Paterson Charter School for Science and Technology

District: Paterson CS for Sci/Tech
County: CHARTERS
Team: NA
School Identification: NA
Targeted Subgroup
CDS: 807503970

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	Sharon Rountree	Yes	No	Yes		
Community Member	Jennifer Zicherman	Yes	Yes	Yes		
Student Representative	Davionna Ellis	Yes	Yes	Yes		
ELA Department Head/teacher	Allison Schulz	Yes	Yes	Yes		
Math Department Head/Teacher	Semra Necimoglu	Yes	Yes	Yes		
ESL Department Represenative	Mildred Saint-Hilaire	Yes	Yes	Yes		
Patricia Stephenson	Director of Guidance	Yes	Yes	Yes		
David Aytas	Director of STEAM	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Amanda Leach	Director of Humanities	Yes	Yes	Yes		
Riza Gurcanli	Lead Person	Yes	Yes	Yes		
Thomas Kane	ESEA Consultant	Yes	Yes	Yes		
Hurisa Guvercin	Director of Special Programs	Yes	Yes	Yes		
Mursel Gunes	Director of Data and Assessments	Yes	Yes	Yes		
Mariana Porporino	K-3 Teacher	Yes	Yes	Yes		
Sanian Bailey	K-3 teacher	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/09/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/07/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/02/2023	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/06/2023	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)
Align ELA and Social Studies Standards to address	ELA	All students in grades K-11 including students with disabilities	No	Yes	Yes	Curriculum submitted to the BOE for approval.
Expand and enhance the Summer Academies in 2023, additional extended day programs and include well trained basic skills specialists to assist students below grade level by utilizing reading strategies from Fundations, Wilson, and Orton Ghillingham	ELA, Math, Science	All students in grades K-11 including students with disabilities	Yes	Yes	Yes	Summer academies were expanded and extended day programs now offered in all four campuses. Focus on basic skills in math in reading a priority. Saturday Acadamies now completed and summer school will begin in July. The summer programs will be run by NJ certified teachers. See BOE Board Minutes for June for teachers hired for summer school. Also, data will be compiled per NJDOE for the ESSER-3 Performance report.

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)
Structure basic skills program to allow more time for targeted small group and one-on-one reading/ELA instruction.	ELA	All students in grades K-11 including students with disabilities	Yes	Yes	Yes	Targeted small group and one-to-one assistance provided this year in all campuses. Methodology- co-teaching and pull out support. Also, tutoring offered at all campuses. Data for students attending compiled in Stateline Data Program.
Expand and enhance the Summer Academies in 2023, additional extended day programs and include well trained basic skills specialists to assist students below grade level. Expand and enhance the extended day programs and include well trained basic skills specialists to assist students below grade level by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc.	ELA, Math, STEM	All students in grades K-11 including students with disabilities	Yes	Yes	Yes	Summer academies were expanded and extended day programs now offered in all four campuses. Focus on basic skills in math in reading a priority. Saturday Acadamies now completed and summer school will begin in July. The summer programs will be run by NJ certified teachers. See BOE Board Minutes for June for teachers hired for summer school. Also, data will be compiled per NJDOE for the ESSER-3 Performance report.

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)
Continue to determine appropriate student placement in basics skills/supplemental programs and create individual academic plans utilizing student achievement data analyzed and reviewed during PLCs and leadership team meetings and provide math enhanced state-of-the-art curricular /instruction supplies and materials.	ELA, Math, Science	All students in grades K-11 including students with disabilities	Yes	Yes	Yes	Student placements continue to determine throughout the year in basics skills/supplemental programs. Teachers created individual academic plans utilizing student achievement data analyzed and reviewed during PLCs and leadership team meetings and provide math enhanced state-of-the-art curricular /instruction supplies and materials. Data utilized includes MAPS, IXL, RazKids, SAT, and PSAT.
Structure basic skills program to allow more time for targeted small group and one-on-one reading/ELA instruction.	ELA	All students in grades K-11 including students with disabilities	Yes	Yes	Yes	Targeted small group and one-to-one assistance provided this year in all campuses. Methodology- co-teaching and pull out support. Also, tutoring offered at all campuses. Data for students attending compiled in Stateline Data Program.

