Bayonne Alternative High School

District: BAYONNE CITY
County: HUDSON
Team: North

School Identification: CSI
Targeted Student Group(s):
CDS: 170220010

CAP: Y SW: N

Annual School Planning
2026-2027

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	Shonda Borders	No	No	Yes		
Community Member	Angelique Belle	No	No	Yes		
Student Representative	Nicholas Barone	No	No	Yes		
Chief Academic Advisor	Wachera Ragland Brown	No	No	Yes		
Principal	Michael Pierson	Yes	Yes	Yes		
School Psychologist	Keirstin Lasher	Yes	Yes	Yes		
Special Education Teacher	Naomi Sawires	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
General Education Teacher	Kristen Scarpelli	Yes	Yes	Yes		
School Counselor	Edith Kuczynski	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
05/11/2026	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/12/2026	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
Tiered Intervention: Imagine Learning	ELA	All Students	Yes	No	Yes	Based on completion of ELA Benchmark of BOY and MOY, an increase in proficiency was demonstrated. End of year benchmark was not an good indicator of the effectiveness of growth due to lack of participation. The plan to continue this assessment with revisement to the administration protocol in order to determine a valid success rate.	Yes
Mentorship: Attendance	SEL	Select Student	Yes	Yes	Yes	Select students were identified for mentoring. Select students were identified for mentoring. Students who receive mentorship have an average daily attendance that is 32.61% higher than their non-mentored peers.	Yes
Mentorship: Credits Earned	Grad Rate	Select Students	Yes	Yes	Yes	Select students were identified for mentoring. Students who receive mentorship have earned 45% more credits toward graduation then their non-mentored peers (29 vs. 20 credits per year).	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population(s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Mentorship: Family Engagement	Grad Rate	All Students	Yes	Yes	Yes	Students whose parents attended family engagement events saw an 70.8% increase in credits received than those whose families did not attend.	Yes
Tiered Intervention: Imagine Learning	Math	All Students	Yes	No	Yes	Based on completion of Math Benchmark of BOY and MOY, an increase in procficiency was demonstrated. End of year benchmark was not an good indicator of the effectiveness of growth due to lack of participation. The plan to continue this assessment with revisement to the administration protocol in order to determine a valid success rate.	Yes
Mentorship: School Connect SEL Curriculum	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, Being supportive of other students in class, Study Effectively and Preparing for tests, Being Attentive In-Class, and Making safe, smart decision. Our scores on those areas was the following respectively: 3.45, 3.43, 3.40, 3.48, 3.67. Following the EOY administration, our scores in those areas demonstrated positive growth to the following: 3.58, 3.59, 3.56, 4.34, 3.79. Scores are averaged out of a 5 point value system.	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
Tiered Intervention: Instructional Coaching	ELA/Math	All Students	Yes	Yes	Yes	Based on BOY walk-through checklist randomized selection of staff who participated in instructional coaching received scores of: 2.5, 2.8, 2.7, & 2 out of a 4 point value system. Based on the EOY walk-through checklist comparison scores are as follows: 2.9, 3.6, 3.3, & 2.2. Based on these results positive growth was demonstrated through the implementation of instructional coaching. Further investigation demonstrated that with greater attendance to instructional coaching scores individual scores increased further than those who lesser participation.	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.	See table below	2024-25 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 their was no student data to report for ELA 9, Algebra 1, Geometry, and Algebra 2. 22-23 9th Grade ELA Scale Score- 689 23-24 9th Grade ELA Scale Score- * 24-25 9th Grade ELA Scale Score - * 22-23 Algebra 1 Scale Score- 689 23-24 Algebra 1 Scale Score- * 24-25 Algebra 1 Scale Score - *	In 2024-25, we have considerably low participation in NJSLA assessments. As a result of these low participation rates, these assessments are not a driving force in determing next steps for student instructional support Performance report data is unavailable in order to protect student privacy in many categorgies. This is due to limited participation in state assessment. Next steps is developing an alternative approach for our students to access this assessment in order to get higher levels of participation.

Student Group	ELA	Math	Alg1	Alg2	Geo
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
Homeless Students	*	*	*	*	*
Students in Foster Care	*	*	*	*	*
Military-Connected Students	*	*	*	*	*
Migrant Students	*	*	*	*	*
Non-Binary / Undesignated Gender	*	*	*	*	*

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>Science*</td><td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td><td>
<table>
<tr><th colspan="4">NJSLA-S</th></tr>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td></td><td></td><td></td></tr>
<tr><td>White</td><td></td><td></td><td></td></tr>
<tr><td>Hispanic</td><td></td><td></td><td></td></tr>
<tr><td>Black or African</td><td></td><td></td><td></td></tr>
<tr><td>Asian, Native Hawaiian, or</td><td></td><td></td><td></td></tr>
<tr><td>American Indian or</td><td></td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td></td></tr>
<tr><td>Female</td><td></td><td></td><td></td></tr>
<tr><td>Male</td><td></td><td></td><td></td></tr>
<tr><td>Economically Disadvantag</td><td></td><td></td><td></td></tr>
</table>
</td><td>NJSL-Science is unable to be disaggregated by performance level, as data is not displayed publicly in order to protect student privacy.</td><td>N/A</td></tr>
</table>

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-Economically			
Students with			
Students without			
English Learners			
Non-English Learners			
Homeless Students			
Students in Foster Care			
Military-Connected			
Migrant Students			
Non-Binary / Undesignate			

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="3">Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="13">NJGPA*</td><td rowspan="13"> NJGPA Assessment Reports website </td><td>Student Group</td><td>ELA</td><td>Math</td><td rowspan="13">NJGPA Data
22-23 ELA- 14.3/29.2
23-24 ELA - 29.2
24-25 ELA - <10%

22-23 Math 16.7
23-24 Math <10%
24-25 Math 10.3</td><td rowspan="13">In 2024-25, we have considerably low participation in NJGPA assessments.

