William Shemin Midtown Community School #8

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220085

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	Mayra Golzalez	Yes	No	No		
Community Member	Diane Wolkowski	Yes	No	No		
Principal	James Pondillo	Yes	Yes	Yes		
Assistant Principal	Christopher Romano	Yes	Yes	Yes		
Assistant Principal	Kelly Carroll	Yes	Yes	Yes		
Data Team Member	Robyn Pullaro	Yes	Yes	Yes		
Data Team Member	Tara Soto	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Data Team Member	Elizabeth Kaczka	Yes	Yes	Yes		
Data Team Member	Denise Leonard	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
09/20/2024	Prior Year Evaluation	Yes	Yes
10/18/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/15/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/13/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/10/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/21/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/21/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/11/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/16/2025	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
All classroom teachers will provide 80 minutes of focused and uninterrupted ELA instruction each day.	English Language Arts	Grades 3 to 8	Yes	Yes	Yes	The continued focus on sustained ELA instruction has helped to increase the student's scores on iReady benchmark assessments.	Yes
By analyzing LinkIt! data, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of reading and understanding Informational text and the ability to use and apply their learned knowledge in writing.	English Language Arts	Grades 3 to 8	Yes	Yes	Yes	The continued focus on sustained ELA instruction has helped to increase the student's scores on iReady benchmark assessments.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Targeted professional development will be offered to support areas in need of improvement and growth. This will include I-Ready training and classroom implementation.	English Language Arts	Grades 3 to 8	Yes	Yes	Yes	English Language Arts teachers received professional development focusing on iReady in the classroom and using data to target instruction.	Yes
All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.	Mathematics	Grades 3 to 8	Yes	Yes	Yes	The continued focus on sustained mathematics instruction has helped to increase the student's scores on iReady benchmark assessments.	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
By analyzing LinkIt! Benchmark data , teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.	Mathematics	Grades 3 to 8	Yes	Yes	Yes	The continued focus on sustained mathematics instruction has helped to increase the student's scores on iReady benchmark assessments.	Yes
Targeted professional development will be offered to support areas in need of improvement and growth. This will include I-Ready training and classroom implementation.	Mathematics	Grades 3 to 8	Yes	Yes	Yes	Mathematics teachers received professional development focusing on iReady in the classroom and using data to target instruction.	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
Communicate with parents when a child is absent and offer immediate support.	Attendance	Grades K to 8.	Yes	Yes	Yes	The teachers will call and send letters to parents with students identified as chronically absent, out 10% of total school days.	Yes
Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.	Attendance	Grades K to 8.	Yes	Yes	Yes	The attendance committee consists of administrators, teachers, nurses, and guidance counselors who meet monthly to discuss concerns.	Yes
Involve families, students, and staff in celebrating positive attendance via incentives and programs	Attendance	Grades K to 8.	Yes	Yes	Yes	The attendance committee meets monthly to discuss ways to increase student attendance including grade level and school wide incentives.	Yes
Teachers will provide activities as provided in the Second Step program twice a month.	Social and Emotional Learning	Grades 3 thru 5	Yes	Yes	Yes	Teachers continue to work through the Second step program in grades K to 8. We have seen an increase in positive responses on the school climate survey.	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
Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.	Social and Emotional Learning	Grades 3 thru 5	Yes	Yes	Yes	The guidance department meets regularly to monitor behavior trends and strategies to support students and families. They continue to monitor the effectiveness of The Second Step program through the Panorama survey.	Yes
Involve families, students, and staff in celebrating positive behavior via incentives and programs.	Social and Emotional Learning	Grades 3 thru 5	Yes	Yes	Yes	Each month students are chosen by the teachers to be recognized for excellent behavior and character traits. The PTO provides snacks for these students and their positive behavior is celebrated. The students are recognized in a photo on social media so they can be celebrated by the community.	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**	Grades 5, 6, and 8 have all shown an increase in the number of students who met or exceeded the ELA NJSLA grade level expectations. All grade levels have shown significant growth on their iReady diagnostic tests in ELA. Grades 3, 4, 5, 8, and Algebra have all shown an increase in the number of students who met or exceeded the Mathematics NJSLA grade level expectations. All grade levels have shown significant growth on their iReady diagnostic tests in Math.	Schoolwide proficiency in ELA dropped slightly from the 2023/2024 school year but math went up about 3%. However, we have seen very promising trends in student growth on the iReady diagnostic assessments.
		Schoolwide	45.1%	30.2%	100%				
		White	47.5%	38.9%	*				
		Hispanic	37.8%	20.6%	*				
		Black or African American	44.4%	24.5%	*				
		Asian, Native Hawaiian, or Pacific Islander	75.6%	53.5%	*				
		American Indian or Alaska Native	*	*	*				
		Two or More Races	60%	32%	*				
		Female	51.3%	27.5%	*				
		Male	39.4%	32.6%	*				
		Economically Disadvantaged Students	38.8%	26.5%	*				
		Non-Economically Disadvantaged Students	56.6%	37.1%	*				
		Students with Disabilities	*	*	*				
		Students without Disabilities	52.9%	34.7%	100%				
		English Learners	21.9%	20.8%	*				
		Non-English Learners	49.8%	32.5%	100%				

