AVENEL STREET ELEMENTARY SCHOOL

District: WOODBRIDGE TWP
School Identification: NA
County: MIDDLESEX
Targeted Student Group(s):
Team: NA
CDS: 235850100
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	Leanne Rubiano	Yes	Yes	Yes		
Community Member	Cory Spillar	Yes	Yes	Yes		
Counselor	Tina Caterino	Yes	Yes	Yes		
Academic Coach	Maxwell Rubinstein	Yes	Yes	Yes		
Teacher	Loriann Robson	Yes	Yes	Yes		
Teacher	Karen Kutcher	Yes	Yes	Yes		
Academic Coach	Jennifer Schettini	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Teaacher	Cheryl Morris	Yes	Yes	Yes		
Parent/Guardian	Rachel Felton	Yes	Yes	Yes		
Principal	Mary Panko	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
03/25/2026	Prior Year Evaluation	Yes	Yes
04/23/2026	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/27/2026	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/04/2026	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/14/2026	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/08/2026	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
05/19/2026	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population(s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
ASI Teacher	ELA/Math	2-3	Yes	Yes	Yes	Utilize DIBELS/Linkit! Benchmarks and iReady to identify students strengths and areas of need both in the classroom and extended day. Implement systematic instruction to teach identified concepts. DIBLES (Grades 1-2);(Linkit! Benchmark Assessments Grades 3-5); iReady (Grades 1-5).	Yes
Extended Day Program	ELA/Math	1-5	Yes	Yes	Yes	Utilize DIBELS/Linkit! Benchmarks and iReady to identify students strengths and areas of need both in the classroom and extended day. Implement systematic instruction to teach identified concepts. DIBLES (Grades 1-2);(Linkit! Benchmark Assessments Grades 3-5); iReady (Grades 1-5).	Yes
Family and Community Resource Officer	Attendance	1-5	Yes	Yes	Yes	Early identification and monitoring, reinforcing positive behavior incentives and recognition, building strong relationships to motivate students to attend school, communicate with families and address underlying needs.	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
Book Club	ELA	3-5	No	Yes	Yes	Utilized DIBELS to identify students in need extra support in ELA with a primary focus of comprehension. Implemented a systematic instruction to teacher identified concepts.	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas.		2024-2025 NJSLA Scores Grade 3 ELA: ELA: 11% Did not yet meet; 24% Partially Met; 18% approaching; 42% Met expectations; 5% Exceeding. Grade 4 ELA: ELA: 4% Did not yet meet; 15% Partially Met; 31% approaching; 47% Met expectations;3 % Exceeded. Grade 5 ELA: ELA: 18% Did not yet meet; 23% Partially Met; 23% approaching; 36% Met expectations; 0% Exceeding. Grade 3 Math: Math: 2% Did not yet meet; 10% Partially Met; 26% approaching;52 % Met expectations; 10% Exceeding. Grade 4 Math: Math: 7% Did not yet meet; 19% Partially Met; 23% approaching; 51% Met expectations; 0% Exceeding. Grade 5 Math: Math: 11% Did not yet meet;18 % Partially Met; 40% approaching; 29% Met expectations; 2% exceeding	Grade 3: ELA Strengths: RL.3.4 Weakness: RL 3.2 Grade 3: Math Strengths: 3.NBT.A.3 Weakness: 3.G.A.1 Grade 4: ELA Strengths: RI 4.5 Weakness: RI 4.6 Grade 4: Math Strengths: 4.NBT.B.6 Weakness :4.M.B.5 Grade 5: ELA Strengths: RI.5.8 Weakness: RI.5.5 Grade 5: Math Strengths: 5.NBT.A.1 Weakness: 5.DL.B.5

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	40.4%	43.2%			
White	43.9%	43.3%			
Hispanic	38.8%	45.7%			
Black or African American	32.8%	35.8%			
Asian, Native Hawaiian, or Pacific Islander	51.1%	51%			
American Indian or Alaska Native	*	*			
Two or More Races	*	*			
Female	45.1%	43.2%			
Male	36.2%	43.3%			
Economically Disadvantaged Students	33.3%	36.7%			
Non-Economically Disadvantaged Students	48.4%	50.4%			
Students with Disabilities	17.5%	28.5%			
Students without Disabilities	44.9%	46.2%			
English Learners	30.8%	38.7%			
Non-English Learners	41.5%	43.8%			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

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

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>Science*</td><td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td><td>
<table>
<tr><th colspan="4">NJSLA-S</th></tr>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td>19.6%</td><td></td><td></td></tr>
<tr><td>White</td><td>15.4%</td><td></td><td></td></tr>
<tr><td>Hispanic</td><td>19.2%</td><td></td><td></td></tr>
<tr><td>Black or African</td><td>9.1%</td><td></td><td></td></tr>
<tr><td>Asian, Native Hawaiian, or</td><td>38.9%</td><td></td><td></td></tr>
<tr><td>American Indian or</td><td></td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td></td></tr>
<tr><td>Female</td><td>21.3%</td><td></td><td></td></tr>
<tr><td>Male</td><td>17.8%</td><td></td><td></td></tr>
<tr><td>Economically Disadvantag</td><td>9.8%</td><td></td><td></td></tr>
</table>
</td><td>2024-2025 NJSLA Scores Grade 5 Science: Science:32 % Below Proficient; 50% Near Proficient;16 % Proficient; 2% Advanced Proficiency.</td><td>Grade 5: Science Strengths: Life Science Weakness: Physical Science</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	Grade 5	Grade 8	Grade 11
Non-Economically	31.7%		
Students with	0%		
Students without	22.8%		
English Learners			
Non-English Learners	17.2%		
Homeless Students			
Students in Foster Care			
Military-Connected			
Migrant Students			
Non-Binary / Undesignate			

