

## MARY J DONOHOE COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Student Group(s):

CDS: 170220080

CAP: Y

SW: Y

# 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                  | Joanne Pasuco        | No                                          | No                                                 | Yes                    |           |      |
| Community Member                 | Kellie Dugan         | No                                          | No                                                 | Yes                    |           |      |
| Principal                        | Philip J. Baccarella | Yes                                         | Yes                                                | Yes                    |           |      |
| Teacher                          | Marissa Wade         | Yes                                         | Yes                                                | Yes                    |           |      |
| Special Education Teacher        | Nicole Miragliotta   | Yes                                         | Yes                                                | Yes                    |           |      |
| Reading Specialist               | Heather Barone       | Yes                                         | Yes                                                | Yes                    |           |      |
| Guidance Counselor               | Amanda Schenkman     | Yes                                         | Yes                                                | Yes                    |           |      |

| Stakeholder Representative Title | Name             | Comprehensive Analysis and Needs Assessment | Priority Performance Needs and Root Cause Analysis | Smart Goal Development | Signature | Date |
|----------------------------------|------------------|---------------------------------------------|----------------------------------------------------|------------------------|-----------|------|
| Social Emotional Counselor       | Danielle Burbano | Yes                                         | Yes                                                | Yes                    |           |      |
| Secretary                        | Carol Christie   | 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 |
|------------|----------------------------------------------------|-----------------|------------------|
| 03/18/2026 | Prior Year Evaluation                              | Yes             | Yes              |
| 04/14/2026 | Priority Performance Needs and Root Cause Analysis | Yes             | Yes              |
| 05/20/2026 | Comprehensive Data Analysis and Needs Assessment   | 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 |
| Online platforms such as i-Ready to support small group instruction<br><br>ST Math for supporting content          | Math         | Total population, with an emphasis on grades 3-8. | Yes                                               | Yes                                             | Yes                                                   | Meeting the weekly iReady usage expectation, and teachers will use iReady, ST Math and GO Math assessment data to provide targeted small group instruction and monitor student growth.                                                                     | Yes             |
| PLCs and Coaching to Create Small Group Instruction<br><br>Assessment/Diagnostic Data                              | All Subjects | Total population, with an emphasis on grades 3-8. | Yes                                               | Yes                                             | Yes                                                   | Teachers will participate in ongoing professional development and weekly PLC meetings focused on analyzing student data and strengthening small group instruction. Teachers will implement at least one data-driven instructional strategy each trimester. | Yes             |
| Online platforms such as i-Ready and SAVVAS to support small group instruction                                     | ELA          | Total population, with an emphasis on grades 3-8. | Yes                                               | Yes                                             | Yes                                                   | Meeting the weekly iReady usage expectation (45 minutes and one lesson passed), and teachers will use iReady and SAVVAS assessment data to provide targeted small group instruction and monitor student growth.                                            | 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 |
|--------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------|---------------------------------------------------|-------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| SAC counselor SEL Lessons<br>Peer/Social Skills Groups                                                             | Climate/Culture | K-8 with a stronger focus on grades 4-8 | Yes                                               | Yes                                             | Yes                                                   | Second Step SEL lessons, and students identified as needing additional support will participate in targeted counseling or social skills groups. Student behavior data and school climate survey results will demonstrate growth in social-emotional competencies. | Yes             |

| STUDENT ACHIEVEMENT   |                                                                                                       |                                                   |       |       |      |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------|-------|------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data Source           | Factors to Consider                                                                                   | Prepopulated Data<br>(Column not editable)        |       |       |      |      |                                                                                                                                                                                                                                                                                                                                                          | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data)                                                                                                                                                                                                                                                  | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| NJSLA<br>Proficiency* | Consider comparing previous year's<br>and current year's NJSLA results in<br>the noted subject areas. | Student Group                                     | ELA   | Math  | Alg1 | Alg2 | Geo                                                                                                                                                                                                                                                                                                                                                      | ELA Mary J. Donohoe School<br>Spring 24<br>Grade 3 - 47%<br>Above District   Above State<br>Grade 4 - 50%<br>Same as District   Same as State<br>Grade 5 - 54%<br>Above District   Above State<br>Grade 6 - 54%<br>Below District   Above State<br>Grade 7 - 63%<br>Above District   Above State<br>Grade 8 - 49%<br>Below District   Below State | A review of the Spring<br>2024 and Spring 2025<br>assessment data for<br>Mary J. Donohoe School<br>reflects both academic<br>growth and areas<br>requiring continued<br>support. In ELA, Grades<br>4, 7, and 8 demonstrated<br>improvement from 2024<br>to 2025. Grade 4 showed<br>the largest increase,<br>rising from 50% to 61%<br>proficient/advanced<br>proficient and performing<br>above both district and<br>state averages. Grade 7<br>increased from 63% to<br>65%, continuing to<br>exceed district and state<br>performance, while<br>Grade 8 improved from<br>49% to 53%, though it<br>remained below district<br>and state averages.<br>Grades 3, 5, and 6<br>experienced slight |
|                       |                                                                                                       | Schoolwide                                        | 53.3% | 35.9% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | White                                             | 56.8% | 44%   | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Hispanic                                          | 50%   | 22.8% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Black or African<br>American                      | 42.6% | 24%   | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Asian, Native<br>Hawaiian, or Pacific<br>Islander | 75%   | 64.7% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | American Indian or<br>Alaska Native               | *     | *     | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Two or More Races                                 | 46.2% | 30.8% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Female                                            | 58.9% | 36.7% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Male                                              | 48.4% | 35.2% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Economically<br>Disadvantaged<br>Students         | 49.7% | 29.4% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Non-Economically<br>Disadvantaged<br>Students     | 58.7% | 45.9% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Students with<br>Disabilities                     | 10.5% | 18.4% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Students without<br>Disabilities                  | 59.5% | 38.4% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | English Learners                                  | 34.6% | 24.2% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       | Non-English Learners                              | 55.1% | 37.3% | *    |      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                       |                                                                                                       |                                                   |       |       |      |      | ELA Mary J. Donohoe School<br>Spring 25<br>% Proficient or Advance<br>Proficiency<br>Grade 3 - 38%<br>Above District   Below State<br>Grade 4 - 61%<br>Above District, Above State<br>Grade 5 - 52%<br>Above District   Same as State<br>Grade 6 - 53%<br>Below District   Below State<br>Grade 7 - 65%<br>Above District   Above State<br>Grade 8 - 53% |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Data Source | Factors to Consider | Prepopulated Data<br>(Column not editable) |     |      |      |      |     | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                         |
|-------------|---------------------|--------------------------------------------|-----|------|------|------|-----|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
|             |                     | Student Group                              | ELA | Math | Alg1 | Alg2 | Geo | Below District Below State                                                                       |                                                                               |
|             |                     | Homeless Students                          | *   | *    | *    |      |     | MATH Mary J. Donohoe School<br>Spring 24                                                         | declines, with Grade 3<br>showing the largest<br>decrease from 47% to<br>38%. |
|             |                     | Students in Foster<br>Care                 | *   | *    | *    |      |     | Grade 3 - 45.1%                                                                                  |                                                                               |
|             |                     | Military-Connected<br>Students             | *   | *    | *    |      |     | Above District Below State                                                                       |                                                                               |
|             |                     | Migrant Students                           | *   | *    | *    |      |     | Grade 4 - 29.2%                                                                                  |                                                                               |
|             |                     | Non-Binary /<br>Undesignated Gender        | *   | *    | *    |      |     | Below District Below State                                                                       |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 5 - 40%                                                                                    |                                                                               |
|             |                     |                                            |     |      |      |      |     | Above District Same as State                                                                     |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 6 - 23.7%                                                                                  |                                                                               |
|             |                     |                                            |     |      |      |      |     | Below District Below State                                                                       |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 7 - 40.7%                                                                                  |                                                                               |
|             |                     |                                            |     |      |      |      |     | Above District Above State                                                                       |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 8 - 24%                                                                                    |                                                                               |
|             |                     |                                            |     |      |      |      |     | Below District Above State                                                                       |                                                                               |
|             |                     |                                            |     |      |      |      |     | Algebra - 100%                                                                                   |                                                                               |
|             |                     |                                            |     |      |      |      |     | Above District Above State                                                                       |                                                                               |
|             |                     |                                            |     |      |      |      |     | Mary J. Donohoe School SPRING<br>2025                                                            |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 3 - 40%                                                                                    |                                                                               |
|             |                     |                                            |     |      |      |      |     | Below District, Below State                                                                      |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 4 -38%                                                                                     |                                                                               |
|             |                     |                                            |     |      |      |      |     | Below District Below State                                                                       |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 5 - 41%                                                                                    |                                                                               |
|             |                     |                                            |     |      |      |      |     | Above District Below State                                                                       |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 6 - 40%                                                                                    |                                                                               |
|             |                     |                                            |     |      |      |      |     | Above District, Same As State                                                                    |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 7 - 25%                                                                                    |                                                                               |
|             |                     |                                            |     |      |      |      |     | Below District Below State                                                                       |                                                                               |
|             |                     |                                            |     |      |      |      |     | Grade 8 - 23%                                                                                    |                                                                               |
|             |                     |                                            |     |      |      |      |     | Above District Above State                                                                       |                                                                               |

| Data Source | Factors to Consider | Prepopulated Data<br>(Column not editable) | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------|---------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                     |                                            | Algebra - 100%<br>Above District                                                                 | Student subgroup data indicates that overall schoolwide proficiency rates were higher in ELA (53.3%) than in Mathematics (35.9%). Asian students demonstrated the highest performance in both ELA and Mathematics, while students with disabilities and English learners showed the greatest academic challenges across content areas. Non-economically disadvantaged students outperformed economically disadvantaged students in both subjects, and female students slightly outperformed male students overall. These results highlight continued strengths in several grade levels and subgroups while emphasizing the |

