Paul Robeson Community School for the Arts

District: NEW BRUNSWICK CITY
County: MIDDLESEX
Team: NA

School Identification: NA
Targeted Subgroup
CDS: 233530123

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Socorro Martinez	Yes	No	No		
Community Member	Saira Martinez	Yes	No	No		
Specialist	Amy Sagi	No	No	Yes		
Parent/Guardian	Madeline Alvarez	No	Yes	No		
Community Member	Julissa Payano	No	No	Yes		
Specialist	Traci Hammond	No	Yes	Yes		
Specialist	Grace Lugo	Yes	No	Yes		
Biligual Representative	Josue Espinoza	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Paraprofessional	Carolyn Newsom	Yes	Yes	No		
Administration	Violet Robinson	Yes	No	Yes		
Administration	Laura Croker	Yes	No	Yes		
Basic Skills Teacher	Alea Jones	Yes	Yes	No		
Student	Alessandro Bertotty	No	Yes	Yes		
Student	Jaiel Tavares	No	No	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/06/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/16/2023	Smart Goal Development	Yes	Yes
06/16/2023	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	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 (state the data that supports the continuation of this intervention)
We will facilitate work sessions during CPTs focused on the Conceptual Based Model, lesson planning, sheltered instruction, Number Talks, environment of learning and differentiation of instruction in which teachers can receive professional development, participate in PLCs and analyze student data and work samples.	Mathematics	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. Data was collected to show growth in high need areas. https://docs.google.com/spreadsheets/d/1IqGw1hAYZP2iS8lM-I__1kIMWqB-xp8saqGj5O8C-Wg/edit?usp=sharing (copy and paste link into search bar to view data)

Analysis of Key Interventions	Content Area	Target Populations	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 (state the data that supports the continuation of this intervention)
We will facilitate school wide lesson labs focused on specific areas of the rubric that teachers would like to become more proficient in, including accountable talk, assessing and advancing questions, sheltered instruction, and using multiple representations.	Mathematics	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. Lesson labs were conducted and a 5 point rubric was used to identify various focus points. https://docs.google.com/document/d/1Wl14bsPIinNLYI-zPkRBtkC835sGakECrtfDl82TlNc/edit?usp=share_link (Copy and paste the link into the search bar to view data)
We will continue to analyze end of unit assessment data to determine how the progress that teachers are making is impacting student performance and make adjustments based on the data analysis.	Mathematics	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. See evidence upload for Quantitative data.

Analysis of Key Interventions	Content Area	Target Populations	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 (state the data that supports the continuation of this intervention)
We will facilitate work sessions during CPTs focused on the NBPS Instructional Model, lesson planning, sheltered instruction, Guided Reading, environment of learning and differentiation of instruction in which teachers can receive professional development, participate in PLCs and analyze student data and work samples.	English Language Arts	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year.

Analysis of Key Interventions	Content Area	Target Populations	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 (state the data that supports the continuation of this intervention)
We will facilitate school wide lesson labs focused on specific areas of the rubric that teachers would like to become more proficient in, including accountable talk, assessing and advancing questions, sheltered instruction, and using the instructional model.	English Language Arts	ELL, SWD	Yes	Yes	Yes	TThis key intervention will be continued into the following school year. Lesson labs were conducted and a 5 point rubric was used to identify various focus points. https://docs.google.com/document/d/18bwN6QOejIl0WUMdCdbmwdrFloniRjc0sSbzxMfQEi4/edit?usp=sharing (Copy and past into search bar to see rubric)
We will continue to analyze district assessment data to determine how the progress that teachers are making is affecting student performance and make adjustments based on the data analysis.	English Language Arts	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. See evidence upload for Quantitative data.

Analysis of Key Interventions	Content Area	Target Populations	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 (state the data that supports the continuation of this intervention)
We will facilitate work sessions during CPTs focused on the three dimmensional learning model, lesson planning, sheltered instruction, sense making strategies, environment of learning and differentiation of instruction in which teachers can receive professional development, participate in PLCs and analyze student data and work samples.	Science	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. The district assessment data is linked to show the Quantitative data. https://docs.google.com/spreadsheets/d/1fYhSc3SuvfnxJUBFfrMiC31YvMvzLVBLLX_7bWXr-Yw/edit?usp=sharing (copy and paste the link into the search bar to see data)

Analysis of Key Interventions	Content Area	Target Populations	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 (state the data that supports the continuation of this intervention)
We will facilitate school wide lesson labs focused on specific areas of the rubric that teachers would like to become more proficient in, including science talk, assessing and advancing questions, sheltered instruction, and using multiple representations.	Science	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. Lesson labs were conducted and a 5 point rubric was used to identify various focus points. https://docs.google.com/document/d/1Wl14bsPIinNLYI-zPkRBtkC835sGakECrtfDl82TlNc/edit?usp=share_link (Copy and paste the link into the search bar to view the rubric)
We will continue to analyze end of unit performance task data to determine how the progress that teachers are making is affecting student performance and make adjustments based on the data analysis.	Science	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. See evidence upload for Quantitative data.

Analysis of Key Interventions	Content Area	Target Populations	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 (state the data that supports the continuation of this intervention)
Develop partnerships with families, community, and staff in support of consistent active parent participation which will support student academic progress.	Culture and Climate	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. See evidence upload for Quantitative data.
Collect and analyze current data on active parent participation.	Culture and Climate	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. See evidence upload for Quantitative data.
Provide workshops, activities, and opportunities for parents to become more involved in the school community which will support student academic progress.	Culture and Climate	ELL, SWD	Yes	Yes	Yes	This key intervention will be continued into the following school year. Data was collected for parent participation during various activities. See linked evidence for Quantitative data.