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="3">Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>NJGPA*</td><td> NJGPA Assessment Reports website </td><td colspan="3"><table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th></tr>
<tr><td>Schoolwide</td><td>25%</td><td>33.5%</td></tr>
<tr><td>White</td><td>24.5%</td><td>25.5%</td></tr>
<tr><td>Hispanic</td><td>21%</td><td>31%</td></tr>
<tr><td>Black or African American</td><td>28%</td><td>33%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td>26.5%</td><td>41.5%</td></tr>
<tr><td>American Indian or Alaska Native</td><td></td><td>*</td></tr>
<tr><td>Two or More Races</td><td></td><td></td></tr>
<tr><td>Female</td><td>24.5%</td><td>36%</td></tr>
<tr><td>Male</td><td>26%</td><td>33%</td></tr>
<tr><td>Economically Disadvantaged Students</td><td>23.5%</td><td>32%</td></tr>
<tr><td>Non-Economically Disadvantaged Students</td><td></td><td></td></tr>
</table></td><td>N/A</td><td>N/A</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	ELA	Math
Students with Disabilities	25.5%	37%
Students without Disabilities		
English Learners	52%	60%
Non-English Learners		
Homeless Students		
Students in Foster Care	*	*
Military-Connected Students		
Migrant Students		
Non-Binary / Undesignated Gender		

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>SGP*</td>
<td>Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td>
<td>
<table>
<tr><th colspan="5">ELA</th></tr>
<tr><th>Grade</th><th>Cycle 1</th><th>Cyclle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>2</td><td>98%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>3</td><td>100%</td><td>100%</td><td>90%</td><td>100%</td></tr>
<tr><td>4</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>5</td><td>100%</td><td>98%</td><td>92%</td><td>100%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>Grade 4: ELA: 51% meeting or exceeding expectations, 31% approaching expectations, 15% partially meeting expectations, 4% did not meet expectations. Math: 51% meeting or exceeding expectations, 24% approaching expectations, 19% partially meeting expectations, 7% not meeting expectations. Grade 5: ELA: 37% meeting or exceeding expectations, 23% approaching expectations, 23% partially meeting expectations, 18% did not meet expectations. Math: 37% meeting or exceeding expectations, 40% approaching expectations, 18% partially meeting expectations,11% not meeting expectations.</td>
<td>Grade 4 and 5 had a schoolwide decrease in the percentages of meeting or exceeding expectations in ELA and Math from the 24-25 data: Nearly every subgroup is stronger in math; Hispanic students scored below schoolwide averages whereas Asian students scored the highest among the subgroups; Males slightly out performed females in ELA whereas females slightly outperformed males in Math.</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
10	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	0%	0%	0%	0%
1	98%	98%	96%	100%
2	98%	100%	100%	100%
3	100%	100%	100%	100%
4	100%	100%	100%	100%
5	97%	100%	96%	100%

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
6	0%	0%	0%	0%
7	0%	0%	0%	0%
8	0%	0%	0%	0%
9	0%	0%	0%	0%
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
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment Participation*</td><td rowspan="12">Please list any cycles where the 95% participation rate was not met. Please provide explanation.
*Identify patterns by student group
*Identify patterns by grade</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">2025-2026 Benchmark Participation:

Grade 3: ELA Cycle 3 had a 90% participation rate.
White: 84%
Black: 85%
Hispanic: 88%
Asian: 91%

Grade 5: ELA Cycle 3 had a 90% participation rate
White:94%
Black:86%
Hispanic:91%
Asian:100%

All Math Participation Rates were at 95% or above for all cycles.</td><td rowspan="12">All groups had a 95% participation rate or above except for grade 3 ELA cycle 3 and grade 5 ELA cycle 3 due a flu outbreak and upon returning the testing window was closed.</td></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>55%</td><td>54%</td><td>54%</td><td>70%</td></tr>
<tr><td>2</td><td>72%</td><td>80%</td><td>80%</td><td>75%</td></tr>
<tr><td>3</td><td>21%</td><td>33%</td><td>55%</td><td>59%</td></tr>
<tr><td>4</td><td>27%</td><td>39%</td><td>25%</td><td>43%</td></tr>
<tr><td>5</td><td>33%</td><td>33%</td><td>31%</td><td>50%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>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>
</table>

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

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and student groups.
*Identify patterns by grade/student groups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">DIBELS-Grade 1-BOY-White:57% meet expectations, Black:69% meet expectations, Hispanic:31% meet expectations, Asian:90% meet expectations

Grade1:MOY-White:43% meet expectations, Black:62% meet expectations, Hispanic:38% meet expectations, Asian:90% meet expectations

DIBELS-Grade 2-BOY-White:43% meet expectations, Black:71% meet expectations, Hispanic:72% meet expectations, Asian:78% meet expectations

Grade2:MOY-White:71% meet expectations, Black:80% meet expectations, Hispanic:78% meet expectations, Asian:86% meet expectations

LinkIt!-Grade 3-Form A-White:8% meet expectations, Black:25% meet expectations, Hispanic:5% meet expectations, Asian:45% meet expectations

LinkIt!-Grade 3-Form B-White:27% meet expectations, Black:22% meet expectations, Hispanic:22%</td><td rowspan="12">In grades 1-2, DIBELS was used to assess student learning. Overall, grade 2 demonstrated an 8% growth between BOY and MOY assessments. Grade 1, decreased by 1%.