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)
Expand and enhance the Summer STEM Academies in 2023, additional extended day programs. Also, Provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.	STEM	Students in grades K-11	Yes	Yes	Yes	Summer academies were expanded and extended day programs now offered in all four campuses. Focus on basic skills in math in reading a priority. Saturday Acadamies now completed and summer school will begin in July. The summer programs will be run by NJ certified teachers. See BOE Board Minutes for June for teachers hired for summer school. Also, data will be compiled per NJDOE for the ESSER-3 Performance report.
Continued expansion of STEM/STEAM labs for K-1, elementary, and middle/high school and upgrade science curriculum to include high-quality hands-on STEM projects/hands-on activities and assessments.	STEM	Students in grades K-11	Yes	Yes	Yes	STEM/STEAM opportunities were expanded in all campuses. A lego certified instruction created a new K-3 program with specific projects via the science classroom. 4-7 science teachers are now scheduled for one week per month to implement the new MakerSpace curriculum. At the HS, new courses are now offered including Drone Certification courses.

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)
Continue to revise and edit comprehensive unit assessments for all science levels including performance based assessments/tasks. Assess validity and correlation to the NJSLA in 2023.	Science	Students in grades K-11	Yes	Yes	Yes	Unit assessments for all science levels conintue to be worked on by our staff and the New STEM Director. Standards based projects continue to be a focus.
Renewed focus on mental health identification and referral by staff	Health	All students in grades K-12	No	No	No	Faculty meetings were held in all buildings with a focus on Mental Health Identification. On-line courses were mandatory for all staff. Data for the on-line courses and completion is housed in the HR Department. We did not utlizie a pre-test as planned.
Continue to utilize existing mental health professionals for resource personnel	Health	All students in grades K-12	No	No	No	Mental health appointments provided to students, parents, and families.

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)
Continue to incorporate SEL strategies during daily instructions and invite presenters/speakers to present to students on various topics related to mental health.	Health	All students in grades K-12	No	Yes	Yes	SEL Strategies utilized as documented in Guidance Advisory Plans
Collaborate with local colleges, universities, and community organizations to establish partnerships that facilitate dual enrollment opportunities for high school students.	All Academic Areas	All high school student	Yes	Yes	Yes	Daily log completed by guidance and directors.

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)
Increase awareness among students, parents, and school staff about the benefits and availability of dual enrollment programs. Organize information sessions, workshops, and presentations to inform stakeholders about the advantages of participating in dual enrollment.	All Academic Areas	All high school students	Yes	Yes	Yes	Meetings posted on PCSST Website.

STUDENT ACHIEVEMENT				
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.		Data from the NJ School Performance Report indicates PCSST is making some post COVID Pandemic progress in ELA and math proficiency rates. At the time of the writing of this report, 22-23 NJSLA Data was provided by NJDOE. Proficiency reads for ELA (28%) and Math (11%) were much lower than the data provided from the last administration. Some improvements were reflected in the local Benchmark results from 2022-2023; especially for specific grades. NWEA-MAPS Benchmarks are administered 3 times per year. In the table below are the proficiency rates from the local benchmark assessment results for 2022-2023- grades K through 11. A comparison of Math proficiency data from BM I through BM III demonstrated improvement from Benchmark 1 to Benchmark	As reported by last round of provided data located on the NJ School Performance Report, PCSST has been demonstrating a drop in ELA and Math. Performance report data from the last two years indicates that ELA dropped from 50.60 % to 28% and Math dropped from 25.40% to 11%. Proficiency rate in Algebra I reminded the same at 14.00 %. Per NJDOE, districts are cautioned to utilized NJ State Data from years prior due to COVID. The NJSLA was not administered in 2020 or 2021 and 2023 data has yet to be released. Data indicates that Hispanic students continue again to out-perform their peers in

