

Bayonne Alternative High School

District: BAYONNE CITY

County: HUDSON

Team: North

School Identification: CSI

Targeted Subgroup

CDS: 170220010

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	Shynell Richardson	No	Yes	No		
Community Member	Angelique Belle	No	Yes	No		
Student Representative	Chistopher Davis	No	Yes	No		
Chief Academic Advisor	Wachera Ragland Brown	Yes	No	Yes		
Principal	Michael Pierson	Yes	Yes	Yes		
Administrator In-Charge	Eric Ryan	Yes	Yes	Yes		
School Psychologist	Keirstin Lasher	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Special Education Teacher	Naomi Sawires	Yes	Yes	Yes		
General Education Teacher	Kristen Scarpelli	Yes	Yes	Yes		
School Counselor	Edith Kuczynski	Yes	Yes	No		

ASP ESEA Required Stakeholder Groups Assurance

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

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
06/12/2025	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/15/2025	Priority Performance Needs and Root Cause Analysis	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
IXL	ELA/Math	All students	No	No	No	We are not continuing with this intervention in the upcoming year because we are experiencing inconsistent implementation across classes. We have alternate programs that meet students needs in a similar fashion. Moving forward we will utilize another strategy to support our effective instruction goal.	null
Tiered Intervention	ELA/Math	All students	Yes	Yes	Yes	We currently have considerable flexibility within our tier 1 support options. As a result, our gauge of effectiveness is limited at that time. However, this year we saw 31% of students referred for external (outside classroom) at tier 2 supports and 9% of students who were referred for external (outside classroom) tier 3 supports.	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
School-Connect	SEL	All students	Yes	Yes	Yes	Based on the BOY administration for the School-Connect survey, we prioritized the following areas: Getting along with other peers, Solving interpersonal problems (with others), Solving personal problems, and Making safe, smart decision. Our scores on those areas was the following respectively: 3.04, 2.88, 2.84, 3.04. Following the EOY administration, our scores in those areas dropped to the following: 3.39, 3.07, 3.36, 3.71. Scores are averaged out of a 5 point value system.	Yes
Mentoring	SEL	All Students	Yes	Yes	Yes	Select students were identified for mentoring. They were identified if they entered BAHS with 10 suspensions or more. The composite suspension rate prior to assignment of a mentor was 15.4 suspensions. After receiving mentorship, their cumulative suspension rate dropped to 0.	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
Mentoring	Grad Rate	All Students	Yes	Yes	Yes	Select students were identified for mentoring. Students who receive mentorship have three times more credits toward graduation than their non-mentored peers (12 vs. 4 credits per year).	Yes
Family Engagement	Grad Rate	All Students	Yes	Yes	Yes	Students whose parents attended family engagement events saw an 8.57% increase in credits received than those whose families did not attend.	Yes
Mentoring	Attendance	All Students	Yes	Yes	Yes	Select students were identified for mentoring. Students who receive mentorship have an average daily attendance that is 14.32% higher than their non-mentored peers.	Yes
Attendance Committee	Attendance	All Students	Yes	Yes	No	We have unique CA issues as an alternative HS. Our plan is to revisit our attendance committee composition and implementation for 25-26; as well as how we are providing tiered attendance support.	null

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	<p>23-24 NJSLA data is in ELA and Math is unable to be disaggregated by performance level, as data is not displayed publicly in order to protect student privacy. Additionally, our performance report indicated that there was no student data to report for ELA 9, Algebra 1, Geometry, and Algebra 2.</p> <p>However, we do have access to share the scaled scores for our 9th grade ELA and Algebra 1 assessments. 22-23 9th Grade ELA Scale Score- 689 23-24 9th Grade ELA Scale Score- *</p> <p>22-23 Algebra 1 Scale Score- 689 23-24 Algebra 1 Scale Score- *</p> <p>NJGPA Data (22-23/23-24) ELA- 14.3/29.2 Math 16.7/<10</p>	<p>As an alternative HS, we have considerably low participation in NJGPA and NJSLA assessments. We had 24 students take the ELA NJGPA and 23 students participate in the math.</p> <p>As a result of these low participation rates, these assessments are not a driving force in determining next steps for student instructional support</p> <p>Performance report data is unavailable in order to protect student privacy in many categories. This is due to limited participation in state assessment. Next</p>	
		Schoolwide	*	*	*	*	*			
		White	*	*	*	*	*			
		Hispanic	*	*	*	*	*			
		Black or African American	*	*	*	*	*			
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*			
		American Indian or Alaska Native	*	*	*	*	*			
		Two or More Races	*	*	*	*	*			
		Female	*	*	*	*	*			
		Male	*	*	*	*	*			
		Economically Disadvantaged Students	*	*	*	*	*			
		Non-Economically Disadvantaged Students	*	*	*	*	*			
		Students with Disabilities	*	*	*	*	*			
		Students without Disabilities	*	*	*	*	*			
English Learners	*	*	*	*	*					
Non-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	ELA	Math	Alg1	Alg2	Geo		steps is developing an alternative approach for our students to access this assessment in order to get higher levels of participation.
		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	We do not have data to share.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide					
		White					
		Hispanic					
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female					
		Male					
		Economical ly					