| Data Source | Factors to Consider | Prepopulated Data<br>(Column not editable) | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                                                                             |
|-------------|---------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|             |                     |                                            |                                                                                                  | importance of targeted interventions and differentiated supports to address achievement gaps and promote growth for all learners. |

| Data Source | Factors to Consider                                                                                   | Prepopulated Data<br>(Column not editable) |         |         |          | Additional Data Qualitative and Quantitative (best available formative assessment data)                                                                                                                                                                                           | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------|---------|---------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science*    | NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a> | NJSLA-S                                    |         |         |          | <p>Mary J. Donohoe School Spring 24<br/>Grade 5 - 25%<br/>Below District &amp; State<br/>Grade 8 - 8%<br/>Below District &amp; State</p> <p>Mary J. Donohoe School Spring 25<br/>Grade 5 - 26%<br/>Above District Below State<br/>Grade 8 - 7%<br/>Below District &amp; State</p> | <p>A review of Spring 2024 and Spring 2025 data for Mary J. Donohoe School shows minimal overall change in Grades 5 and 8, with continued low performance and persistent achievement gaps.</p> <p>Grade 5 increased slightly from 25% to 26%, shifting from below district and state performance to above district but still below state. Grade 8 decreased slightly from 8% to 7%, remaining below both district and state levels in both years.</p> <p>Subgroup data shows consistent disparities. White students outperformed other groups in both grades, while Hispanic, Black, and economically disadvantaged students</p> |
|             |                                                                                                       | Student Group                              | Grade 5 | Grade 8 | Grade 11 |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | Schoolwide                                 | 25.9%   | 7.3%    |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | White                                      | 34.5%   | 10.7%   |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | Hispanic                                   | 10%     | 7.1%    |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | Black or African                           | 10%     | 0%      |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | Asian, Native Hawaiian, or                 |         |         |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | American Indian or                         |         |         |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | Two or More Races                          |         |         |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | Female                                     | 24%     | 9.1%    |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | Male                                       | 27.6%   | 6.1%    |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       | Economically Disadvantaged                 | 18.4%   | 0%      |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|             |                                                                                                       |                                            |         |         |          |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Data Source | Factors to Consider | Prepopulated Data<br>(Column not editable) |         |         |          | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                                                                                                                                                                                                                                                           |
|-------------|---------------------|--------------------------------------------|---------|---------|----------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                     | Student<br>Group                           | Grade 5 | Grade 8 | Grade 11 |                                                                                                  | <p>showed significantly lower proficiency. Students without disabilities performed higher than students with disabilities, and gender differences were minimal.</p> <p>Overall, Grade 5 shows slight improvement, while Grade 8 remains an area of concern, with ongoing equity gaps across student groups.</p> |
|             |                     | Non-Economically                           | 43.8%   | 16%     |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|             |                     | Students with                              |         |         |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|             |                     | Students without                           | 27.1%   | 8.5%    |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|             |                     | English Learners                           |         |         |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|             |                     | Non-English Learners                       | 27.1%   | 8.3%    |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|             |                     | Homeless Students                          |         |         |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|             |                     | Students in Foster Care                    |         |         |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|             |                     | Military-Connected                         |         |         |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|             |                     | Migrant Students                           |         |         |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|             |                     | Non-Binary / Undesignate                   |         |         |          |                                                                                                  |                                                                                                                                                                                                                                                                                                                 |

| Data Source | Factors to Consider                                                                                                                     | Prepopulated Data<br>(Column not editable)  |       |       | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------|-------|--------------------------------------------------------------------------------------------------|-----------------------|
| NJGPA*      | <a href="https://www.nj.gov/education/assessment/results/reports/2324/index.shtml" target="_blank">NJGPA Assessment Reports website</a> | Student Group                               | ELA   | Math  | n/a                                                                                              | n/a                   |
|             |                                                                                                                                         | Schoolwide                                  | 55.5% | 55%   |                                                                                                  |                       |
|             |                                                                                                                                         | White                                       | 58%   | 59%   |                                                                                                  |                       |
|             |                                                                                                                                         | Hispanic                                    | 54%   | 54%   |                                                                                                  |                       |
|             |                                                                                                                                         | Black or African American                   | 51%   | 43%   |                                                                                                  |                       |
|             |                                                                                                                                         | Asian, Native Hawaiian, or Pacific Islander | 63%   | 65%   |                                                                                                  |                       |
|             |                                                                                                                                         | American Indian or Alaska Native            |       |       |                                                                                                  |                       |
|             |                                                                                                                                         | Two or More Races                           | *     | *     |                                                                                                  |                       |
|             |                                                                                                                                         | Female                                      | 54%   | 57%   |                                                                                                  |                       |
|             |                                                                                                                                         | Male                                        | 57.5% | 53%   |                                                                                                  |                       |
|             |                                                                                                                                         | Economically Disadvantaged Students         | 61%   | 54.5% |                                                                                                  |                       |
|             |                                                                                                                                         | Non-Economically Disadvantaged Students     |       |       |                                                                                                  |                       |
|             |                                                                                                                                         |                                             |       |       |                                                                                                  |                       |

| Data Source | Factors to Consider | Prepopulated Data<br>(Column not editable) |     |      | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends |
|-------------|---------------------|--------------------------------------------|-----|------|--------------------------------------------------------------------------------------------------|-----------------------|
|             |                     | Student Group                              | ELA | Math |                                                                                                  |                       |
|             |                     | Students with Disabilities                 | 38% | 38%  |                                                                                                  |                       |
|             |                     | Students without<br>Disabilities           |     |      |                                                                                                  |                       |
|             |                     | English Learners                           | 88% | 73%  |                                                                                                  |                       |
|             |                     | Non-English Learners                       |     |      |                                                                                                  |                       |
|             |                     | Homeless Students                          |     |      |                                                                                                  |                       |
|             |                     | Students in Foster Care                    |     |      |                                                                                                  |                       |
|             |                     | Military-Connected<br>Students             | *   | *    |                                                                                                  |                       |
|             |                     | Migrant Students                           |     |      |                                                                                                  |                       |
|             |                     | Non-Binary /<br>Undesignated Gender        |     |      |                                                                                                  |                       |

| Data Source | Factors to Consider                                                                                                                                                                    | Prepopulated Data<br>(Column not editable) |         |         |         |         | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------|---------|---------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SGP*        | Student growth on state<br>assessments. (Grades 4-8)<br>*Identify overall school wide growth<br>performance by content.<br>*Identify interaction between student<br>proficiency level. | ELA                                        |         |         |         |         | The data for Grades 4–8 state<br>assessment growth at Mary J.<br>Donohoe School shows<br>schoolwide ELA growth at 55.5<br>and Math growth at 55.0,<br>indicating overall balanced<br>performance across both content<br>areas. At the subgroup level,<br>Asian students demonstrate the<br>highest growth in both ELA (63.0)<br>and Math (65.0), followed by White<br>students (58.0 ELA, 59.0 Math).<br>Hispanic students show consistent<br>performance across subjects (54.0<br>ELA and 54.0 Math), while Black<br>or African American students show<br>lower growth, particularly in Math<br>(43.0 compared to 51.0 in ELA).<br>Students with disabilities show the<br>lowest growth overall at 38.0 in<br>both ELA and Math. English<br>learners demonstrate strong<br>growth, especially in ELA (88.0),<br>followed by Math (73.0). | Overall trends indicate<br>that the school is<br>experiencing balanced<br>growth in ELA and Math<br>at the schoolwide level,<br>with some notable<br>subgroup differences.<br>Higher-performing trends<br>are seen among Asian<br>and White students,<br>while students with<br>disabilities and Black or<br>African American<br>students show lower<br>growth, particularly in<br>mathematics. English<br>learners stand out with<br>strong ELA growth.<br>These patterns highlight<br>both areas of strength<br>and areas where<br>targeted instructional<br>support may be needed<br>to address achievement<br>gaps. |
|             |                                                                                                                                                                                        | Grade                                      | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | K                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | 1                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | 2                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | 3                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | 4                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | 5                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | 6                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | 7                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | 8                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                                                                                                                                                                        | 9                                          | 0%      | 0%      | 0%      | 0%      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Data Source | Factors to Consider | Prepopulated Data<br>(Column not editable) |         |         |         |         | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends |
|-------------|---------------------|--------------------------------------------|---------|---------|---------|---------|--------------------------------------------------------------------------------------------------|-----------------------|
|             |                     | Grade                                      | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |                                                                                                  |                       |
|             |                     | 10                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                       |
|             |                     | 11                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                       |
|             |                     | 12                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                       |
|             |                     | Math                                       |         |         |         |         |                                                                                                  |                       |
|             |                     | Grade                                      | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |                                                                                                  |                       |
|             |                     | K                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     | 1                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     | 2                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     | 3                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     | 4                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     | 5                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     |                                            |         |         |         |         |                                                                                                  |                       |
|             |                     |                                            |         |         |         |         |                                                                                                  |                       |
|             |                     |                                            |         |         |         |         |                                                                                                  |                       |

| Data Source | Factors to Consider | Prepopulated Data<br>(Column not editable) |         |         |         |         | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends |
|-------------|---------------------|--------------------------------------------|---------|---------|---------|---------|--------------------------------------------------------------------------------------------------|-----------------------|
|             |                     | Grade                                      | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |                                                                                                  |                       |
|             |                     | 6                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     | 7                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     | 8                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     | 9                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                  |                       |
|             |                     | 10                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                       |
|             |                     | 11                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                       |
|             |                     | 12                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                       |