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			3 in ELA n the following grades: K, 2, 3, 6, 7, 9, and 10. A comparison of ELA proficiency data from BM I through BM III demonstrated improvement from Benchmark 1 to Benchmark 3 in ELA n the following grades: K, 1, 4, 7, 9, 10, and 11 ELA topics/skills identified for improvement are listed below: Compare & Contrast, Plot, Character, Making Inferences, Academic Vocabulary, informational text (history and science texts). Math topics/skills identified for improvement based on BM I and BM III are listed below: -Solving Problems Involving Congruent Figures -Using the Algebra of Parallel and Perpendicular Lines -Expressing Geometric Properties with Equations Using Multiple	the African American population. It is important to note that the African American male population improved by 6% in ELA and 2.5% in math. Economically disadvantaged students dropped from 49.50% to 27.7% in ELA, and from 24.60% to 13.9% in Math Positive results have also been gained by our ELL student subgroup outperformed the ELA Schoolwide average. Other trends include higher score for both male and female students particularly female students outperform male students in ELA. The Stakeholders Committee discussed data such as this during two of their quarterly meetings and will include a focus on the

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Representations of a Relationship Use Equations, Inequalities, and Expressions to Model Relationships Dividing with Whole Numbers and Unit Fractions Renaming Measurements to Solve Problems Adding and Subtracting like Fractions and Mixed Numbers	specific populations.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		NOTE: Due to COVID-19, no new State Assessment data is available for the 2020 and 2021 school years. The information in the "Prepopulated Data" column is from the 2022 NJ School Performance Report and the ASP Reporting tab. New Jersey transitioned from the NJASK to NJSLA-S in 2018 to align to new science standards. Students took field tests in 2018 but scores were not reported. Results for NJSLA-S were added to the performance reports in 2019 and pre-populated to the ASP in 2022. The table on the left side shows how our students in grade 5, 8, and 11 performed this year on the last NJSLA Science assessment administered by NJDOE. Data is listed for overall percentage and by student group. Students scoring at Level 3 or 4 were considered proficient. With respect to collecting local data for science during	Due to COVID-19, no new State Assessment data is available for the 2020 and 2021 school years; only for 2022 to the left. The information in the "Prepopulated Data" column is from the 2022 NJ School Performance Report and the ASP Reporting tab. New Jersey transitioned from the NJASK to NJSLA-S in 2018 to align to new science standards. Students took field tests in 2018 but scores were not reported. Results for NJSLA-S were added to the performance reports in 2019 and pre-populated to the ASP in 2022. Data from 2023 local assessments indicates there was little to no improvement from MP1 to MP3. Particularly, students in grade 11, showed a .68 % decline. The science director

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			the 22-23 school year, PCSST-created NJSL benchmark assessments were administered. PCSST utilizes standards-based grading on a scale 0-4. Below are the overall average scores for each marking period for grades 5, 8, and 11 Science continues to be a Smart Goal in the ASPS as PCSST begins their focus on STEM related projects and MakerSpace Experiences.	presented transition to the new science standards as the main reason for low proficiency rate in science. Furthermore, aligning to the NJSLA-S was not possible for local assessments due to the cancellation of the 2020 and 2021 assessments by NJDOE. NJSLA-S is significantly different from the New Jersey Assessment of Skills and Knowledge (NJASK) because NJSLS-Science are more rigorous standards and NJSLA-Science focuses on the application of science knowledge and skills rather than memorization of content. NJSLA-S is designed to measure student proficiency in the knowledge specified by the NJSLS-Science grade band standards and students' ability to

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				utilize the science and engineering practices to explain scientific phenomena appropriately. Students continue to learn new content and skills they were not familiar with. STEM Scopes had an impact in MAPS Scores in grades 4-7. The stakeholders committee is optimistic about the future results due to the Makerspace/STEM program PCSST has been trying to establish and implement in all grades 3-11. The stakeholders committee members also recommended that the Makerspace/STEM program be expanded to grades K-1 as well to start preparing students in early grades for such rigorous state exams. The stakeholders committee will include