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				Grades 5 and 8 once again have shown an increase in the number of students who met or exceeded the Science NJSLA expectations.	We have seen consistent, yet small, yearly growth on the NJSLA Science Test in grades 5 and 8. Students also show growth throughout the year on the three LinkIt! Science Benchmark assessments.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	20%	14%			
		White	25%	16%			
		Hispanic	14%	10%			
		Black or African	17%	9%			
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	22%	9%			
		Male	19%	18%			
		Economically	14%	7%			

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	30%	24%			
		Students with	0%	10%			
		Students without	24%	15%			
		English Learners	5%	6%			
		Non-English	23%	16%			
		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	54%	48.5%		
		White	54%	49%		
		Hispanic	50.5%	46%		
		Black or African American	49%	47%		
		Asian, Native Hawaiian, or Pacific	74%	59%		
		American Indian or Alaska Native	*	*		
		Two or More Races	53%	48.5%		
		Female	58%	46%		
		Male	49%	51%		
		Economically Disadvantaged	52%	50%		
		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	31%	40%		
		Students without Disabilities				
		English Learners	64%	49%		
		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	N/A
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	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	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	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	N/A	N/A
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	100%	99.2%	100%	88.5%		
		4	100%	99.1%	100%	86.2%		
		5	100%	97.6%	100%	91%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	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	Over 88% of students in grades 3 to 5 participated and passed the ELA benchmark assessment goals set forth in the ASP.	Most of the 12% of students who did not meet the benchmark expectations were due to chronic absenteeism.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	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				34.3%	100% of students in grades 3 to 5 participated and passed the Math benchmark assessment goals set forth in the ASP.	100% of students in grades 3 to 5 participated and passed the Math benchmark assessment goals set forth in the ASP.
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	1221	WSMCS has consitant yearly growth in our school population, which once again increased by 10 students. This is an overall snapshot and does not account for the transient population within our school and district.	William Shemin Midtown Community School's enrollment continues to increase each year and remains the largest elementary school in the district, grades Pre-K to Grade 8.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	92.60%	WSMCS has met all of our attendance goals set forth in our 2024-2025 ASP.	Attendance continues to be an issue at WSMCS, as well as throughout the Bayonne Public School District as a whole. Attendance committees are working with administrators to develop a plan to combat this ever-increasing concern.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) * Note: Data rolled over from ASP Reporting tab	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	33.67%	While we have shown promise in combatting the overall attendance issue for the majority of the WSMCS students, chronic absenteeism has risen from 26.83% last year.	Chronic absenteeism is often the result of bigger problems that our teams continue to work to identify. They are developing individual student plans to support families as a whole.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	93.16%	While we have shown promise in combatting the overall attendance issue for the majority of the WSMCS students, chronic absenteeism continues to be a concern. The largest demographic is students with disabilities with a chronic absenteeism rate of 31.9%.	Chronic absenteeism is often the result of bigger problems that our teams continue to work to identify. They are developing individual student plans to support families as a whole.