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					
		Students with					
		Students without					
		English Learners					
		Non-English					
		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	Due to the unique needs of our student population in an alternative setting, our participation rate is notably lower than the state average. Most of our students have a history of chronic absenteeism, school-related challenges, and academic struggles, which likely contribute to our current participation rate. To improve our school, we plan to implement targeted interventions for 11th-grade students, focusing on structured academic programming, ongoing progress monitoring, and tiered support services in the 25-26 school year.
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		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				
		Students without Disabilities				
		English Learners				
		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	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	13%	0%	37.5%	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	3%	0%	6%	0%		
		11	17%	0%	21.9%	0%		
		12	27%	0%	17%	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	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	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		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	16%	0%	44%	0%		
		10	38%	0%	5%	0%		
		11	42%	0%	40%	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	This was our first year implementing benchmarks. As an alternative HS, we have historically challenging attendance concerns. This impacted our overall participation rates in benchmark assessments. To that end, mid-year we began implementing a registration assessment to get a gauge on incoming students performance levels. This data was used to drive instructional supports.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	52%	0%	55.5%	0%		
		10	43%	0%	100%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	41%	0%	44%	0%		
		12	41%	0%	57.1%	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	This is the first year we have implemented benchmark assessments. To that end, not all students participated and participation varied based on our transient student enrollment. We did see increases in proficiency rates across the cycles. To improve our process in 25-26, we intend to implement specific testing windows for benchmark assessments, progress collection through structure learning platform, and instructional coaching to increase student-level support based on evaluations. Additionally, we have isolated the following prioritized
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	18%	0%	66%	0%		
		10	30%	0%	50%	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	34%	0%	53.8%	0%	instructional areas for 25-26: 11th Grade (ELA) to enhance student proficiency through monitored programming to improve rates.	
		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
<p>Benchmark Assessment (Proficiency) Math Rates*</p>	<p>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</p>	<p>Percent of English Learners Making Expected Growth to</p>	<p>-1%</p>	<p>n/a</p>	<p>This is the first year we have implemented benchmark assessments. To that end, not all students participated and participation varied based on our transient student enrollment. We did see increases in proficiency rates across the cycles. To improve our process in 25-26, we intend to implement specific testing windows for benchmark assessments, progress collection through structure learning platform, and instructional coaching to increase student-level support based on evaluations.</p> <p>Additionally, we have isolated the following prioritized</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				instructional areas for 25-26: 11th Grade (Algebra 2) to enhance student proficiency through monitored programming to improve rates.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		No students participated in ACCESS testing during the Night School program. They were tested through Bayonne HS.	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	133	Sept- 101 Oct-108 Nov- 111 Dec- 122 Jan- 147 Feb- 161 Mar- 178	We have a very transient population. We have an influx of students transferring in and out of the alternative high school throughout the year. Enrollment is closed as of April to ensure students have ample time to establish credits. Throughout the year, we engaged a data cleanliness campaign. As a result, many students were removed from our roster who had aged out or for other extenuating circumstance.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	60.42%	Sept- 80.20 Oct- 52.74 Nov- 49.27 Dec-53.06 Jan-58.92 Feb- 56.78 Mar- 71.95	Attendance was highest in September at 80.20%, then dropped sharply to 52.74% in October. It declined further to 49.27% in November. December saw a small increase to 53.06%. January rose to 58.92%, March rebounded to 71.95, a notable 26.7% increase from the previous month.
		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	89.33%	Sept-67.33 Oct- 90.74 Nov- 90.99 Dec- 92.62 Jan-89.8 Feb- 90.06 Mar- 89.33	Chronic absenteeism was at its lowest in September, with 67.33% of students falling into this category. However, the rate sharply increased in October to 90.74% and remained consistently high through March, peaking at 92.62% in December. This trend suggests that while the school year began with stronger attendance, ongoing challenges may be contributed to the student population served at Bayonne Alternative High School. Many students have a history of chronic absenteeism starting at a young age, mental health issues, employment conflicts, and low school motivation. In order to combat these challenges, school counselors maintained consistent school to home contact to offer support.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
					Students were enrolled in mentorship programs, check-in systems, and individualized support. In addition, for students with extreme circumstances were provided alternative options that may better fit their current need of education.
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	80.29%	n/a	Our federal rate aligns similarly with our state rates. CA remains a challenge due to our students' unique learning situations. We have implemented multiple measures with the aim of decreasing CA and increasing students daily attendance rates.

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			Sept- 92.38 Oct- 86.6 Nov- 56.64 Dec- 74.22 Jan- 80.05 Feb- 79.74 Mar-71.95	In November, staff attendance was at its lowest at 56.64%, likely due to the shorter school month from fall break and the holiday season. Attendance improved in December, rising by 31.04%. To maintain support and consistency in students' schedules during these times, substitutes are brought in and support staff assist with classroom coverage.
		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	2.36%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			We had 0 in-school suspensions # of Out of School Suspension Sept- 0 Oct-6 Nov-1 Dec- 2 Jan-2 Feb- 0 Mar- 0	Upon entry to Bayonne Alternative High School, a significant decline in student disciplinary incidents is observed. This improvement can be attributed to the school's numerous mentorship programs, individualized support, and a highly monitored environment, all of which enable staff to address behavioral concerns quickly and effectively.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		2024-2025 Climate & Culture Survey was distributed to students, participation rate: 52% participation. Last year we had 42% of students respond.	As a result of this survey, we identified the following next steps: Implementation of mentorship programs, social emotional learning curriculums, and professional development geared towards increasing competency to support areas of student/school needs.