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				science as an area of focus for 2023 and 2024 and will develop smart goals/action steps to achieve such goals.
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>97%</td><td>99%</td><td>97%</td><td>0%</td></tr>
<tr><td>1</td><td>96%</td><td>97%</td><td>96%</td><td>0%</td></tr>
<tr><td>2</td><td>98%</td><td>98%</td><td>98%</td><td>0%</td></tr>
<tr><td>3</td><td>95%</td><td>98%</td><td>98%</td><td>0%</td></tr>
<tr><td>4</td><td>96%</td><td>95%</td><td>98%</td><td>0%</td></tr>
<tr><td>5</td><td>98%</td><td>97%</td><td>97%</td><td>0%</td></tr>
<tr><td>6</td><td>95%</td><td>94%</td><td>95%</td><td>0%</td></tr>
<tr><td>7</td><td>96%</td><td>96%</td><td>96%</td><td>0%</td></tr>
<tr><td>8</td><td>94%</td><td>97%</td><td>95%</td><td>0%</td></tr>
<tr><td>9</td><td>96%</td><td>94%</td><td>94%</td><td>0%</td></tr>
<tr><td>10</td><td>94%</td><td>94%</td><td>94%</td><td>0%</td></tr>
<tr><td>11</td><td>93%</td><td>95%</td><td>93%</td><td>0%</td></tr>
</table>
</td>
<td>All data was entered into the ASP Reporting area for 2022-2023. The data to the left indicates that three benchmark administrations were conducted and participation rates were recorded. Summary data, average daily attendance, and participation rates are also included.

PCSST is proud of the participation rate of our students during each NWEA-MAPS Administration.</td>
<td>PCSST is please that student attendance remained above 95% during the 2022-2023 school year.</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	97%	98%	97%	0%
1	95%	97%	98%	0%
2	98%	98%	96%	0%
3	95%	98%	98%	0%
4	96%	95%	98%	0%
5	98%	97%	97%	0%
6	96%	94%	96%	0%
7	96%	96%	96%	0%
8	95%	97%	94%	0%
9	95%	94%	95%	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	94%	94%	94%	0%
11	93%	95%	93%	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="15">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="15">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="15">Data from the NJ School Performance Report indicates PCSST is making some post COVID Pandemic progress in ELA and math proficiency rates. At the time of the writing of this report, 22-23 NJSLA Data was provided by NJDOE. Proficiency rates for ELA (28%) were much lower than the data provided from the last administration. Some improvements were reflected in the local Benchmark results from 2022-2023; especially for specific grades. NWEA-MAPS Benchmarks are administered 3 times per year. In the table below are the proficiency rates from the local benchmark assessment results for 2022-2023- grades K through 11.

A comparison of ELA proficiency data from BM I through BM III demonstrated improvement from Benchmark 1 to Benchmark 3 in ELA n the following grades: K, 1, 4, 7, 9, 10, and 11</td><td rowspan="15">The 2022-23 stakeholders committee expressed a positive feeling tone when discussing progress in Grades K-11. ELA proficiency rates on benchmark assessments have been rise, as does the NJSLA scores in most subgroups. The Stakeholders were in agreement that the majority of students "had enough of virtual learning and testing" by the third marking period. It is believed that the data may be invalid due to students rushing to finish and attendance rates.

Although most students in each subgroup continue to make steady progress, for students with disabilities, and African or Black American students, stakeholders suggested continuing to</td></tr>
<tr><td>K</td><td>23%</td><td>26%</td><td>23%</td><td>0%</td></tr>
<tr><td>1</td><td>20%</td><td>20%</td><td>23%</td><td>0%</td></tr>
<tr><td>2</td><td>19%</td><td>16%</td><td>15%</td><td>0%</td></tr>
<tr><td>3</td><td>21%</td><td>26%</td><td>24%</td><td>0%</td></tr>
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<tr><td>8</td><td>21%</td><td>11%</td><td>19%</td><td>0%</td></tr>
<tr><td>9</td><td>15%</td><td>11%</td><td>23%</td><td>0%</td></tr>
<tr><td>10</td><td>14%</td><td>12%</td><td>21%</td><td>0%</td></tr>
<tr><td>11</td><td>14%</td><td>7%</td><td>20%</td><td>0%</td></tr>
<tr><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

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			ELA topics/skills identified for improvement are listed below: Compare & Contrast, Plot, Character, Making Inferences, Academic Vocabulary, informational text (history and science texts).	create goals to close the gap. Goals and actions steps will be included in the 23-24 ASP.