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		Standards assessed on the NJ Start Strong assessment less than 50% of students in grades 4-8 where in the less support may be needed category. On the NJSLA assessment, less than 50% of students in grades 4-8 were proficient on the standards that were assessed. Student data on the state assessment alongside other district level data were used to determine areas of focus for intervention and enrichment. upon review of the data, we dedicated time to discuss the results the staff. Next, teachers in collaboration with administration identified targeted standards. The following Intervention tools were used to support tier two and three students throughout the year. All students in grades 4-8 were administered the WIST (Word Identification and Spelling Test) assessment. Please see data listed under observation/trends. Results of the WIST assessment	The following analysis utilizes various data points to measure students needs. https://docs.google.com/spreadsheets/d/1uTBYN12TQXzXcAyPEEQLfRd5p18JveDrWCfKobddzqg/edit#gid=235144954 (Copy and past link into search bar to view data) Scholastic Literacy Pro: https://docs.google.com/spreadsheets/d/1WlmzoMHQvWd59WGLLWx-fuCXQfIJJfrlaYCDr7VtU6s/edit?usp=sharing (Copy and past link into search bar to view data) WIST data: https://docs.google.com/spreadsheets/d/1s9PbH_9a2uv2nZFpeJ_YDSEyrvmSQ922PWCrUhwT4TI/edit?usp=sharing (Copy and past link into

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			were used to further provided targeted reading instruction for students in need. Students were identified for either ELA WIN periods (What I Need) For ELA, Paul Robeson used the Wilson Just Words intervention program in addition to Guided reading instruction focused on Jennifer Seravallo's practices to support students needing intervention in this area. In addition, students in grades K-3 received targeted reading instruction via the Wilson FUndations program which focuses on decoding and phonemic awareness. Identified students who participated in the BSI program received reading intervention instruction five days per week using Leveled Literacy Intervention (LLI) program. In addition, Paul Robeson provided Extended School Day Program for students. Teachers used the IRLA (Independent Reading leveling Assessment) to	search bar to view data)

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			provide instruction focused on reading comprehension and decoding for selected students. Lastly, Students were provided the opportunity to participate in the virtual tutoring student support program. Virtual tutoring was available to students three days per week in the evenings from 5:30pm to 7:30pm. The following intervention programs were used to support students in the area of mathematics. Mobymax SOAR (Student Occupationally and Academically Ready FIM (First In Math) Virtual Tutoring and ESDP (extended School Day Program were provided to support students in need of math intervention.	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		According to the data trends collected from the District Science unit Assessment, students in grades 5-8 showed 64% proficiency with the tested Science standards. When comparing the Unit assessment data to the overall percentages of student scores schoolwide on the NJSLA, specific standards need to be addressed with students to support deeper understanding of Science inquiry and critical thinking aligned to the standards. Students in the male subgroup showed higher proficiency rates than females and students in the non economically disadvantaged students showed high proficiency rates than the other subgroups. This trend was also evident in Unit Assessment data. Students in grade 5 show higher proficiency rates in both the NJSLA and the District Unit Assessments than students in grade 8 that took the NJSLA.	NJSLA Data Sheet: https://drive.google.com/file/d/1ZzIIxNLo412m8bY-R3prlvRPjY-QvR-U/view?usp=sharing (copy and past link into search bar to view) Unit Assessment data: https://docs.google.com/spreadsheets/d/1fYhSc3SuvfnxJUBFfrMiC31YvMvzLVBLLX_7bWXr-Yw/edit?usp=sharing (copy and past link into search bar to view)

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr>
<td>Benchmark Assessment Participation*</td>
<td>Please list any cycles where the 95% participation rate was not met. Please provide explanation.
*Identify patterns by subgroup
*Identify patterns by grade</td>
<td>
<table>
<tr><th colspan="5">ELA</th></tr>
<tr><th>Grade</th><th>Cycle 1</th><th>Cyclle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>100%</td><td>97%</td><td>69%</td><td>99%</td></tr>
<tr><td>1</td><td>88.2%</td><td>100%</td><td>0%</td><td>99%</td></tr>
<tr><td>2</td><td>93%</td><td>99%</td><td>0%</td><td>98%</td></tr>
<tr><td>3</td><td>82.9%</td><td>97%</td><td>97%</td><td>98%</td></tr>
<tr><td>4</td><td>97.1%</td><td>84%</td><td>94%</td><td>96%</td></tr>
<tr><td>5</td><td>91.5%</td><td>100%</td><td>96%</td><td>97%</td></tr>
<tr><td>6</td><td>97.6%</td><td>100%</td><td>98%</td><td>99%</td></tr>
<tr><td>7</td><td>98.4%</td><td>100%</td><td>97%</td><td>97%</td></tr>
<tr><td>8</td><td>96.6%</td><td>96%</td><td>96%</td><td>95%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>Students in grades K-2 complete a beginning of year, middle of the year and end of year assessment. Due to this administrative pattern, there will be no data for cycle 3.

For cycle 1 several students in grades 1 and 3 were absent due to noncompliance with vaccinations.</td>
<td>NA</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
12	0%	0%	0%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	100%	0%	51%	0%
1	94.7%	100%	31%	100%
2	97.7%	70%	62%	68%
3	65.7%	81%	80%	81%
4	65.2%	100%	62%	97%
5	95.1%	96%	71%	94%
6	91.7%	100%	89%	96%
7	90.2%	77%	82%	92%
8	84.5%	97%	81%	90%
9	0%	0%	0%	0%

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional 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%

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr><td rowspan="14">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="14">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="14">All grade levels exhibited growth from Cycle one to Cycle three, as well as the three identified subgroups.

