

Washington Community School #9

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220120

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	Neveen Saeed	Yes	No	No		
Community Member	Juliette Johnston	Yes	No	No		
Principal	George Becker	Yes	Yes	Yes		
Assistant Principal	Lisa Wasielewski	Yes	Yes	Yes		
Counselor	Hayley Stultuz	Yes	Yes	Yes		
Teacher	Alissa Serpe	Yes	Yes	Yes		
Interventionist	Sandy Wojciechowski	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Secretary	Janice DeFilippis	Yes	No	No		
Paraprofessional	Michele Giampaglia	Yes	No	No		

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
04/22/2025	Prior Year Evaluation	Yes	Yes
05/06/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/20/2025	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/27/2025	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
i-Ready	Reading	Students in grade 4	Yes	Yes	Yes	During this school year (with the i-Ready instructional component,) 4th grade students showed 47% growth in overall reading proficiency from the fall to the spring diagnostic. This growth is greater than what was observed in the 23-24 SY.	Yes
Second Step	SEL / School Climate	Students in grades 5-8	Yes	Yes	Yes	Post test scores show an improvement in students' understanding of HIB vs. conflict, and discipline reports have decreased.	Yes
ST Math	Math	Students in grade 5	Yes	Yes	Yes	ST Math reports revealed that 10 of 11 objectives showed growth in grade 5. The pre to post test average increased by 12% from the beginning to the middle 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
i-Ready	Math	Students in grade 5	Yes	Yes	Yes	During this school year (with the i-Ready instructional component,) 5th grade students showed 68% growth in overall math proficiency from the fall to the spring diagnostic. This growth is greater than what was observed in the 23-24 SY.	Yes

STUDENT ACHIEVEMENT									
Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	N/A	As in years past, students performed better in ELA than in Math. This trend is consistent across all subgroups. Scores in 23-24 decreased from 53.2% in ELA and 32.9% in Math in the 22-23 school year.
		Schoolwide	46.5 %	28.6%	*				
		White	43.3 %	30.1%	*				
		Hispanic	48.6 %	21.3%	*				
		Black or African American	25%	*	*				
		Asian, Native Hawaiian, or Pacific Islander	73.5 %	55.9%	*				
		American Indian or Alaska Native	*	*	*				
		Two or More Races	*	*	*				
		Female	53.8 %	27%	*				
		Male	39.1 %	30.2%	*				
		Economically Disadvantaged Students	40.4 %	23.9%	*				
		Non-Economically Disadvantaged Students	52.5 %	33.3%	*				
		Students with Disabilities	*	*	*				
		Students without Disabilities	52.8 %	32%	*				
English Learners	22.2 %	21.2%	*						
Non-English Learners	48.8 %	29.5%	*						