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	Student Suspension YTD Average - In School	0.34%	Teachers maintained a satisfactory attendance rate that remained consistent from the 2023-2024 school year.	William Shemin Midtown Community School teachers and staff take pride in developing relationships with their students and providing quality, sustained instruction. The minimal chronic absenteeism among staff is present due to a few members with chronic health issues.
		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	1.29%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			All out-of-school suspensions are due to conduct unbecoming of a student as laid out in the school handbook.	WSMCS administration and staff continue to work on incentives to promote positive and deter negative behaviors. The team will look to adopt new policies to begin in September 2025.
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

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)				N/A	N/A
		Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				

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

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

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

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

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1	10	N/A	N/A
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	10		
		% of students who scored 4 or 5 on the PARCC assessment	100%		
Algebra	Previous year's data provided. Please provide current year's data if possible.			N/A	N/A

EVALUATION INFORMATION

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework for Teaching	N/A	N/A
		# Teachers to Evaluate	110		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	21		

< 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 comprehensive needs assessment through the following mechanisms:
1. The authentic in-person gatherings: data-team meetings, PLCs, staff and content meetings, and during professional development days.
2. Organize and communicate student data by utilizing online student information systems.
3. Help school support staff, including parent liaisons and guidance counselors, understand how they can help with data sharing. Encourage teachers to use a variety of means for sharing student data with families. These methods can include phone calls, emails, text messages, and online data systems.

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

1-Provide families with an orientation about student data.
2-Help families understand how teachers and others in the school use student data and why this information is valuable.
3- Ask families if the student progress notes or school-wide data reports that they receive are easy to understand.
4-Work with community partners and parent leaders to help families understand the importance of attending orientations, open houses, and parent–teacher conferences.
Families can learn about the school's data-sharing practices at these events and can also learn how to use data to support their child's learning.

Reflection and Growth Rubric

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Focus on student learning.	Identifying career ready practices aligned to instructional units.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	Average		3.80		
Assessment	1	A	4-Sustaining	Development of common assessments.	Use of formative assessments to monitor student progress.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	Average		4.00		
Professional Learning Community (PLC)	1	A	4-Sustaining	Designated time for PLCs	Use of combined data to drive student grouping and targeted instruction.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	Average		3.75		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Creating a positive school environment for optimal learning.	Assessing students' social-emotional and academic needs.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	4-Sustaining		
	14	A	3-Developing		
	Average		3.43		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Use of research-based framework to evaluate teacher and principal effectiveness.	NA
	Average		4.00		

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	Based on the analysis of the prior year's ASP results and testing data provided by the NJSLA assessments and iReady benchmarks, achieving proficiency in ELA continues to be a challenge. To confront these challenges, gaps in learning need to be addressed. Teachers are employing WIN, ARMS, and other classroom interventions to address student needs.	1. Even though students are making strides, many are still experiencing academic challenges in ELA. 2. Larger class sizes tend to have lower overall test scores. 3. The transient population of students that move into and out of our school tends to lose skills as a result of the transfers. Further, they do not reap the benefit of receiving instruction from WSMCS ELA teachers. 4. Difficulty mastering grade-level material due to intellectual and learning factors.	Grades 3 to 8	1	All classroom teachers will provide 80 minutes of focused and uninterrupted ELA instruction each day.	Students will benefit from an extended, uninterrupted 80-minute class period in ELA each day. This allows ample time for the teacher to employ whole group, small group, and independent practice.	Moderate	https://www. savvas. com/solutions/litera cy/core-programs/myview-literacy
				2	By analyzing iReady benchmark data, teachers will design lessons and activities that will give students the opportunity to demonstrate mastery of reading and the ability to use and apply their learned knowledge in writing.	The iReady benchmark testing results break down the student's scores into particular domains and topics. Analysis of this information gives the teacher valuable insight to target instruction.	Strong	https://login.i-ready.com/login? redirect_url=% 2Feducator% 2Fdashboard% 2Freading% 3FdiagDate% 3DSPRING_WINDO W% 26showByFilter% 3DGRADE