We had 37 students take the ELA NJGPA and 39 students participate in the math.</td></tr>
<tr><td>Schoolwide</td><td></td><td></td></tr>
<tr><td>White</td><td></td><td></td></tr>
<tr><td>Hispanic</td><td></td><td></td></tr>
<tr><td>Black or African American</td><td></td><td></td></tr>
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<tr><td>American Indian or Alaska Native</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td></tr>
<tr><td>Female</td><td></td><td></td></tr>
<tr><td>Male</td><td></td><td></td></tr>
<tr><td>Economically Disadvantaged Students</td><td></td><td></td></tr>
<tr><td>Non-Economically Disadvantaged Students</td><td></td><td></td></tr>
</table>

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				

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>SGP*</td><td>Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td><td>
<table>
<tr><th colspan="5">ELA</th></tr>
<tr><th>Grade</th><th>Cycle 1</th><th>Cyclle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>2</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>3</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>4</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>5</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>59%</td><td>68%</td><td>0%</td><td>0%</td></tr>
</table>
</td><td>We are a HS- this is N/A.</td><td>N/A</td></tr>
</table>

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	15%	15%	0%	0%
11	43%	59%	0%	0%
12	9%	8%	0%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	0%	0%	0%	0%
1	0%	0%	0%	0%
2	0%	0%	0%	0%
3	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	95%	89%	0%	0%
10	50%	75%	0%	8%
11	93%	100%	0%	0%
12	0%	0%	0%	0%

<table>
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(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="13">Benchmark Assessment Participation*</td><td rowspan="13">Please list any cycles where the 95% participation rate was not met. Please provide explanation.
*Identify patterns by student group
*Identify patterns by grade</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="13">ELA:
9th Grade Participation: BOY (59%), MOY (68%), EOY (0.0%)
10th Grade Participation: BOY (15%), MOY (15%), EOY (0.0%)
11th Grade Participation: BOY (43%), MOY (59%), EOY (0.0%)
12th Grade Participation: BOY (9%), MOY (8%), EOY (0.0%)

Math:
Algebra 1 Participation: MOY (59%), EOY (0.0)%
Geometry Participation: BOY (50%), MOY (75%), EOY (8%)
Algebra 2 Participation: EOY (0.0)%</td><td rowspan="13">ELA:
Participation in BOY, MOY, and EOY benchmark assessments fell below the 95% threshold for each cycle. Participation in these assessment were higher in the BOY and MOY ranging between ranging from 9% to 68% across grade level. This assessment platform was in a pilot year, which resulted in its own challenges of student and staff buy in. In addition, absenteeism and windows for completion played a factor in overall participation.

MATH:
Participation in the BOY, MOY, and EOY benchmark assessments varied across subject areas meeting the threshold of participation</td></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>2</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>3</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>4</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
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<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>3%</td><td>0%</td><td>0%</td></tr>
</table>

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		in 3 cycles across areas. Participation in these assessment were higher in the BOY and MOY ranging between ranging from 50% to 100% across grade level. This assessment platform was in a pilot year, which resulted in its own challenges of student and staff buy in. In addition, absenteeism and windows for completion played a factor in overall participation. Cross department review students participated and completed benchmark assessment in mathematics, which could be a result of assessment administration practices and strengths of the student population.
		11	0%	9%	0%	0%		
		12	0%	4%	0%	0%		

<table>
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(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and student groups.
*Identify patterns by grade/student groups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">Mid-year ELA Registration Exam Proficiency Scores
9th- 0%
10th- 3%
11th- 9%
12th-4 %</td><td rowspan="12">Based on the proficiency across grade levels and increase was seen from BOY. The lower proficiency scores may be a result of various factors such as assessment fidelity, effort, and skill deficits. Plans for next year is a greater concentration of assessment completion with data-analysis to drive curriculum instruction and individual student instruction.</td></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
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<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>4%</td><td>5%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>12%</td><td>0%</td><td>100%</td></tr>
</table>

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%	27%	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) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and student groups. *Identify patterns by grade/student groups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Percent of English Learners Making Expected Growth to Proficiency	-1%	Mid-year Math Registration Exam Proficiency Scores 9th- 5% 10th- 12% 11th- 27%	Based on the proficiency across grade levels and increase was seen from BOY. The lower proficiency scores may be a result of various factors such as assessment fidelity, effort, and skill deficits. When evaluating the data further, Algebra 2 present higher levels of proficiency which may be a result in acquiring more years of skill development and higher effort levels. Plans for next year is a greater concentration of assessment completion with data-analysis to drive curriculum instruction and individual student instruction.
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 student group	Overall YTD Student Enrollment Average: 143 Subgroup 1 YTD Student Enrollment Average: 0 Subgroup 2 YTD Student Enrollment Average: 0	Sept- 119 Oct- 111 Nov- 119 Dec- 127 Jan- 127 Feb- 132 Mar- 154 April - 184 May - 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. 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.
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: 55.44% Subgroup 1 YTD Student Attendance: 0.00% Subgroup 2 YTD Student Attendance Average: 0.00%	Sept- 62.08% Oct- 53.19% Nov- 60.01% Dec- 51.13% Jan- 59.52% Feb- 48.20% Mar- 56.43% April - 58.8 % May - 54.19 %	Attendance was highest in September at 62.08%, then dropped sharply to 53.19% in October. It increased to 60.01% in November. December saw a small decline to 51.13%. January rose to 59.52%, March declined to 56.43%, and remained steady within plus or minus 2% through May.