In grades 3-5, grades 3-4 LINKIT scores showed progression between Form A and Form B, however, grade 5 remained the same. In grades 3-5, there was a decrease in scores on Form B and Form C due to increase in difficulty of the material.</td></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>5%</td><td>20%</td><td>31%</td><td>55%</td></tr>
<tr><td>2</td><td>11%</td><td>26%</td><td>46%</td><td>54%</td></tr>
<tr><td>3</td><td>4%</td><td>35%</td><td>55%</td><td>62%</td></tr>
<tr><td>4</td><td>32%</td><td>45%</td><td>30%</td><td>69%</td></tr>
<tr><td>5</td><td>35%</td><td>50%</td><td>32%</td><td>54%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>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>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	meet expectations, Asian:70% meet expectations LinkIt!-Grade 3-Form C-White:18% meet expectations, Black:22% meet expectations, Hispanic:31% meet expectations, Asian:36% meet expectations LinkIt!-Grade 4-Form A-White:--36% meet expectations, Black:--29% meet expectations, Hispanic:--15% meet expectations, Asian:--43% meet expectations LinkIt!-Grade 4-Form B-White:--29% meet expectations, Black:--18% meet expectations, Hispanic:--30% meet expectations, Asian:--43% meet expectations LinkIt!-Grade 4-Form C-White:--38% meet expectations, Black:--22% meet expectations, Hispanic:--10% meet expectations, Asian:--50% meet expectations LinkIt!-Grade 5-Form A-White:--33% meet expectations, Black:--29% meet expectations, Hispanic:--43% meet expectations, Asian:--33% meet expectations	
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			LinkIt!-Grade 5-Form B-White: --33% meet expectations, Black: --20% meet expectations, Hispanic:--39% meet expectations, Asian:--42% meet expectations LinkIt!-Grade 5-Form C-White: --29% meet expectations, Black: --25% meet expectations, Hispanic:--36% meet expectations, Asian:--34% meet expectations	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and student groups. *Identify patterns by grade/student groups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Percent of English Learners Making Expected Growth to Proficiency	71.4%	Grade 1: % On or Above Grade Level Fall Assessment: White: ---0%; Black:---0%; Hispanic: ---8%;Asian:---10%; Winter Assessment: White:---14%; Black: ---15%; Hispanic:15%;Asian: ---40%; Spring Assessment: White:---29%; Black:----23%; Hispanic:--28%;Asian:---50% Grade 2: % On or Above Grade Level Fall Assessment: White: ---14%; Black:---0%; Hispanic: ---5%;Asian:---29%; Winter Assessment: White:---57%; Black: ---6%; Hispanic:11%;Asian:---50%; Spring Assessment: White:---43%; Black:----27%; Hispanic:--40%; Asian:---79% Grade 3 % On or Above Grade Level Fall Assessment: White: ---31%; Black:---30%; Hispanic: ---53%;Asian:---58%; Winter Assessment: White:---54%; Black: ---45%; Hispanic: 67%;Asian: ---90%; Spring Assessment: White:---46%; Black:----19%; Hispanic:--61%;Asian:---64% Grade 4: % On or Above Grade Level Fall Assessment: White: 79%; Black:53%; Hispanic:45%;	Grades 1-5, the scores fluctuated due to the progression of the program.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Asian:57%; Winter Assessment: White:64%; Black:29%; Hispanic: 45%;Asian:57%; Spring Assessment:White:43%; Black: 22%; Hispanic:25%;Asian:50% Grade 5: % On or Above Grade Level Fall Assessment: White: 50%; Black:45%; Hispanic:54%; Asian:85%; Winter Assessment: White:39-%; Black:41%; Hispanic: 54%;Asian:67%; Spring Assessment:White:22%; Black: 14%; Hispanic:38%;Asian:50%	
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		N/A	We do not have any ELL students receiving services in our building. Three of our students should get services, however, the parents refused. All ELL students who should go to our school attend a magnet school for ELL Services. Therefore, we are not responsible for the outcome of their scores.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and student group	Overall YTD Student Enrollment Average	309	1st grade:18% 2nd grade:18% 3rd grade:20.7% 4th grade:19% 5th grade: 24.6% Male:54% Female:46.6% Hispanic: 34.9% White: 48.8% African American: 34% Asian: 17.8%	Our numbers have fluctuated due to construction in the building. We currently have only grades 1-5 with our K students in a different building. It seems like our numbers increase as the grade level increases with our 5th graders having the highest number of students.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.99%	1st grade:93%, 2nd grade 93%, 3rd grade: 93%, 4th grade 95%, 5th grade 95% First grade attendance by teacher: 1S:96%, 1P:93%, 1B:89%. 3rd grade attendance by teacher: 3D 94%, 3R 93%, 3K 93%. Students out on 1/2 after Winter Break: 128, Students out on 11/10: 35	Of our 33 students who are considered chronically absent, 11 of them come from Grade 1 & 3. In Grade 1, one teacher's class attendance rate is much lower than the other two. In 3rd grade, however, our chronically absent students are split evenly throughout the three classes. Second grade had a big difference in class attendance rates as well, with one class's rate being very high and one class at 90%, creating a large gap. We also noticed that with breaks falling on our student calendar, families would often not come back until the following Monday. For example, we had a large number of students out when we came back from Winter Break, which fell on a Friday. We also had Monday after our November break and then were off again on Tuesday for Veterans Day, which caused a number of students to be out on that
		Subgroup 1 YTD Student Attendance	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
					Monday.
STATE Chronic Absenteeism (Students) * Note: Data rolled over from ASP Reporting tab	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	11.69%	1st Grade 16%, 2nd Grade 18%, 3rd Grade 7%, 4th Grade 10%, 5th Grade 8%	We noticed that a large number of students go away for long stretches of time to foreign countries. This winter we saw quite a few classes get hit very hard with the stomach bug or the flu.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD: 89.82%	Percentage of Chronic Absent Students by Race White: 1st: 12.5%; 2nd 0%; 3rd 9%; 4th 0%; 5th 20% Hispanic: 1st: 37.5%; 2nd 100%; 3rd 45%; 4th 25%; 5th 20% African American: 1st 37.5%; 2nd 0%; 3rd 36%; 4th 50%; 5th 60% Asian: 1st 12.5%; 2nd 0%; 3rd 9%; 4th 25%; 5th 0% Chronic Absent Students 2024-2025: 43 students 2025-2026: 32 students ***2nd grade Chronic Absent students 2024-2025 10 decrease to 4 in 2025-2026	All of our chronically absent students, who are of Hispanic race, are in the 2nd grade; which could explain why their grade rate is the highest. With the addition of our Family and Community Resource Officer, we saw our number of students who are considered chronically absent drop from 43 students to 32 students compared to last years numbers. The biggest decrease was in second grade where we had 15% of students considered chronically absent in 2024-2025. This was cut in half-down to 7% during the 2025-2026 school year.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			1st grade: 57 total days 2nd grade: 19 total days 3rd grade: 19 total days 4th grade: 20.5 total days 5th grade: 22.5 total days Special Area Teachers (3): 179 total days Support Staff (6): 42.5 total days Office Staff (7): 43 Band Teacher: 12.5 total days Aides (9): 43 total days	During the 2025-2026 school year, we had two staff members who took paternity leaves of absence, one staff member with a terminal illness, and four staff members who took leave for mental health, physical heath, or elective surgeries.
		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	0.65%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by student group *Identify chronic offenders		2025-2026 School Year (YTD 4/23/26) In School Suspensions: 0 Out of School Suspensions: 8 White:2 Black: 1 Hispanic: 4 Asian: 0 Male: 5 Female: 2 Students with Disabilities: 2 Chronic Offenders: 0	During the 2025-2026 school year there were half of the number of out-of-school suspensions compared to the 2024-2025 school year. During the 2024-2025 school year: 75% Black 19% Hispanic 6% White 81% Male 19% Female During the 2025-2026 school year: 14% Black 57% Hispanic 29% White 71% Male 29% Female We had assemblies at the beginning of the school year and the middle of the school year to remind bus students of