Students in grades four, five, six and eight showed significant growth from cycle one to cycle two.

Grades one and two did not complete a cycle 3 assessment because these grade levels only submit three assessments during the school year.

Students in grade seven shows a fluctuation in percentages due to absenteeism, disciplinary infractions and teacher vacancies.</td><td rowspan="14">ELA Cycle data charts:

https://docs.google.com/spreadsheets/d/1ErRBEHdcTHIXtT6vuJlrIu1v3wV1vGuCZEomZoP99Gk/edit?usp=sharing (copy and past link into search bar to view data)</td></tr>
<tr><td>K</td><td>0%</td><td>23%</td><td>92%</td><td>37%</td></tr>
<tr><td>1</td><td>16.4%</td><td>32%</td><td>0%</td><td>28%</td></tr>
<tr><td>2</td><td>12.5%</td><td>20%</td><td>0%</td><td>23%</td></tr>
<tr><td>3</td><td>1.7%</td><td>25%</td><td>31%</td><td>34%</td></tr>
<tr><td>4</td><td>14.9%</td><td>59%</td><td>61%</td><td>63%</td></tr>
<tr><td>5</td><td>18.7%</td><td>70%</td><td>73%</td><td>72%</td></tr>
<tr><td>6</td><td>30.1%</td><td>64%</td><td>85%</td><td>99%</td></tr>
<tr><td>7</td><td>21.7%</td><td>84%</td><td>72%</td><td>71%</td></tr>
<tr><td>8</td><td>33.3%</td><td>85%</td><td>95%</td><td>78%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr><td rowspan="14">Benchmark Assessment (Proficiency) Math Rates*</td><td rowspan="14">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="14">Students in grades two and three showed growth from cycle one to cycle three in the grade level standards assessed.

7th grade shows limited growth due to an extended teacher absence during cycle 3.</td><td rowspan="14">Math Cycle data charts:

https://docs.google.com/spreadsheets/d/1TYiU5dgdZ9DODRswQ8GoBwOz3BaP799tX2Z4_1lqdsQ/edit?usp=sharing (copy and past link into search bar to view data)</td></tr>
<tr><td>K</td><td>33.6%</td><td>0%</td><td>87%</td><td>0%</td></tr>
<tr><td>1</td><td>11.3%</td><td>68%</td><td>61%</td><td>68%</td></tr>
<tr><td>2</td><td>4.8%</td><td>56%</td><td>43%</td><td>71%</td></tr>
<tr><td>3</td><td>41.3%</td><td>54%</td><td>83%</td><td>81%</td></tr>
<tr><td>4</td><td>40%</td><td>41%</td><td>33%</td><td>54%</td></tr>
<tr><td>5</td><td>64.9%</td><td>76%</td><td>71%</td><td>67%</td></tr>
<tr><td>6</td><td>40.3%</td><td>27%</td><td>21%</td><td>49%</td></tr>
<tr><td>7</td><td>60%</td><td>57%</td><td>2%</td><td>61%</td></tr>
<tr><td>8</td><td>32.7%</td><td>32%</td><td>51%</td><td>40%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	27.7%	ELLs at all levels of English proficiency and literacy development will benefit from improved comprehension skills, which allow them to: read more accurately follow a text or story more closely identify important events and concepts in a text master new concepts in their content-area classes complete assignments and assessments feel motivated to read in school and for pleasure. For this reason, teachers continue to receive training on Sheltered instruction to support ELL students in their classrooms.	Sheltered Instruction Professional Development to support teacher practice. https://docs.google.com/presentation/d/1YiKAMcOic_RnVdeSndHVnTbwA1rt1a1nzAlCUoTc0Ss/edit?usp=sharing

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	667	Student enrollment for the 2022-2023 school year was 667	N/A
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	93.25%		Attached is a resource that will support our attempt to increase student daily attendance. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=15
		Subgroup 1 YTD Student	92.76%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	19.02%	With the implementation of incentives for both staff and students to promote increase in attendance, we hope to decrease the 2023-2024 chronic absenteeism percentage by 10% or higher.	Although overall student attendance as well as attendance for all subgroups exceeded 93%, We intend to implement attendance incentives for all students and staff to encourage daily attendance. We hope to increase attendance rate from the 2023-2024 school year.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	93.78%	Although the country was at the end of the pandemic, many staff members were still affected by Covid-19 and needed to isolate as a result.	Although overall student attendance as well as attendance for all subgroups exceeded 93%, We intend to implement attendance incentives for all students and staff to encourage daily attendance. We hope to increase attendance rate from the 2023-2024 school year.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	Most suspensions were due to confirmed substance use or physical altercations.	Students in need of Social and Emotional support were identified in the 2022-2023 school year. Students were assigned mentors through the Meaningful mentor program. In addition, the school social workers and guidance counselors provided one-one and group counseling for students as needed. Parents of identified students met quarterly with school principal to discuss home-school connections/support.
		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	0.90%		

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr><td rowspan="3">Climate & Culture Surveys</td><td rowspan="3">Results from surveys
*Identify staff satisfaction and support
*Identify perception of the environment
*Identify perceptions of students
*Identify perceptions of family</td><td>Domain</td><td>ES</td><td>MS/HS</td><td>Parents</td><td>Staff</td><td rowspan="3">Some staff were unable to complete survey due to Covid-19 related illnesses.