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)		5 Year Rate	4 Year Rate	<p>4 year rates Cohort 2021- 29 Cohort 2022- 35.6 Cohort 2023- 47.4 Cohort 2024- 45.2%</p> <p>5 year rates Cohort 2020- 47.8 Cohort 2021- 38.8 Cohort 2022-51.9 Cohort 2023- 52.6%</p> <p>For Cohort 2024 our 4 year rate was 45.2% and our target was 49.7%. For 2023 Cohort our 5 year rate was 52.6% with a target of 54.5%.</p> <p>Drop-out rates 23-24- 46.4% 22-23: 19.5% 21-22: 29.1%</p>	<p>What interventions can we put in place to support students on the individual mastery tracks?</p> <p>To help students get back on track, we offer opportunities for credit recovery, create individualized student plans with ongoing monitoring, and provide summer credit recovery programs.</p> <p>What can we do to ensure students graduate on-time or transfer back to day school?</p> <p>To ensure students are on track to re-enroll in day school, we closely monitor their progress to confirm proper credit</p>
		Student Group				
		Schoolwide	52.6%	45.2%		
		White	63.6%	58.3%		
		Hispanic	47.4%	41.4%		
		Black or African American	46.7%	33.3%		
		Asian, Native Hawaiian, or Pacific Islander	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Economically Disadvantaged Students	51.7%	46.9%		
		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	42.9%	50%		
		Homeless Students	*			
		Students in Foster Care	*			
						<p>recovery, regularly review and assess transcripts, and collaborate with families to make informed decisions about the student's placement.</p> <p>Graduation rate at the Bayonne Alternative High School are extremely low.</p> <p>Our 4 year rate did decrease in 2024. In general our 5 year rate has improved holistically over the last few years. We continue to focus on getting students back on track in order to graduate within the 4 years. However due to our populations specific circumstances students typically are enrolled behind necessary grade level credits.</p>

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	We do not have any additional data to share at this time.	We can continue to do more to support students in their path to post-secondary education such as support students College and Career Readiness fairs.
		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	Test							% of Students in School	We do not currently offer this assessment to our students.	We can continue to do more to support students in their path to post-secondary education such as support students in enrolling in SATs and completing FAFSA requirements.
		Participating in PSAT							0		
		Participating in SAT							0		
		Participating in ACT							0		

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	28	N/A	We do not offer AP/IB at school.
		% 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.			<p>Algebra 1 Breakdown Grade 9- 21 students Grade 10- 3 students Grade 11- 3 students</p> <p>Our courses are pass/fail. We cannot provide an evaluation of C or better. 2023-24 (Algebra 1: 50% of students passed course). 2024-25 Algebra 1 Enrollment (9th grade: 33 students & 10th grade: 4 students)</p>	Credit trend data shows that Algebra 1 consistently has fewer students completing the necessary credits by year's end. This pattern may be linked to higher rates of chronic absenteeism among 9th-grade students. To address this, teachers provide individualized support and, when needed, offer alternative assignments to help students stay on track and meet course requirements.

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	<ul style="list-style-type: none"> *Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 	Evaluation framework		Teachers are not evaluated as a part of our school.	Teachers are not evaluated as a part of our school.
		# Teachers to Evaluate			
		# Teachers on CAP			
		# Teachers receiving mSGP			

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Alternate Pathway	all students who are students of Bayonne AHS are students who were at-risk for not graduating at all. As a result, they transfer from day school to the alternative night school approach to help them get on track for graduation. Many students return to day school.	n/a	n/a

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 Bayonne Alternative High School ASP planning team will share the results of the comprehensive needs assessment with all staff before the end of the 2024–25 school year during an end-of-year meeting, which will also highlight targeted focus areas for the upcoming year. A digital copy of the assessment results will be provided to administrative staff for further review. Additionally, the Annual School Plan will be made publicly available on the district website to ensure transparency and community access.

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

Bayonne Alternative High School's parent and family engagement program is designed to directly support the priority needs identified in the comprehensive needs assessment by strengthening the connection between home and school. Through increased communication, targeted workshops, and regular progress updates, families will be better equipped to support the targeted needs of our school.

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	Overall, Bayonne Alternative High School has made meaningful progress in the areas of Standards, Student Learning Objectives (SLOs), and Effective Instruction. A strong foundation has been built through the development of a dedicated PLC team, and this year, teachers have successfully integrated SLOs into pre-planned units with aligned assessments. A progress monitoring system is now in place to analyze student growth across courses. Additionally, consistent partnerships have been formed to embed career-ready practices into instruction, with related exercises incorporated into the curriculum to enhance real-world relevance and student engagement.	A targeted area of focus for improvement is Standards and Student Learning Objectives (SLOs). To progress toward the sustaining category, we must strengthen the connection between student data and targeted instructional delivery. This includes using data more intentionally to inform lesson planning, differentiate instruction, and ensure SLOs are directly aligned with student needs and academic goals.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	Average	3.00			
Assessment	1	A	3-Developing	Overall, in the area of Assessments, our teachers have established a strong foundation in using summative assessments to determine unit mastery, which has informed the development of effective tiered interventions. Formative assessment data is actively used to guide communication among teachers, students, parents, and school counselors, supporting real-time academic progress monitoring. While pre-assessment practices are still emerging, we have seen growth this year through the implementation of progress monitoring in several key courses. These efforts demonstrate a solid commitment to using assessment data to drive instruction and student support.	An area of continued focus for Assessment is establishing a more concrete structure for reporting and integrating assessment data into Student Learning Objectives (SLOs). Strengthening this alignment will ensure that assessment results are more effectively used to inform instructional planning, measure student growth, and adjust teaching strategies to meet individual learning needs.
	2	A	2-Emerging		
	3	A	2-Emerging		
	Average	2.33			