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
		5. Difficulty mastering grade-level material due to emotional, socioeconomic, and environmental factors. 6. Inability to focus attention on complex thinking for long periods of time.		3	Targeted professional development will be offered to support areas in need of improvement and growth. This will include continued iReady training and WIN instruction.	iReady is a valuable tool to bridge learning gaps and challenge advanced learners. Teachers will find effective ways to implement this tool into their classrooms to help promote independent and targeted learning.	Promising	https://login.i-ready.com/login?redirect_url=%2Feducator%2Fdashboard%2Freading%3FdiagDate%3DSPRING_WINDOW%26showByFilter%3DGRADE

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	Based on the analysis of the prior year's ASP results and testing data provided by the NJSLA assessments and iReady benchmarks, achieving proficiency in Mathematics continues to be a challenge. To confront these challenges, gaps in learning need to be addressed. Teachers are employing WIN, ARMS, and other classroom interventions to address student needs.	1. Even though students are making strides, many are still experiencing academic challenges in mathematics. 2. Larger class sizes tend to have lower overall test scores. 3. The transient population of students that move into and out of our school tends to lose skills as a result of the transfers. Further, they do not reap the benefit of receiving instruction from WSMCS mathematics teachers. 4. Difficulty mastering grade-level material due	Grades 3 to 8	1	All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.	Students will benefit from an extended, uninterrupted 80-minute class period in mathematics each day. This allows ample time for the teacher to employ whole group, small group, and independent practice.	Moderate	https://www.hmhco.com/programs/go-math
				2	By analyzing iReady benchmark data, teachers will design lessons and activities that will give students the opportunity to demonstrate mastery of basic operations and the ability to focus on modeling and reasoning skills.	The iReady benchmark testing results break down the student's scores into particular domains and topics. Analysis of this information gives the teacher valuable insight to target instruction.	Strong	https://login.i-ready.com/login?redirect_url=%2Feducator%2Fdashboard%2Freading%3FdiagDate%3DSPRING_WINDOW%26showByFilter%3DGRADE

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
		to intellectual and learning factors. 5. Difficulty mastering grade-level material due to emotional, socioeconomic, and environmental factors. 6. Inability to focus attention on complex thinking for long periods of time.		3 Targeted professional development will be offered to support areas in need of improvement and growth. This will include continued iReady training and WIN instruction.	iReady is a valuable tool to bridge learning gaps and challenge advanced learners. Teachers will find effective ways to implement this tool into their classrooms to help promote independent and targeted learning.	Promising	https://login.i-ready.com/login?redirect_url=%2Feducator%2Fdashboard%2Freading%3FdiagDate%3DSPRING_WINDOW%26showByFilter%3DGRADE

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	Based on a review of attendance data from WSMCS and BBOED, absenteeism continues to be a challenge and is a priority in grades K to 8. By the end of the 2025-2026 school year, our goal is to have 90% of students will be present in school each day.	Chronic absenteeism is often a result of underlying emotional, socioeconomic, and environmental factors.	Grades K to 8	1	Communicate with parents when a child is absent and offer immediate support.	Teacher-Parent communication strategies are important, must be consistent, and will help to start the year off right.	Strong	https://www. edutopia. org/article/teacher- parent- communication- strategies-start- year-right
				2	Develop a team of stakeholders to assess attendance patterns and develop aligned strategies to support families.	Connecting with stakeholders is important to dealing with attendance. The attendance committee will meet to discuss individual and ever-changing concerns.	Moderate	https://www. edutopia. org/blog/cultivating -healthy-teams- schools-elena- aguilar
				3	Involve families, students, and staff in celebrating positive attendance via initiatives and programs.	The attendance committee will continue to work with administrators to develop plans and incentives to help teach students the importance of being in school	Strong	https://www. edutopia. org/blog/inspiring- learning-through- incentives- kathleen-decker