We will continue to conduct outreach to parents and engage them in Parent learning Nights.</td><td rowspan="3">We will continue to conduct outreach to parents and engage them in Parent learning Nights.</td></tr>
<tr><td>Participation</td><td>69.48</td><td>72.5</td><td>30.58</td><td>61.34</td></tr>
<tr><td colspan="5"></td></tr>
</table>

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)			
Post-Secondary Rates	% of students that enroll in post-secondary institution.			
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	18		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	17		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION					
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework	Students engaged in high level tasks throughout the building, including multi-disciplinary projects (92% of students engaged in at least one Arts Integration project). Multidisciplinary projects require our teachers to engage in purposeful planning with teachers from different content areas. Teachers were asked to engage in at least two projects. During walkthroughs we found teachers needing support in the conceptual based model math model, and purposeful planning. Review of observation data, there were 30 below effective scores in Questioning Techniques. In review of our Professional Development offerings we did not offer trainings in this or similar areas (such as Accountable Talk). Review of observation data there were 65 Highly	Learning Walk Data Copy/Paste URL into browser: https://docs.google.com/spreadsheets/d/e/2PACX-1vQotqbMRhd74hQwHuN2m4KoU67jMp1kzLl25-OPgXw91DTm_jhSznRAgfAXE0UQddh64HCF_yWFqXWn/pubhtml Multidisciplinary Project Data Copy/Paste URL into browser: https://docs.google.com/presentation/d/1chMXmCm4HDjdbxrMZ5dfL2AaoOw19MpQPGrhwvAgsQg/edit?usp=sharing Professional development focuses will be Principles of Learning (IFL Model), including Accountable Talk.
		# Teachers to Evaluate	72		
		# Teachers on CAP	1		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	6		
		Cycle 2	10		
		Cycle 3	10		
		Cycle 4	5		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data	Observations / Trends
			Effective scores in Participating in the Professional Community, indicating many teachers taking a leadership role in activities across the building. Review of observation data there were 109 Effective and 24 Highly Effective scores in Communicating with Families. This indicates our teachers do engage with our families, with room for growth in order to meet Smart Goal #4.	

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

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?

We intend to disseminate the results of the comprehensive needs assessment to staff during the opening day training for staff. Stakeholders will engage in follow up conversations at staff meetings on a quarterly basis. In addition, results will also be shared with all other stakeholders during the ASP/Instructional Leadership Team meetings and the School Safety and climate meetings.
we believe that this would be timely for all stakeholders involved.

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 will continue to provide Parent Learning Nights and Academic parent Teacher Teams. Agenda topics will be focused of areas of need identified by parents via a parent survey such as social media and safety/Mental health challenges among students as well as topics of focus identified on the Annual Schoolwide Plan.

Component	Indicator	Descriptor	Level	Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	All grade-level use a curriculum aligned to the New Jersey Student Learning Standards for all content areas. Resources and expected best instructional practices are linked to the curriculum. The use of a standard curriculum across grade-levels ensures that students are exposed to quality and rigorous instruction.	Align 21st Century Competencies/Career Ready standards to existing curriculum.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	4-Sustaining		
Assessment	1	A	3-Developing	Standard summative assessments are imbedded in all units of study in all content areas.	Provide time for teachers to collaboratively analyze both formative and summative assessment data. In addition, teacher would use the data to inform instruction.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	3-Developing	Continue to provide professional learning opportunities for staff.	Continue the practice of providing professional learning opportunities for staff.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		