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A 3-Developing	Our Professional Learning Community (PLC) is a notable strength, developed through a committed group of school leaders who collaborate effectively to address school-wide concerns and goals. The PLC is grounded in strong, open communication and demonstrates the ability to navigate and resolve conflicts professionally.	An area of focus for our Professional Learning Community (PLC) is establishing a structured schedule that provides designated time for inter-departmental collaboration. This will allow teams to analyze data, monitor student growth more effectively and foster peer support across disciplines.
	2	A 2-Emerging		
	3	A 3-Developing		
	4	A 3-Developing		
	Average	2.75		
Culture	1	A 4-Sustaining	Our key strengths is the establishment of a wide range of supports designed to maintain consistent expectations for student behavior across classrooms. We have also integrated regular events that celebrate and highlight student achievement, fostering a positive school climate. Additionally, we provide opportunities for students to showcase their pro-social skills, reinforcing a culture of respect, responsibility, and community engagement throughout the school.	Areas of focus for Culture a focus on building a stronger foundation around clear expectations and professional behavior. Moving forward, a area of improvement is to strengthening staff accountability to ensure alignment with our shared mission and values. Additionally, enhancing shared leadership practices will allow us to better recognize and leverage the unique skills of our staff, fostering a more collaborative environment and driving collective success.
	2	A 3-Developing		
	3	A 4-Sustaining		
	4	A 3-Developing		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 4-Sustaining		
	8	A 4-Sustaining		
	9	A 4-Sustaining		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 3-Developing		
	14	A 3-Developing		
Average	3.36			

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 1-Not Addressed	N/A	An area of focus in Teacher and Principal Effectiveness is the development of a clearly defined measurement framework rooted in research-based evaluation practices.
	Average	1.00		

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	<p>In the 2023-24 school year, 29.2% of students were graduate ready in ELA per the NJGPA assessment.</p> <p>17 out of 35 (48.57%) of 9th graders received credits for grade promotion in ELA-9.</p> <p>30 out of 53 (56.6%) of 10th graders received credits for promotion in ELA-10.</p> <p>54 out of 74 (72.9%) of 11th graders received credits for grade promotion in ELA-11.</p> <p>57 out of 65</p>	<p>Problem: Students are failing to meet credit requirements.</p> <p>Why? Students are often unclear about their daily objectives and the tasks they need to complete to stay on track.</p> <p>Why? Teachers are unable to consistently provide differentiated instruction that meets the varied needs of their diverse learners.</p> <p>Root Cause: Limited resources and insufficient preparation time hinder teachers' ability to deliver effective,</p>	All Students				



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
	(87.69%) of 12th graders received credits for grade promotion in ELA-12.	differentiated instruction. As a result, students struggle to complete assignments, ultimately leading to missed credits and delayed academic progress.		1 Tiered Intervention	Implementing tiered instruction in secondary education addresses the diverse learning needs of students, enhancing graduation outcomes by providing customized learning experiences that match their individual academic levels and styles. This method reduces student frustration and disengagement by engaging them at their own pace and depth, fostering a deeper understanding of the material. Ultimately, tiered instruction not only boosts academic performance but	Promising	https://www.researchgate.net/publication/51230818_Implementing_RTI_in_a_High_School_A_Case_Study https://www.jstor.org/stable/23053295 https://files.eric.ed.gov/fulltext/EJ1269494.pdf



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>also promotes a more inclusive and equitable educational environment.</p> <p>We will progress monitor this strategy utilizing a tracking tool within Imagine Learning.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS	
				2	Instructional Coaching	Coaching that is individualized, time-intensive, sustained over a period, context-specific, and focused on discrete skills can improve teacher practice. Improved teacher practice can lead to positive changes in student performance. We will progress monitor this strategy through developing instructional and organizational classroom expectations and utilizing a checklist to see growth throughout the year.	Promising	https://journals.sagepub.com/doi/abs/10.3102/0034654318759268
				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
<p>Social and Emotional Learning</p>	<p>Many students face a range of social-emotional challenges and personal life experiences, which often contribute to their referral to the alternative school due to their unique academic or personal circumstances.</p> <p>As a result, there is a critical need to provide holistic support that addresses the whole child in order to promote academic growth and successful graduation.</p> <p>For students to engage meaningfully with academic content,</p>	<p>Problem: Students at Bayonne Alternative High school are facing significant barriers to academic progress and graduation.</p> <p>Why? These students are dealing with a variety of social-emotional traumas and life experiences, leading to their referral to the alternative school based on their personal and academic situations.</p> <p>Why? In order to access and engage with academic content, students must first feel comfortable</p>	<p>All Students</p>	<p>1 Mentoring</p>	<p>Through engaging in school-based mentoring, students may cultivate personal connections with an adult at their school which can have a variety of positive effects. Some of which may include improving the school climate for the student, improved relationships within the school, etc.</p> <p>We will progress monitor this strategy through tracking mentored student's attendance rates in comparison to the general population. We will also use an SEL survey with our 9th graders.</p>	<p>Promising</p>	<p>https://eric.ed.gov/?id=EJ967687 https://www.researchgate.net/publication/274057872_Reciprocal_Love_Mentoring_Black_and_Latino_Males_Through_an_Ethos_of_Care https://files.eric.ed.gov/fulltext/EJ1269494.pdf</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
	<p>they must first feel a sense of safety and comfort within the school environment.</p>	<p>and supported in the school environment, which is not always the case given their circumstances.</p> <p>Why? A traditional high schools often do not meet the unique needs of these students, such as those related to housing instability, being over-age or under-credited, drug/alcohol recovery, and high rates of suspension.</p> <p>Root Cause: The traditional high school system does not provide flexible support for students facing complex personal</p>					