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, https://measinc-nj-science.com/	NJSLA-S				N/A	<p>Students in grade 5 outperformed grade 8 students on the NJSLA-Science. Scores from 23-24 increased from 17% (gr 5) and 19% (gr 8) from the 22-23 school year.</p> <p>Males considerably outperformed females in grades 5 and 8.</p>
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	28%	13%			
		White	29%	11%			
		Hispanic	26%	18%			
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	16%	5%			
		Male	38%	22%			
		Economical ly	16%	12%			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical	37%	14%			
		Students with					
		Students without	27%	15%			
		English Learners					
		Non-English	29%	15%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	NJGPA Assessment Reports website	Student Group	ELA	Math	N/A	N/A
		Schoolwide	42.5%	42%		
		White	43%	40%		
		Hispanic	42%	45%		
		Black or African American	35%	29%		
		Asian, Native Hawaiian, or Pacific	57.5%	54%		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female	57%	45%		
		Male	36%	41%		
		Economically Disadvantaged	47%	41%		
		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	38.5%	35%		
		Students without Disabilities				
		English Learners	33%	35%		
		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					N/A	Despite scoring considerably lower in Math than ELA, the school-wide SGPs for both content areas are consistent, however they did decrease from 50.5% (ELA) and 54.5% (Math) from the previous school year.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	92%	100%	100%	100%		
		1	100%	99%	100%	100%		
		2	100%	84%	100%	100%		
		3	100%	91%	97%	97%		
		4	96%	96%	98%	98%		
		5	100%	97%	100%	100%		
		6	100%	97%	98%	98%		
		7	95%	82%	92%	92%		
		8	100%	73%	85%	85%		
		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%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	94%	99%	90%	90%		
		1	100%	97%	99%	99%		
		2	99%	93%	99%	99%		
		3	100%	96%	99%	99%		
		4	96%	96%	98%	98%		
		5	100%	97%	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	98%	94%	100%	100%		
		7	97%	80%	97%	97%		
		8	84%	51%	77%	71%		
		9	100%	100%	100%	100%		
		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	N/A	<p>Cycles not meeting participation rate in ELA: -Gr. K cycle 1 -Gr. 2 cycle 2 -Gr. 3 cycle 3 -Gr. 7 cycles 2 & 3 -Gr. 8 cycles 2 & 3</p> <p>Cycles not meeting participation rate in Math: -Gr. K cycles 1 and 3 -Gr. 2 cycle 2 -Gr. 6 cycle 2 -Gr. 7 cycle 2 -Gr. 8 cycles 1-3</p> <p>Chronic absenteeism may have played a role in <95% participation rate.</p> <p>Overall, grade 8 had the lowest participation rates.</p>
		K	25%	39%	66%	66%		
		1	13%	30%	44%	44%		
		2	29%	57%	55%	55%		
		3	27%	43%	49%	49%		
		4	42%	35%	50%	50%		
		5	62%	39%	50%	50%		
		6	70%	58%	61%	61%		
		7	33%	25%	37%	37%		
		8	45%	36%	50%	50%		
		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	N/A	Growth was demonstrated in all grade levels except 5-7. The grade 5 ELA teacher was on maternity leave for almost half of the school year, and the 7th grade ELA is brand new to the grade and content area. These factors may have contributed to lack of growth. Chronically absent students and students with chronic disciplinary infractions demonstrated lower proficiency rates.
		K	12%	25%	47%	47%		
		1	0%	20%	30%	30%		
		2	10%	22%	33%	33%		
		3	25%	26%	38%	38%		
		4	40%	35%	55%	55%		
		5	25%	18%	47%	47%		
		6	30%	49%	63%	63%		
		7	20%	21%	26%	26%		
		8	2%	6%	18%	18%		
		9	100%	100%	100%	100%		
		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				35.7%	N/A	Growth was demonstrated in all grade levels. Chronically absent students and students with chronic disciplinary infractions demonstrated lower proficiency rates.
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	682	N/A	No enrollment trends have been identified based on grade or subgroup.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	93.20%	N/A	<p>This year's overall attendance rate is consistent with last year's. There are no significant patterns by grade or teacher.</p> <p>Interventions include contacting families daily when students are absent. The attendance office is contacted when absences are prolonged, frequent or unexplained. Attendance officers communicate with families and visit homes and in some cases file complaints in court. This year, our attendance officer has been meeting with upper grade students to discuss the importance of school attendance. Encouraging students to come to school is always a priority. Incorporating engaging events and activities to motivate and entice students to attend is one strategy.</p>
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>Recognition programs are also in place for perfect and improved student attendance. Maintaining a positive school climate also helps encourage student attendance.</p>

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	22.27%	N/A	This year's chronic absenteeism rate is slightly lower than last year's. Chronic absenteeism occurs more frequently in the lower grades due to illness and/or the reliance upon caregivers to transport them to and from school. Students with disabilities often have higher chronic absenteeism rates, as most of those students take the bus to school, and when they miss the bus, they do not come. In addition to the interventions listed above, chronically absent students may be referred to the I&RS team through which an action plan is developed. Counseling can also be provided to those students as well.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	94.73%	N/A	See above.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			N/A	Staff attendance rate has increased from 93.97% in the 22-23 school year. There are no patterns identified by grade. Medical and family leaves have contributed to staff chronic absenteeism. Additionally, teachers who plan on retiring and/or resigning have been chronically absent. Three staff members have not been renewed for next year, and those individuals are using their days before the end of the school year.
		Student Suspension YTD Average - In School	0.00%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.39%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			N/A	Total OSS - 23 Total # of offenders - 17 Inappropriate Behavior - 13 Improper Hallway Behavior - 1 Conduct Unbecoming - 4 Defiance of Authority - 1 Possession of Vape - 1 Fighting - 2 Assault - 1 Students with Disabilities - 4 Black - 8 Hispanic - 6 White - 3 *some students fell into multiple subgroups Chronic offenders - 5 students had 2 or more incidents