Component	Indicator		Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Expectation for professional behavior is set for all stakeholders. We are unable to rate two of the descriptors. The two descriptors are 4.14: School Climate Plan Development: This descriptor should be rated ad developing: We develop a yearly school climate plan that includes specific goals based on the analysis of school climate data.	Use survey data to inform school culture/climate goals.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	4-Sustaining	Continue to provide time for teacher collaboration and professional development. The second descriptor we were unable to rate is 5.1: Connection Between Student learning evaluation. This descriptor is rated Sustaining: Aligned research-based evaluation frameworks are utilized to evaluate teachers and principals. The components of our curriculum units and the elements of our evaluation frameworks have created a common language and context for effective teaching and leading. All teachers and leaders have received sufficient training in the evaluation frameworks. Student growth objectives (SGOs) are directly connected to SLOs and thus provide meaningful data on areas of student growth and drive ongoing revision of instruction and assessment. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after all informal and formal observation. Professional improvement plans are linked to both individual needs identified through the evaluation process and PLC team goals. Units of study provide the context for applying the elements of effective practice. Team collaboration strengthens the professional practice of all members.	Use teacher surveys to identify instructional areas of focus.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	In grades 3-8, data collected for the 2022 New Jersey State Student Learning Assessment shows that 8% of students exceeded or met expectations in Mathematics. In grades 3-8, data collected from the 2022 New Jersey State Student Learning Assessment shows that 8% of students exceeded or met expectations in Mathematics. Student performance on district assessments and teacher observation data indicates that student performance is correlated to teacher practice. By improving teacher practice in implementing the conceptual based model and purposefully planning lesson objectives and activities focused on essential understandings we can improve student performance on standard based assessments.	- Teachers need to actively engage in continued professional development that includes lesson planning development, building capacity in the use of essential understanding in their planning, connecting assessments to the essential understandings and using the data to inform planning and instruction.	Grades 1-3	1	During CPTs, grade level teams will participate in focused work sessions on the Conceptual Based Model, intentional lesson planning based on essential understandings in which teachers can receive professional development, participate in PLCs and analyze student data and work samples.
				2	Facilitate school wide lesson labs /peer observation focused on lesson planning based on essential understandings and the implementation of high level tasks using the phases of the conceptual based model.
				3	Analyze end of unit assessment data to determine how the progress that teachers are making is affecting student performance and make adjustments based on the data analysis. Collaboratively create common assessments during planning time to assess unit essential understandings.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	In grades 3-8, data collected from the 2022 New Jersey State Student Learning Assessment shows that 26% of students exceeded or met expectations in English Language Arts. Student performance on district assessments and teacher observation data indicates that student performance is correlated to teacher practice. By improving teacher practice in implementing the instructional based model and purposefully planning lesson objectives and activities focused on essential questions, we can improve student performance on standard based assessments.	- Teachers need to actively engage in continued professional development that includes lesson planning development, building capacity in the use of essential questions in their planning, connecting assessments to the essential questions and using the data to inform planning and instruction.	Grades 4-8	1	During CPTs, grade level teams will participate in focused work sessions on the Instructional Based Model and intentional lesson planning linked to essential questions in which teachers can receive professional development, participate in PLCs and analyze student data and work samples.
				2	"Facilitate school wide lesson labs /peer observations focused on lesson planning based on essential questions and the implementation of high level tasks using the phases of the instructional based model." BSI teachers and content area specialists will provide tier 3 intervention lessons in both reading and math for students in need of intensive academic support during the school day and the "What I Need" period.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
				3	Analyze assessment data to determine how the progress that teachers are making is affecting student performance and make adjustments based on the data analysis. Collaboratively create common assessments during planning time to assess unit essential understandings.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	For the New Jersey Student Learning Assessment for Science, Students in grade 5 showed 11% proficiency and students in grade 8 showed 4% proficiency. Student performance on current district level performance tasks, as well as teacher observation notes, indicate that student performance is influenced by teachers capacity on administrating strategies that support three dimensional learning and sense making .	Teachers need to actively engage in continued professional development that includes lesson planning development, building capacity in the use of essential questions in their planning, connecting assessments to the essential questions and using the data to inform planning and instruction.	Grades 4-8	1	Facilitate work sessions during CPTs focused on the three dimensional learning model, learning progressions, using evidence based thinking, and advancing/assessing teacher questioning strategies in which teachers can receive professional development, participate in PLCs and analyze student data and work samples.
				2	Engage teachers and administrators in school wide lesson labs focused on assessing and advancing questions, pushing grade appropriate rigor as detailed in the learning progressions and utilizing student questioning to unfold the direction of investigations as dictated by anchoring or investigative phenomena.
				3	Analyze end of unit performance task data to determine how the progress that teachers are making is affecting student performance and make adjustments based on the data analysis.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate & Culture - Attendance/Behavior	Based on the 2023 Parent Climate and Culture Survey, 31% of parents participated in reporting on their overall experience with the school.	- The school needs to effectively support multilingual families by providing consistent communications in various forms. - Providing flexible timeframes for school events.	Families and Community Partners	1	Engage the school community in establishing partnerships with families and staff members to encourage active parent participation, which will significantly benefit students' academic progress.
				2	Gather and evaluate up-to-date information regarding the involvement of parents who are currently participating..
				3	Provide workshops, activities, and opportunities to inform parents on how to become involved in the school community to support academic progress. "

SMART Goal 1

Overall student achievement in mathematics will be increased by developing, implementing and evaluating a common practice of purposeful planning and differentiated questioning to assess and advance all students equitably through the learning process.

By June 2024, 50% of mathematics teachers in grades 1 through 3 will improve by at least one proficiency level on the Math Instruction Look Fors Rubric, as measured by walkthroughs, teachers self evaluations, and student performance on teacher prepared unit common assessment.

Priority Performance

In grades 3-8, data collected for the 2022 New Jersey State Student Learning Assessment shows that 8% of students exceeded or met expectations in Mathematics.

In grades 3-8, data collected from the 2022 New Jersey State Student Learning Assessment shows that 8% of students exceeded or met expectations in Mathematics.

Student performance on district assessments and teacher observation data indicates that student performance is correlated to teacher practice. By improving teacher practice in implementing the conceptual based model and purposefully planning lesson objectives and activities focused on essential understandings we can improve student performance on standard based assessments.

Strategy 1: During CPTs, grade level teams will participate in focused work sessions on the Conceptual Based Model, intentional lesson planning based on essential understandings in which teachers can receive professional development, participate in PLCs and analyze student data and work samples.

Strategy 2: Facilitate school wide lesson labs /peer observation focused on lesson planning based on essential understandings and the implementation of high level tasks using the phases of the conceptual based model.

Strategy 3: Analyze end of unit assessment data to determine how the progress that teachers are making is affecting student performance and make adjustments based on the data analysis. Collaboratively create common assessments during planning time to assess unit essential understandings.

