition, a dedicated Climate and Culture Committee meets regularly to plan and implement school-wide strategies aimed at fostering a welcoming, inclusive, and supportive learning environment. Together, these efforts help create a school culture that values attendance, student engagement, and overall well-being.	Moderate	https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3	Working closely with parents and teachers to eliminate absences	Together, we implement strategies such as flexible learning supports, counseling referrals, transportation solutions, and consistent follow-up to promote regular school attendance and ensure that every student has the opportunity to succeed.	Moderate	https://www.classdojo.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	By Diagnostic 3, 75% of students in grades 3 and 4 will increase their Math i-Ready by 43%.	i-Ready is a newer program that students are adjusting to	Grades 3 and 4	1	Data from i-Ready Assessments will be used to allow the teacher to pinpoint standards to address during instruction	y pinpointing precise standards that require focused attention, teachers can design differentiated lessons, provide timely interventions, and monitor student progress, ultimately enhancing instructional effectiveness and improving student achievement.	Moderate	https://login.i-ready.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
				2	Effective math instruction involves a variety of strategies that cater to different learning styles and needs. These include explicit instruction, hands-on learning, cooperative learning, and encouraging math talk. Focusing on conceptual understanding, problem-solving, and differentiated instruction are also crucial.	Differentiated instruction ensures that lessons are tailored to accommodate different readiness levels, interests, and learning profiles, providing appropriate challenges and supports to maximize each student's growth and confidence in math.	Moderate	https://blog.accelerateelearning.com/top-6-instructional-strategies-for-math
				3	Determine level of growth from September to June	The results will inform instructional planning, targeted interventions, and goal-setting to support continued student achievement.	Moderate	https://bboed.linkit.com/Account/LogOn

SMART Goal 1

By Diagnostic 3, 45% of students in Grades 5 and 8 will obtain an ELA i-Ready score at or above grade level.

Area of Focus Effective Instruction

Content Area ELA

Priority Performance By Diagnostic 3, 45% of students in Grades 5 and 8 will obtain an ELA i-Ready score at or above grade level.

Target Population: Grades 5 and 8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer the i-Ready test to students in Grades 5 and 8 to obtain a baseline score.	Initial i-Ready test
Feb 15	10% i-Ready scores at or above grade level	i-Ready Scores
Apr 15:	25% i-Ready scores at or above grade level	i-Ready Scores
Jul 1	By Diagnostic 3, 45% of students in Grades 5 and 8 will obtain an ELA i-Ready score at or above grade level.	i-Ready Scores

Strategy 1 - Data from i-Ready Assessments will be used to allow teachers to pinpoint standards to address during instruction

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Administre i-Ready Diagnostic	9/9/25	6/11/26	Classroom Teachers

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Administer i-Ready Diagnostic	INSTRUCTION - Personnel Services - Salaries / 100-100	$1,500	State/Local

Strategy 2 - Group students to work collaboratively with peers according to areas of strength and weaknesses based on analysis of i-Ready 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	Students will work collaboratively with peers. Those who are struggling will be invited to attend after school ARMS tutoring for additional support.	9/9/25	6/11/26	Classroom Teachers and ARMS Teachers

Budget Items

SMART Goal 1 - Strategy 2

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

Strategy 3 - Data Team will analyze i-Ready data and turnkey that information to staff members.

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	Data Team will use LINK IT to analyze data. Information will be turnkey'd at PLC monthly meetings.	9/10/25	6/11/26	Data Team

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready Test	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$500	Federal Title I (School Allocation)

SMART Goal 2

85% of students in grades K-8 will complete the LinkIt SEL survey.

Area of Focus Social and Emotional Learning

Content Area SEL

Priority Performance 85% of students in grades K-8 will complete the Panorama survey.

Target Population: Grades K-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Second Step lessons taught by homeroom teachers	Lesson plans as proof of lessons being taught
Feb 15	Grade-level lessons led by the guidance counselor and our student mental health counselor	Assessment for students to define communication and social interaction techniques
Apr 15:	Continue Second Step Program	Administrator Observation
Jul 1	85% of students in grades K-8 will complete the LinkIt SEL survey.	Completed survey

Strategy 1 - Second Step lessons taught by homeroom teachers

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 Second Step Program	9/10/25	6/11/26	Classroom Teachers

Budget Items

SMART Goal 2 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step Program	INSTRUCTION - Other Purchased Services / 100-500	$500	Other Federal

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

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	Lessons lead by Guidance Conunselor	9/11/25	6/11/26	Guidance Counselors

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step Program	INSTRUCTION - Other Purchased Services / 100-500	$500	Other Federal

Strategy 3 - Assessment for students to define communication and social interaction techniques.