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
		and academic challenges, resulting in their referral to the alternative high school where a more individualized approach can be implemented to support their academic success and graduation.		2 SEL Curriculum and programs: School-Connect	<p>School-Connect provides a lesson-based approach to SEL.</p> <p>Students who participated in the intervention demonstrated higher average core subject passing rates, and were less likely to be disruptive in class and rude to adults compared to students in the comparison group (outcomes reported 12 months after baseline while controlling for outcome pretest). At a 6-month follow-up, students who participated in the program outperformed the comparison group on social studies</p>	Promising	<p>https://portal.school-connect.net/pdf/School-Connect-Evaluation-Report-1.27.16.pdf https://pg.casel.org/school-connect/</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>grades and social studies passing rates. However, the evaluation also found that the comparison group outperformed students who participated in the program on math grades, English language arts grades (ELA), and ELA passing rates.</p> <p>We will progress monitor this strategy using pre/post surveys with students.</p>		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	<p>In the 2023-24 school year, less than 10% of students were graduate ready in Math per the NJGPA assessment.</p> <p>17 out of 34 (50.0%) student received credits for grade promotion in Algebra 1.</p> <p>24 out of 39 (61.53%) of students received credits for promotion in Geometry.</p> <p>50 out of 60 (83.33%) of students received credits for grade promotion in Algebra 2.</p>	<p>Problem: Students are failing to meet credit requirements.</p> <p>Why? Students are often unclear about their daily objectives and the tasks they need to complete to stay on track.</p> <p>Why? Teachers are unable to consistently provide differentiated instruction that meets the varied needs of their diverse learners.</p> <p>Root Cause: Limited resources and insufficient preparation time hinder teachers' ability to deliver effective,</p>	All Students				



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
		differentiated instruction. As a result, students struggle to complete assignments, ultimately leading to missed credits and delayed academic progress.		1 Tiered Intervention	Implementing tiered instruction in secondary education addresses the diverse learning needs of students, enhancing graduation outcomes by providing customized learning experiences that match their individual academic levels and styles. This method reduces student frustration and disengagement by engaging them at their own pace and depth, fostering a deeper understanding of the material. Ultimately, tiered instruction not only boosts academic performance but	Promising	https://journals.sagepub.com/doi/abs/10.3102/0034654318759268



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					<p>also promotes a more inclusive and equitable educational environment.</p> <p>We will progress monitor this strategy utilizing a tracking tool within Imagine Learning.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs	
				2	Instructional Coaching	Coaching that is individualized, time-intensive, sustained over a period, context-specific, and focused on discrete skills can improve teacher practice. Improved teacher practice can lead to positive changes in student performance. We will progress monitor this strategy through developing instructional and organizational classroom expectations and utilizing a checklist to see growth throughout the year.	Promising	https://www.researchgate.net/publication/51230818_Implementing_RTI_in_a_High_School_A_Case_Study https://sandera.ucsd.edu/_files/Changing%20the%20Odds%20Math%20Effects%202021%2006%2029.pdf
				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
Graduation Rate	Four year graduation rate is 45.2%, while 5-year graduation rate is 52.6% reflecting a rate that is significantly lower than state average of 91.3% and 92.6%	<p>Problem: Students are not earning enough credits to graduate on time.</p> <p>Why? Students are frequently absent, leading to missed instructional time and incomplete assignments. Many believe they can catch up on work before the end of the school year.</p> <p>Why? The program is often perceived as a quick way to recover credits, which creates a false sense of flexibility and leads students to underestimate the time and effort required.</p>	All Students	1 Mentoring	<p>Research indicates that students who are mentored identify a positive impact of an ethos of care on their interpersonal relationships, desires, and academic and life goals.</p> <p>We will progress monitor this goal by analyzing credit accumulation trends for mentored vs non-mentored students to see credit recovery rates throughout the year.</p>	Promising	https://www.researchgate.net/publication/274057872_Reciprocal_Love_Mentoring_Black_and_Latino_Males_Through_an_Ethos_of_Care https://files.eric.ed.gov/fulltext/EJ1269494.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
		<p>Why? The program is intentionally designed to motivate credit-deficient students by offering a pathway to get back on track for a four-year graduation timeline.</p> <p>Root Cause: Many students enter the program without a full understanding of the high school credit system or the effort required to earn credits. This misunderstanding is sometimes unintentionally reinforced by how the program is presented during enrollment, resulting in a lack</p>		<p>2 Family Engagement</p>	<p>Culturally responsive strategies in family engagement enrich secondary student outcomes by fostering a school environment that respects and incorporates the diverse backgrounds of students' families, enhancing their involvement and support. This approach builds stronger partnerships between schools and families, which in turn students' academic motivation, attendance, and overall success.</p> <p>We will progress monitor this goal by utilizing</p>	<p>Promising</p>	<p>https://files.eric.ed.gov/fulltext/EJ1236587.pdf</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
		of urgency, incomplete coursework, and ultimately delayed graduation or students aging out of the school system.			correlational data to track family engagement (ie., participation in planned events, student goal setting) to student graduation status.		
				3			

SMART Goal 1

By June 2026, student proficiency rates on the 11th grade Imagine Learning assessments will improve by 10% or more from BOY to EOY administration in ELA.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	<p>In the 2023-24 school year, 29.2% of students were graduate ready in ELA per the NJGPA assessment.</p> <p>17 out of 35 (48.57%) of 9th graders received credits for grade promotion in ELA-9.</p> <p>30 out of 53 (56.6%) of 10th graders received credits for promotion in ELA-10.</p> <p>54 out of 74 (72.9%) of 11th graders received credits for grade promotion in ELA-11.</p> <p>57 out of 65 (87.69%) of 12th graders received credits for grade promotion in ELA-12.</p>
Target Population:	All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	95% of students enrolled by 10/15/25 will take the BOY Imagine Learning Assessment. Teachers will utilize the data for instructional planning.	Imagine Learning BOY assessment
Feb 15	Proficiency will have increased by 5% or more on the MOY Imagine Learning Assessment. Teachers will utilize the data for instructional planning.	Imagine Learning BOY assessment Imagine Learning MOY assessment
Apr 15:	60% of students will be on-track with MyPath via Imagine Learning.	Imagine Learning MyPath Report

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, student proficiency rates on the 11th grade Imagine Learning assessments will improve by 10% or more from BOY to EOY administration in ELA.	Imagine Learning EOY assessment

