

WOODROW WILSON COMMUNITY SCHOOL

District: BAYONNE CITY

School Identification: NA

County: HUDSON

Targeted Subgroup

Team: NA

CDS: 170220130

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	Cheryl Feuer	Yes	Yes	No		
Community Member	Kerri Ashe	Yes	Yes	No		
Paraprofessional	Tanya McCormack	Yes	Yes	No		
Academic Interventionist	Gina Puchinsky	Yes	Yes	Yes		
Academic Interventionist	Katherine Gregorian	Yes	Yes	Yes		
Teacher	Tina Kang	Yes	Yes	Yes		
Secretary	Joanne Seitz	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Counselor	Maria Pagano	Yes	Yes	Yes		
Assistant Principal	Jason Acerra	Yes	Yes	Yes		
Principal	Tara Furmaniak	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
04/04/2025	Prior Year Evaluation	Yes	Yes
05/01/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/30/2025	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/01/2025	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	Math	Students in grade 4	Yes	Yes	Yes	I-ready district assessments have provided us data to track progress throughout the year	Yes
i-Ready	ELA	Students in grade 4	Yes	Yes	Yes	I-ready district assessments have provided us data to track progress throughout the year	Yes
ST Math	Math	Students in grade 5	Yes	Yes	Yes	Average puzzle goal progress for grade 5 =65%average journey progress for grade 5=52%	Yes
Second Step	SEL	Students in grade 5	Yes	Yes	Yes	SEL benchmarks will be given at the beginning of the year	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	School-wide students performed better in ELA than in Math.
		Schoolwide	49.6 %	30%	*				
		White	51.9 %	33.8%	*				
		Hispanic	45.8 %	19.4%	*				
		Black or African American	34.3 %	19.4%	*				
		Asian, Native Hawaiian, or Pacific Islander	71.4 %	52.8%	*				
		American Indian or Alaska Native	*	*	*				
		Two or More Races	29.4 %	23.5%	*				
		Female	54.8 %	28.3%	*				
		Male	45%	31.4%	*				
		Economically Disadvantaged Students	42.6 %	26.6%	*				
		Non-Economically Disadvantaged Students	60.7 %	35.4%	*				
		Students with Disabilities	13%	*	*				
		Students without Disabilities	55.1 %	32.9%	*				
English Learners	36.2 %	19.6%	*						
Non-English Learners	51.3 %	31.5%	*						

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	More students scored proficiency in grade 5 science than in grade 8 science.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	22%	8%			
		White	25%	4%			
		Hispanic	15%	0%			
		Black or African	20%	12%			
		Asian, Native	40%	21%			
		American Indian or					
		Two or More Races					
		Female	19%	9%			
		Male	26%	8%			
		Economically	10%	9%			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical	44%	8%			
		Students with					
		Students without	27%	9%			
		English Learners					
		Non-English	27%	9%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	NJGPA Assessment Reports website	Student Group	ELA	Math	n/a	n/a
		Schoolwide	55%	48.5%		
		White	47%	47.5%		
		Hispanic	64%	45%		
		Black or African American	52.5%	36%		
		Asian, Native Hawaiian, or Pacific	59.5%	55%		
		American Indian or Alaska Native	*	*		
		Two or More Races	41.5%	59%		
		Female	54.5%	42%		
		Male	56%	54.5%		
		Economically Disadvantaged	54%	44%		
		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	42%	40%		
		Students without Disabilities				
		English Learners	46%	43%		
		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	School Wide SGP is higher for ELA than Math.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	98%	90%	100%	100%		
		1	100%	87%	94%	94%		
		2	100%	89%	91%	91%		
		3	100%	93%	94%	94%		
		4	98%	98%	95%	95%		
		5	100%	90%	96%	96%		
		6	94%	90%	91%	91%		
		7	99%	90%	93%	93%		
		8	96%	55%	89%	89%		
		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	77%	90%	94%	94%		
		1	100%	95%	87%	87%		
		2	98%	88%	89%	89%		
		3	98%	94%	94%	94%		
		4	98%	94%	95%	95%		
		5	100%	89%	94%	94%		