| Data Source                               | Factors to Consider                                                                                                                                                    | Prepopulated Data<br>(Column not editable) |         |         |         |         | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------|---------|---------|---------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Benchmark<br>Assessment<br>Participation* | Please list any cycles where the 95% participation rate was not met. Please provide explanation.<br>*Identify patterns by student group<br>*Identify patterns by grade | Grade                                      | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | There is 100% participation for all cycles of the ELA and Math Benchmark                         | All students in Grades K–8 participate in periodic benchmark assessments throughout the year to monitor growth and progress.<br><br>Students in Grades K–2 complete i-Ready assessments in ELA and Math three times per year to track academic growth. Students in Grades 3–8 take benchmark assessments in social studies and science each marking period, totaling four administrations annually, with all scores recorded in Genesis Gradebook.<br><br>Assessment data is reviewed and analyzed by grade level and subgroup to identify trends, strengths, and areas for improvement, and is used to guide differentiated instruction |
|                                           |                                                                                                                                                                        | K                                          | 21%     | 61%     | 75%     | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 1                                          | 14%     | 22%     | 40%     | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 2                                          | 26%     | 47%     | 53%     | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 3                                          | 28%     | 46%     | 66%     | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 4                                          | 24%     | 28%     | 40%     | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 5                                          | 22%     | 42%     | 40%     | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 6                                          | 32%     | 44%     | 50%     | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 7                                          | 40%     | 32%     | 43%     | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 8                                          | 22%     | 32%     | 37%     | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 9                                          | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        | 10                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                           |                                                                                                                                                                        |                                            |         |         |         |         |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Data Source | Factors to Consider | Prepopulated Data<br>(Column not editable) |         |         |         |         | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends |
|-------------|---------------------|--------------------------------------------|---------|---------|---------|---------|--------------------------------------------------------------------------------------------------|-----------------------|
|             |                     | Grade                                      | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |                                                                                                  |                       |
|             |                     | 11                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                       |
|             |                     | 12                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                  |                       |

| Data Source                                   | Factors to Consider                                                                                                                                                                                                                                                    | Prepopulated Data<br>(Column not editable) |         |         |         |         | Additional Data Qualitative and Quantitative (best available formative assessment data)                                                                                                                                                                                                                                 | Observations / Trends                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------|---------|---------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Benchmark Assessment (Proficiency) ELA Rates* | Please share results of analysis of % passing, including YTD analysis by grades and student groups.<br>*Identify patterns by grade/student groups<br>*Identify patterns by chronic absenteeism<br>*Identify patterns by students with chronic disciplinary infractions | Grade                                      | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Data is from the iReady assessment and the District Assessments.<br><br>Data from these benchmark assessments are recorded, analyzed, and broken down into subgroups, identifying patterns and areas of strength and weakness for each grade-level teacher. These results are used to drive differentiated instruction. | Assessment data show overall growth across the three benchmark cycles. While Grade 7 experienced a decrease from Cycle 1 to Cycle 2 and Grade 5 showed a slight decline from Cycle 2 to Cycle 3, all other grade levels demonstrated growth between assessment cycles, indicating overall progress throughout the school year. |
|                                               |                                                                                                                                                                                                                                                                        | K                                          | 23%     | 47%     | 63%     | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 1                                          | 0%      | 14%     | 36%     | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 2                                          | 8%      | 17%     | 37%     | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 3                                          | 13%     | 55%     | 69%     | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 4                                          | 10%     | 16%     | 36%     | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 5                                          | 20%     | 40%     | 62%     | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 6                                          | 23%     | 51%     | 61%     | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 7                                          | 33%     | 41%     | 48%     | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 8                                          | 15%     | 27%     | 34%     | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 9                                          | 100%    | 100%    | 100%    | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        | 10                                         | 0%      | 0%      | 0%      | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |
|                                               |                                                                                                                                                                                                                                                                        |                                            |         |         |         |         |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |

| Data Source                                    | Factors to Consider                                                                                                                                                                                                                                                    | Prepopulated Data<br>(Column not editable)                        |         |         |         |         | Additional Data Qualitative and Quantitative (best available formative assessment data)                                                                                                                                                                                                                                 | Observations / Trends                                                                                                                                                                                                                                        |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------|---------|---------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                |                                                                                                                                                                                                                                                                        | Grade                                                             | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                              |
|                                                |                                                                                                                                                                                                                                                                        | 11                                                                | 0%      | 0%      | 0%      | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                              |
|                                                |                                                                                                                                                                                                                                                                        | 12                                                                | 0%      | 0%      | 0%      | 0%      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                              |
| Benchmark Assessment (Proficiency) Math Rates* | Please share results of analysis of % passing, including YTD analysis by grades and student groups.<br>*Identify patterns by grade/student groups<br>*Identify patterns by chronic absenteeism<br>*Identify patterns by students with chronic disciplinary infractions | Percent of English Learners Making Expected Growth to Proficiency |         |         |         | 57.1%   | Data is from the iReady assessment and the District Assessments.<br><br>Data from these benchmark assessments are recorded, analyzed, and broken down into subgroups, identifying patterns and areas of strength and weakness for each grade-level teacher. These results are used to drive differentiated instruction. | Math benchmark data show that grades 4–8 experienced a decrease in proficiency from Cycle 1 to Cycle 2. However, from Cycle 2 to Cycle 3, all grade levels demonstrated increased proficiency, indicating overall improvement as the school year progressed. |

| Data Source         | Factors to Consider                                                | Prepopulated Data<br>(Column not editable) | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|--------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ACCESS for<br>ELL's | Student progress to English<br>Language Proficiency (Grades K-12). |                                            | .                                                                                                | Our school has become an ESL hub, serving a growing population of English Language Learners. This year, three ESL teachers provide support through a push-in model, delivering language instruction within general education classrooms. This integrated approach promotes inclusive learning and supports the development of both academic and language skills in a collaborative environment. |

| CLIMATE & CULTURE |                                                                                                                                        |                                            |     |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data Source       | Factors to Consider                                                                                                                    | Prepopulated Data<br>(Column not editable) |     | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data)                                                                                                       | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Enrollment*       | Number of students enrolled in your building<br>*Identify overall enrollment trends<br>*Identify enrollment by grade and student group | Overall YTD Student Enrollment Average     | 432 | Total Students - 488<br>Male- 251 Female- 237                                                                                                                                                          | Data presented shows that overall enrollment is incorrect. The current total number of students enrolled is 488. Out of the 488 students 251 of them are male and 237 females. Although there is not a significant difference in overall male and female population, data shows that the male students are the dominant gender of grade levels.<br><br>The white population (226) dominates the subgroups with a total of 112 males compared to 114 white females. |
|                   |                                                                                                                                        | Subgroup 1 YTD Student Enrollment Average  | 0   | Asian - 27<br>Male - 12 Female 10                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                   |                                                                                                                                        | Subgroup 2 YTD Student Enrollment Average  | 0   | Black/African American - 71<br>Male - 30 Female - 41                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                   |                                                                                                                                        |                                            |     | Hispanic - 131<br>Male - 78 Female - 53<br><br>Multi - 32<br>Male - 14. Female - 18<br><br>Native Hawaiian or Pacific Islander - 1<br>Male - 0. Female - 1<br><br>White - 226<br>Male - 112 Female 114 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Data Source                    | Factors to Consider                                                                                                                                      | Prepopulated Data<br>(Column not editable)      |        | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data)                                                                                                                                                                 | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance Rate<br>(Students)* | The average daily attendance for<br>students in your building<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Student<br>Attendance Average       | 93.97% | Teacher use Genesis platform to<br>take attendance daily. It is<br>recorded and analyzed<br>throughout the month. Teachers<br>and the school secretary stay on<br>top of attendance of the students,<br>especially after 2 days of not<br>contact from a parent. | Interventions to address<br>absenteeism include timely<br>communication with families<br>when students are absent.<br>When absences are frequent,<br>prolonged, or unexplained,<br>the attendance office is<br>promptly notified to initiate<br>appropriate follow-up.<br>Attendance officers then<br>engage families through<br>phone calls, home visits, and,<br>when necessary, may pursue<br>court referrals in accordance<br>with district procedures.<br><br>Promoting regular school<br>attendance remains a top<br>priority. To support this goal,<br>schools implement engaging<br>activities and events designed<br>to motivate students and<br>encourage consistent<br>attendance. Recognition<br>programs that celebrate<br>perfect attendance and<br>meaningful improvements<br>provide additional incentives<br>for students. In addition,<br>maintaining a positive and |
|                                |                                                                                                                                                          | Subgroup 1 YTD<br>Student Attendance            | 0.00%  |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                |                                                                                                                                                          | Subgroup 2 YTD<br>Student Attendance<br>Average | 0.00%  |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                |                                                                                                                                                          |                                                 |        |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Data Source | Factors to Consider | Prepopulated Data<br>(Column not editable) | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                                                                        |
|-------------|---------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|             |                     |                                            |                                                                                                  | welcoming school climate is essential in ensuring students feel valued, supported, and motivated to attend school regularly. |

| Data Source                                                                            | Factors to Consider                                                                                                                                                                                                                                                                                                                                                     | Prepopulated Data<br>(Column not editable) |        | Additional Data Qualitative and Quantitative (best available formative assessment data)                     | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATE Chronic Absenteeism (Students)<br>*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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions |                                            |        | Parents took a survey to address the reasons why students are absent. The most being doctors' appointments. | Interventions for chronic absenteeism are aligned with district policy and include daily automated phone calls to families when a student is absent, the issuance of district attendance letters after the 4th, 8th, and 10th absences, and home visits conducted by the truancy officer when needed. In addition, school-wide incentive programs are implemented throughout the year to promote and reinforce consistent attendance.<br><br>This year, the school attendance committee took a proactive approach by sending attendance awareness letters to families at the beginning of the school year, highlighting the importance of regular school attendance. Students who demonstrated improved attendance were also recognized through targeted incentive programs designed to encourage continued |
|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                         | Overall YTD Chronic Absenteeism            | 18.94% |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                         | Subgroup 1 YTD Chronic                     | 0.00%  |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                         | Subgroup 2 YTD Chronic Absenteeism         | 0.00%  |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Data Source                                                                                           | Factors to Consider                                                                                                                                                                 | Prepopulated Data<br>(Column not editable) |        | Additional Data Qualitative and Quantitative (best available formative assessment data)                                                                                                                                                                                                            | Observations / Trends                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                       |                                                                                                                                                                                     |                                            |        |                                                                                                                                                                                                                                                                                                    | progress.                                                                                                                                                                                                                                                                                                                                            |
| FEDERAL Chronic Absenteeism (Students)<br>*<br>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 |                                            |        | Schoolwide chronic absenteeism is 21.7%. Black or African American students (29.5%) have the highest rate, followed by Hispanic students (28.7%) and students identifying as Two or More Races (26.3%). Male students (23.3%) have a higher chronic absenteeism rate than female students (19.7%). | See Above.<br><br>Chronic absenteeism is highest among Black or African American and Hispanic students and is above the schoolwide average for students identifying as Two or More Races. Male students are chronically absent at a higher rate than female students, indicating a need for targeted attendance interventions and family engagement. |
|                                                                                                       |                                                                                                                                                                                     | Staff Attendance YTD                       | 95.63% |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                       |                                                                                                                                                                                     |                                            |        |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |