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				the bus rules and regulations. Our counselor and Family and Consumer Resource Officer also met individually with each of our new students to review schoolwide rules. They also reached out to new families to introduce themselves and let them know their availability, should they need anything. Our playground has been divided into activities for safety and organizational purposes. We also divided up the lunch periods so each school aide is responsible for one class at a time in the lunchroom and indoor recess. This also provides us with more adults at the playground to supervise students and get ahead of any potential issues.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		N/A	N/A

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)		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 (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.		N/A	N/A

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide							
White							
Hispanic							
Black or African American							
Asian, Native Hawaiian, or Pacific Islander							

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
American Indian or Alaska Native							
Two or More Races							
Economically Disadvantaged Students							
Students with Disabilities							
English Learners							

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
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<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institution</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institution</th></tr>
<tr><td>Homeless Students</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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</td><td></td><td></td></tr>
<tr><td>College Readiness Test Participation</td><td>Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT</td><td></td><td>N/A</td><td>N/A</td></tr>
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Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1		N/A	N/A
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			
Algebra	Previous year's data provided. Please provide current year's data if possible.			N/A	N/A

<table>
<tr><th colspan="5">EVALUATION INFORMATION</th></tr>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="2">Prepopulated Data
(from prior year's ASP Reporting tab)
(Column not editable)</th><th>Additional Data
Qualitative and Quantitative
(best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="11">Learning Walks or Informal Classroom Observations</td><td rowspan="11">*Identify # teachers to evaluate
*Identify % of teachers on CAP in the previous school year
*Identify instructional trends
*Identify professional development needs</td><td>Evaluation framework</td><td>Danielson</td><td rowspan="11">Evaluation framework = Danielson
# of teachers to evaluate: 23
# of teachers on CAP: 0
Teachers receiving mSGP: 6</td><td rowspan="11">During observations, ELA and Math components of lessons were observed</td></tr>
<tr><td># Teachers to Evaluate</td><td>23</td></tr>
<tr><td># Teachers on CAP</td><td>0</td></tr>
<tr><td># Teachers receiving mSGP</td><td>6</td></tr>
<tr><td>null</td><td>Total</td></tr>
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<tr><td>Cycle 2</td><td>4</td></tr>
<tr><td>Cycle 3</td><td>6</td></tr>
<tr><td>Cycle 4</td><td>5</td></tr>
</table>

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

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

The Avenel Street School's ASP team consisted of a diverse group of stakeholders, including both staff members and members of the broader school community. Information was shared through faculty meetings, PTO meetings, district-level meetings, emails, and the school website.

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

Our school's comprehensive needs assessment identified Language Arts and Math as priority areas for grades K–5, which will be addressed through our SMART goals. It also highlighted absenteeism across grades K–5 as a concern. To support student and parent involvement, the school will offer a Parent Engagement Night. Absenteeism will be a focus in the upcoming school year, with programs and initiatives aimed at supporting families and strengthening home-to-school connections.