Strategy 1 - Tiered Intervention

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	Identify a measure for evaluating effectiveness of this strategy.	9/4/25	10/17/25	Administration
2	1	Administer BOY Imagine Learning Assessment and teachers will use data for instructional planning	9/4/25	11/15/25	Administration
3	1	Students will participate in MyPath via Imagine Learning	9/4/25	11/15/25	Administration
4	1	Progress monitor this strategy utilizing a tracking tool within Imagine Learning.	9/4/25	11/15/25	Administration
5	1	Identify students who may need additional support beyond Imagine Learning and determine next steps for support.	9/4/25	11/15/25	Administration
6	1	Administer MOY Imagine Learning Assessment and teachers will use data for instructional planning	11/15/25	2/15/26	Administration
7	1	Students will participate in MyPath via Imagine Learning	11/15/25	2/15/26	Administration
8	1	Progress monitor this strategy utilizing a tracking tool within Imagine Learning.	11/15/25	2/15/26	Administration

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
9	1	Identify students who may need additional support beyond Imagine Learning and determine next steps for support.	11/15/25	2/15/26	Administration
10	1	Students will participate in MyPath via Imagine Learning	2/15/26	4/15/26	Administration
11	1	Progress monitor this strategy utilizing a tracking tool within Imagine Learning.	2/15/26	4/15/26	Administration
12	1	Identify students who may need additional support beyond Imagine Learning and determine next steps for support.	2/15/26	4/15/26	Administration
13	1	Administer EOY Imagine Learning Assessment and teachers will use data for instructional planning	4/15/26	6/30/26	Administration
14	1	Students will participate in MyPath via Imagine Learning	4/15/26	6/30/26	Administration
15	1	Progress monitor this strategy utilizing a tracking tool within Imagine Learning	4/15/26	6/30/26	Administration

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

Strategy 2 - Instructional Coaching

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	Identify a measure for evaluating effectiveness of this strategy.	9/4/25	10/17/25	Administration

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Partner with an outside agency to provide push-in instructional coaching support to staff	9/4/25	10/30/25	Administration
3	2	Develop an instructional and organizational classroom expectations checklist	9/4/25	10/30/25	Administration
4	2	Identify teachers for participation in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	9/4/25	11/15/25	Administration
5	2	Engage in a learning walk utilizing the classroom expectations checklist	9/4/25	11/15/25	Administration
6	2	Determine next steps for instructional support via coaching or PD	9/4/25	11/15/25	Administration
7	2	Identify teachers for participation in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	11/15/25	2/15/26	Administration
8	2	Engage in a learning walk utilizing the classroom expectations checklist	11/15/25	2/15/26	Administration
9	2	Determine next steps for instructional support via coaching or PD	11/15/25	2/15/26	Administration
10	2	Identify teachers for participation in instructional coaching. Teachers will receive periodic coaching support from an outside partner	11/15/25	2/15/26	Administration
11	2	Engage in a learning walk utilizing the classroom expectations checklist	2/15/26	4/15/26	Administration
12	2	Determine next steps for instructional support via coaching or PD	2/15/26	4/15/26	Administration
13	2	Identify teachers for participation in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	4/15/26	6/30/26	Administration
14	2	Engage in a learning walk utilizing the classroom expectations checklist	4/15/26	6/30/26	Administration
15	2	Determine next steps for instructional support via coaching or PD	4/15/26	6/30/26	Administration

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Supporting Teacher Instructional Practices (Successful Practices Network) - Push In Coaching	SUPPORT SERVICES - Other Purchased Services / 200-500	\$45,000	SIA

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, through increasing student belonging and attending to SEL needs, student average daily attendance will increase by 10% or more.

Area of Focus	Social and Emotional Learning
Content Area	Social Emotional Learning
Priority Performance	<p>Many students face a range of social-emotional challenges and personal life experiences, which often contribute to their referral to the alternative school due to their unique academic or personal circumstances.</p> <p>As a result, there is a critical need to provide holistic support that addresses the whole child in order to promote academic growth and successful graduation.</p> <p>For students to engage meaningfully with academic content, they must first feel a sense of safety and comfort within the school environment.</p>
Target Population:	All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	95% of students enrolled by 10/15/25 will take the BOY Social Emotional Needs Assessment. Counselors and Support staff will utilize the data for mentorship planning.	Social Emotional Needs Assessment.
Feb 15	Daily attendance will have increased by 5% or more for students identified in need from the Social Emotional Needs assessment and enrolled in mentorship and SEL instruction. Counselors and Support staff will utilize the data to determine further level of support needed.	Attendance Data, Mentorship Logs
Apr 15:	60% of students identified for mentorship and SEL instruction will have increased daily attendance average for measured quarter.	Attendance Data, Mentorship Logs

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, through increasing student belonging and attending to SEL needs, student average daily attendance will increase by 10% or more.	Attendance Data

Strategy 1 - Mentoring

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	Identify a measure for evaluating the effectiveness of this strategy	9/4/25	10/17/25	Administration
2	1	Administer a BOY SEL needs assessment to all students	9/4/25	10/17/25	Administration
3	1	Review daily attendance data to establish a baseline for each student	9/4/25	10/17/25	Administration
4	1	Partner with internal staff and/or external agencies to provide mentoring supports	9/4/25	10/17/25	Administration
5	1	Assign students to mentorship groups based on SEL needs and attendance risk	9/4/25	11/15/25	Administration
6	1	Progress monitor this strategy using daily attendance data and mentor check-in logs	9/4/25	11/15/25	Administration
7	1	Identify students who may need additional support beyond the mentorship program	11/15/25	2/15/26	Administration
8	1	Students will participate in a MOY meeting to evaluate progress in daily attendance	11/15/25	2/15/26	Administration