| Data Source                 | Factors to Consider                                                                                                                         | Prepopulated Data<br>(Column not editable)                    |       | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance Rate<br>(Staff)* | The average daily attendance for staff<br>*Identify patterns by grade<br>*Identify chronic absenteeism<br>*Identify reasons for absenteeism |                                                               |       | .                                                                                                | Teachers are contractually entitled to 10 sick days, 2 personal days, and 2 family sick days each school year. Unused sick days roll over annually, and any unused personal days are converted into additional sick days for the following year.<br><br>During the 2025–2026 school year, staff absences included an approved medical leave from October until June. |
|                             |                                                                                                                                             | 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 | 0.77% |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                      |

| Data Source | Factors to Consider                                                                                                                                                                  | Prepopulated Data<br>(Column not editable) | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data)                                                                                                                                                                         | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Discipline* | <p>The number of suspensions, expulsions, and incident reports</p> <p>*Identify types of incidents</p> <p>*Identify patterns by student group</p> <p>*Identify chronic offenders</p> |                                            | <p>Suspension data do not show a consistent pattern by ethnicity, gender, or grade level. Rates vary across grades 4–8 and among student groups from year to year, indicating that no single subgroup is disproportionately represented based on the available data.</p> | <p>A significant number of suspensions this year involved repeat offenders, with fighting emerging as a major contributing factor.</p> <p>The highest number of reported incidents came from the Hispanic student population.</p> <p>The most common disciplinary infractions included:</p> <p>Inappropriate use of electronic devices</p> <p>Vaping/Smoking Electronic cigarettes</p> <p>Conduct Unbecoming of a Student</p> <p>Physical Abuse of a Teacher/Student</p> <p>Inappropriate Language</p> <p>Fighting</p> |

| Data Source                  | Factors to Consider                                                                                                                                                                                                                                         | Prepopulated Data<br>(Column not editable) | Additional Data Qualitative<br>and Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                                                                                                                                                                                                                                               |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              |                                                                                                                                                                                                                                                             |                                            |                                                                                                  | <p>Broke a NO Contact Order</p> <p>These incidents reflect the primary areas of concern for the current academic year.</p>                                                                                                                                                                          |
| Climate &<br>Culture Surveys | <p>Results from surveys</p> <ul style="list-style-type: none"> <li>*Identify staff satisfaction and support</li> <li>*Identify perception of the environment</li> <li>*Identify perceptions of students</li> <li>*Identify perceptions of family</li> </ul> |                                            |                                                                                                  | <p>Students and staff participate in the LinkIt Survey throughout the year. Students complete the survey three times annually, and results are used to inform instruction. Based on the data, targeted small groups are formed to address identified student needs and support academic growth.</p> |

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

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

| Data Source          | Factors to Consider                                                | Prepopulated Data<br>(Column not editable)              |                                        |                                           |                                               |                                           |                                            |                                                 |                                                     | Additional Data<br>Qualitative and<br>Quantitative (best<br>available formative<br>assessment data) | Observations / Trends |
|----------------------|--------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------|-------------------------------------------|-----------------------------------------------|-------------------------------------------|--------------------------------------------|-------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------|
| Post-Secondary Rates | % of students that<br>enroll in post-<br>secondary<br>institution. | Student<br>Group                                        | %<br>Enrolled<br>in Any<br>Institution | %<br>Enrolled<br>in 2-Year<br>Institution | %<br>Enrolled<br>in 4-<br>Year<br>Institution | %<br>Enrolled<br>in Public<br>Institution | %<br>Enrolled<br>in Private<br>Institution | %<br>Enrolled<br>in In-<br>State<br>Institution | %<br>Enrolled<br>in Out-<br>of-State<br>Institution |                                                                                                     |                       |
|                      |                                                                    | Statewide                                               |                                        |                                           |                                               |                                           |                                            |                                                 |                                                     |                                                                                                     |                       |
|                      |                                                                    | White                                                   |                                        |                                           |                                               |                                           |                                            |                                                 |                                                     |                                                                                                     |                       |
|                      |                                                                    | Hispanic                                                |                                        |                                           |                                               |                                           |                                            |                                                 |                                                     |                                                                                                     |                       |
|                      |                                                                    | Black or<br>African<br>American                         |                                        |                                           |                                               |                                           |                                            |                                                 |                                                     |                                                                                                     |                       |
|                      |                                                                    | Asian,<br>Native<br>Hawaiian,<br>or Pacific<br>Islander |                                        |                                           |                                               |                                           |                                            |                                                 |                                                     |                                                                                                     |                       |
|                      |                                                                    |                                                         |                                        |                                           |                                               |                                           |                                            |                                                 |                                                     |                                                                                                     |                       |

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

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

| Data Source               | Factors to Consider                                                                                           | Prepopulated Data<br>(Column not editable)              |   | Additional Data<br>Qualitative and<br>Quantitative (best<br>available formative<br>assessment data) | Observations / Trends                                                                                           |
|---------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| AP/IB and Dual Enrollment | Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation | # of 8th grade students enrolled in Algebra 1           | 7 | N/A                                                                                                 | N/A                                                                                                             |
|                           |                                                                                                               | % of students with a C or better                        |   |                                                                                                     |                                                                                                                 |
|                           |                                                                                                               | Count of students who took the Algebra section of PARCC | * |                                                                                                     |                                                                                                                 |
|                           |                                                                                                               | % of students who scored 4 or 5 on the PARCC assessment | * |                                                                                                     |                                                                                                                 |
|                           |                                                                                                               |                                                         |   |                                                                                                     |                                                                                                                 |
| Algebra                   | Previous year's data provided. Please provide current year's data if possible.                                |                                                         |   |                                                                                                     | All algebra students passed. The director finalizes the upcoming list for algebra for the upcoming school year. |

| EVALUATION INFORMATION                            |                                                                                                                                                                              |                                                                                     |           |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data Source                                       | Factors to Consider                                                                                                                                                          | Prepopulated Data<br>(from prior year's ASP Reporting tab)<br>(Column not editable) |           | Additional Data<br>Qualitative and Quantitative<br>(best available formative assessment data)                                                                                                                                               | Observations / Trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Learning Walks or Informal Classroom Observations | *Identify # teachers to evaluate<br>*Identify % of teachers on CAP in the previous school year<br>*Identify instructional trends<br>*Identify professional development needs | Evaluation framework                                                                | Danielson | Non-tenured teachers and teachers who transfer into our school meet regularly with the principal and directors for guided support, ongoing feedback, and consistent check-ins to support professional growth and instructional development. | Teacher evaluation data indicates continued growth in instructional practice throughout the evaluation cycle. The district utilizes the Charlotte Danielson Framework for Teacher Evaluation to support effective teaching and professional growth.<br><br>Professional development will continue to focus on implementing the New Jersey Student Learning Standards, strengthening instruction in ELA, mathematics, and science, and utilizing district resources and intervention programs effectively. Additional training will support data-driven instruction, differentiation, small-group instruction, accommodations and modifications, and |
|                                                   |                                                                                                                                                                              | # Teachers to Evaluate                                                              | 48        |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                   |                                                                                                                                                                              | # Teachers on CAP                                                                   | 0         |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                   |                                                                                                                                                                              | # Teachers receiving mSGP                                                           | 8         |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                   |                                                                                                                                                                              | null                                                                                | Total     |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                   |                                                                                                                                                                              | Cycle 1                                                                             | 6         |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                   |                                                                                                                                                                              | Cycle 2                                                                             | 7         |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                   |                                                                                                                                                                              | Cycle 3                                                                             | 4         |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                   |                                                                                                                                                                              | Cycle 4                                                                             | 0         |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                   |                                                                                                                                                                              |                                                                                     |           |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Data Source | Factors to Consider | Prepopulated Data<br>(from prior year's ASP Reporting tab)<br>(Column not editable) | Additional Data<br>Qualitative and Quantitative<br>(best available formative assessment data) | Observations / Trends                                                                                                                                                                             |
|-------------|---------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                     |                                                                                     |                                                                                               | inclusive co-teaching practices. Opportunities to share best practices and collaborate across grade levels and support services will remain a priority to meet the diverse needs of all learners. |

| OTHER INDICATORS             |                                                                                                                                                                                                                                                                                                                 |                                                                         |                                                                                                              |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Data Source                  | Factors to Consider                                                                                                                                                                                                                                                                                             | Your Data (Provide any additional data necessary)                       | Observations / Trends                                                                                        |
| Parent and Family Engagement | Due to the socioeconomic status of many families, some parents rely on older siblings to support younger children at home. As a result, students would benefit from expanded enrichment opportunities and increased access to community-based educational programs.                                             | Emails, phone calls and text messages. Teachers also utilize Class Dojo | Parents usually respond to a text message on Class Dojo for teachers                                         |
| Academic Information         | Students are demonstrating gaps in foundational academic skills, which may be influenced by the long-term effects of virtual learning and varying levels of engagement with school. In addition, limited support staff may impact the level of individualized academic support available to meet student needs. | School Wide Programs such as iReady and LinkIt benchmarks               | There is an ongoing need for targeted interventions and support to strengthen basic reading and math skills. |

## 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 results of the comprehensive needs assessment will be shared with staff, families, and community stakeholders through faculty meetings, school team meetings, parent communications, and the school website. Data will be presented in a clear and understandable format, with key findings and next steps communicated in a timely manner to ensure all stakeholders remain informed and engaged in the school improvement process.