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		N/A	N/A

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	7		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		
Algebra	Previous year's data provided. Please provide current year's data if possible.				

EVALUATION INFORMATION					
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson	N/A	Lower grade teachers utilize small group and individualized differentiated instruction more frequently than upper grade teachers. Professional development will need to continue for the implementation of NJTSS. PD for teaching advanced learners will also be needed.
		# Teachers to Evaluate	65		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	15		
		null	Total		
		Cycle 1	10		
		Cycle 2	12		
		Cycle 3	11		
		Cycle 4	10		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Professional Capacity	NJTSS requires training and manpower.	We currently have four interventionists.	Students show growth when provided targeted support individually or in small groups.
Family Engagement	Home language other than English; Lack of understanding or access to technology; Negative attitude toward school	Students whose families are unwilling or unable to support them often struggle socially and/or academically. Much of our communication with families is digital.	The district disseminates information in Arabic and Spanish. Title I parent workshops are offered throughout the school year. Programs are offered to students to provide support before or after school. The PTO organizes a number of family events to increase engagement.

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 Annual School Planning Team will disseminate the results of the comprehensive needs assessment to the teachers at a staff meeting. PLC time will be provided to review the results. The ASP will be made available to the public, as it will be included on a board of education meeting agenda.

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

There are many benefits to a Parent Teacher Organization, such as improving communication among stakeholders, encouraging volunteerism and tapping into proven school programs. The school PTO can assist in fundraising to secure resources that could serve as incentives and reinforcers, and support events that address our goals, such as Family Reading Nights, Book Clubs; Math Gameshows, etc.

Assisting students in achieving reading and math goals and purchasing books and games as awards for reaching those goals is one strategy.

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	We consistently implement, revise and reflect on SLOs as we deliver our units of study. We assess students to determine their progress in meeting those SLOs and use the data to drive changes in instruction and unit design. We have aligned all components of our units of study. We consistently use student data results to reflect on and revise all components to ensure tight alignment.	We plan to share and model instructional strategies/models/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		3.40		
Assessment	1	A	3-Developing	Assessment strategies and data use are continually evaluated and adjusted as needed.	We plan to utilize universal screeners and develop common formative assessments.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	3-Developing	Common planning time is provided frequently for collaborative job-embedded professional learning. We also utilize available after-school meeting time and in-service days. Time is also provided within the school day to meet and/or observe colleagues as needed.	We will focus on evaluating the effectiveness of our collaborations.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		
	Average		3.25		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 3-Developing	Adult relationships are collegial. We have the structures in place that allow professionals to regularly exchange craft knowledge. There is an agreed expectation that we treat each other with mutual respect. Leadership is shared. Every professional shares responsibility and accountability for student learning. We collect both formative and summative data related to school climate. We analyze the data throughout the year to drive school climate plan development, reflection and revision.	We will work with our School Climate Team to address any weaknesses discovered in climate surveys.
	2	A 3-Developing		
	3	A 3-Developing		
	4	A 3-Developing		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 4-Sustaining		
	10	A 3-Developing		
	11	A 4-Sustaining		
	12	A 3-Developing		
	13	A 4-Sustaining		
	14	A 3-Developing		
Average	3.21			
Teacher and Principal Effectiveness	1	A 3-Developing	Research-based evaluation frameworks are utilized to evaluate teachers and principals.	We will focus on specific and actionable feedback.
	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	
Effective Instruction	According to the most recent data, only 47% of 3rd grade students are performing on or above grade level in reading.	<p>Large class size may have contributed to the problem. The average class size in the school is 19 compared to 25 in grade 3.</p> <p>Large class size makes providing targeted differentiated small group and individualized instruction more difficult.</p>	Students in grade 3	1	i-Ready	i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous, culturally responsive texts. Its personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.	Strong	https://www.curriculumassociates.com/programs/i-ready-learning
				2				
				3				