Target Population: Grades 1-3

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1 teachers in grades 4-8 will complete the self assessment survey to identify teacher's areas of instructional needs. The instructional leadership team, as well as team members, will engage in professional development focused on the targeted practices outlined in the ELA Look Fors Rubric. The instructional leadership team will conduct walkthrough using the Look For's rubric. Teachers will participate in common planning time (PLCs) where they will review the instructional based model, essential questions, and assessing and advancing questions. Teachers will work collaboratively to create student learning goals based on the essential questions and to write assessing and advancing questions.	Data from the staff self assessment survey. Data from walkthrough rubric (CSN instructional leadership team). Data from the professional development survey.
Feb 15	By the end of cycle 2 students in grades 4-8 will complete a teacher-created common assessment to assess proficiency on grade level standards and essential questioning. Teachers will lead and participate in a minimum of one lesson lab focused on areas identified in the teacher's self assessment survey. Teachers will participate in common planning times (PLC's) where they will collaboratively plan and create a common assessment that is aligned to the essential questions for the standards implemented during the cycle.	Grade level common assessment. Lesson Labs and PLC agendas
Apr 15:	By the end of cycle 3 students in grades 4-8 will complete teacher created Common Assessment to assess proficiency on grade level standards. Teachers will lead and participate in a minimum of one additional lesson lab focused on areas identified in the teacher's self assessment survey. The instructional leadership team will conduct a walkthrough using the Look For's rubric. Teachers will participate in common planning times (PLC's) where they will collaboratively plan and create a common assessment that is aligned to the essential questions for the standards implemented during the cycle.	Grade level assessments. Data from walkthrough rubric (CSN instructional leadership team). Lesson lab and PLC agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Overall student achievement in mathematics will be increased by developing, implementing and evaluating a common practice of purposeful planning and differentiated questioning to assess and advance all students equitably through the learning process. By June 2024, 50% of mathematics teachers in grades 1 through 3 will improve by at least one proficiency level on the Math Instruction Look Fors Rubric, as measured by walkthroughs, teachers self evaluations, and student performance on teacher prepared unit common assessment.	Data from the staff self assessment survey. Data from the District Unit Assessment.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Teachers will receive professional development focused on the phases of the conceptual based model and planning for the implementation of high level tasks based on essential understandings during PLCs	9/19/23	11/15/23	
1	3	Teachers will collaborate to create a common assessment based on the essential understanding in a given unit.	10/3/23	4/15/24	
1	2	Create a schedule of lesson labs for the year.	10/3/23	11/15/23	
2	2	Implement lesson labs across all grade levels focusing on using essential understandings in planning and questioning.	10/3/23	4/15/24	
2	1	Teachers will work collaboratively in PLCs to write student learning goals based on essential understandings.	9/19/23	11/15/23	
2	3	Teacher will administer the grade level common assessment to all students in their grade level.	10/3/23	4/15/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Teachers will collaboratively analyze the results of the assessment and create a plan to improve teacher practice and student understanding based on the analysis.	10/3/23	4/15/24	
3	1	Teachers will work collaboratively in PLCs to create assessing and advancing questions based on essential understandings.	9/19/23	11/15/23	
3	2	Implement lesson labs across all grade levels focusing on the phases of the conceptual based model.	10/3/23	4/15/24	
4	2	Reflect with teachers regarding the lesson labs and how the observations made can impact teacher practice.	10/3/23	4/15/24	
4	1	Teachers will collaboratively in PLCs to create lessons based on essential understandings, including the student learning goals and assessing and advancing questions.	9/19/23	11/15/23	
9	1	Teachers will collaborate to create a common assessment based on the essential understanding in a given unit.	10/3/23	4/15/24	
10	1	Teacher will administer the grade level common assessment to all students in their grade level.	10/3/23	4/15/24	
11	1	Teachers will collaboratively analyze the results of the assessment and create a plan to improve teacher practice and student understanding based on the analysis.	10/3/23	4/15/24	

< SMART Goal 1 - Budget Items: NO DATA >

SMART Goal 2

Overall student achievement in Reading Instruction will be increased by developing, implementing and evaluating a common practice of purposeful planning and differentiated questioning to assess and advance all students equitably through the learning process.

By June 2024, 50% of teachers in grades 4 through 8 will improve by at least one level of proficiency on the ELA Instruction Looks Fors Rubric as measured by walkthroughs, teachers self evaluations, and student performance on teacher prepared unit common assessment.

Identified students in grades 2-5 will receive tier 3 reading intervention instruction from basic skills teachers and content area specialists will also provide focused interventions in the area of Math and ELA for identified students during the "What I Need" periods.

Priority Performance

In grades 3-8, data collected from the 2022 New Jersey State Student Learning Assessment shows that 26% of students exceeded or met expectations in English Language Arts.

Student performance on district assessments and teacher observation data indicates that student performance is correlated to teacher practice. By improving teacher practice in implementing the instructional based model and purposefully planning lesson objectives and activities focused on essential questions, we can improve student performance on standard based assessments.

Strategy 1:

During CPTs, grade level teams will participate in focused work sessions on the Instructional Based Model and intentional lesson planning linked to essential questions in which teachers can receive professional development, participate in PLCs and analyze student data and work samples.

Strategy 2:

"Facilitate school wide lesson labs /peer observations focused on lesson planning based on essential questions and the implementation of high level tasks using the phases of the instructional based model."

BSI teachers and content area specialists will provide tier 3 intervention lessons in both reading and math for students in need of intensive academic support during the school day and the "What I Need" period.

Strategy 3:

Analyze assessment data to determine how the progress that teachers are making is affecting student performance and make adjustments based on the data analysis. Collaboratively create common assessments during planning time to assess unit essential understandings.