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

The school's parent and family engagement program will support priority needs by providing families with resources, workshops, and regular communication to strengthen student learning at home. Ongoing collaboration between families and school staff will help improve student achievement, attendance, and overall school success.

## Reflection and Growth Rubric

| Component                                                                | Indicator Descriptor Level |   |              | Overall Strengths Summary                                                                                                                                                                                                                                                                                                                                     | Areas of Focus Summary                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------|----------------------------|---|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards, Student Learning Objectives (SLOs), and Effective Instruction | 1                          | A | 4-Sustaining | Teachers consistently utilize grade-level standards and learning objectives to guide instruction. Collaborative planning, PLC meetings, and the use of curriculum resources support alignment to standards and help ensure students engage with rigorous academic content.                                                                                    | The school will continue to strengthen the consistent implementation of high-quality instructional practices across all grade levels and content areas. A focus will be placed on increasing student engagement, differentiation, and the use of data-driven instruction to ensure all students meet grade-level standards and demonstrate academic growth. |
|                                                                          | 2                          | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          | 3                          | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          | 4                          | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          | 5                          | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          | Average                    |   | 3.60         |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
| Assessment                                                               | 1                          | A | 4-Sustaining | The school has established assessment practices that include regular benchmark assessments, classroom assessments, and the use of multiple data sources to monitor student progress. Teachers routinely analyze assessment results through collaborative discussions in PLCs and use the data to inform instructional decisions and support student learning. | The school will continue to strengthen the use of assessment data to drive targeted interventions and differentiated instruction. Emphasis will be placed on ensuring consistent data analysis practices across grade levels and utilizing assessment results to address learning gaps and promote continuous student growth.                               |
|                                                                          | 2                          | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          | 3                          | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          | Average                    |   | 3.33         |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          |                            |   |              |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
| Professional Learning Community (PLC)                                    | 1                          | A | 4-Sustaining | The school maintains a strong PLC structure, with teachers meeting weekly to collaborate on ELA and Math instruction. These meetings provide opportunities for staff to analyze student data, share instructional strategies, align curriculum, and work together to support student achievement.                                                             | The school will continue to strengthen PLC practices by deepening data-driven discussions and increasing the focus on instructional planning and intervention strategies. Continued collaboration will ensure consistency in instructional practices and support improved outcomes for all students.                                                        |
|                                                                          | 2                          | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          | 3                          | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          | 4                          | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|                                                                          | Average                    |   | 3.50         |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |

| Component                           | Indicator Descriptor Level |   |              | Overall Strengths Summary                                                                                                                                                                                                                                                                                                             | Areas of Focus Summary                                                                                                                                                                                                                                                                                            |
|-------------------------------------|----------------------------|---|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Culture                             | 1                          | A | 4-Sustaining | Mary J. Donohoe School fosters a positive, inclusive, and welcoming culture where students and staff feel valued and supported. As a smaller and highly diverse school community, strong relationships among students, families, and staff contribute to a sense of belonging and promote a safe and respectful learning environment. | The school will continue to build upon its positive culture by strengthening opportunities for student voice, social-emotional learning, and family engagement. Efforts will focus on ensuring that all students feel connected, supported, and empowered to succeed both academically and socially.              |
|                                     | 2                          | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 3                          | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 4                          | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 5                          | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 6                          | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 7                          | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 8                          | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 9                          | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 10                         | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 11                         | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 12                         | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 13                         | A | 4-Sustaining |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | 14                         | A | 3-Developing |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     | Average                    |   | 3.64         |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
| Teacher and Principal Effectiveness | 1                          | A | 4-Sustaining | he school demonstrates strong teacher and principal effectiveness through collaborative leadership, ongoing communication, and a shared commitment to student success. Administrators and teachers work together to support high-quality instruction, professional growth, and continuous school improvement.                         | The school will continue to sustain effective instructional and leadership practices by promoting ongoing professional learning, reflective practice, and collaboration. Efforts will focus on maintaining high expectations for teaching and learning while supporting the evolving needs of students and staff. |
|                                     | Average                    |   | 4.00         |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |
|                                     |                            |   |              |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |

### Priority Performance Needs and Root Cause Analysis

| Area of Focus for SMART Goals | Priority Performance Needs | Possible Root Causes | Target Population (s) /Subgroup (s) | List the Evidence-Based Intervention (Strategy/ Practice/ Activity) | Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored. | Evidence Tier | Evidence Link(s) or URLs |
|-------------------------------|----------------------------|----------------------|-------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------|--------------------------|
|                               |                            |                      |                                     |                                                                     |                                                                                                                      |               |                          |

| Area of Focus for SMART Goals | Priority Performance Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Possible Root Causes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Target Population (s) /Subgroup (s) | List the Evidence-Based Intervention (Strategy/ Practice/ Activity) |                                                                                                                                                      | Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.                                                                                                                                                                                                                                                                                                                  | Evidence Tier | Evidence Link(s) or URLS                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Effective Instruction         | Assessment data indicates that student performance is not yet consistent across assessments, including LinkIt data, i-Ready, benchmark assessments, and the NJSLA. Targeted student groups continue to perform below district and state expectations.<br><br>Data analysis identifies persistent areas of need in Grades 3–8, including Measurement and Data, Number and Operations– Fractions, mathematical modeling and reasoning, Statistics and Probability, and Expressions and Equations. These findings highlight the need for continued | Student attendance and lateness continue to impact learning by creating instructional gaps and limiting consistent academic progress. Many students are still working to close foundational learning gaps, particularly in basic fact fluency and computation skills, which can contribute to frustration and decreased confidence in certain subject areas. These challenges have been influenced by interrupted learning experiences and the need for continued reinforcement of essential academic skills. | Total Population                    | 1                                                                   | Online platforms such as ST Math for supporting content and iReady to create small group data driven instruction<br><br>The use of Go Math resources | iReady - Uses diagnostic data to identify skill gaps, create flexible small groups, and provide personalized instruction aligned to student needs.<br><br>ST Math - Provides visual, concept-based math instruction that builds problem-solving and conceptual understanding.<br><br>Go Math - Standards-aligned curriculum used for whole-group, small-group, and intervention instruction to strengthen mathematical understanding. | Strong        | <a href="https://www.curriculumassociates.com/programs/i-ready-learning">https://www.curriculumassociates.com/programs/i-ready-learning</a><br><a href="https://www.mindresearch.org/research/">https://www.mindresearch.org/research/</a><br><a href="https://www.hmhco.com/programs/go-math">https://www.hmhco.com/programs/go-math</a> |
|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     | 2                                                                   | Data-Driven Instruction                                                                                                                              | Teachers use i-Ready, LinkIt, benchmark, and classroom assessment data to monitor progress and adjust instruction.                                                                                                                                                                                                                                                                                                                    |               |                                                                                                                                                                                                                                                                                                                                           |
|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |                                                                     |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |                                                                                                                                                                                                                                                                                                                                           |

| 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                                                                                |
|-------------------------------|----------------------------------------------------------------------------------|----------------------|-------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------|
|                               | targeted instruction, intervention, and differentiated support in these domains. |                      |                                     | 3 Flexible Small-Group Instruction                                  | Students are grouped based on assessment data to receive targeted instruction on identified skill deficits.          | Moderate      | <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/27">https://ies.ed.gov/ncee/wwc/PracticeGuide/27</a> |

| Area of Focus for SMART Goals | Priority Performance Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Possible Root Causes                                                                                                                                                                                                                                                                                                                                                                                                                        | Target Population (s) /Subgroup (s) | List the Evidence-Based Intervention (Strategy/ Practice/ Activity) | Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evidence Tier | Evidence Link(s) or URLS                                                                                                                                                                                                |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Effective Instruction         | <p>Assessment data indicates that student performance is not yet consistent across district assessments, including LinkIt, i-Ready, benchmark assessments, and the NJSLA. Targeted student groups continue to perform below district and state expectations.</p> <p>Data analysis identifies persistent areas of need in Grades 3–8, including informational text, literature comprehension, literary analysis, narrative writing, and research simulation tasks. These findings highlight the need for targeted instruction, differentiated support, and ongoing intervention to</p> | <p>Student attendance continues to create gaps in learning and impacts consistent academic progress. Many students are still working to close unfinished learning from previous years, particularly in reading comprehension and phonemic awareness. These foundational skill gaps affect student confidence and engagement in literacy and other content areas, highlighting the need for continued targeted intervention and support.</p> | Total Population                    | 1                                                                   | <p>Online Platforms such as i-Ready and SAVVAS to create small group instruction</p> <p>i-Ready is an online program that will help teachers determine your student's needs, personalize their learning, and monitor progress throughout the school year.</p> <p>SAVVAS - Provides standards-aligned instruction in reading comprehension, informational text, literature, writing, and vocabulary through differentiated print and digital resources.</p> <p>By offering analytics and recommendations, it is able to help support teaching and learning with a very focused outcome</p> | Strong        | <p><a href="https://www.curriculumassociates.com/programs/i-ready-learning">https://www.curriculumassociates.com/programs/i-ready-learning</a></p> <p><a href="https://www.savvas.com/">https://www.savvas.com/</a></p> |

| Area of Focus for SMART Goals | Priority Performance Needs                                  | Possible Root Causes | Target Population (s) /Subgroup (s) | List the Evidence-Based Intervention (Strategy/ Practice/ Activity) | Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored. | Evidence Tier                                                                                                      | Evidence Link(s) or URLS |                                                                                                         |
|-------------------------------|-------------------------------------------------------------|----------------------|-------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------|
|                               | strengthen literacy skills and improve student achievement. |                      |                                     | 2                                                                   | Small group flexible instruction                                                                                     | Teachers provide targeted instruction based on assessment data to address identified literacy needs.               | Moderate                 | <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/19">https://ies.ed.gov/ncee/wwc/PracticeGuide/19</a> |
|                               |                                                             |                      |                                     | 3                                                                   | Data Driven Instruction                                                                                              | Teachers use i-Ready, LinkIt, benchmark, and classroom assessment data to monitor progress and adjust instruction. | Strong                   | <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/27">https://ies.ed.gov/ncee/wwc/PracticeGuide/27</a> |