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	Our PLC teams consistently engage in a cycle of collaborative inquiry centered on a shared set of guiding questions. These questions drive instructional decision-making and ensure alignment across teams. The insights and conclusions drawn from these discussions are intentionally embedded into our curriculum units of study, resulting in coherent, data-informed instruction that evolves over time to meet student needs. Our PLC teams have strengthened their use of guiding questions to drive collaborative inquiry and instructional decision-making. While previously identified as Developing, our work has progressed to the Sustaining level, as these practices are now consistently implemented and embedded within our curriculum units of study.	While we consistently use student data to revise our units, we need to focus on deepen the precision of that work by ensuring data analysis leads to targeted instructional adjustments at the lesson and student subgroup level. A next step should be to incorporate more student voice and self-assessment into our data cycles to further inform revisions to our units of study.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
	Average		3.40		
Assessment	1	A	4-Sustaining	Our team is consistent and we collaborate to use common summative assessment data to drive instructional decision-making. Our ability to analyze results together and translate findings into actionable next steps has led to more intentional instruction and ongoing refinement of our units. Compared to the previous year, we have significantly strengthened our assessment practices by working as a team to create our assessments for multiple units of study and embedding regular, collaborative data analysis into our PLC process which has resulted in more aligned and responsive instruction.	Our focus is to ensure that common pre-assessments are consistently developed and implemented for all units of study. We will strengthen the consistency and depth of our collaborative analysis of pre-assessment data to more accurately identify student mastery of requisite and prerequisite SLOs. Additionally, we will focus on using this data more intentionally to form flexible student groups and design differentiated instructional strategies that are consistently implemented across classrooms.
	2	A	3-Developing		
	3	A	4-Sustaining		
	Average		3.67		

Component	Indicator	Descriptor	Level	Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	3-Developing	A key strength of our team is our ability to address and resolve conflict in a structured and professional manner. We have established and consistently apply an agreed-upon process for navigating team disagreements, allowing us to engage in productive dialogue focused on what is best for student learning. This represents significant growth from last year and has strengthened both team collaboration and instructional decision-making.	Our focus is to ensure consistency across all collaborative teams so that all teams are operating at a sustaining level of practice. While some teams consistently work interdependently toward shared goals focused on student learning and school culture, this practice is not yet uniform across all teams. We will focus on strengthening team structures, clarifying expectations, and ensuring all teams engage in intentional collaboration that is aligned to student learning outcomes and schoolwide goals. We had a 50/50 split between Developing and Sustaining.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	Average		3.25		

Component	Indicator		Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	A key strength of our school is our consistent and intentional use of both formative and summative climate data to inform schoolwide decision-making. We regularly analyze this data throughout the year to guide the development, reflection, and revision of our school climate plan. This represents significant growth from last year and has strengthened our ability to respond proactively to student and staff needs.	Our next step is to ensure consistent implementation of established behavioral expectations and disciplinary procedures across all settings and staff. While clear expectations are in place, we will focus on strengthening shared understanding and ensuring that expectations are reinforced and discipline is applied consistently. We will also work to increase staff alignment through ongoing collaboration, reflection, and use of common practices to ensure equitable and predictable responses to student behavior.
	2	A	3-Developing		
	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	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	4-Sustaining		
	Average		3.43		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	3-Developing	We have established a consistent and aligned evaluation system grounded in research-based frameworks for both teachers and principals. We have developed a shared language for effective teaching and leading, supported by training that ensures staff understanding of the evaluation model. Multiple measures of student growth are utilized within the evaluation process, and meaningful feedback is provided following formal and informal observations. Additionally, professional improvement plans are developed based on individual needs identified through the evaluation process, contributing to ongoing professional growth.	Our focus will be to strengthen the alignment between (SGOs) and (SLOs) to ensure that measures of student growth are directly connected to curriculum expectations. We will also focus on deepening the integration of evaluation practices with instructional planning by more intentionally using unit design as the context for applying effective teaching practices. Additionally, we will work to further align professional improvement plans with both individual evaluation data and collaborative PLC goals to strengthen collective professional growth and impact on student learning.
	Average		3.00		

Priority Performance Needs and Root Cause Analysis

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

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	Students struggled on ELA benchmark assessments. 65% of students in grades 1-2 demonstrated proficiency on the DIBLES MOY assessment.; 65% of students in grades 3-5 demonstrated proficiency on the DIBLES MOY assessment.	Gaps in foundational literacy skills, such as phonics, decoding, and fluency; Limited family involvement in supporting literacy development at home; Inconsistent or insufficient exposure to grade-level texts; Limited access to books and literacy resources at home	K-5				

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
				1	Small Group Differentiated Instruction	Use DIBELS assessments and LinkIt! data to group students and tailor instruction based on their needs. In grades K-2 instruction will be focused on phonetic awareness, letter recognition, and phonics. grades In 3-5 instruction will be focused on comprehension, utilizing textual evidence, and interpret figurative language. Progress monitoring for grades K-1 plus any students who have Academic Coaches will take place through DIBELS. For 2-5, Benchmark Assessments will be used for progress monitoring. Provide reading opportunities at home. Progress will be monitored through completed reading	Strong	https://ies.ed.gov/ncee/wwc/practiceguide/19

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
					logs, student reflections, and follow-up assessments at the beginning of the school year. Teachers may also use reading inventories or informal assessments to measure changes in reading comprehension, fluency, and overall engagement compared to end-of-year data. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. Provide students for reading materials and instruction outside of regular school day.		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population (s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link(s) or URLS
				2	Parent and Family Engagement Night	The Parent and Family Engagement Night will use evidence-based strategies such as interactive workshops and hands-on activities in literacy and math, where families practice skills alongside their children. Activities like guided reading strategies, problem-solving tasks, and take-home resources will help reinforce learning at home and strengthen the home–school connection. Progress will be monitored through attendance records, family feedback surveys, and follow-up data on student performance in targeted areas such as reading comprehension and math skills. Additionally, teacher	Promising	https://ies.ed.gov/learn/blog/6-strategies-effective-school-family-engagement-events