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	92%	86%	91%	91%		
		7	100%	94%	89%	89%		
		8	97%	81%	93%	93%		
		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	<p>Cycles not meeting the 95% ELA Participation Rate: -Gr K Cycle 2 -Gr 1 Cycles 2-4 -Gr 2 Cycles 2-4 -Gr 3 Cycles 2-4 -Gr 5 Cycle 2 -Gr 6 Cycles 1-4 -Gr 7 Cycles 2-4 -Gr 8 Cycles 2-4</p> <p>Cycles not meeting the 95% Math Participation Rate: -Gr K Cycles 1-4 -Gr 1 Cycles 3-4 -Gr 2 Cycles 2-4 -Gr 3 Cycles 2-4 -Gr 4 Cycle 2 -Gr 5 Cycles 2-4 -Gr 6 Cycles 1-4 -Gr 7 Cycles 2-4 -Gr 8 Cycles 2-4</p> <p>Chronic absenteeism could explain <95% participation rates.</p>
		K	25%	60%	76%	76%		
		1	17%	31%	49%	49%		
		2	21%	48%	62%	62%		
		3	43%	50%	53%	53%		
		4	32%	51%	60%	60%		
		5	32%	49%	50%	50%		
		6	19%	27%	24%	24%		
		7	29%	40%	50%	50%		
		8	39%	54%	68%	68%		
		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 grades K,1,2,3,4,5,7, and 8. Grade 6 proficiency remained relatively stagnant. Sub groups, chronically absent and students with chronic disciplinary infractions had lower proficiency rates.
		K	8%	38%	65%	65%		
		1	5%	19%	34%	34%		
		2	11%	32%	52%	52%		
		3	8%	24%	39%	39%		
		4	19%	36%	49%	49%		
		5	17%	39%	52%	52%		
		6	17%	27%	27%	27%		
		7	19%	25%	40%	40%		
		8	22%	57%	62%	62%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
Benchmark Assessment (Proficiency) Math Rates*	<p>Please share results of analysis of % passing, including YTD analysis by grades and subgroups.</p> <ul style="list-style-type: none"> *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				48.8%	n/a	<p>Growth was demonstrated in grades K,1,2,3,4,5,7, and 8.</p> <p>Grade 6 proficiency remained relatively stagnant.</p> <p>Sub groups, chronically absent and students with chronic disciplinary infractions had lower proficiency rates.</p>
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).							

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	726	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		
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	92.83%	n/a	n/a
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
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			n/a	n/a
		Overall YTD Chronic Absenteeism	22.11%		
		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			n/a	n/a
		Staff Attendance YTD	95.51%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			Staff Attendance and Coverage has been an on- going issue that we try to navigate.	N/A
		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	0.42%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			n/a	n/a
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			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	8		
		% 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 Framework		Lower grade teachers utilize small group instruction format more frequently than upper grade teachers. Professional development will need to continue in the area of NJTSS.
		# Teachers to Evaluate	45		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	5		
		null	Total		
		Cycle 1	15		
		Cycle 2	0		
		Cycle 3	0		
		Cycle 4	0		

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

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

The 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.
	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.
	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.
	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	<p>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.</p>	<p>We will work with our school climate team to address any weaknesses discovered in climate surveys .</p>
	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	<p>Research based evaluation frameworks are utilized to evaluate teachers and principals.</p>	<p>We will focus on specific and actionable feedback.</p>	
Teacher and Principal Effectiveness	1	A			3-Developing
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	I-ready assessments revealed about 50 % of students in grade 3 ELA are still below proficiency for their grade level.	Current 3rd grade students experienced a disruption in their education as a result of remote learning during the pandemic.	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 level.	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
Effective Instruction	I-ready assessments revealed about 60 % of students in grade 6 math are still below proficiency for their grade level.	Grade level curriculum does not adequately address foundational computational skills, assuming students have mastered it previously. Small group instruction is not regularly provided to students to close the learning gap.	Students in grade 6	1	i ready	Strong	https://www.curriculumassociates.com/programs/i-ready-learning
				2	st math	Strong	https://www.stmath.com/elementaryschool
				3			