| 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/B ehavior | Attendance data indicates that we are experiencing ongoing challenges with student attendance. Many students struggle to arrive at school on time or attend consistently, which is impacting their overall academic engagement and motivation for success.<br><br>Additionally, suspension cases have increased over the past year, indicating a growing need for targeted supports around behavior and student engagement. | Students are experiencing social-emotional challenges that are impacting their ability to express themselves effectively and develop a strong sense of belonging within the school community. Many students struggle with identifying and managing their emotions and responses, which can lead to increased peer conflict. In some cases, these conflicts may be misinterpreted as bullying.<br><br>Additionally, lack of motivation to attend school appears to be a contributing factor to attendance concerns. Students with excessive | Total Population                    | 1                                                                   | Parent Workshop                            | Parent workshops have been established to support families in focusing on the whole-child development of their children. These sessions provide opportunities for parents to connect with one another, build a supportive community, and gain a deeper understanding of the curriculum and instructional expectations. | Promising                | <a href="https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?httpsredir=1&amp;article=2072&amp;context=doctoral">https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?httpsredir=1&amp;article=2072&amp;context=doctoral</a> |
|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     | 2                                                                   | Attendance committees                      | The attendance committee will meet frequently and review and analyze student attendance patterns and trends.                                                                                                                                                                                                           | Strong                   | <a href="https://www.attendanceworks.org/chronic-absence/the-problem/">https://www.attendanceworks.org/chronic-absence/the-problem/</a>                                                                                           |
|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     | 3                                                                   | Positive reward system for good attendance | The attendance committee will organize and implement programs to reward students for their good attendance.                                                                                                                                                                                                            | Demonstrates a Rationale | <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf</a>                                                                         |
|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |                                                                     |                                            |                                                                                                                                                                                                                                                                                                                        |                          |                                                                                                                                                                                                                                   |

| 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 |
|-------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------|--------------------------|
|                               |                            | lateness or absenteeism are demonstrating significant gaps in their learning, which further compounds academic and social-emotional challenges. |                                     |                                                                     |                                                                                                                      |               |                          |

| 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 | <p>Students need to regulate their feelings and distinguish what peer conflict is.</p> <p>The targeted students from the LinkIt will be receiving extra support.</p> | <p>Students are experiencing social-emotional challenges that are impacting their ability to express themselves appropriately and interact positively with peers. As a result, misunderstandings and difficulties in communication are contributing to increased peer conflict. Many students are still developing skills in managing their emotions and regulating their responses in stressful situations.</p> <p>These social-emotional needs are leading to behaviors that may require additional supports, including counseling and targeted</p> | K-8 with a stronger focus on grades 4-8 | 1                                                                   | Second Step Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Moderate      | <a href="https://www.secondstep.org/">https://www.secondstep.org/</a> |
|                               |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                         |                                                                     | <p>Second Step is a social-emotional learning (SEL) program designed to teach essential skills such as emotion recognition and management, empathy, problem-solving, bullying prevention, and goal-setting. The program supports students in developing positive interpersonal skills and strengthening self-regulation and decision-making.</p> <p>It is delivered through both paper-based and online components, allowing instruction to be accessible and engaging for a variety of learning styles.</p> |               |                                                                       |

| Area of Focus for SMART Goals | Priority Performance Needs | Possible Root Causes                                                                                                  | Target Population (s) /Subgroup (s) | List the Evidence-Based Intervention (Strategy/ Practice/ Activity) | Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evidence Tier        | Evidence Link(s) or URLS                                                                              |
|-------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------|
|                               |                            | interventions to help students build coping strategies, improve self-regulation, and strengthen interpersonal skills. |                                     | 2<br>SAC counselor SEL lessons<br><br>Peer/Social Skills Groups     | <p>The Student Assistant Counselor (SAC) serves as a critical support system for students within the school environment by providing counseling services and targeted interventions that build on student strengths. The SAC monitors student progress, offers individualized and small-group support, and coordinates referrals to outside or school-based services when additional assistance is needed.</p> <p>The SAC facilitates counseling groups designed to address the specific needs of student populations identified through data trends, ensuring that support is proactive, responsive, and aligned with student</p> | Moderate , Promising | <a href="https://ies.ed.gov/ncee/WWC/Search/Products">https://ies.ed.gov/ncee/WWC/Search/Products</a> |

| 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-emotional and behavioral needs.                                                                                                                                                                                                                                                                                                       |               |                                                                                                                                                                           |
|                               |                            |                      |                                     | 3 Professional development to focus on specific SEL strategies based on survey results. | By using strong social interaction skills, teachers can foster an autonomous, supportive, and positive classroom climate. However, research on how educators can systematically develop these skills is still limited, despite their emphasis as essential components in modern educational psychology and effective instructional practice. | Promising     | <a href="https://www.sciencedirect.com/journal/journal-of-school-psychology?utm_source">https://www.sciencedirect.com/journal/journal-of-school-psychology?utm_source</a> |

By June 30, 2027, all grade levels will have an increase of 10% proficiency from the district's i-Ready assessment (first diagnostic to third diagnostic)

| Area of Focus | Effective Instruction |
|---------------|-----------------------|
|---------------|-----------------------|

|              |      |
|--------------|------|
| Content Area | Math |
|--------------|------|

|                           |                                                                                                                                                                                                                                                       |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority Performance Need | Assessment data indicates that student performance is not yet consistent across assessments, including LinkIt data, i-Ready, benchmark assessments, and the NJSLA. Targeted student groups continue to perform below district and state expectations. |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Data analysis identifies persistent areas of need in Grades 3–8, including Measurement and Data, Number and Operations–Fractions, mathematical modeling and reasoning, Statistics and Probability, and Expressions and Equations. These findings highlight the need for continued targeted instruction, intervention, and differentiated support in these domains.

Target Population: Total Population

### SMART Goal 1

| End of Cycle | Interim Goal                                                                                                                                                                                                                                                                                                                                                                                                                  | Source(s) of Evidence                                                                                                                                                                                                                          |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nov 15       | At least 95% of students will complete the iReady diagnostic and LinkIt Form A assessments. Teachers will utilize multiple sources of data including state assessment results, classroom assessments, teacher observations, the iReady math diagnostic, and LinkIt benchmark data to identify student needs. Based on this analysis, teachers will develop flexible small groups to provide targeted instruction and support. | Diagnostic data reports for Link it and iReady, Lesson plans                                                                                                                                                                                   |
| Feb 15       | Teachers continue to meet in PLCs to review student achievement data and reflect on instructional practices. At least 50% of students are completing the required 45 minutes per week and at least 1 lesson passed on iReady, supporting ongoing skill development and individualized learning pathways.                                                                                                                      | PLC meeting agendas and minutes documenting data review and instructional planning<br>iReady usage reports showing student time-on-task completion<br>Classroom assessment data and teacher observation notes used to monitor student progress |

| End of Cycle | Interim Goal                                                                                                                                                                                                                                                                                                     | Source(s) of Evidence                                                                                                                                                                                                                                                         |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apr 15:      | Teachers continue to meet in PLCs to review student achievement data and reflect on instructional practices. At least 60% of students are completing the required 45 minutes per week and 1 lesson passed on iReady, supporting consistent engagement with personalized learning pathways and skill development. | PLC meeting agendas and minutes documenting data analysis and instructional planning<br>iReady usage and completion reports showing weekly student time on task<br>Classroom assessment data and teacher observation notes used during PLC discussions and grouping decisions |
| Jul 1        | By June 30, 2027, all grade levels will have an increase of 10% proficiency from the district's i-Ready assessment (first diagnostic to third diagnostic)                                                                                                                                                        | i-Ready (EOY) End of Year Data                                                                                                                                                                                                                                                |

Strategy 1 - Online platforms such as ST Math for supporting content and iReady to create small group data driven instruction

The use of Go Math resources

## Action Steps

### SMART Goal 1 - Strategy 1

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                     | Start Date | Deadline | Title(s) Assigned To       |
|-------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|----------------------------|
| 1           | 1        | Utilize iReady and ST Math to address identified content deficiencies by providing targeted instruction and personalized learning pathways. These platforms will be used to support skill remediation, reinforce key concepts, and monitor student progress through ongoing data analysis. | 9/8/26     | 6/30/27  | School wide teachers/staff |
| 2           | 1        | Utilize NJSLA scores and Genesis gradebook                                                                                                                                                                                                                                                 | 9/8/26     | 6/30/27  | Teachers and data team     |

## Budget Items

### SMART Goal 1 - Strategy 1

| Corresponding Action Step No. | Resource / Description | Funding Category / Object Code                                      | Funding Requested | Funding Source |
|-------------------------------|------------------------|---------------------------------------------------------------------|-------------------|----------------|
| 1                             | ST Math support        | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | \$7,500           | State/Local    |

### Strategy 2 - Data-Driven Instruction

## Action Steps

### SMART Goal 1 - Strategy 2

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                                                                                                                   | Start Date | Deadline | Title(s) Assigned To |
|-------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|----------------------|
| 1           | 2        | Data-driven instruction will be guided by multiple sources of student data, including Genesis gradebook, LinkIt assessments, iReady diagnostics, and Go Math assessments. Teachers will use this data in PLCs to identify needs, adjust instruction, and create flexible groups. Targeted interventions and enrichment will support student growth and mastery of grade-level standards. | 9/15/26    | 6/30/27  | School Wide          |

## Budget Items

### SMART Goal 1 - Strategy 2

| Corresponding Action Step No. | Resource / Description                   | Funding Category / Object Code                        | Funding Requested | Funding Source |
|-------------------------------|------------------------------------------|-------------------------------------------------------|-------------------|----------------|
| 1                             | More PD training on Genesis, Linkit etc. | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$1               | State/Local    |

### Strategy 3 - Flexible Small-Group Instruction

#### Action Steps

##### SMART Goal 1 - Strategy 3

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                              | Start Date | Deadline | Title(s) Assigned To |
|-------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|----------------------|
| 1           | 3        | Flexible small group instruction will be based on ongoing data from iReady, LinkIt, Go Math, and classroom assessments. Teachers will form and adjust groups based on student needs and provide targeted, differentiated instruction to support growth and mastery. | 9/22/26    | 6/30/27  | school wide          |

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

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## SMART Goal 2

By June 30, 2027, all grade levels will have an increase of 10% proficiency from the district's i-Ready assessment (first diagnostic to third diagnostic)

Area of Focus                      Effective Instruction

Content Area                      ELA

Priority Performance Need                      Assessment data indicates that student performance is not yet consistent across district assessments, including LinkIt, i-Ready, benchmark assessments, and the NJSLA. Targeted student groups continue to perform below district and state expectations.