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
					observations and participation rates in related activities will help determine the effectiveness of the engagement efforts.		
				3			

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population (s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link(s) or URLS
Effective Instruction	Students struggled on the iReady benchmark assessment. 38% of students in grades 1-2 demonstrated proficiency on the iReady Spring assessment.; 35% of students in grades 3-5 demonstrated proficiency on the iReady Spring assessment.	Limited use of differentiated or small-group instruction to meet diverse learning needs; Need for targeted intervention for struggling learners, including students performing below grade level; Overreliance on whole-group instruction without opportunities for individualized support; Gaps in teacher training or professional development in effective math intervention strategies; Inconsistent progress monitoring to track student growth and adjust instruction	K-5				

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
				1	Math Interventionist	The math interventionist will use the i-Ready curriculum as an evidence-based, adaptive instructional program to provide targeted support based on each student's individual needs. Lessons are personalized using diagnostic data and include teacher-led instruction, online practice, and small-group interventions focused on key math skills. Progress will be monitored through i-Ready diagnostic assessments, growth reports, and ongoing lesson data that track student performance and skill mastery. The interventionist will also review data regularly to adjust instruction, while comparing student growth over time to ensure	Strong	https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=12

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
					progress toward grade-level expectations.		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population (s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link(s) or URLS
				2	Math Professional Development	The math interventionist will utilize i-Ready as an evidence-based, adaptive resource to deliver targeted, data-driven instruction aligned to students' individual needs. Professional development will focus on effective use of i-Ready data, differentiated small-group instruction, and best practices in math intervention to strengthen instructional delivery and student outcomes. Progress will be monitored through i-Ready diagnostic results, growth reports, and lesson completion data to track student achievement and skill mastery. In addition, the effectiveness of the resources and professional	Demonstrates a Rationale	https://www.tandfonline.com/doi/full/10.1080/13664530.2022.2134195#abstract

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
					development will be evaluated through classroom observations, coaching feedback, and analysis of student growth trends over time.		
				3			

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population (s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link(s) or URLS
Climate & Culture - Attendance/Behavior	30 out of 310 students have been chronically absent during the 2025-2026 school year. Grade 1: 8 out of 56 or 14%; Grade 2: 4 out of 56 or 7%; Grade 3: 11 out of 63 or 17%; Grade 4: 3 out of 59 or 5%; Grade 5: 5 out of 76 or 7%	Numbers improved this year due to the lack of Kindergarten, lack of special programs, and a lower population; Limited communication between school and families regarding attendance expectations; Limited family awareness of the impact of absenteeism on academic achievement; Gaps in data analysis to identify at-risk students early	K-5				

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
				1	Family and Community Resource Officer	The Family and Community Resource Officer will implement an evidence-based attendance intervention focused on early identification, family outreach, and positive engagement. This includes monitoring attendance data to identify at-risk students, conducting regular communication with families, and connecting them with school and community resources. Strategies such as attendance incentives, personalized check-ins, and family support plans will be used to address barriers and promote consistent attendance. Progress will be monitored through attendance records, including daily attendance rates, chronic absenteeism	Strong	https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf#page=27

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
						data, and improvement trends over time. Additional measures will include logs of family contacts, participation in attendance initiatives, and comparisons of attendance data before and after interventions to evaluate effectiveness.		
				2				
				3				
No option for the fourth SMART Goal was selected on the Root Cause page.				1				
				2				
				3				

SMART Goal 1

From Sept. 2026 to June 2027, 70% of the students in grades K - 5 will show an increase of 100 points using DIBELS for ELA.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance Need	Students struggled on ELA benchmark assessments. 65% of students in grades 1-2 demonstrated proficiency on the DIBLES MOY assessment.; 65% of students in grades 3-5 demonstrated proficiency on the DIBLES MOY assessment.
Target Population:	K-5

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, assessment data will be analyzed to identify current levels of proficiency among students school-wide to determine their baseline proficiency level. 100% of at risk students will be identified as it is measurable.	DIBELS
Feb 15	By the end of cycle 2, 70% of the students in grades K - 5 will show an increase of 50 points using DIBELS for ELA.	DIBELS
Apr 15:	By the end of cycle 3, 60% of the students in grades K - 2 will show an increase of 10 words when progress monitoring NWF (Decoding) for ELA. 60% of students in grades 3-5 will show an increase of 25 words when progress monitoring OWF for ELA.	DIBELS/Progress Monitoring
Jul 1	From Sept. 2026 to June 2027, 70% of the students in grades K - 5 will show an increase of 100 points using DIBELS for ELA.	DIBELS

Strategy 1 - Small Group Differentiated Instruction

Action Steps

SMART Goal 1 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	DIBELS and Linkit! assessment will be administered; data will be analyzed to determine student proficiency.	9/2/26	10/2/26	Teachers
2	1	Teachers use data to plan focused and differentiated instruction.	9/23/26	10/23/26	Administrator; Teachers
3	1	Administrator will organize an Extended Day program for students. Selected teachers will provide individualized instruction to struggling students.	10/6/26	12/18/26	Administrator; Extended Day Instructors
4	1	Administrator will monitor progress through instruction, lesson plans and grade-level meetings and provide feedback to teaching staff; plan differentiated teacher supports.	9/2/26	11/23/26	Administrator
5	1	After the end of cycle 1, Data team will meet to progress monitor and reassess the proficiency levels to measure student growth.	11/16/26	11/23/26	Data Team; Teachers
6	1	Teachers use data to plan focused and differentiated instruction.	11/24/26	2/12/27	Teachers
7	1	After the end of cycle 2, Data team will meet to progress monitor and reassess the proficiency levels to measure student growth.	2/15/27	2/22/27	Data Team; Teachers
8	1	Teachers use data to plan focused and differentiated instruction.	2/23/27	4/14/27	Teachers
9	1	After the end of cycle 3, Data team will meet to progress monitor and reassess the proficiency levels to measure student growth.	4/15/27	4/22/27	Data Team; Teachers
10	1	Teachers use data to plan focused and differentiated instruction.	4/23/27	6/23/27	Teachers