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
9	1	Continue progress monitoring with updated attendance reports and mentor feedback.	2/15/26	4/15/26	Administration
10	1	Re-identify students still demonstrating high need and adjust interventions	2/15/26	4/15/26	Administration
11	1	Students will participate in an EOY reflection meeting	4/15/26	6/30/26	Administration
12	1	Administer a EOY SEL assessment to all students to assess progress	4/15/26	6/30/26	Administration
13	1	Finalize data collection and analyze outcomes to inform program improvements for the following year	4/15/26	6/30/26	Administration

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	SEL Committee will analyze attendance data and coordinate necessary mentorship programming and SEL interventions for students identified at risk.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,000	SIA
4	Mentoring for Students	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,904	SIA

Strategy 2 - SEL Curriculum and programs: School-Connect

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	Identify a measure for evaluating effectiveness of this strategy	9/4/25	10/17/25	Administration
2	2	Administer a BOY SEL needs assessment to all students	9/4/25	10/17/25	Administration
3	2	Analyze assessment results to group students by SEL need areas	9/4/25	10/17/25	Administration
4	2	Assign students to targeted School Connect SEL course sections based on identified needs	9/4/25	10/17/25	Administration
5	2	Students will participate in a BOY goal-setting session	9/4/25	11/15/25	Administration
6	2	Progress monitor this strategy using growth in SEL skill areas	9/4/25	11/15/25	Administration
7	2	Identify students who may need additional SEL interventions	11/15/25	2/15/26	Administration
8	2	Students will participate in a MOY check-in session	11/15/25	2/15/26	Administration
9	2	Continue progress monitoring using updated SEL data and classroom engagement rubrics	11/15/25	2/15/26	Administration
10	2	Identify students showing limited growth and revise support strategies	2/15/26	4/15/26	Administration
11	2	Continue progress monitoring using updated SEL data and classroom engagement rubrics	2/15/26	4/15/26	Administration
12	2	Students will participate in an EOY SEL reflection session	4/15/26	6/30/26	Administration
13	2	Analyze SEL growth data to evaluate overall impact of School Connect implementation	4/15/26	6/30/26	Administration

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Purchase of School Connect Program for SEL instruction	INSTRUCTION - Other Purchased Services / 100-500	\$3,500	SIA

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, student proficiency rates on the 11th grade Imagine Learning assessments will improve by 10% or more from BOY to EOY administration in Math.

Area of Focus

Effective Instruction

Content Area

Mathematics

Priority Performance

In the 2023-24 school year, less than 10% of students were graduate ready in Math per the NJGPA assessment.

17 out of 34 (50.0%) student received credits for grade promotion in Algebra 1.

24 out of 39 (61.53%) of students received credits for promotion in Geometry.

50 out of 60 (83.33%) of students received credits for grade promotion in Algebra 2.

Target Population:

All Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	95% of students enrolled by 10/15/25 will take the BOY Imagine Learning Assessment. Teachers will utilize the data for instructional planning.	Imagine Learning BOY assessment
Feb 15	Proficiency will have increased by 5% or more on the MOY Imagine Learning Assessment. Teachers will utilize the data for instructional planning.	Imagine Learning BOY assessment Imagine Learning MOY assessment
Apr 15:	60% of students will be on-track with MyPath via Imagine Learning.	Imagine Learning MyPath Report

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, student proficiency rates on the 11th grade Imagine Learning assessments will improve by 10% or more from BOY to EOY administration in Math.	Imagine Learning EOY assessment

Strategy 1 - Tiered Intervention

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	Identify a measure for evaluating effectiveness of this strategy	9/4/25	10/17/25	Administration
2	1	Administer BOY Imagine Learning Assessment and teachers will use data for instructional planning	9/4/25	11/15/25	Administration
3	1	Students will participate in MyPath via Imagine Learning	9/4/25	11/15/25	Administration
4	1	Progress monitor this strategy utilizing a tracking tool within Imagine Learning	9/4/25	11/15/25	Administration
5	1	Identify students who may need additional support beyond Imagine Learning and determine next steps for support	9/4/25	11/15/25	Administration
6	1	Administer MOY Imagine Learning Assessment and teachers will use data for instructional planning	11/15/25	2/15/26	Administration
7	1	Students will participate in MyPath via Imagine Learning	11/15/25	2/15/26	Administration
8	1	Progress monitor this strategy utilizing a tracking tool within Imagine Learning.	11/15/25	2/15/26	Administration

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
9	1	Identify students who may need additional support beyond Imagine Learning and determine next steps for support.	11/15/25	2/15/26	Administration
10	1	Students will participate in MyPath via Imagine Learning	2/15/26	4/15/26	Administration
11	1	Progress monitor this strategy utilizing a tracking tool within Imagine Learning.	2/15/26	4/15/26	Administration
12	1	Identify students who may need additional support beyond Imagine Learning and detmine next steps for support.	2/15/26	4/15/26	Administration
13	1	Administer EOY Imagine Learning Assessment and teachers will use data for instructional planning	4/15/26	6/30/26	Administration
14	1	Students will participate in MyPath via Imagine Learning	4/15/26	6/30/26	Administration
15	1	Progress monitor this strategy utilizing a tracking tool within Imagine Learning	4/15/26	6/30/26	Administration

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

Strategy 2 - Instructional Coaching

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	Identify a measure for evaluating effectiveness of this strategy	9/4/25	10/17/25	Administration