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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 10-23 and offenders from 6-17	To address the nature of 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 grade 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 the crucial period.	Strong	https://www.curriculumassociates.com/programs/i-ready-learning
				2				
				3				

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Social and Emotional Learning	SEL is helpful to both children and adults, increasing self awareness, academic achievement and positive behaviors both in and out of the classroom. Teachers and parents have reported students struggling with their emotions and socialization.	Elementary students often struggle with social and emotional issues. School involves developing and changing social connections. According to the American Academy of Pediatrics, mental health challenges among children and their families have worsened after the pandemic. It is imperative that action is taken to mitigate their adversity.	Students in grades 6-8	1	Second step	Strong	https://www.secondstep.org/
				2			
				3			

SMART Goal 1

By June 2026, at least 25% of students in grade 3 will meet or exceed expectations on the spring ELA-i ready assessment

Area of Focus Effective Instruction

Content Area ELA

Priority Performance I-ready assessments revealed about 50 % of students in grade 3 ELA are still below proficiency for their grade level.

Target Population: Students in grade 3

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 10 % of students in grade 3 will meet or exceed expectations on the ELA-i-ready benchmark assessment	iReady progress monitoring
Feb 15	At least 15 % of students in grade 3 will meet or exceed expectations on the ELA-i-ready benchmark assessment	iReady progress monitoring
Apr 15:	At least 20% of students in grade 3 will meet or exceed expectations on the ELA-i-ready benchmark assessment	iReady progress monitoring
Jul 1	By June 2026, at least 25% of students in grade 3 will meet or exceed expectations on the spring ELA-i ready assessment	iReady progress monitoring

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 diagnostics in the fall, winter and spring to drive instruction	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	State/Local

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 25% of students in grade 6 will meet or exceed expectations on the spring Math-i ready assessment

Area of Focus Effective Instruction

Content Area Math

Priority Performance I-ready assessments revealed about 60 % of students in grade 6 math are still below proficiency for their grade level.

Target Population: Students in grade 6

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 10% of students in grade 6 will meet or exceed expectations on the spring Math-i ready assessment	iReady progress monitoring
Feb 15	At least 15% of students in grade 6 will meet or exceed expectations on the spring Math-i ready assessment	iReady progress monitoring
Apr 15:	At least 20% of students in grade 6 will meet or exceed expectations on the spring Math-i ready assessment	iReady progress monitoring
Jul 1	By June 2026, at least 25% of students in grade 6 will meet or exceed expectations on the spring Math-i ready assessment	iReady progress monitoring

Strategy 1 - i ready

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	participate in i ready training	9/9/25	9/30/25	teachers
2	1	administer i ready diagnostics in the fall, winter, and spring and use data to drive instruction	10/1/25	5/1/26	teachers
3	1	assign i ready individualized instruction	10/15/25	6/19/26	teachers

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

Strategy 2 - st math

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	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 2 - Strategy 2

Corresponding 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	State/Local

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, 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 10-23 and offenders from 6-17

Target Population: Students in grade 6-8

Interim Goals

SMART Goal 3

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 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	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 3 - 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 3, Strategy 2 - Action Steps: NO DATA >

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

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 2026,60% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.

Area of Focus Social and Emotional Learning

Content Area Social and Emotional Learning

Priority Performance SEL is helpful to both children and adults, increasing self awareness, academic achievement and positive behaviors both in and out of the classroom. Teachers and parents have reported students struggling with their emotions and socialization.

Target Population: Students in grades 6-8

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 30% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB assessment
Feb 15	At least 40% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB assessment
Apr 15:	At least 50% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB assessment
Jul 1	By June 2026,60% of students in grades 6-8 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB assessment

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	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 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	second step curriculum	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	\$416,549.00	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	\$25,000	\$0	\$0	\$25,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$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	\$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 Jason Acerra

Title: Assistant Principal

Date: 06/17/2025

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dennis C. Degnan

Title: Assistant Superintendent of Schools for Curriculum

Date: 09/05/2025

ASP District CSA Certification and Approval Page

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

Certified By: John J. Niesz

Title: Superintendent of Schools

Date: 09/05/2025