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	ELA Interventionist Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	$25,612	Federal Title I (School Allocation)
5	Data Team Salaries (2 teachers @ 30 hrs. x $53/hr; 4 teachers @ 6 hrs. x $53/hr.)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$4,452	Federal Title I (School Allocation)
5	Data Team FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$341	Federal Title I (School Allocation)
2	ELA Interventionist FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$16,392	Federal Title I (School Allocation)

Strategy 2 - Parent and Family Engagement Night

Action Steps

SMART Goal 1 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	DIBELS and Linkit! assessments will be administered; data will be analyzed to determine student proficiency.	9/2/26	10/2/26	Teachers
2	2	Teachers use data to plan focused and differentiated instruction.	9/23/26	10/23/26	Administrator; Teachers

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	2	Teachers will order supplies for Parent and Family Enggement Night.	10/6/26	12/18/26	Administrator; Parent Night Instructors.
4	2	Teachers plan and facilitate Parent Engagement Nights. Parent Night will cover topics assessed in the DIBELS and LinkIt! platforms.	10/6/26	12/18/26	Administrator; Parent Night Instructors
5	2	Administrator will monitor progress through instruction, lesson plans and grade-level meetings and provide feedback to teaching staff; plan differentiated teacher supports.	9/2/26	6/1/27	Administrator

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Parent and Family Engagement Night Salaries (5 teachers @ 4 hrs. x $53/hr.; 1 teacher @ 5 hrs. x $53/hr.)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$1,325	Federal Title I (Intervention Reserve)
4	Parent and Family Engagement Night FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$101	Federal Title I (Intervention Reserve)
3	Parent and Family Engagement Night Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	$724	Federal Title I (Intervention Reserve)

Strategy 3 -

< SMART Goal 1, Strategy 3 - Action Steps: NO DATA >

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

SMART Goal 2

From September 2026 to June 2027, 70% of the students in grades K - 5 will show an increase of 25 points using iReady for Math.

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance Need	Students struggled on the iReady benchmark assessment. 38% of students in grades 1-2 demonstrated proficiency on the iReady Spring assessment.; 35% of students in grades 3-5 demonstrated proficiency on the iReady Spring assessment.
Target Population:	K-5

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, assessment data will be analyzed to identify current levels of proficiency among students school-wide to determine their baseline proficiency level. 100% of at risk students will be identified as it is measurable.	iReady
Feb 15	By the end of cycle 2, 70% of the students in grades K - 5 will show an increase of 10 points using iReady for Math.	iReady
Apr 15:	By the end of cycle 3, 70% of the students in grades K - 5 will show an increase of 15 points using iReady for Math.	iReady
Jul 1	From September 2026 to June 2027, 70% of the students in grades K - 5 will show an increase of 25 points using iReady for Math.	iReady

Strategy 1 - Math Interventionist

Action Steps

SMART Goal 2 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	iReady assessment will be administered; data will be analyzed to determine student proficiency.	9/2/26	10/2/26	Teachers
2	1	The Math Interventionist will use data to plan focused and differentiated instruction.	9/23/26	10/23/26	Math Interventionist
3	1	Administrator will monitor progress through instruction, lesson plans and grade-level meetings and provide feedback to teaching staff; plan differentiated teacher supports.	9/23/26	6/23/27	Administrator; Math Interventionist; Teachers
4	1	After the end of cycle 1, Data team will meet to progress monitor and reassess the proficiency levels to measure student growth.	11/16/26	11/23/26	Data Team; Administrator
5	1	The Math Interventionist will use data to plan focused and differentiated instruction.	11/24/26	2/12/27	Math Interventionist
6	1	After the end of cycle 2, Data team will meet to progress monitor and reassess the proficiency levels to measure student growth.	2/15/27	2/22/27	Data Team; Administrator
7	1	The Math Interventionist will use data to plan focused and differentiated instruction.	2/23/27	4/14/27	Math Interventionist
8	1	After the end of cycle 3, Data team will meet to progress monitor and reassess the proficiency levels to measure student growth.	4/15/27	4/22/27	Data Team; Adminisrator
9	1	The Math Interventionist will use data to plan focused and differentiated instruction.	4/23/27	6/23/27	Math Interventionist

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Math Interventionist Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	$68,320	Federal Title I (School Allocation)
2	Math Interventionist FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$43,725	Federal Title I (School Allocation)

Strategy 2 - Math Professional Development

Action Steps

SMART Goal 2 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Math Interventionist will attend district wide trainings to strengthen MTSS strategies.	9/2/26	6/23/27	Math Interventionist
2	2	Math Interventionist will order supplies and attend professional development.	9/2/26	6/23/27	Math Interventionist
3	2	iReady assessment will be administered; data will be analyzed to determine student proficiency.	9/2/26	10/2/26	Teachers
4	2	Administrator will collaborate with instructional staff to order supplies to enhance data driven practices.	9/2/26	3/31/27	Administrator; Math Interventionist
5	2	After the end of cycle 1, Data team will meet to progress monitor and reassess the proficiency levels to measure student growth.	11/16/26	11/23/26	Data Team; Administrator