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<tr><td rowspan="15">Benchmark Assessment (Proficiency) Math Rates*</td><td rowspan="15">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
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A comparison of Math proficiency data from BM I through BM III demonstrated improvement from Benchmark 1 to Benchmark 3 in ELA n the following grades: K, 2, 3, 6, 7, 9, and 10.</td><td rowspan="15">The stakeholders committee expressed a positive feeling tone when discussing progress in Grades K-11. Math proficiency rates on benchmark assessments have been on the decline, as does the NJSLA scores in most subgroups. The Stakeholders were in agreement that the majority of students "had enough of virtual learning and testing" by the third marking period. It is believed that the data may be invalid due to students rushing to finish and attendance rates.

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<tr><td>3</td><td>17%</td><td>22%</td><td>22%</td><td>0%</td></tr>
<tr><td>4</td><td>18%</td><td>7%</td><td>10%</td><td>0%</td></tr>
<tr><td>5</td><td>6%</td><td>11%</td><td>3%</td><td>0%</td></tr>
<tr><td>6</td><td>11%</td><td>15%</td><td>16%</td><td>0%</td></tr>
<tr><td>7</td><td>8%</td><td>11%</td><td>13%</td><td>0%</td></tr>
<tr><td>8</td><td>52%</td><td>2%</td><td>5%</td><td>0%</td></tr>
<tr><td>9</td><td>9%</td><td>37%</td><td>42%</td><td>0%</td></tr>
<tr><td>10</td><td>27%</td><td>24%</td><td>32%</td><td>0%</td></tr>
<tr><td>11</td><td>67%</td><td>67%</td><td>44%</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
			Math topics/skills identified for improvement based on BM I and BM III are listed below: -Solving Problems Involving Congruent Figures -Using the Algebra of Parallel and Perpendicular Lines -Expressing Geometric Properties with Equations Using Multiple Representations of a Relationship Use Equations, Inequalities, and Expressions to Model Relationships Dividing with Whole Numbers and Unit Fractions Renaming Measurements to Solve Problems Adding and Subtracting like Fractions and Mixed Numbers	the gap. Goals and actions steps will be included in the 23-24 ASP.

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	24.5%	PCSST met state Target for English Language proficiency. Three out of these 12 students met scored 4.5 or above and exited the program based on the test scores and other exit criteria.	Twenty-five percent of students who were close to earning ELA proficiency earned a score of 4.5 or higher. IMPORTANT NOTE: Due to COVID-19, no new State Assessment data was available the years prior. The information in the "Prepopulated Data" column is from the 2019, 2020, and 2021 NJ School Performance Report.