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	94.86%	Sept- 73.95% Oct- 87.39% Nov- 82.35% Dec- 80.31% Jan- 78.74% Feb- 93.94% Mar- 92.21% April - 83.15 % May - 91.57%	Chronic absenteeism was at its lowest in September, with 73.95% of students falling into this category. However, the rate increased in October to 87.39% and slowly declined through November to December ending at 80.31%. January's chronic absenteeism rate increased sharply in January to 93.94%, and maintained that rate until March. April demonstrated a decline in chronic absenteeism to 83.15%. Then quickly when rose up to 91.57% in May. 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
		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
				challenges, school counselors maintained consistent school to home contact to offer support. Students were enrolled is 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. Inclimate weather may have led to higher rates of chronic absenteeism in the winter months due to transportation factors.
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: 96.61%	Federal Chronic Absenteeism is unable to be disaggregated by subgroup level as data is not displayed publicly in order to protect student privacy.	Based on data available, Black or African American males have slightly lower chronic absenteeism rates than the overall population. In addition, Males as a whole have a slightly lower rate than the overall population of students.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			Sept- 98.33% Oct- 98.28% Nov- 96.53% Dec- 96.54% Jan- 97.58% Feb- 94.53% Mar- 96.28% April- 96.02 % May - 96.14%	Staff attendance trends remained relatively stable throughout the school year ranging from 94.53% to 98.28%. Due to significant staffing changes, attendance appeared to increase with consistency compared to prior years due to limited days per week available.
		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%		
		Student Suspension YTD Average - Out of School for Subgroup 2	1.51%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by student group *Identify chronic offenders		We had 0 in-school suspensions # of Out of School Suspension Sept - 0% Oct - 0% Nov - 0.84% Dec - 0% Jan -1.57% Feb - 0.76% Mar - 1.95% April - 0.54% May - 3.37 %	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.
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		2025-2026 Climate & Culture Survey was distributed to students, participation rate: 61% participation. Last year we had 52% of students respond.	As a result of this survey, we identified the following next steps: Implementation of small-group/1 to 1 check-ins on a biweekly basis, social emotional learning curriculums, pacing guides, 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)		4 year rates Cohort 2021- 29 Cohort 2022 - 35.6 Cohort 2023 - 47.4 Cohort 2024 - 45.2% Cohort 2025 - 60.5% 5 year rates Cohort 2020- 47.8 Cohort 2021- 38.8 Cohort 2022-51.9 Cohort 2023- 52.6% Cohort 2024 - 50.0% Cohort 2025 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%. Drop-out rates 24-25 - 28.1% 23-24- 46.4% 22-23: 19.5% 21-22: 29.1%	What interventions can we put in place to support students on the individual mastery tracks? 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. What can we do to ensure students graduate on-time or transfer back to day school? To ensure students are on track to re-enroll in day school, we closely monitor their progress to confirm proper credit recovery, regularly review and assess transcripts, and collaborate with families to make

Student Group	5 Year Rate	4 Year Rate
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	*	*

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td></td>
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<td>
<table>
<tr><th>Student Group</th><th>5 Year Rate</th><th>4 Year Rate</th></tr>
<tr><td>English Learners</td><td>42.9%</td><td>50%</td></tr>
<tr><td>Homeless Students</td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td></tr>
</table>
</td>
<td></td>
<td>informed decisions about the student's placement.

Gradation rate at the Bayonne Alternative High School is steadily growing in the positive direction, as we saw a 15.3% increase from 2024 to 2025.

Our 5 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.</td>
</tr>
</table>

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>Post-Secondary Rates</td><td>% of students that enroll in post-secondary institution.</td><td>
<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institution</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institution</th></tr>
<tr><td>Statewide</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>White</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td>We do not have any additional data to share at this time.</td><td>We can continue to do more to support students in their path to post-secondary education.</td></tr>
</table>

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							

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
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</table>
</td><td></td><td></td></tr>
<tr><td>College Readiness Test Participation</td><td>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</td><td>
<table>
<tr><th>Test</th><th>% of Students in School</th></tr>
<tr><td>Participating in PSAT</td><td>0</td></tr>
<tr><td>Participating in SAT</td><td>0</td></tr>
<tr><td>Participating in ACT</td><td>0</td></tr>
</table>
</td><td>We do not currently offer this assessment to our students.</td><td>Collaborate with the traditional day school to coordinate with SAT offerings throughout the school year.
Research and review training for staff to administer assessment.</td></tr>
</table>

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	43	We do not currently offer this assessment to our students.	N/A
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		
Algebra	Previous year's data provided. Please provide current year's data if possible.			Algebra 1 Breakdown Grade 9- 35 students Grade 10- 6 students Grade 11- 1 student Grade 12 - 1 student Our courses are pass/fail. We cannot provide an evaluation of C or better.	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	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework: This is N/A. We do not evaluate teachers. # Teachers to Evaluate: # Teachers on CAP: # Teachers receiving mSGP: null: Total Cycle 1: 0 Cycle 2: 4 Cycle 3: 0 Cycle 4: 4	Learning Walkthroughs/ Informal Classroom Observations Cycle 1- Total # 0 Cycle 2- Total # 4 Cycle 3- Total # 0 Cycle 4- Total # 4	Walk-through checklist randomized selection of staff who participated in instructional coaching received scores of: 2.5, 2.8, 2.7, & 2 out of a 4 point value system. Based on the EOY walk-through checklist comparison scores are as follows: 2.9, 3.6, 3.3, & 2.2. Based on these results positive growth was demonstrated through the implementation of instructional coaching. Further investigation demonstrated that with greater attendance to instructional coaching scores individual scores increased further than those who lesser participation.