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	Based on a review of prior year Panaorama and now LinkIt! SEL survey data, we recognize the students are experiencing social-emotional issues. They lack skills that allow them to build positive relationships. They are struggling with managing their emotions and setting goals that allow them to thrive in school and in life.	Social and emotional issues are a symptom of larger, deeper problems that can effectively be addressed by providing a deliberate focus on students' social-emotional and academic needs.	Grades 3 through 5	1	Teachers will provide activities as provided in the Second Step program twice a month.	Teachers will be provided activities as provided in the Second Step program. These activities will build social-emotional skills which will nurture positive relationships and emotions. Students will learn how to set goals so they can thrive in school and in life.	Moderate	https://learn. secondstep.org/
				2	Develop a team of stakeholders to assess school climate patterns and develop aligned strategies to support families.	Stakeholders, including administrators and teachers, will continuously monitor survey results and meet regularly to align strategies to a positive school climate.	Moderate	https://bboed.linkit. com/Account/LogO n?ReturnUrl=%2f

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	Involve families, students, and staff in celebrating positive behavior via initiatives and programs.	Getting students to feel better about school, home, and the community will foster positive behavior. Strategies for improving behavior will increase positive responses on the LinkIt! SEL surveys.	Moderate	https://learn. secondstep. org/product/elementary/engage-families/family-communications-5

SMART Goal 1

During the 2025-2026 school year, the Bayonne Board of Education will continue to use iReady testing to monitor student growth. As a result of the provided data, William Shemin Midtown Community School will focus on improving English/Language Arts skills, focusing on grades 3 through 5.
By June 15, 80% of students in grades 3 - 5 will have 70% of ELA iReady lessons passed.

Area of Focus	Effective Instruction
Content Area	English/Language Arts
Priority Performance	Based on the analysis of the prior year's ASP results and testing data provided by the NJSLA assessments and iReady benchmarks, achieving proficiency in ELA continues to be a challenge. To confront these challenges, gaps in learning need to be addressed. Teachers are employing WIN, ARMS, and other classroom interventions to address student needs.
Target Population:	Grades 3 to 8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Using data gained after students take the iReady diagnostic test, teachers will identify standards, pacing, and materials to target instruction and work to improve student performance in the English/Language Arts. By November 15, 80% of students, in grades 3 through 5 will have 10% of practiced ELA iReady lessons passed.	2025-2026 ELA iReady lesson completion reports in grades 3 through 5
Feb 15	By February 15, 80% of students, inclusive of all subgroups, in grades 3 through 5 will have 30% of practiced ELA iReady lessons passed.	2025-2026 ELA iReady lesson completion reports in grades 3 through 5
Apr 15:	By April 15, 80% of students, inclusive of all subgroups, in grades 3 through 5 will have 50% of practiced ELA iReady lessons passed.	2025-2026 ELA iReady lesson completion reports in grades 3 through 5

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	During the 2025-2026 school year, the Bayonne Board of Education will continue to use iReady testing to monitor student growth. As a result of the provided data, William Shemin Midtown Community School will focus on improving English/Language Arts skills, focusing on grades 3 through 5. By June 15, 80% of students in grades 3 - 5 will have 70% of ELA iReady lessons passed.	2025-2026 ELA iReady lesson completion reports in grades 3 through 5

Strategy 1 - All classroom teachers will provide 80 minutes of focused and uninterrupted ELA instruction each day.

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	Language Arts teachers will submit schedules to ensure the 80-minute instruction minimum is met.	9/2/25	9/30/25	Teachers, Administrators
2	1	Teachers will be provided will curriculum guides, pacing guides, and best practice documents to help drive instruction.	9/2/25	12/19/25	Teachers, Administrators, Curriculum Directors

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

Strategy 2 - By analyzing iReady benchmark data, teachers will design lessons and activities that will give students the opportunity to demonstrate mastery of reading and the ability to use and apply their learned knowledge in writing.

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	Teachers will be given adequate time and resources to analyze current NJSLA and iReady data through LinkIt!	9/2/25	6/12/26	Teachers, Administrators
2	2	Teachers will be provided with video instructions on extracting data from iReady and LinkIt!	9/2/25	11/28/25	Data Team, Teachers, Administrators
3	2	Data team will attend grade level PLC meetings to provide data support.	9/2/25	6/5/26	Data Team, Teachers, Administrators

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

Strategy 3 - Targeted professional development will be offered to support areas in need of improvement and growth. This will include continued iReady training and WIN instruction.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Teachers will be provided with adequate training to effectively implement iReady in their ELA classrooms.	9/3/25	1/20/26	Teachers, Administrators, Curriculum Directors

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

SMART Goal 2

During the 2025-2026 school year, the Bayonne Board of Education will continue to use iReady testing to monitor student growth. As a result of the provided data, William Shemin Midtown Community School will focus on improving Mathematics skills, focusing on grades 3 through 5.
By June 15, 80% of students in grades 3 - 5 will have 70% of Mathematics iReady lessons passed.