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	1615	Enrollment is based on final count for 2022-2023. The increase in the number of students enrolled at PCSST has been determined by the expansion granted by NJDOE per the Charter agreement.	The PCSST overall enrollment trend is based on expansion numbers approved by NJDOE The initial expansion for K-6 is now completed. In 2021-2022, NJDOE approved the expansion for grades 7-12. The trend for the next 3 years is to increase each grade to 145 students.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional 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	95.45%	Attendance rates increased from 94.75% to 95.45% when compared with the prior year. Attendance has improved since PCSST returned to in-person instruction after Covid.	The administration from PCSST calculated the average daily attendance and recorded the information in the Reporting Tab of the ASP for 2022-2023. The overall daily attendance for K-12 In 2020-2021 the attendance rate was 93.92% In 2021-22, the rate has increased to 94.75% The increase in attendance can be attributed to the return to in-person instruction. IN prior years, the main reason for a decline in the attendance rate was the virtual/distance learning from 2020-2021. However, there is still much room improvement in attendance. The Stakeholders Committee and Leadership teams reviewed the present and past 2021-2022 attendance to track
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
					additional trends during their next schedule meeting in 2023.
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	0.00%	Chronic absenteeism rates was calculated by the administration at Paterson Charter School for Science and Technology. The secretaries defined chronic absenteeism as the percentage of students who are absent 10% or more of the days between the start of school through the end of the school year. Chronic absenteeism will be reviewed by the Stakeholders during their first meeting in 2023-2024.	Overall, the PCSST Chronic Absenteeism trend established in 2019-2020 continues to demonstrate that PCSST is exceeding the state target in this area. Chronic absenteeism is defined as students absent for 10% or more days enrolled. A summary of past years Chronic Absenteeism rates are as follows: 2017-2018- 4.69% 2018-2019- 3.72%. 2019-2020- 5.2 % 2020-2021- 0% 2021-2022- 0%
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	91.36%	Staff attendance rates decreased from 95.29 % in 2021-2022 to 91.36% in 2022-2023. Attendance was recorded by the administration, specifically, Human Resources.	The Director of Human Resources at PCSST calculated the average daily attendance for staff. The attendance rates were compiled and entered into the chart by building administration. The staff attendance has been at or above 95% in previous years. However, the staff attendance rate decreased to 91.36% in 22-23. PCSST administration is looking into the causes of this and will come up with action plans for improvement. PCSST is proud of the overall staff attendance. PCSST staff is to be commended for their dedication in maintaining good attendance for the benefit of our students, parents, and community.

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	2.13%	Data indicates that the YTD suspension rate remains very low for the past three years. There is a slight increase of the ISS rate as compared to the previous years. However this is still very much below the state rate.	The stakeholders committee will look more deeply into this area in 2023 to re-establish trends and areas in need of improvement.
		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	0.88%		

<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>Climate & Culture Surveys</td>
<td>Results from surveys
*Identify staff satisfaction and support
*Identify perception of the environment
*Identify perceptions of students
*Identify perceptions of family</td>
<td>
<table>
<tr><th>Domain</th><th>ES</th><th>MS/HS</th><th>Parents</th><th>Staff</th></tr>
<tr><td>Participation</td><td>70</td><td>70</td><td>50</td><td>100</td></tr>
</table>
</td>
<td>Below are the areas of strengths and weaknesses identified by the parents:

Strengths:
-My child is safe going to and from school.
-School building is clean
-Teachers have high expectations for students.
-Staff encourage students to respect each other's differences.

Weaknesses:
-Students don't respect their teachers.
-I am not actively involved in my child's school
- Code of conduct is not consistently enforced.

Below are the areas of strengths and weaknesses identified by the staff:

Strengths:
-Students at this school don't know how to manage their time.
-I have access to the tools I need to do my job.
-Students at this school have the opportunity to work independently.</td>
<td>The 2023 Student, Parent, and Staff survey was reviewed and analyzed after the spring administration. Completed participation rates and specific data can be found in the minutes from the Stakeholders Meetings. As with past years, the Leadership Team determined school strengths and weakness from the survey.

Some new themes moved to the forefront in 2023; mainly issues that were COVID related. All groups feel that additional mental health assistance is needed (researchers agree as well). Staff and parents believe that social and emotional learning has gotten better this year as compared the last year.

With regards to Strengths, the K-12 parents, students, and all mentioned that school</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Weaknesses: -Schedule does not allow adequate time for collaboration. -Students are not able to solve conflicts with peers -Teachers spend a lot of time dealing with students' social and emotional learning and disciplining them.	safety is one of their strengths. The school community also mentioned strong communication between school and family to be very helpful. Trends with regards to identified by staff was safety again. Each group also listed collaboration and school promoting student success as a strength.