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 data with all staff before the end of the 2025-26 school year during an end-of-year meeting. In this meeting, the team will highlight the 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, regular 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 maintained skill development in the areas of Standards, Student Learning Objectives (SLO's), and Effective Instruction. The teacher's have maintained or progressed in developing pre-planned units and aligned assessments to SLO's on the curriculum. Instructional improvement has been shown through collaboration of special education and general education teachers to enhance modification and resource availability to meet the needs of student learning. Consistent partnerships have been maintained 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 in Standards and Student Learning Objectives is continued progress towards strengthening the connection between student data and individualized instructional delivery. This includes using data more intentionally to inform lesson planning, differentiated instruction, and ensure the SLO's are directly aligned with student needs and academic goals. To make progress in this direction for the 2026-27 school year, a standardized Tier 2 system will be established, emphasizing teacher-student conferencing aligned with progress monitoring and goal establishment. In addition, incorperating quarterly career-ready practices within content areas.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	2-Emerging		
	Average		2.80		
Assessment	1	A	3-Developing	Overall, in the area of Assessments, our teachers have maintained a strong foundation in established summative assessments to determine unit mastery, which has informed the development and connection of resources and support for tiered interventions. Formative assessment data is actively used to gauge participation and growth amongst ELA and Math, while the process is still emerging due to changes in staffing and budget constraints. Efforts are continuing to emerge to develop a commitment to utilization of formative and pre-assessment data to drive instruction and student support.	An area of continued focus for Assessments is establishing a more concrete structure for reporting and integrating assessment data into Student Learning Objectives (SLO's). Next year, to strengthen this process student data reporting will be formalized through a system to ensure results are backed by necessary adjustment to instructional strategies is applied with fidelity and consistency to meeting individual learning needs. In addition, student pre-assessments will be standardized across all core content areas, and monitored through mid-year and end-of-year assessment to collect growth data on students. Due to unforeseen changes in budget and staffing for the 25-26 school year, we are moving forward to establish clear set guidelines for procedural requirements for incorporation of formative and pre-assessment data.
	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), has developed a strong committed group of school leaders who continue to collaborate effectively to address school-wide concerns and goals. The PLC group remains grounded in strong, open communications and demonstrates the ability to navigate and resolve conflicts professionally.	An area of continued focus for Professional Learning Community (PLC), is to grow the group of school leaders, expand opportunity for professionals to take on leadership within the school community. This area has seen a decline in the 25-26 school year due to changes outside control with staff irregularities, which has resulted in a decline in teacher climate and commitment. In the 26-27 school year, we will continue to tackle this set-back to restrengthen this area to continue to develop collaboration and leadership amongst staff.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	3-Developing		
	Average		2.50		
Culture	1	A	4-Sustaining	Bayonne Alternative High School has established a wide range of supports designed to maintain consistent expectations for student behavior across classrooms. We have integrated regular events and mentorship grounds to foster social-emotional learning skills in tiered interventions. In addition, we have added opportunities for students to participate in their community through service learning and club opportunities.	Areas of focus for Culture is to build upon the foundation of expectations and professional behavior, due to unforeseen changes there was a shift in climate for staff this school year. Moving forward, an area of improvement is to strengthen staff accountability to ensure alignment with our shared mission and values. Additionally, continue to grow and expand opportunities for students to get involved in developing a school climate that needs their needs by integrating feedback from surveys. We continue the work on enhancing shared leadership practices that will allow us to better recognize and leverage unique skills of our staff, and creating an environment that drives collective success for our staff and students.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	2-Emerging		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
	Average		2.86		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	2-Emerging	Overall, in the area of Teacher and Principal Effectiveness, with collaboration of consultants created a standardized walkthrough evaluation based on best-practices and principles. This walkthrough evaluation was piloted to measure improvement in teacher effectiveness based on involvement in professional learning communities and without.	An area of continued focused on Teacher and Principal Effectiveness is expanding the teacher walkthrough evaluation to capture all staff members. In addition, based on data providing meaningful professional development and coaching to develop deficit skill areas.
	Average		2.00		

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	Less than 10% of 11th grade students are graduation ready based on NJGPA against district-wide rate of 72.9% 18 out of 30 (60%) of 9th graders received credits for grade promotion in ELA-9. 28 out of 56 (50%) of 10th graders received credits for promotion in ELA-10. 50 out of 61 (80%) of 11th graders received credits for grade promotion in ELA-11. 53 out of 54 (98%) of 12th graders received credits for grade promotion in ELA-12.	Problem: Students are failing to meet credit requirements. Why? Students are often unclear about their daily objectives and the tasks they need to complete to stay on track. Why? Teachers are unable to consistently provide differentiated instruction that meets the varied needs of their diverse learners. Root Cause: Limited resources and insufficient preparation time hinder teachers' ability to deliver effective, differentiated instruction. As a result, students struggle to complete	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
		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 also promotes a more inclusive and equitable educational environment. We will progress monitor this strategy	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
						utilizing tier 2 conference notes and checklists.		
				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
Social and Emotional Learning	A significant number of students who transfer to Bayonne Alternative High School have been referred due to chronic disciplinary concerns, behavioral challenges, and social-emotional needs that have impacted their success in the traditional school setting. Many of these students have experienced adverse life circumstances, difficulty regulating emotions, challenges with peer and adult relationships, and limited engagement in school. As a result, there is a critical need to implement comprehensive, whole-child supports that address	Why? -> Are suspension rates historically high among students referred to BAHS (Many students enter the program with a history of disciplinary infractions, behavioral concerns, and difficulty meeting expectations within the traditional school setting.) Why? -> Do many students struggle to meet behavioral expectations in traditional school settings? (Many students experience challenges with emotional regulation, conflict resolution, impulse control, and responding appropriately to stressors.) Why? -> Do students	All Students	1	Tiered Intervention	Schools that engage Tiered intervention/MTSS, see a reduction in their suspension rates. A correlational improvement in overall culture and climate can be assumed. We will progress monitor this strategy by reviewing our student discipline data, determining next steps for students and staff. Some students will subsequently be referred to mentoring, as a tier 3 intervention.	Promising	https://eric.ed.gov/?id=EJ1224137

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
	students' behavioral, social-emotional, and mental health needs alongside their academic development. Establishing a safe, supportive, and relationship-centered learning environment is essential to increasing student engagement, improving school attendance, reducing behavioral incidents, and promoting academic achievement. Before students can fully engage in rigorous academic instruction, they must first experience a sense of safety, belonging, and emotional well-being within the school community. Therefore,	experience difficulties with emotional regulation and behavioral management? (Many have experienced adverse childhood experiences, trauma, family instability, mental health concerns, chronic absenteeism, or negative school experiences that impact their social-emotional development) Why? -> Do these barriers continue to impact student outcomes? (Schools often focus on addressing behavioral incidents after they occur rather than implementing proactive, relationship-based, and trauma-informed		2	SEL Curriculum and programs: School-Connect	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 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	Promising	https://portal.school-connect.net/pdf/School-Connect-Evalaution-Report-1.27.16.pdf https://pg.casel.org/school-connect/