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	Assess social interaction techniques with students.	9/11/25	6/11/26	Classroom Teacher

Budget Items

SMART Goal 2 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL PROGRAM	INSTRUCTION - Other Purchased Services / 100-500	$500	Other Federal

SMART Goal 3

At least 70% of students enrolled in LEAP will attend the program at leasat 6 times per month.

Area of Focus Climate & Culture - Attendance/Behavior

Content Area ELA

Priority Performance At least 70% of students enrolled in LEAP will attend the program at leasat 6 times per month.

Target Population: Grades K-3

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Begin to track attendance for the school year	Attendance Spreadsheet
Feb 15	Attendance incentives to improve attendance	Incentives
Apr 15:	Reach out to absent student parents through emails, letters, and phone calls	Phone call logs and emails
Jul 1	At least 70% of students enrolled in LEAP will attend the program at leasat 6 times per month.	Attendace log

Strategy 1 - Reach out to chronically absent student parents, though emails, letters, and phone calls, to help get the child to attend LEAP.

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	Communicate with parents through phone call, email, and class dojo	9/11/25	6/11/26	LEAP Teacher

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Leap materials	INSTRUCTION - Supplies & Materials / 100-600	$500	Federal Title I (Intervention Reserve)

Strategy 2 - Attendance incentives and reward programs are held monthly as well as a climate and culture committee.

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	Party at midway point and completion of class - to incentivize attendance	9/11/25	6/11/26	LEAP teacher

Budget Items

SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	LEAP salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$5,000	Federal Title I (Intervention Reserve)

Strategy 3 - Working closely with parents and teachers to eliminate absences

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	Communicate regularly with parents via phone call, email, or Class Dojo	9/11/25	6/11/26	LEAP teacher

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

SMART Goal 4

By Diagnostic 3, 75% of students in grades 3 and 4 will increase their Math i-Ready by 43%.

Area of Focus Effective Instruction

Content Area MATH

Priority Performance By Diagnostic 3, 75% of students in grades 3 and 4 will increase their Math i-Ready by 43%.

Target Population: Grades 3 and 4

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer i-Ready to determine a baseline score	i-Ready Diagnostic
Feb 15	10% growth	i-Ready Diagnostic
Apr 15:	30% growth	i-Ready Diagnostic
Jul 1	By Diagnostic 3, 75% of students in grades 3 and 4 will increase their Math i-Ready by 43%.	i-Ready Diagnostic

Strategy 1 - Data from i-Ready Assessments will be used to allow the teacher to pinpoint standards to address during instruction

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	Administer i-Ready test to students	9/11/25	11/11/25	Classroom Teacher

Budget Items

SMART Goal 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$3,000	State/Local

Strategy 2 - Effective math instruction involves a variety of strategies that cater to different learning styles and needs. These include explicit instruction, hands-on learning, cooperative learning, and encouraging math talk. Focusing on conceptual understanding, problem-solving, and differentiated instruction are also crucial.

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	Implement a variety of strategies for different learners, progress monitor to check for understanding	11/12/25	2/12/26	Classroom Teacher

Budget Items

SMART Goal 4 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$500	State/Local

Strategy 3 - Determine level of growth from September to June

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	Determine level of growth - view Diagnostic grades	2/11/26	6/11/26	DATA Team

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

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title I Salaries	9/1/25	6/30/26	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	$334,170.00	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	$2,000	$0	$5,000	$0	$0	$0	$0	$0	$7,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	$6,000	$500	$0	$0	$0	$0	$0	$0	$6,500
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$1,500	$0	$0	$1,500
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$500	$0	$0	$0	$0	$0	$500
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$8,000	$500	$5,500	$0	$0	$1,500	$0	$0	$15,500
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			$8,000	$500	$5,500	$0	$0	$1,500	$0	$0	$15,500

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$500	$5,500	$6,000
Other Title 1 Expenditures	$354,170	$0	$354,170
Total	$354,670	$5,500	$360,170

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction
x	Social and Emotional Learning
x	Climate & Culture - Attendance/Behavior
x	Effective Instruction
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: Stacey Janeczko 06/06/2025

Title: Philip G Vroom School 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