Target Population: Grades 4-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1 teachers in grades 4-8 will complete the self assessment survey to identify teacher's areas of instructional needs. The instructional leadership team, as well as team members, will engage in professional development focused on the targeted practices outlined in the ELA Look Fors Rubric. The instructional leadership team will conduct walkthrough using the Look For's rubric. Teachers will participate in common planning time (PLCs) where they will review the instructional based model, essential questions, and assessing and advancing questions. Teachers will work collaboratively to create student learning goals based on the essential questions and to write assessing and advancing questions.	Data from the staff self assessment survey. Data from walkthrough rubric (ASP instructional leadership team). Data from the professional development survey.
Feb 15	By the end of cycle 2 students in grades 4-8 will complete a teacher-created common assessment to assess proficiency on grade level standards and essential questioning. Teachers will lead and participate in a minimum of one lesson lab focused on areas identified in the teacher's self assessment survey. Teachers will participate in common planning times (PLC's) where they will collaboratively plan and create a common assessment that is aligned to the essential questions for the standards implemented during the cycle.	Grade level common assessment. Lesson Labs and PLC agendas
Apr 15:	By the end of cycle 3 students in grades 4-8 will complete teacher created Common Assessment to assess proficiency on grade level standards. Teachers will lead and participate in a minimum of one additional lesson lab focused on areas identified in the teacher's self assessment survey. The instructional leadership team will conduct a walkthrough using the Look For's rubric. Teachers will participate in common planning times (PLC's) where they will collaboratively plan and create a common assessment that is aligned to the essential questions for the standards implemented during the cycle.	Grade level assessments. Data from walkthrough rubric (ASP instructional leadership team). Lesson lab and PLC agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Overall student achievement in Reading Instruction will be increased by developing, implementing and evaluating a common practice of purposeful planning and differentiated questioning to assess and advance all students equitably through the learning process. By June 2024, 50% of teachers in grades 4 through 8 will improve by at least one level of proficiency on the ELA Instruction Looks Fors Rubric as measured by walkthroughs, teachers self evaluations, and student performance on teacher prepared unit common assessment. Identified students in grades 2-5 will receive tier 3 reading intervention instruction from basic skills teachers and content area specialists will also provide focused interventions in the area of Math and ELA for identified students during the "What I Need" periods.	Data from the staff self assessment survey. Data from the District Unit Assessment.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Use CPTs/PLCs to commonly plan and create lesson(s) and a common assessment aligned to unit essential understandings	2/16/24	4/15/24	
1	1	ASP team members conduct classroom walkthroughs and collect data based on a 5pt rubric and focused on Lesson Planning and the Instructional based model.	9/19/23	11/15/23	
2	3	Use CPTs/PLCs to analyze assessment data	2/16/24	4/15/24	
2	1	Provide self assessment survey to identify teacher's areas of instructional needs	9/19/23	11/15/23	
3	1	Use CPTs/PLCs to unpack the instructional based model	9/19/23	11/15/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	2	Use school-wide lesson lab focused on lesson planning that is based on essential questions and implementing high-level tasks using the phases of the instructional based model	11/16/23	2/15/24	
5	2	Use CPTs/PLCs to commonly plan and create lesson(s) and a common assessment aligned to unit essential understandings	2/16/24	4/15/24	
6	2	BSI teachers and content specialists will provide tier 3 interventions for students	10/10/23	6/14/24	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	BSI teachers and content specialists will provide tier 3 interventions for students	INSTRUCTION - Personnel Services - Salaries / 100-100	$305,803	Federal Title I (School Allocation)
6	BSI teachers and content specialists will provide tier 3 interventions for students	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$195,714	Federal Title I (School Allocation)

SMART Goal 3

To increase student achievement in science by developing, implementing and evaluating a common practice that equitably promotes high levels of cognitive demand from diverse learners as they apply the three dimensions of learning science to make sense of phenomena as presented on a performance task.

By June 2023, 50% of science teachers in grades 4 through 8 will improve by at least one level of proficiency on the Science Instructional Look Fors Rubric, as measured by walkthroughs and self evaluations.

Priority Performance	For the New Jersey Student Learning Assessment for Science, Students in grade 5 showed 11% proficiency and students in grade 8 showed 4% proficiency. Student performance on current district level performance tasks, as well as teacher observation notes, indicate that student performance is influenced by teachers capacity on administrating strategies that support three dimensional learning and sense making .
Strategy 1:	Facilitate work sessions during CPTs focused on the three dimensional learning model, learning progressions, using evidence based thinking, and advancing/assessing teacher questioning strategies in which teachers can receive professional development, participate in PLCs and analyze student data and work samples.
Strategy 2:	Engage teachers and administrators in school wide lesson labs focused on assessing and advancing questions, pushing grade appropriate rigor as detailed in the learning progressions and utilizing student questioning to unfold the direction of investigations as dictated by anchoring or investigative phenomena.
Strategy 3:	Analyze end of unit performance task data to determine how the progress that teachers are making is affecting student performance and make adjustments based on the data analysis.
Target Population:	Grades 4-8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1 teachers in grades 4-8 will complete the self assessment survey to identify teacher's areas of instructional needs. The instructional leadership team, as well as target classroom teachers, will engage in professional development focused on the learning progression of Science and Engineering Practices and strategies to develop Driving Question Boards. The instructional leadership team will conduct a walkthrough using the Science Look For's rubric. Teachers will engage in debrief from walkthrough to monitor their current capacity regarding the high levels of cognitive demand components targted in the professional development.	Data from the staff self assessment survey. Data from walkthrough rubric (instructional leadership team). Data from district professional development survey.
Feb 15	By the end of cycle 2, students in grades 4-8 will complete the Unit Performance Task to assess proficiency on three dimensional learning and sense making. The instructional coach will lead CPTs to target advancing and assessing teacher questions based on trends of student areas of need on the Unit assessment, as well as develop the norms and strategies for critical friends protocol. Teachers will lead and participate in a minimum of one lesson lab on areas identified on the teacher's self-assessment survey data. Teachers in grades 4-8 will reassess their teaching capacity on the Science instructional self assessment survey to reflect on integration of strategies.	Grade level unit common assessment. Lesson Labs and PLC agendas
Apr 15:	By the end of cycle 3, teachers in grades 4-8 will complete a final Science instructional self assessment survey. Students in grades 4-8 will complete the Unit Performance Task to assess proficiency on three dimensional learning and sense making. Teachers will engage in debrief of student growth on the targeted science and engineering practices to implement ongoing strategies. The instructional leadership team will conduct a culminating walkthrough using the Look For's rubric.	Data from the staff self assessment Science Instructional Practices survey