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
	strengthening social-emotional learning, behavioral interventions, mentoring opportunities, and access to support services remains a priority performance need for the school.	practices that build students' social-emotional competencies and sense of belonging.) Root Cause: Many students referred to BAHS have significant unmet social-emotional, behavioral, and mental health needs that have contributed to disciplinary challenges and school disengagement. Without consistent access to proactive supports, positive relationships, and emotional regulation interventions, students are at increased risk for behaviors that result in suspension. Reducing suspension rates			language arts grades (ELA), and ELA passing rates. We will progress monitor this strategy using pre/post surveys with students.		
			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
		requires a comprehensive, trauma-informed approach that prioritizes prevention, relationship-building, social-emotional learning, and individualized supports to address the underlying causes of student behavior.					

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	10.3% of 11th grade students are graduation ready based on NJGPA against district-wide rate of 48.1% 17 out of 34 (50.0%) student received credits for grade promotion in Algebra 1. 30 out of 49 (61%) of students received credits for promotion in Geometry. 52 out of 64 (81%) of students received credits for grade promotion in Algebra 2.	Problem: Students are failing to meet credit requirements. Why? Students are often unclear about their daily objectives and the tasks they need to complete to stay on track. Why? Teachers are unable to consistently provide differentiated instruction that meets the varied needs of their diverse learners. Root Cause: Limited resources and insufficient preparation time hinder teachers' ability to deliver effective, differentiated instruction. As a result, students struggle to complete	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
		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 also promotes a more inclusive and equitable educational environment. We will progress monitor this strategy	Promising	https://journals.sagepub.com/doi/abs/10.3102/0034654318759268 https://simvilledev.ku.edu/sites/default/files/research/SC36Schumaker.Using%20a%20tiered%20intervention%20model%20in%20secondary%20school%20to%20improve%20academic%20outcomes.2010.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
						utilizing tier 2 conference notes.		
				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
Climate & Culture - Attendance/Behavior	90% of our students are identified as chronically absent chronically absent against statewide rate of 14.4%	Why?-> Are majority of students enrolled in BAHS chronically absent. (Many students enter BAHS with an established history of chronic absenteeism, school avoidance, disciplinary concerns, and disengagement from the traditional school setting.) Why?-> Do students continue to struggle with school attendance after placement in an alternative setting? (Students often face significant external barriers, including employment responsibilities, family obligations, unstable housing, transportation challenges, mental health concerns, and	All Students	1	Attendance Committee	Attendance Committee will be created to address chronic absenteeism. An RTI framework will be used to promote regular attendance for all students at Tier 1, targeted interventions for at-risk students at Tier 2, and intense and individualized interventions for students with chronic absenteeism at Tier 3. We will progress monitor this strategy through monthly meetings in which we review CA rates month-to-month, by grade-level and sub-group, looking for trends.	Promising	https://link.springer.com/article/10.1007/s10566-013-9222-1

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
		involvement with the juvenile justice system.) Why?-> Are students unable to access or benefit from available attendance and support interventions? (Chronic absenteeism is often rooted in long-standing patterns of disengagement, requiring intensive, individualized, and relationship-based interventions that extend beyond traditional attendance monitoring practices.) Root Cause: The root cause of chronic absenteeism at BAHS is the complex combination of pre-existing attendance		2	Mentoring	An Attendance Mentorship program will be created by members of the Attendance Committee to mentor families/students with CA. They will implement text messaging, phone calls, and other mentorship supports with fidelity in order to reduce CA. We will progress monitor this strategy through monthly meetings in which we review CA rates for targeted students who are receiving mentoring. We hope to see their rates drop from 25-26 to 26-27.	Promising	https://eric.ed.gov/?q=chronic+absenteeism&id=ED614717
				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
		challenges, social-emotional needs, and external life circumstances that create barriers to consistent school engagement. Reducing chronic absenteeism requires a comprehensive approach that strengthens student relationships, increases access to individualized supports, addresses non-academic barriers to attendance, and fosters a sense of belonging and connection to school.					

SMART Goal 1

By June 2026, student proficiency rates on the 9th 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 Need	Less than 10% of 11th grade students are graduation ready based on NJGPA against district-wide rate of 72.9% 18 out of 30 (60%) of 9th graders received credits for grade promotion in ELA-9. 28 out of 56 (50%) of 10th graders received credits for promotion in ELA-10. 50 out of 61 (80%) of 11th graders received credits for grade promotion in ELA-11. 53 out of 54 (98%) of 12th graders received credits for grade promotion in ELA-12.
Target Population:	All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	70% of students enrolled by 10/15/25 will take the BOY Imagine Learning Assessment. Teachers will utilize proficiency and participation data to guide small group and 1 to 1 instruction.	Imagine Learning BOY assessment Small group and 1 to 1 instruction planning checklists
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:	50% of students will be on-track with individualized pacing plans established in small group and 1 to 1 instruction planning.	Small group and 1 to 1 instruction planning checklists

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, student proficiency rates on the 9th 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 Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Administer BOY Imagine Learning Assessment and teachers will use data for instructional planning	9/2/26	10/15/26	Adminstration
2	1	Students will participate in biweekly small group or 1 to 1 instruction for academic and goal planning support.	9/2/26	11/15/26	Administration, Teachers
3	1	Progress monitor this strategy utilizing checklists and goal setting reports	9/2/26	11/15/26	Adminstration
4	1	Identify students who may need additional support beyond Imagine Learning and small group instruction to determine next steps of tiered support.	9/2/26	11/15/26	Administration, Counselors
5	1	Administer MOY Imagine Learning Assessment and teachers will use data for instructional planning	11/17/26	2/15/27	Adminstration
6	1	Students will participate in biweekly small group or 1 to 1 instruction for academic and goal planning support.	11/17/26	2/15/27	Administration, Teachers
7	1	Progress monitor this strategy utilizing checklists and goal setting reports	11/17/26	2/15/27	Administration
8	1	Identify students who may need additional support beyond Imagine Learning and small group instruction to determine next steps of tiered support.	11/17/26	2/15/27	Administration, Counselors