Data analysis identifies persistent areas of need in Grades 3–8, including informational text, literature comprehension, literary analysis, narrative writing, and research simulation tasks. These findings highlight the need for targeted instruction, differentiated support, and ongoing intervention to strengthen literacy skills and improve student achievement.

Target Population:                      Total Population

## Interim Goals

### SMART Goal 2

| End of Cycle | Interim Goal                                                                                                                                                                                                                                                                                                                                                                                                                                            | Source(s) of Evidence                                                                                                                                                                                                               |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nov 15       | At least 95% of students will complete the iReady diagnostic and LinkIt Form A assessments in ELA. Teachers will utilize multiple sources of data including state assessment results, classroom assessments, teacher observations, the iReady ELA diagnostic, and LinkIt benchmark data to identify student needs. Based on this analysis, teachers will develop flexible small groups to provide targeted reading and writing instruction and support. | iReady ELA diagnostic reports and growth data<br>LinkIt ELA benchmark assessment results (Form A)<br>Teacher-created small group plans and classroom observation notes                                                              |
| Feb 15       | Teachers continue to meet in PLCs to review student achievement data and reflect on instructional practices. At least 50% of students are completing the required 45 minutes per week and at least one lesson is passed on iReady, supporting ongoing skill development and individualized learning pathways.                                                                                                                                           | iReady usage reports showing minutes completed and lesson progress<br>PLC agendas and minutes documenting data review and instructional planning<br>Student progress reports from iReady showing lesson completion and skill growth |

| End of Cycle | Interim Goal                                                                                                                                                                                                                                                                                                                   | Source(s) of Evidence                                                                                                                                                                                                           |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apr 15:      | Teachers continue to meet in PLCs to review student achievement data and reflect on instructional practices. At least 60% of students are completing the required 45 minutes per week and at least one lesson is passed on iReady, supporting consistent engagement with personalized learning pathways and skill development. | iReady usage and lesson completion reports (minutes and passed lessons)<br>PLC agendas and minutes showing data review and instructional planning<br>Student progress and growth reports from iReady diagnostic and skills data |
| Jul 1        | By June 30, 2027, all grade levels will have an increase of 10% proficiency from the district's i-Ready assessment (first diagnostic to third diagnostic)                                                                                                                                                                      | EOY data report                                                                                                                                                                                                                 |

## Strategy 1 - Online Platforms such as i-Ready and SAVVAS to create small group instruction

### Action Steps

#### SMART Goal 2 - Strategy 1

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                               | Start Date | Deadline | Title(s) Assigned To |
|-------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|----------------------|
| 1           | 1        | Teachers will use iReady and SAVVAS assessment data to identify student skill gaps, form flexible small groups, and deliver targeted, standards-based instruction during intervention and core instructional blocks. | 9/9/26     | 6/30/27  | Teachers             |

### Budget Items

#### SMART Goal 2 - Strategy 1

| Corresponding Action Step No. | Resource / Description | Funding Category / Object Code                        | Funding Requested | Funding Source |
|-------------------------------|------------------------|-------------------------------------------------------|-------------------|----------------|
| 1                             | Training on SAVVAS     | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$1               | State/Local    |

## Strategy 2 - Small group flexible instruction

### Action Steps

#### SMART Goal 2 - Strategy 2

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                                                                                           | Start Date | Deadline | Title(s) Assigned To            |
|-------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|---------------------------------|
| 1           | 2        | Teachers will analyze iReady, SAVVAS, and classroom assessment data to identify student skill gaps. Based on this data, teachers will create and adjust flexible small groups to provide targeted, differentiated instruction aligned to grade-level standards. Groups will be reviewed regularly and updated based on student progress and ongoing assessments. | 9/15/26    | 6/30/27  | ALL teachers and administration |

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

## Strategy 3 - Data Driven Instruction

### Action Steps

#### SMART Goal 2 - Strategy 3

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                                                                                                               | Start Date | Deadline | Title(s) Assigned To                |
|-------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-------------------------------------|
| 1           | 3        | Teachers will analyze multiple data sources including Genesis gradebook, LinkIt assessments, iReady diagnostics, SAVVAS, and classroom observations to identify student strengths and areas of need. Instruction will be adjusted accordingly through targeted whole group and small group instruction, with ongoing progress monitoring and PLC collaboration to refine strategies. | 9/8/26     | 6/30/27  | Teachers, data team, administration |

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

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## SMART Goal 3

By May 2027, chronic absenteeism will decrease by 3% compared to May 2026 cumulative attendance data through increased parental involvement and the implementation of a positive reward system. Progress will be measured using chronic absenteeism reports and attendance data analysis.

Area of Focus                      Climate & Culture - Attendance/Behavior

Content Area                      Climate/Culture

Priority Performance Need                      Attendance data indicates that we are experiencing ongoing challenges with student attendance. Many students struggle to arrive at school on time or attend consistently, which is impacting their overall academic engagement and motivation for success.

Additionally, suspension cases have increased over the past year, indicating a growing need for targeted supports around behavior and student engagement.

Target Population:                      Total Population

## Interim Goals

### SMART Goal 3

| End of Cycle | Interim Goal                                                                                                                                                                                                                                                                              | Source(s) of Evidence                                                                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Nov 15       | Establish baseline chronic absenteeism data and fully implement attendance incentives and parent communication systems across all grades.                                                                                                                                                 | Genesis attendance reports, baseline chronic absenteeism data, parent communication logs, incentive program documentation    |
| Feb 15       | Increase the reduction in chronic absenteeism through early interventions, increased parent outreach, and targeted student supports.                                                                                                                                                      | Updated attendance reports, intervention tracking sheets, parent contact records, attendance committee notes                 |
| Apr 15:      | Achieve a 2% reduction in chronic absenteeism and demonstrate consistent improvement in student attendance habits through ongoing incentives and family engagement.                                                                                                                       | Chronic absenteeism trend reports, reward system participation data, PLC attendance discussions, Genesis data                |
| Jul 1        | By May 2027, chronic absenteeism will decrease by 3% compared to May 2026 cumulative attendance data through increased parental involvement and the implementation of a positive reward system. Progress will be measured using chronic absenteeism reports and attendance data analysis. | End-of-year attendance summary report, comparative chronic absenteeism data (May 2026 vs. current), program evaluation notes |

## Strategy 1 - Parent Workshop

### Action Steps

#### SMART Goal 3 - Strategy 1

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                                        | Start Date | Deadline | Title(s) Assigned To                                                                 |
|-------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|--------------------------------------------------------------------------------------|
| 1           | 1        | School staff will plan and implement parent workshops focused on supporting student academic achievement, curriculum understanding, and social-emotional development. Workshops will include strategies for at-home support, review of assessment data, and opportunities for parent engagement and feedback. | 9/8/26     | 6/30/27  | Classroom teachers, SAC counselor, and building administration, attendance committee |

### Budget Items

#### SMART Goal 3 - Strategy 1

| Corresponding Action Step No. | Resource / Description                | Funding Category / Object Code               | Funding Requested | Funding Source                      |
|-------------------------------|---------------------------------------|----------------------------------------------|-------------------|-------------------------------------|
| 1                             | Giving teachers and parents resources | INSTRUCTION - Supplies & Materials / 100-600 | \$200             | Federal Title I (School Allocation) |

## Strategy 2 - Attendance committees

## Action Steps

### SMART Goal 3 - Strategy 2

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                                                    | Start Date | Deadline | Title(s) Assigned To                                                                                                        |
|-------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-----------------------------------------------------------------------------------------------------------------------------|
| 1           | 2        | Attendance committees will meet regularly to review chronic absenteeism and tardiness data, identify at-risk students, and develop targeted intervention plans. Committees will coordinate parent communication, monitor attendance trends, and implement incentive systems to improve student attendance and engagement. | 9/8/26     | 5/29/27  | Building administration, secretary, attendance committee members (teachers, SAC counselor, and data/attendance coordinator. |

## Budget Items

### SMART Goal 3 - Strategy 2

| Corresponding Action Step No. | Resource / Description                                       | Funding Category / Object Code                        | Funding Requested | Funding Source                      |
|-------------------------------|--------------------------------------------------------------|-------------------------------------------------------|-------------------|-------------------------------------|
| 1                             | Committees are needed in order to implement new initiatives. | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$1,200           | Federal Title I (School Allocation) |

### Strategy 3 - Positive reward system for good attendance

## Action Steps

### SMART Goal 3 - Strategy 3

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                                                                                                                                                             | Start Date | Deadline | Title(s) Assigned To                                                             |
|-------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|----------------------------------------------------------------------------------|
| 1           | 3        | A schoolwide positive reward system will be implemented to recognize and incentivize students with strong attendance and improved attendance patterns. Incentives may include certificates, classroom rewards, assemblies, and recognition for monthly and quarterly attendance achievements. Attendance data will be regularly reviewed to identify students eligible for rewards and to track progress toward improvement goals. | 9/8/26     | 5/29/27  | Building administration, attendance committee, classroom teachers, SAC counselor |

## Budget Items

### SMART Goal 3 - Strategy 3

| Corresponding Action Step No. | Resource / Description                       | Funding Category / Object Code               | Funding Requested | Funding Source |
|-------------------------------|----------------------------------------------|----------------------------------------------|-------------------|----------------|
| 1                             | Recognizing student achievement and success. | INSTRUCTION - Supplies & Materials / 100-600 | \$1,000           | State/Local    |

## SMART Goal 4

By June 2027, 65% of students in Grades K–8 will demonstrate growth in at least one social-emotional competency (self-awareness, self-management, social awareness, relationship skills, or responsible decision-making) as measured by school climate surveys, SEL assessments, behavior data, and teacher observations, with progress monitored three times throughout the school year.