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
6	2	After the end of cycle 2, Data team will meet to progress monitor and reassess the proficiency levels to measure student growth.	2/15/27	2/22/27	Data Team; Administrator
7	2	After the end of cycle 3, Data team will meet to progress monitor and reassess the proficiency levels to measure student growth.	4/15/27	4/22/27	Data Team; Administrator

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Math Resources (Professional Development and Supplies)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$4,729	Federal Title I (School Allocation)

Strategy 3 -

< SMART Goal 2, Strategy 3 - Action Steps: NO DATA >

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

SMART Goal 3

From September 2026 to June 2027, the percent of chronically absent students in grades K-5 will decrease from 14.90% during the 2025-2026 school year to 10%, based on the state definition of chronic absenteeism.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	Attendance
Priority Performance Need	30 out of 310 students have been chronically absent during the 2025-2026 school year. Grade 1: 8 out of 56 or 14%; Grade 2: 4 out of 56 or 7%; Grade 3: 11 out of 63 or 17%; Grade 4: 3 out of 59 or 5%; Grade 5: 5 out of 76 or 7%
Target Population:	K-5

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	From the beginning of September 2026 through mid-November 2026, the percent of chronically absent students in grades K-5 will decrease from 11.32% during the 2025-2026 school year to 11%, based on the state definition of chronic absenteeism.	Genesis
Feb 15	From the beginning of September 2026 through mid-February 2027, the percent of chronically absent students in grades K-5 will decrease from 9.85% during the 2025-2026 school year to 8.50%, based on the state definition of chronic absenteeism.	Genesis
Apr 15:	From the beginning of September 2026 through mid-April 2027, the percent of chronically absent students in grades K-5 will decrease from 9.64% during the 2025-2026 school year to 8.50%, based on the state definition of chronic absenteeism.	Genesis
Jul 1	From September 2026 to June 2027, the percent of chronically absent students in grades K-5 will decrease from 14.90% during the 2025-2026 school year to 10%, based on the state definition of chronic absenteeism.	Genesis

Strategy 1 - Family and Community Resource Officer

Action Steps

SMART Goal 3 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Use Genesis to analyze absentee data; generate weekly reports that identify attendance problems to ensure that each student receives appropriate support.	9/8/26	6/23/27	Data Team; Family and Consumer Resource Officer
2	1	Monitor attendance through parent communication (attendance letters and parent phone calls)	9/2/26	11/13/26	Family and Consumer Resource Officer
3	1	Parents are informed of attendance policy at Open House.	9/24/26	9/24/26	Administrator, Teachers
4	1	Family and Community Resource Officer will progress monitor, track chronic absenteeism and analyze absentee data.	11/16/26	11/30/26	Administrator, Counselor, Family and Consumer Resource Officer
5	1	Parents are informed of attendance policy at Parent-Teacher Conferences.	12/1/26	12/4/26	Teachers
6	1	Monitor attendance through parent communication (attendance letters and parent phone calls)	12/1/26	2/12/27	Family and Consumer Resource Officer
7	1	Family and Community Resource Officer will progress monitor, track chronic absenteeism and analyze absentee data.	2/12/27	2/26/27	Administrator, Counselor, Family and Consumer Resource Officer
8	1	Monitor attendance through parent communication (attendance letters and parent phone calls)	3/2/27	4/15/27	Family and Consumer Resource Officer
9	1	Family and Community Resource Officer will progress monitor, track chronic absenteeism and analyze absentee data.	4/15/27	4/30/27	Administrator, Counselor, Family and Consumer Resource Officer
10	1	Monitor attendance through parent communication (attendance letters and parent phone calls)	5/3/27	6/23/27	Family and Consumer Resource Officer

Budget Items

SMART Goal 3 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Family and Community Resource Officer	INSTRUCTION - Personnel Services - Salaries / 100-100	$48,020	Federal Title I (School Allocation)
2	Family and Community Resource Officer - FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$3,674	Federal Title I (School Allocation)

Strategy 2 -

< SMART Goal 3, Strategy 2 - Action Steps: NO DATA >

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

Strategy 3 -

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

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

SMART Goal 4

Area of Focus No option for the fourth SMART Goal was selected on the Root Cause page.

Content Area

Priority Performance Need

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

Strategy 1 -

< SMART Goal 4, Strategy 1 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

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

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

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$141,952	$0	$0	$0	$0	$0	$0	$141,952
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	$141,952	$0	$0	$0	$0	$0	$0	$141,952
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$4,452	$1,325	$0	$0	$0	$0	$0	$5,777
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$64,132	$101	$0	$0	$0	$0	$0	$64,233
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$4,729	$0	$0	$0	$0	$0	$0	$4,729
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	$724	$0	$0	$0	$0	$0	$724
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	$73,313	$2,150	$0	$0	$0	$0	$0	$75,463
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Cost			$0	$215,265	$2,150	$0	$0	$0	$0	$0	$217,415

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$215,265	$2,150	$217,415
Other Title 1 Expenditures	$0	$0	$0
Total	$215,265	$2,150	$217,415

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
	No option for the fourth SMART Goal was selected on the Root Cause page.
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: Mary Panko Title: Principal

Date: 08/13/2026

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: Patricia Ftizgerald Title: Special Projects Coordinator/Business Dept Liaison

Date: 08/13/2026

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: Paul T. Postorino Title: Assistant Superintendent of Curriculum and Instruction

Date: 09/08/2026