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
9	1	Students will participate in biweekly small group or 1 to 1 instruction for academic and goal planning support.	2/16/27	4/15/27	Administration, Teachers
10	1	Progress monitor this strategy utilizing checklists and goal setting reports	2/16/27	4/15/27	Administration
11	1	Identify students who may need additional support beyond Imagine Learning and small group instruction to determine next steps of tiered support.	2/16/27	4/15/27	Administration, Counselors
12	1	Administer EOY Imagine Learning Assessment and teachers will use data for instructional planning	4/16/27	5/28/27	Administration
13	1	Students will participate in biweekly small group or 1 to 1 instruction for academic and goal planning support.	4/16/27	6/30/27	Administration, Teachers
14	1	Progress monitor this strategy utilizing checklists and goal setting reports	4/16/27	6/30/27	Administration
15	1	Identify students who may need additional support beyond Imagine Learning and small group instruction to determine next steps of tiered support.	4/16/27	6/30/27	Administration, Counselors

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

Strategy 2 - Instructional Coaching

Action Steps

SMART Goal 1 - 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	Partner with an outside agency to provide push-in instructional coaching support to staff.	9/2/26	11/15/26	Administration

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Provide staff with an instructional and organizational classroom expectations checklist	9/15/26	11/15/26	Administration
3	2	Conduct teacher walkthroughs - based on instructional and organization classroom expectations	9/15/26	11/15/26	Administration
4	2	Teachers participate in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	9/15/26	11/15/26	Administration, Teachers
5	2	Determine next steps for instructional support via coaching or PD	9/15/26	11/15/26	Administration
6	2	Engage in a learning walk utilizing the classroom expectations checklist	11/17/26	2/15/27	Administration
7	2	Determine next steps for instructional support via coaching or PD	11/17/26	2/15/27	Administration
8	2	Teachers participate in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	11/17/26	2/15/27	Administration, Teachers
9	2	Engage in a learning walk utilizing the classroom expectations checklist	2/16/27	4/15/27	Administration
10	2	Determine next steps for instructional support via coaching or PD	2/16/27	4/15/27	Administration
11	2	Teachers participate in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	2/16/27	4/15/27	Administration, Teachers
12	2	Engage in a learning walk utilizing the classroom expectations checklist	4/16/27	6/30/27	Administration
13	2	Determine next steps for instructional support via coaching or PD	4/16/27	6/30/27	Administration
14	2	Teachers participate in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	4/16/27	6/30/27	Administration, Teachers

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Supporting Teacher Instructional Practices (Successful Practices Network) - Push In Coaching	SUPPORT SERVICES - Other Purchased Services / 200-500	$43,899	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 2027, through increasing student belonging and attending to SEL needs, 70% of students with more than 10 days suspended upon enrollment, will reduce their suspension rate by 50% or more.

Area of Focus: Social and Emotional Learning

Content Area: SEL

Priority Performance Need: A significant number of students who transfer to Bayonne Alternative High School have been referred due to chronic disciplinary concerns, behavioral challenges, and social-emotional needs that have impacted their success in the traditional school setting. Many of these students have experienced adverse life circumstances, difficulty regulating emotions, challenges with peer and adult relationships, and limited engagement in school.

As a result, there is a critical need to implement comprehensive, whole-child supports that address students' behavioral, social-emotional, and mental health needs alongside their academic development. Establishing a safe, supportive, and relationship-centered learning environment is essential to increasing student engagement, improving school attendance, reducing behavioral incidents, and promoting academic achievement.

Before students can fully engage in rigorous academic instruction, they must first experience a sense of safety, belonging, and emotional well-being within the school community. Therefore, strengthening social-emotional learning, behavioral interventions, mentoring opportunities, and access to support services remains a priority performance need for the school.

Target Population: All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	60% of students will participate in SEL needs assessment to determine structure of SEL Skill Instruction Implementation	School Connect BOY needs assessment. Checklists for Curriculum Instruction Guide
Feb 15	50% of students assigned to mentor groups will reduce suspension rates by 25% since enrollment	Suspension Data Mentorship Attendance Data

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	50% of students assigned to mentor groups will reduce suspension rates by 45% since enrollment	Suspension Data Mentorship Attendance Data
Jul 1	By June 2027, through increasing student belonging and attending to SEL needs, 70% of students with more than 10 days suspended upon enrollment, will reduce their suspension rate by 50% or more.	Suspension Data

Strategy 1 - Tiered Intervention

Action Steps

SMART Goal 2 - Strategy 1

Step Number	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.	9/2/26	10/16/26	Administration
2	1	Review school data to identify key areas of support needed for family-student academic success in school	9/2/26	10/16/26	Administration
3	1	Partner with outside organizations and internal staff to co-host academic-focused family events.	9/2/26	10/16/26	Administration
4	1	Assign key staff to lead coordination and communication with families.	9/2/26	10/16/26	Administration
5	1	Schedule and promote a BOY Family Academic Night	9/2/26	11/15/26	Administration
6	1	Progress monitor strategy using family participation data and follow-up surveys	9/2/26	11/15/26	Administration
7	1	Identify families who may need additional individualized outreach or support	11/16/26	2/15/27	Adminstration

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
8	1	Host an MOY Check-In Event for families	11/16/26	2/15/27	Administration
9	1	Continue progress monitoring using updated student data and family engagement metrics	2/16/27	4/15/27	Administration
10	1	Re-engage families needing additional support beyond group events	2/16/27	4/15/27	Administration
11	1	Host an EOY Celebration & Reflection Event	4/16/27	6/30/27	Administration
12	1	Collect final data and feedback to evaluate impact and guide future planning	4/16/27	6/30/27	Administration