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Partner with an outside agency to provide push-in instructional coaching support to staff	9/4/25	10/30/25	Administration
3	2	Develop an instructional and organizational classroom expectations checklist	9/4/25	10/30/25	Administration
4	2	Identify teachers for participation in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	9/4/25	11/15/25	Administration
5	2	Engage in a learning walk utilizing the classroom expectations checklist	9/4/25	11/15/25	Administration
6	2	Determine next steps for instructional support via coaching or PD	9/4/25	11/15/25	Administration
7	2	Identify teachers for participation in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	11/15/25	2/15/26	Administration
8	2	Engage in a learning walk utilizing the classroom expectations checklist	11/15/25	2/15/26	Administration
9	2	Determine next steps for instructional support via coaching or PD	11/15/25	2/15/26	Administration
10	2	Identify teachers for participation in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	2/15/26	4/15/26	Administration
11	2	Engage in a learning walk utilizing the classroom expectations checklist	2/15/26	4/15/26	Administration
12	2	Determine next steps for instructional support via coaching or PD	2/15/26	4/15/26	Administration
13	2	Identify teachers for participation in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	4/15/26	6/30/26	Administration
14	2	Engage in a learning walk utilizing the classroom expectations checklist	4/15/26	6/30/26	Administration
15	2	Determine next steps for instructional support via coaching or PD	4/15/26	6/30/26	Administration

< 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, the four year graduation rate will increase by at least 5% (45.2% to 47.4%) and the 5 year graduation rate will increase by at least 5%. (52.6% to 55.2%)

Area of Focus Graduation Rate

Content Area Graduation Rate

Priority Performance Four year graduation rate is 45.2%, while 5-year graduation rate is 52.6% reflecting a rate that is significantly lower than state average of 91.3% and 92.6%

Target Population: All Students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	95% of students enrolled by 10/15/25 will have transcripts reviewed and identified for risk of not graduating on time. Counselors and Support staff will utilize the data for mentorship and family engagement planning.	Transcripts, Student Meeting Logs
Feb 15	At least 70% of students identified as at risk for not graduating on time will participate mentorship program focused on academic success, and will be identified to additional supports as needed.	Mentorship logs, intervention tracking
Apr 15:	At least 70% of students identified as at risk for not graduating on time will participate in school-family meeting to establish individualized plan and credit recovery.	Meeting logs
Jul 1	By June 2026, the four year graduation rate will increase by at least 5% (45.2% to 47.4%) and the 5 year graduation rate will increase by at least 5%. (52.6% to 55.2%)	Graduation Rate Data

Strategy 1 - Mentoring

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	Identify a measure for evaluating effectiveness of this strategy.	9/4/25	10/17/25	Administration
2	1	Review transcript data to establish baseline of students at risk for not graduating on time	9/4/25	10/17/25	Administration
3	1	Partner without outside agencies to provide mentorship to students	9/4/25	10/17/25	Administration
4	1	Assign identified students to mentorship groups	10/17/25	11/15/25	Administration
5	1	Progress monitor strategy to evaluating student progress in courses	10/17/25	11/15/25	Administration
6	1	Identify students who may need additional support beyond established mentorship program	10/17/25	11/15/25	Administration
7	1	Students will participate in a BOY meeting to evaluate course success to date with counselors	11/15/25	2/15/26	Administration, Counselors
8	1	Progress monitoring this strategy using student progress in courses	11/15/25	2/15/26	Administration
9	1	Students will participate in an MOY meeting to evaluate course success to date with counselors	2/15/26	4/15/26	Administration, Counselors
10	1	Progress monitor this strategy using student progress in courses	2/15/26	4/15/26	Administration
11	1	Identify students who may need additional support beyond established mentorship program	2/15/26	4/15/26	Administration
12	1	Students will participate in an EOY meeting to evaluate course success to date with counselors	4/15/26	6/30/26	Administration, Counselors
13	1	Progress monitor this strategy using student progress in courses	4/15/26	6/30/26	Administration

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Mentoring for Students	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,904	SIA

Strategy 2 - Family Engagement

Action Steps

SMART Goal 4 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Identify a measure for evaluating effectiveness of this strategy.	9/4/25	10/17/25	Administration
2	2	Review school data to identify key areas of support needed for family-student academic success in school	9/4/25	10/17/25	Administration
3	2	Partner with outside organizations and internal staff to co-host academic-focused family events.	9/4/25	10/17/25	Administration
4	2	Assign key staff to lead coordination and communication with families.	9/4/25	10/17/25	Administration
5	2	Schedule and promote a BOY Family Academic Night	9/4/25	11/15/25	Administration
6	2	Progress monitor strategy using family participation data and follow-up surveys	9/4/25	11/15/25	Administration

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
7	2	Identify families who may need additional individualized outreach or support	11/15/25	2/15/26	Administration
8	2	Host an MOY Check-In Event for families	11/15/25	2/15/26	Administration
9	2	Continue progress monitoring using updated student data and family engagement metrics	2/15/26	4/15/26	Administration
10	2	Re-engage families needing additional support beyond group events	2/15/26	4/15/26	Administration
11	2	Host an EOY Celebration & Reflection Event	4/15/26	6/30/26	Administration
12	2	Collect final data and feedback to evaluate impact and guide future planning	4/15/26	6/30/26	Administration

Budget Items

SMART Goal 4 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Data Committee will coordinate family engagement events, host, and analyze data needed to support intervention success	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,000	SIA
1	Family Engagement Event(s) to Promote School Connection, Student Support Strategies, and Academic Success	INSTRUCTION - Supplies & Materials / 100-600	\$1,231	SIA

Strategy 3 -

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

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

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	\$6,000	\$0	\$6,000
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	\$3,500	\$0	\$3,500
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$1,231	\$0	\$1,231
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$10,731	\$0	\$10,731
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	\$5,808	\$0	\$5,808
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	\$45,000	\$0	\$45,000
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	\$50,808	\$0	\$50,808
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	\$0	\$61,539	\$0	\$61,539

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	Social and Emotional Learning
x	Effective Instruction
x	Graduation Rate
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 Dr. Michael Pierson

Title: Principal

Date: 09/19/2025

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:

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

Title: Assistant Superintendent of Schools for Curriculum

Date: 09/19/2025

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: 09/19/2025

OCS Approval