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	To increase student achievement in science by developing, implementing and evaluating a common practice that equitably promotes high levels of cognitive demand from diverse learners as they apply the three dimensions of learning science to make sense of phenomena as presented on a performance task. By June 2023, 50% of science teachers in grades 4 through 8 will improve by at least one level of proficiency on the Science Instructional Look Fors Rubric, as measured by walkthroughs and self evaluations.	Data from the staff self assessment Science Instructional Practices survey

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Create the lesson lab schedule	11/17/23	4/15/24	
1	1	Create and administer Science Instructional practice survey.	9/7/23	11/15/23	
1	3	Analyze unit assessment data and reassess the science and engieering practices of need to draft a focus for next academic year.	2/15/24	5/24/24	
2	1	Engage in debrief identify grade band area of focus regarding Science and Engineering Practices and Anchoring Phenomena Protocols	9/7/23	11/15/23	
2	3	Schedule the walkthrough visits	2/14/24	5/25/24	
2	2	Administer the teacher science instructional survey.	2/15/24	4/18/24	
3	1	Lead PD in CPT regarding learning progressions of Science and Engineering Practices	11/17/23	2/15/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Conduct debrief with the instructional team using the Science look fors rubric.	2/15/24	5/25/24	
3	2	Lead a debrief of areas of strength and areas of need	2/15/24	4/26/24	
4	1	Create walkthrough schedule	11/17/23	2/15/24	
4	2	Administer the teacher science instructional survey.	2/15/24	4/19/24	
4	3	Engage in debrief of noticings and wonderings regarding the effects of the implemented strategies.	2/15/24	5/31/24	
5	2	Engage teachers with the assessment and design modifications to meet IEP requirements and review rubrics.	2/15/24	4/19/24	
5	1	Lead reflective CPT using walkthrough data and self assessment survey	11/17/23	2/15/24	
6	2	Administer the Unit 4 Performance Task.	1/8/24	5/24/24	
6	1	Create and administer Unit 1 Performance Task	11/17/23	2/15/24	
7	1	Analyze and interpret data from Unit 1 Performance task	11/17/23	4/15/24	
8	1	Identify strategies for developing questions using the Crosscutting concepts	11/17/23	4/15/24	
9	1	Lead CPT to draft questions addressing the current Disciplinary Core Ideas	11/17/23	4/15/24	
10	1	Create critical friend groups to follow up on the use of questions identified	11/17/23	4/15/24	

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 30, 2024, the school will focus on preserving a collaborative relationship with parents in the community by providing workshops, activities and opportunities to support families in becoming more affiliated, invested and engaged within our school community. This will be demonstrated by a 15% increase in parental involvement, leading to a positive impact within academic progress.

Priority Performance — Based on the 2023 Parent Climate and Culture Survey, 31% of parents participated in reporting on their overall experience with the school.

Strategy 1: Engage the school community in establishing partnerships with families and staff members to encourage active parent participation, which will significantly benefit students' academic progress.

Strategy 2: Gather and evaluate up-to-date information regarding the involvement of parents who are currently participating..

Strategy 3: Provide workshops, activities, and opportunities to inform parents on how to become involved in the school community to support academic progress.

"

Target Population: Families and Community Partners

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, the school will develop partnerships with families, communities, and staff in support of consistent active parent participation in parent centered learning event.	Parent attendance and participation.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of cycle 2, parent involvement data will be collected and analyzed by the Annual School Planning committee. Participation data will highlight the priority needs to improve areas of engagement for ongoing events. The committee will use the data to inform additional parent engagement opportunities.	Parent attendance and participation. Survey data from various stake holders.
Apr 15:	By the end of cycle 3, the Annual School Planning committee will meet to conduct a needs assessment to inform parent involvement for the upcoming school year. Current events will be revised based upon parent feedback and committee reflections.	Committee notes. Needs assessment data.
Jul 1	By June 30, 2024, the school will focus on preserving a collaborative relationship with parents in the community by providing workshops, activities and opportunities to support families in becoming more affiliated, invested and engaged within our school community. This will be demonstrated by a 15% increase in parental involvement, leading to a positive impact within academic progress.	Parent attendance. Climate and culture survey data. Staff and student surveys.

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Meet with the Annual School Planning committee to plan for ongoing workshops.	9/5/23	11/15/23	
1	2	Identify the sources of collection instruments.to ensure consistent results	11/15/23	2/15/24	
1	3	Plan and execute the outcome of events needed based on data collected from the needs assessments.	9/26/23	5/31/24	
2	2	Committee will review and revise the plan to facilitate productive parent involvement events	2/15/24	3/29/24	
2	3	Reach out to students and staff involved, to communicate upcoming school events	9/12/23	5/31/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Maintain a positive and consistent unified form of communication via Talking points, verbal or Flyers	10/3/23	4/26/24	
3	3	Collect data for parent involvement in attendance and create next steps for ongoing events.	9/12/23	5/31/24	
3	1	Create and disseminate parent survey and analyze for feedback on the best communication practices with the school	10/3/23	11/15/23	

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$305,803	$0	$0	$0	$0	$0	$305,803
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$305,803	$0	$0	$0	$0	$0	$305,803
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	$195,714	$0	$0	$0	$0	$0	$195,714
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$0	$195,714	$0	$0	$0	$0	$0	$195,714
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			$0	$0	$501,517	$0	$0	$0	$0	$0	$501,517

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	$0	$501,517	$0	$501,517
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$501,517	$0	$501,517

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		Effective Instruction
x		Climate & Culture - Attendance/Behavior
	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: Violet Robinson

Title: Principal

Date: 06/30/2023

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: Richard Jannarone
Title: Business Administrator
Date: 07/06/2023

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and

x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Dr. Aubrey Johnson

Title: Superintendent of Schools

Date: 07/09/2023