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	There were several reports of "bullying" that were in fact quite obviously peer conflict. Many issues were rooted in cyber communication.	Students do not understand the difference between bullying and peer conflict. Students are getting cell phones at an earlier age and are utilizing communication platforms that they may not be mature enough to manage appropriately.	Students in grades 4-5.	1	Second Step	Second Step@ Middle School, a social-emotional learning (SEL) program for Grades 6-8, is backed by the latest research in adolescent brain development and social psychology to help kids navigate this crucial period.	Strong	https://www.secondstep.org/
				2				
				3				



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	According to the most recent data, only 35% of 7th grade students are performing on or above grade level in math.	<p>An overuse of whole group instruction may have contributed to the problem. Students have foundational learning gaps that need to be addressed in small groups or individually.</p> <p>Large class size in grade 7 (27 compared to school average of 19) make teaching individually or in small groups difficult.</p>	Students in grade 7	1 i-Ready	i-Ready Mathematics is an online custom math curriculum that provides students of all ages with differentiated instruction and supports them on their individual paths to success.	Strong	https://www.curriculumassociates.com/programs/i-ready-learning
				2 ST Math	<p>ST Math games include more than 35,000 puzzles with interactive representations of math topics that align to all state standards, with learning objectives that target key grade-level concepts and skills.</p> <p>ST Math is a flexible instructional tool that can fit easily into many different curriculum implementations.</p>	Strong	https://www.stmath.com/elementaryschool



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				
Climate & Culture - Attendance/ Behavior	Out of school suspensions increased this year from .26% in the 23-24 school year to .46% in 24-25, with incident counts rising from 10 to 23 and offenders from 6 to 17.	To address the nature of the incidents, students need to be better educated and prepared to more effectively handle conflict resolution, impulse control, respect for others, and the dangers of vaping.	Students in grades 6-8	1	Second Step	Second Step® Middle School, a social-emotional learning (SEL) program for Grades 6-8, is backed by the latest research in adolescent brain development and social psychology to help kids navigate this crucial period.	Strong	https://www.secondstep.org/
				2				
				3				

SMART Goal 1

By June 2026, at least 55% of students in grade 3 will be performing on or above grade level in reading.

Area of Focus Effective Instruction

Content Area Reading

Priority Performance According to the most recent data, only 47% of 3rd grade students are performing on or above grade level in reading.

Target Population: Students in grade 3

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	25% of students will be on or above grade level.	i-Ready reports
Feb 15	35% of students will be on or above grade level.	i-Ready reports
Apr 15:	45% of students will be on or above grade level.	i-Ready reports
Jul 1	By June 2026, at least 55% of students in grade 3 will be performing on or above grade level in reading.	i-Ready reports

Strategy 1 - i-Ready

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	Participate in i-Ready training	9/10/25	9/30/25	Teachers
2	1	Administer i-Ready diagnostic assessments	10/1/25	5/1/26	Teachers
3	1	Assign i-Ready individualized instruction	10/30/25	6/19/26	Teachers

Budget Items

SMART Goal 1 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready Licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	Other Federal

Strategy 2 -

< SMART Goal 1, Strategy 2 - Action Steps: NO DATA >

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

Strategy 3 -

< SMART Goal 1, Strategy 3 - Action Steps: NO DATA >

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

SMART Goal 2

By June 2026, at least 60% of students will be proficient in distinguishing between bullying and peer conflict.

Area of Focus Social and Emotional Learning

Content Area SEL

Priority Performance There were several reports of "bullying" that were in fact quite obviously peer conflict. Many issues were rooted in cyber communication.

Target Population: Students in grades 4-5.