Area of Focus

Social and Emotional Learning

Content Area

Social Emotional Learning

Priority Performance Need

Students need to regulate their feelings and distinguish what peer conflict is.

The targeted students from the LinkIt will be receiving extra support.

Target Population:

K-8 with a stronger focus on grades 4-8

## Interim Goals

SMART Goal 4

| End of Cycle | Interim Goal                                                                                                                                                    | Source(s) of Evidence                                                                                                                                                                               |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nov 15       | Establish baseline SEL data and ensure all students complete initial SEL survey/assessment; identify students needing Tier 2/3 supports.                        | School climate survey results, SEL baseline assessments, teacher observation logs, behavior referrals/data, SAC counselor notes                                                                     |
| Feb 15       | At least 50% of students demonstrate growth in one SEL competency (self-awareness, self-management, social awareness, relationship skills, or decision-making). | Mid-year SEL assessments, behavior data reports, Second Step lesson tracking, teacher observation forms, SAC small group records                                                                    |
| Apr 15:      | At least 60% of students demonstrate growth in at least one SEL competency with reduced behavior referrals and increased positive behaviors.                    | SEL reassessment data, discipline/behavior trend reports, Positive Behavioral Interventions and Supports (PBIS) or reward system data, classroom observation notes, Second Step implementation logs |

| End of Cycle | Interim Goal                                                                                                                                                                                                                                                                                                                                                                              | Source(s) of Evidence                                                                                                                                         |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jul 1        | By June 2027, 65% of students in Grades K–8 will demonstrate growth in at least one social-emotional competency (self-awareness, self-management, social awareness, relationship skills, or responsible decision-making) as measured by school climate surveys, SEL assessments, behavior data, and teacher observations, with progress monitored three times throughout the school year. | End-of-year school climate survey, SEL assessment comparison data (baseline vs. end-of-year), behavior data summaries, teacher evaluation/observation records |

## Strategy 1 - Second Step Program

### Action Steps

#### SMART Goal 4 - Strategy 1

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                                                                                                                                                                                   | Start Date | Deadline | Title(s) Assigned To                                                 |
|-------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|----------------------------------------------------------------------|
| 1           | 1        | Teachers will implement the Second Step social-emotional learning curriculum with fidelity, delivering weekly lessons focused on skills such as emotion recognition, self-regulation, empathy, problem-solving, and relationship-building. Lessons will be reinforced through classroom discussions, modeling, and integration into daily routines and behavior expectations. Student progress will be monitored through observations and behavior data. | 9/8/26     | 6/30/27  | Classroom teachers (K–8), SAC counselor, and building administration |

### Budget Items

#### SMART Goal 4 - Strategy 1

| Corresponding Action Step No. | Resource / Description                          | Funding Category / Object Code               | Funding Requested | Funding Source |
|-------------------------------|-------------------------------------------------|----------------------------------------------|-------------------|----------------|
| 1                             | Giving teachers the resources to be successful. | INSTRUCTION - Supplies & Materials / 100-600 | \$500             | State/Local    |

## Strategy 2 - SAC counselor SEL lessons

### Peer/Social Skills Groups

## Action Steps

### SMART Goal 4 - Strategy 2

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                                                                                                                        | Start Date | Deadline | Title(s) Assigned To                                        |
|-------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-------------------------------------------------------------|
| 1           | 2        | The SAC counselor will deliver targeted SEL lessons and facilitate peer/social skills groups based on student need and behavior data. Groups will focus on skills such as communication, conflict resolution, self-regulation, and relationship building. Student progress will be monitored through observations, teacher feedback, and behavior data to adjust group instruction as needed. | 9/8/26     | 6/30/27  | SAC Counselor, Guidance Counselor, Teachers, Administration |

## Budget Items

### SMART Goal 4 - Strategy 2

| Corresponding Action Step No. | Resource / Description                          | Funding Category / Object Code                        | Funding Requested | Funding Source |
|-------------------------------|-------------------------------------------------|-------------------------------------------------------|-------------------|----------------|
| 1                             | Giving students the resources to be successful. | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$65,000          | State/Local    |

## Strategy 3 - Professional development to focus on specific SEL strategies based on survey results.

## Action Steps

### SMART Goal 4 - Strategy 3

| Step Number | Strategy | Action Steps<br>(Include All Steps Relevant to Implementation and Progress Monitoring)                                                                                                                                                                                                                                                                                 | Start Date | Deadline | Title(s) Assigned To                                        |
|-------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-------------------------------------------------------------|
| 1           | 3        | Provide targeted professional development for staff based on SEL survey results and school climate data. Training will focus on effective SEL strategies, classroom implementation, trauma-informed practices, and supporting student self-regulation and relationship skills. Teachers will apply strategies in classrooms and reflect on impact during PLC meetings. | 9/8/26     | 6/30/27  | Administration, SAC Counselor, Guidance Counselor, Teachers |

## Budget Items

### SMART Goal 4 - Strategy 3

| Corresponding Action Step No. | Resource / Description                          | Funding Category / Object Code                                           | Funding Requested | Funding Source |
|-------------------------------|-------------------------------------------------|--------------------------------------------------------------------------|-------------------|----------------|
| 1                             | Giving teachers the resources to be successful. | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | \$9,500           | State/Local    |

## Other Title 1 Expenditures

| Resource / Description           | Start Date | End Date | Assigned To | Funding Category / Object Code                        | Funding Requested | Funding Resource                    |
|----------------------------------|------------|----------|-------------|-------------------------------------------------------|-------------------|-------------------------------------|
| Title I Interventionist Salaries | 9/1/26     | 6/30/27  | Schoolwide  | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$83,495.00       | Federal Title I (School Allocation) |
| Instructional Supplies           | 9/1/26     | 6/30/27  | Schoolwide  | INSTRUCTION - Supplies & Materials / 100-600          | \$10,000.00       | Federal Title I (School Allocation) |

## 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                | \$65,002                      | \$1,200                             | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$66,202 |
| INSTRUCTION      | Purchased Professional & Technical Services | 100-300                | \$7,500                       | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$7,500  |
| INSTRUCTION      | Other Purchased Services                    | 100-500                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |
| INSTRUCTION      | Supplies & Materials                        | 100-600                | \$1,500                       | \$200                               | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$1,700  |
| INSTRUCTION      | Other Objects                               | 100-800                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |
| INSTRUCTION      | Sub-total                                   |                        | \$74,002                      | \$1,400                             | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$75,402 |
| SUPPORT SERVICES | Personnel Services - Salaries               | 200-100                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |
| SUPPORT SERVICES | Personnel Services - Employee Benefits      | 200-200                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |
| SUPPORT SERVICES | Purchased Professional & Technical Services | 200-300                | \$9,500                       | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$9,500  |
| SUPPORT SERVICES | Purchased Property Services                 | 200-400                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |

| Budget Category  | Sub Category               | Function & Object Code | State/Local Budget for School | Federal Title I (School Allocation) | Federal Title I (Intervention Reserve) | Title II | Title III/ III Immigrant | Other Fed Funds- Example- Title IV | SIA | SIA Carryover | TOTAL    |
|------------------|----------------------------|------------------------|-------------------------------|-------------------------------------|----------------------------------------|----------|--------------------------|------------------------------------|-----|---------------|----------|
| SUPPORT SERVICES | Other Purchased Services   | 200-500                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |
| SUPPORT SERVICES | Travel                     | 200-580                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |
| SUPPORT SERVICES | Supplies & Materials       | 200-600                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |
| SUPPORT SERVICES | Other Objects              | 200-800                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |
| SUPPORT SERVICES | Indirect Costs             | 200-860                | \$0                           | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$0      |
| SUPPORT SERVICES | Sub-total                  |                        | \$9,500                       | \$0                                 | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$9,500  |
| 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       |                            |                        | \$83,502                      | \$1,400                             | \$0                                    | \$0      | \$0                      | \$0                                | \$0 | \$0           | \$84,902 |



# Overview of Total Title 1 Expenditures

|                              | Federal Title 1 (School Allocation) Total | Federal Title 1 (Intervention Reserve) | TOTAL    |
|------------------------------|-------------------------------------------|----------------------------------------|----------|
| Included in SMART Goal Pages | \$1,400                                   | \$0                                    | \$1,400  |
| Other Title 1 Expenditures   | \$93,495                                  | \$0                                    | \$93,495 |
| Total                        | \$94,895                                  | \$0                                    | \$94,895 |

## School Level Certification Page

|   |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| x | The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.) |
| x | The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.  |
| x | Effective Instruction                                                                                                                                                                                                                                                                                                                                                                                                 |
| x | Effective Instruction                                                                                                                                                                                                                                                                                                                                                                                                 |
| x | Climate & Culture - Attendance/Behavior                                                                                                                                                                                                                                                                                                                                                                               |
| x | Social and Emotional Learning                                                                                                                                                                                                                                                                                                                                                                                         |
| x | For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).                                    |
| x | The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.                                                                                                                                                                                                                                                                                        |
| x | This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.                                       |

Completed By: Philip J. Baccarella

Title: Principal

Date: 06/29/2026

# 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:

|  |                                                                                   |
|--|-----------------------------------------------------------------------------------|
|  | 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: 07/29/2026

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: 07/29/2026