Area of Focus   Effective Instruction

Content Area   Mathematics

Priority Performance   Based on the analysis of the prior year's ASP results and testing data provided by the NJSLA assessments and iReady benchmarks, achieving proficiency in Mathematics continues to be a challenge. To confront these challenges, gaps in learning need to be addressed. Teachers are employing WIN, ARMS, and other classroom interventions to address student needs.

Target Population: Grades 3 to 8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Using data gained after students take the iReady diagnostic test, teachers will identify standards, pacing, and materials to target instruction and work to improve student performance in Mathematics. By November 15, 80% of students, in grades 3 through 5 will have 10% of practiced mathematics iReady lessons passed.	2025-2026 ELA iReady lesson completion reports in grades 3 through 5
Feb 15	By February 15, 80% of students, in grades 3 through 5 will have 30% of practiced mathematics iReady lessons passed.	2025-2026 ELA iReady lesson completion reports in grades 3 through 5
Apr 15:	By April 15, 80% of students, in grades 3 through 5 will have 50% of practiced mathematics iReady lessons passed.	2025-2026 ELA iReady lesson completion reports in grades 3 through 5

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	During the 2025-2026 school year, the Bayonne Board of Education will continue to use iReady testing to monitor student growth. As a result of the provided data, William Shemin Midtown Community School will focus on improving Mathematics skills, focusing on grades 3 through 5. By June 15, 80% of students in grades 3 - 5 will have 70% of Mathematics iReady lessons passed.	2025-2026 ELA iReady lesson completion reports in grades 3 through 5

Strategy 1 - All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.

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	Mathematics teachers will submit schedules to ensure the 80-minute instruction minimum is met.	9/2/25	9/26/25	Teachers, Administrators
2	1	Teachers will be provided with curriculum guides, pacing guides, and best practice documents to help drive instruction.	9/2/25	12/19/25	Teachers, Administrators, Curriculum Directors

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

Strategy 2 - By analyzing iReady benchmark data, teachers will design lessons and activities that will give students the opportunity to demonstrate mastery of basic operations and the ability to focus on modeling and reasoning skills.

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	Teachers will be given adequate time and resources to analyze current NJSLA and LinkIt! data.	9/9/25	6/12/26	Teachers, Administrators
2	2	Teachers will be provided with video instructions on extracting Informational text data from LinkIt!	9/9/25	6/12/26	Data Team, Teachers, Administrators
3	2	Data team will attend grade level PLC meeting to provide data support.	9/9/25	6/2/26	Data Team, Teachers, Administrators

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

Strategy 3 - Targeted professional development will be offered to support areas in need of improvement and growth. This will include continued iReady training and WIN instruction.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Teachers will be provided with adequate training to effectively implement I-Ready into their ELA classrooms.	9/2/25	12/19/25	Teachers, Administrators, Curriculum Directors

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

SMART Goal 3

Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8. By the end of the 2025-2026 school year, 90% of students will be present each day for school.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	Culture and Climate
Priority Performance	Based on a review of attendance data from WSMCS and BBOED, absenteeism continues to be a challenge and is a priority in grades K to 8. By the end of the 2025-2026 school year, our goal is to have 90% of students will be present in school each day.
Target Population:	Grades K to 8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, at least 80% of students, at each grade level, will be in attendance.	Attendance Reports
Feb 15	By February 15, at least 80% of students, at each grade level, will be in attendance.	Attendance Reports
Apr 15:	By April 15, at least 85% of students, at each grade level, will be in attendance.	Attendance Reports
Jul 1	Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8. By the end of the 2025-2026 school year, 90% of students will be present each day for school.	Attendance Reports

Strategy 1 - Communicate with parents when a child is absent and offer immediate support.