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Family Engagement Event(s) to Promote School Connection, Student Support Strategies, and Academic Success	INSTRUCTION - Supplies & Materials / 100-600	$900	SIA
3	Family Engagement Event(s) Staffing	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$2,160	SIA
3	Staffing FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$166	SIA

Strategy 2 - SEL Curriculum and programs: School-Connect

Action Steps

SMART Goal 2 - 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	9/2/26	10/16/26	Administration
2	2	Administer a BOY SEL needs assessment to all students	9/2/26	10/16/26	Administration
3	2	Analyze assessment results to group students by SEL need areas	9/2/26	10/16/26	Adminstration
4	2	Assign students to targeted School Connect SEL course sections based on identified needs	9/2/26	10/16/26	Adminstration
5	2	Students will participate in a BOY goal-setting session	9/2/26	11/15/26	Administration
6	2	Progress monitor this strategy using growth in SEL skill areas	9/2/26	11/15/26	Administration
7	2	Identify students who may need additional SEL interventions	11/16/26	2/15/27	Administration
8	2	Students will participate in a MOY check-in session	11/16/26	2/15/27	Administration
9	2	Continue progress monitoring using updated SEL data and classroom engagement rubrics	11/16/26	2/15/27	Administration
10	2	Identify students showing limited growth and revise support strategies	2/16/27	4/15/27	Administration
11	2	Continue progress monitoring using updated SEL data and classroom engagement rubrics	4/16/27	6/30/27	Administration
12	2	Students will participate in an EOY SEL reflection session	4/16/27	6/30/27	Administration
13	2	Analyze SEL growth data to evaluate overall impact of School Connect implementation	4/16/27	6/30/27	Administration

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step No.	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	$2,700	SIA
7	Tiered Intervention Resources - SEL	INSTRUCTION - Supplies & Materials / 100-600	$5,000	SIA
6	Positive Behavioral Incentives aligned with SEL instruction and intervention, tied to evidence in growth of behaviors, attendance	INSTRUCTION - Other Objects / 100-800	$3,000	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 9th grade Imagine Learning assessments will improve by 10% or more from BOY to EOY administration in Math.

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance Need	10.3% of 11th grade students are graduation ready based on NJGPA against district-wide rate of 48.1% 17 out of 34 (50.0%) student received credits for grade promotion in Algebra 1. 30 out of 49 (61%) of students received credits for promotion in Geometry. 52 out of 64 (81%) 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	70% of students enrolled by 10/15/25 will take the BOY Imagine Learning Assessment. Teachers will utilize proficiency and participation data to guide small group and 1 to 1 instruction.	Imagine Learning BOY assessment Small group and 1 to 1 instruction planning checklists
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:	50% of students will be on-track with individualized pacing plans established in small group and 1 to 1 instruction planning.	Small group and 1 to 1 instruction planning checklists

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, student proficiency rates on the 9th 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 Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Administer BOY Imagine Learning Assessment and teachers will use data for instructional planning	9/2/26	10/15/26	Administration
2	1	Students will participate in biweekly small group or 1 to 1 instruction for academic and goal planning support.	9/2/26	11/15/26	Administration, Teachers
3	1	Progress monitor this strategy utilizing checklists and goal setting reports	9/2/26	11/15/26	Administration
4	1	Identify students who may need additional support beyond Imagine Learning and small group instruction to determine next steps of tiered support.	9/2/26	11/15/26	Administration, Counselors
5	1	Administer MOY Imagine Learning Assessment and teachers will use data for instructional planning	11/17/26	2/15/27	Administration
6	1	Students will participate in biweekly small group or 1 to 1 instruction for academic and goal planning support.	11/17/26	2/15/27	Administration, Teachers
7	1	Progress monitor this strategy utilizing checklists and goal setting reports	11/17/26	2/15/27	Administration
8	1	Identify students who may need additional support beyond Imagine Learning and small group instruction to determine next steps of tiered support.	11/17/26	2/15/27	Administration, Counselors

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
9	1	Students will participate in biweekly small group or 1 to 1 instruction for academic and goal planning support.	2/16/27	4/15/27	Administration, Teachers
10	1	Progress monitor this strategy utilizing checklists and goal setting reports	2/16/27	4/15/27	Administation
11	1	Identify students who may need additional support beyond Imagine Learning and small group instruction to determine next steps of tiered support.	2/16/27	4/15/27	Administration, Counselors
12	1	Administer EOY Imagine Learning Assessment and teachers will use data for instructional planning	4/16/27	5/28/27	Administration
13	1	Students will participate in biweekly small group or 1 to 1 instruction for academic and goal planning support.	4/16/27	6/30/27	Administration, Teachers
14	1	Progress monitor this strategy utilizing checklists and goal setting reports	4/16/27	6/30/27	Administration
15	1	Identify students who may need additional support beyond Imagine Learning and small group instruction to determine next steps of tiered support.	4/16/27	6/30/27	Administration, Counselors

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

Strategy 2 - Instructional Coaching

Action Steps

SMART Goal 3 - 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	Partner with an outside agency to provide push-in instructional coaching support to staff.	9/2/26	11/15/26	Administration

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Provide staff with an instructional and organizational classroom expectations checklist	9/15/26	11/15/26	Administration
3	2	Conduct teacher walkthroughs - based on instructional and organization classroom expectations	9/15/26	11/15/26	Administration
4	2	Teachers participate in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	9/15/26	11/15/26	Administration, Teachers
5	2	Determine next steps for instructional support via coaching or PD	9/15/26	11/15/26	Administration
6	2	Engage in a learning walk utilizing the classroom expectations checklist	11/17/26	2/15/27	Administration
7	2	Determine next steps for instructional support via coaching or PD	11/17/26	2/15/27	Administration
8	2	Teachers participate in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	11/17/26	2/15/27	Administration, Teachers
9	2	Engage in a learning walk utilizing the classroom expectations checklist	2/16/27	4/15/27	Administration
10	2	Determine next steps for instructional support via coaching or PD	2/16/27	4/15/27	Administration
11	2	Teachers participate in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	2/16/27	4/15/27	Administration, Teachers
12	2	Engage in a learning walk utilizing the classroom expectations checklist	4/16/27	6/30/27	Administration
13	2	Determine next steps for instructional support via coaching or PD	4/16/27	6/30/27	Administration
14	2	Teachers participate in instructional coaching. Teachers will receive periodic coaching support from an outside partner.	4/16/27	6/30/27	Administration, Teachers