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	30% of students will be proficient.	HIB vs. Peer Conflict Assessment scores
Feb 15	40% of students will be proficient.	HIB vs. Peer Conflict Assessment scores
Apr 15:	50% of students will be proficient.	HIB vs. Peer Conflict Assessment scores
Jul 1	By June 2026, at least 60% of students will be proficient in distinguishing between bullying and peer conflict.	HIB vs. Peer Conflict Assessment scores

Strategy 1 - Second Step

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 curriculum	9/16/25	6/19/26	Teachers
2	1	Conduct HIB vs. Peer Conflict lessons	10/1/25	6/19/26	Counselors
3	1	Administer quarterly assessments	10/15/25	6/19/26	Counselors

Budget Items

SMART Goal 2 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step Curriculum	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Other Federal

Strategy 2 -

< SMART Goal 2, Strategy 2 - Action Steps: NO DATA >

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

Strategy 3 -

< SMART Goal 2, Strategy 3 - Action Steps: NO DATA >

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

SMART Goal 3

By June 2026, at least 40% of students in grade 7 will be performing on or above grade level.

Area of Focus Effective Instruction

Content Area Math

Priority Performance According to the most recent data, only 35% of 7th grade students are performing on or above grade level in math.

Target Population: Students in grade 7

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	20% of students will be on or above grade level.	i-Ready reports
Feb 15	35% of students will be on or above grade level.	i-Ready reports
Apr 15:	30% of students will be on or above grade level.	i-Ready reports
Jul 1	By June 2026, at least 40% of students in grade 7 will be performing on or above grade level.	i-Ready reports

Strategy 1 - i-Ready

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	Participate in i-Ready training	9/9/25	9/30/25	Teachers
2	1	Administer i-Ready diagnostics	10/1/25	5/1/26	Teachers
3	1	Assign i-Ready individualized instruction	10/15/25	6/19/26	Teachers

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready Licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	Other Federal

Strategy 2 - ST Math

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	Facilitate 60 minutes or more of ST Math per week	9/16/25	6/19/26	Teachers
2	2	Review ST Math data monthly	9/30/25	6/19/26	Teachers

Budget Items

SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ST Math Licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	Other Federal

Strategy 3 -

< SMART Goal 3, Strategy 3 - Action Steps: NO DATA >

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

SMART Goal 4

By June 2026, there will be 20 or fewer incidents of OSS.

Area of Focus Climate & Culture - Attendance/Behavior

Content Area Behavior/Climate

Priority Performance Out of school suspensions increased this year from .26% in the 23-24 school year to .46% in 24-25, with incident counts rising from 10 to 23 and offenders from 6 to 17.

Target Population: Students in grades 6-8

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	There will be 5 or fewer incidents of OSS.	Discipline reports
Feb 15	There will be 10 or fewer incidents of OSS.	Discipline reports
Apr 15:	There will be 15 or fewer incidents of OSS.	Discipline reports
Jul 1	By June 2026, there will be 20 or fewer incidents of OSS.	Discipline reports

Strategy 1 - Second Step

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	Implement Second Step curriculum	9/16/25	6/19/26	Teachers
2	1	Conduct specific lessons in response to behavioral and school climate needs	9/16/25	6/19/26	Counselors
3	1	Utilize restorative practices	9/9/25	6/19/26	Administrators and teachers

Budget Items

SMART Goal 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	Other Federal

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

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

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

< 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	\$458,598.00	Federal Title I (School
Instructional Supplies	9/1/25	6/30/26	Building	INSTRUCTION - Supplies & Materials / 100-600	\$10,000.00	Federal Title I (School
Non Instructional Supplies	9/1/25	6/30/26	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	\$10,000.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$20,000	\$0	\$0	\$20,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$5,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$25,000	\$0	\$0	\$25,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$0	\$0	\$0	\$25,000	\$0	\$0	\$25,000

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0
Other Title 1 Expenditures	\$478,598	\$0	\$478,598
Total	\$478,598	\$0	\$478,598

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	Effective Instruction
x	Climate & Culture - Attendance/Behavior
	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 Lisa Wasielewski Title: Assistant Principal

Date: 06/13/2025

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
--	---

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