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	Send positive communication via technology resources to remind parents of attendance expectations and offer support.	9/9/25	6/19/26	All Staff

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

Strategy 2 - Develop a team of stakeholders to assess attendance patterns and develop aligned strategies to support families.

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	Grade-level attendance will be monitored. Each grade level's attendance will be posted on the bulletin board in the main lobby monthly. At the end of each month, the grade level with the highest average attendance will receive a grade-level incentive.	9/9/25	6/19/26	Attendance Commitee
2	2	Teachers and attendance committee monitors student attendance and maintain open communication with families.	9/9/25	6/16/26	Attendance Committee, Administrators, Teachers

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	2	Students will receive written letters at 4, 8, and 10 or more days absent. The attendance officer will conduct health and wellness checks when needed. Severe cases will be addressed with administrators.	9/9/25	6/16/26	Attendance Committee, Administrators, Teachers

Budget Items

SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Achievement Awards and Incentives	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,000	State/Local

Strategy 3 - Involve families, students, and staff in celebrating positive attendance via initiatives and programs.

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	Partner wi the PTO to create school community events focused on student attendance.	9/9/25	6/17/26	Parents, Staff

Budget Items

SMART Goal 3 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Prizes.Incentive for positive behavior	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,000	State/Local

SMART Goal 4

Self-awareness is a symptom of larger, deeper problems that can more effectively be addressed by providing a deliberate focus on students' social-emotional and academic needs. By the end of the 2025-2026 school year, 60% of students in the grades 3 through 5 will have positive responses on the topic of Self-Awareness.

Area of Focus	Social and Emotional Learning
Content Area	Self-Awareness
Priority Performance	Based on a review of prior year Panaorama and now LinkIt! SEL survey data, we recognize the students are experiencing social-emotional issues. They lack skills that allow them to build positive relationships. They are struggling with managing their emotions and setting goals that allow them to thrive in school and in life.
Target Population:	Grades 3 through 5

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Baseline gathered and compared to Spring 2025 data.	LinkIt! SEL survey results and Second Step information from teachers.
Feb 15	The team will check in with teachers to ensure that Second Step lessons are being completed on time. The team will also speak to teachers who may be in need of assistance in their lessons.	LinkIt! SEL survey results and Second Step information from teachers.
Apr 15:	By the second survey, 50% of the students in grades 3 through 5 will have positive responses on the topic of Self-Awareness.	LinkIt! SEL survey results and Second Step information from teachers.
Jul 1	Self-awareness is a symptom of larger, deeper problems that can more effectively be addressed by providing a deliberate focus on students' social-emotional and academic needs. By the end of the 2025-2026 school year, 60% of students in the grades 3 through 5 will have positive responses on the topic of Self-Awareness.	LinkIt! SEL survey results and Second Step information from teachers.

Strategy 1 - Teachers will provide activities as provided in the Second Step program twice a month.

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	Teachers will provide 20 to 25 SEL lessons through the Second Step program, based on individual grade levels.	9/2/25	6/19/26	Teachers in Grades K to 8.

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

Strategy 2 - Develop a team of stakeholders to assess school climate patterns and develop aligned strategies to support families.

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	The SEL committee will meet and discuss strategies to influence positive mindsets and behaviors.	9/9/25	6/19/26	Teachers in grades K to 8, SEL commitee

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

Strategy 3 - Involve families, students, and staff in celebrating positive behavior via initiatives and programs.

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	The SEL committee, teachers, and the PTO will collaborate to provide incentives for positive behaviors.	9/9/25	6/19/26	SEL committee, teachers in grade K to 8, parents

< 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	$498,647.00	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	$0	$0	$0	$0
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$2,000	$0	$0	$0	$0	$0	$0	$0	$2,000
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		$2,000	$0	$0	$0	$0	$0	$0	$0	$2,000
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			$2,000	$0	$0	$0	$0	$0	$0	$0	$2,000

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	$0	$0	$0
Total	$0	$0	$0

School Level Certification Page

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