< 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 2027, the percentage of students who are chronically absent will decrease by 10% or more from June 2026, as measured by monthly attendance reports in our student information system.
(90% to 82%)

Area of Focus: Climate & Culture - Attendance/Behavior

Content Area: Attendance/Behavior

Priority Performance Need: 90% of our students are identified as chronically absent chronically absent against statewide rate of 14.4%

Target Population: All Students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	90% of students enrolled and identified as chronically absent will have an established plan for CA reduction	Attendance Data Attendance Monitoring System
Feb 15	50% of students placed in mentorship groups will have reduced CA rates by 5% from initial placement	Attendance Data Mentorship Attendance logs
Apr 15:	50% of students placed in mentorship groups will have reduced CA rates by 8% from initial placements	Attendance Data Mentorship Attendance logs
Jul 1	By June 2027, the percentage of students who are chronically absent will decrease by 10% or more from June 2026, as measured by monthly attendance reports in our student information system. (90% to 82%)	Attendance Data

Strategy 1 - Attendance Committee

Action Steps

SMART Goal 4 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Establish and convene with the Attendance Committee	8/25/26	9/25/26	Principal
2	1	Define committee roles, responsibilities, and meeting schedule to the Attendance Committee	8/25/26	9/25/26	Principal, Staff
3	1	Provide training for staff and families on the early warning system (ews), and attendance policies and procedures	9/1/26	9/30/26	Prinicpal
4	1	Review attendance data monthly to identify students who are chronically absent (CA) or at risk of becoming chronically absent	9/1/26	11/15/26	Principal, Attendance Committee
5	1	Determine appropriate tiered attendance interventions based on student data	9/1/26	11/15/26	Principal, Attendance Committee
6	1	Monitor student response to attendance interventions and adjust supports as needed	11/15/26	2/15/27	Principal, Attendance Committee
7	1	Determine appropriate tiered attendance interventions based on student data	11/15/26	2/15/27	Principal, Attendance Committee
8	1	Conduct Mid-Year attendance review meetings with students and families to revise attendance plans	11/15/26	2/15/27	Principal, Attendance Committee
9	1	Monitor student response to attendance interventions and adjust supports as needed	2/15/27	4/15/27	Principal Attendance Committee
10	1	Determine appropriate tiered attendance interventions based on student data	2/15/27	4/15/27	Principal, Attendance Committee
11	1	Conduct End-of-Year attendance review meetings to evaluate outcomes and develop transition plans for the following school year	2/15/27	4/15/27	Principal, Attendance Committee
12	1	Monitor student response to attendance interventions and adjust supports as needed	4/16/27	6/30/27	Principal, Attendance Committee
13	1	Determine appropriate tiered attendance interventions based on student data	4/16/27	6/30/27	Principal, Attendance Committee

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
14	1	Analyze Year-to-Date attendance trends and share outcomes with staff and district stakeholders	4/16/27	6/30/27	Principal, Attendance Committee

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Committee	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$7,000	SIA
1	FICA for Attendance Committee	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$536	SIA

Strategy 2 - Mentoring

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.	9/2/26	10/16/26	Administration
2	2	Review attendance data to establish baseline of students at risk for chronic absenteeism	9/2/26	10/16/26	Administration
3	2	Partner without outside agencies to provide mentorship to students	9/2/26	10/16/26	Administration

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
4	2	Assign identified students to mentorship groups	9/2/26	11/15/26	Administration
5	2	Progress monitor strategy to evaluating student progress in attendance	10/16/26	11/15/26	Administration
6	2	Identify students who may need additional support beyond established mentorship program	10/17/26	11/15/26	Administration
7	2	Students will participate in a BOY meeting to evaluate attendance success to date with counselors	11/16/26	2/15/27	Administration, Counselors
8	2	Progress monitoring this strategy using student progress in chronic absenteeism	11/16/26	2/15/27	Administration
9	2	Students will participate in an MOY meeting to evaluate attendance success to date with counselors	2/16/27	4/15/27	Administration, Counselors
10	2	Progress monitor this strategy using student progress in attendance	2/16/27	4/15/27	Administration
11	2	Identify students who may need additional support beyond established mentorship program	2/16/27	4/15/27	Administration
12	2	Students will participate in an EOY meeting to evaluate attendance success to date with counselors	4/16/27	6/30/27	Administration, counselors
13	2	Progress monitor this strategy using student progress in chronic absenteeism	4/16/27	6/30/27	Administration

Budget Items

SMART Goal 4 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Mentorship Programming	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$25,139	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	$0	$0	$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$2,700	$0	$2,700
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$5,900	$0	$5,900
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$3,000	$0	$3,000
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$11,600	$0	$11,600
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$9,160	$0	$9,160
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$702	$0	$702
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$25,139	$0	$25,139
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	$43,899	$0	$43,899
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	$78,900	$0	$78,900
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
Total Cost			$0	$0	$0	$0	$0	$0	$90,500	$0	$90,500

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	Climate & Culture - Attendance/Behavior
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 By: Michael Pierson Title: Principal

Date: 07/29/2026

District Business Administrator or District Federal Programs Administrator Certification and Approval

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.

Certified By: Dr. Dennis C. Degnan Title: Assistant Superintendent of Schools for Curriculum and

Date: 07/30/2026

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 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.

Certified By: John J. Niesz Title: Superintendent of Schools

Date: 07/30/2026

OCS Approval

Approved By: C Denman Date: 08/17/2026

Comments: null