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)		The Paterson Charter School for Science and Technology takes great pride in the number of students graduating from high school and going to college after graduation. The data in the chart to the left indicates 96.70% of students graduated in 5 years and 86.00% graduated in 4 years. PCSST continues to out-perform the Paterson School District in this area. The only subgroups that fall below 95% graduation rate are Black or African American students and students with disabilities The latest NJ School Performance Report recognizes school as "Excelling" when the graduation rate is between 95-100%. Over the past few years, Title 1 programs have been initiated and developed to assist	The Leadership Team and Stakeholders Committee continue to express their pride in educational quality at PCSST as they continue to exhibit a high graduation rate and high percentage of students attending college. The Lead Person commended the staff, students, and parents for all of their hard work. He noted that we will continue to work hard to ensure that all students graduate on time and get accepted to the best college possible. Economically disadvantaged students continue to graduate at a rate above 96% for the 5 year graduation rate and 95.80% for the 4 year graduation rate and out distance their peers in the Paterson School District.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			students at risk. First, a credit recovery program was implemented to help at risk students stay on level with their academics. By staying with their class academically, nearly all students have graduated in 4 years. Next, a student intervention period was created during the day for individuals below level. Students are assigned to specific teachers to complete missed work and to better prepare for assessments. Finally, extended day opportunities (Pass +, Saturday Academy) help students with assessment strategies.	In the summer of 2022, PCSST l expanded the Summer Academies for all students to accelerate learning and remediate learning loss from the virtual schooling that occurred during the pandemic. In order to improve (and maintain these numbers), the Stakeholders Committee initiated the College Coach program in 2015. During the present year, over students in grades 6-11 were matched with staff college coaches. The program was expanded and the number of mentors was increased to 12. This program continues to produce great results for students who have parents who did not attend school beyond HS. Funding for this program can be found in the ESEA grant under

<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></td><td></td><td></td><td></td><td>Title IV.</td></tr>
<tr><td>Post-Secondary Rates</td><td>% of students that enroll in post-secondary institution.</td><td></td><td>The Paterson Charter School for Science and Technology has always taken pride in the number of students going to college after graduation. The data in the chart to the left indicates that 67.70% of students attend college. The college enrollment for 4 year dropped by almost 14% as compared with previous year PCSST will look more closely into this and come up with action plans to increase enrollment in colleges.</td><td>All students at PCSST are required to participate in the PSAT during the school day. The participation rate was determined by using students enrolling in the charter school after grade 10.</td></tr>
<tr><td>College Readiness Test Participation</td><td>Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT</td><td><table><tr><th>Test</th><th>% of Students in School</th></tr><tr><td>Participating in PSAT</td><td>0</td></tr><tr><td>Participating in SAT</td><td>67.4</td></tr><tr><td>Participating in ACT</td><td>34.7</td></tr></table></td><td>Local data from current school year indicated that 100% of students in grades 10 and 11 took the PSAT test.

Most notably, PCSST is proud of the increase in students enrollment in SAT from 21% in previous year tp 67.4% in 21-22. The ACT participation also increased from 1.9% to 34.7%</td><td>All students at PCSST are required to participate in the PSAT during the school day. The participation rate was determined by using students enrolling in the charter school after grade 10.</td></tr>
</table>

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	91	138 students were enrolled in Algebra I during 22-23 school year. 69% students scored a C or above.	Data was collected by the Math Supervisor and shared with the Stakeholders Committee during the CNA process (see minutes). Overall 69% of 138 students earned a C or higher at the end of the school year. This year students took the NJSLA assessment and the data has yet to be reported per the chart to the left.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	102		
		% of students who scored 4 or 5 on the PARCC assessment	14%		

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: Marzano Evaluation System # Teachers to Evaluate: 129 # Teachers on CAP: 0 # Teachers receiving mSGP: null: Total Cycle 1: 145 Cycle 2: 150 Cycle 3: 0 Cycle 4: 0	PCSST utilizes the Marzano teacher evaluation system for teacher observation and feedback. Each teacher received at least 3 rounds of formal observations. One hundred and twenty nine teachers were observed this year. Out of this group, 142 individual teacher observation were rated as highly effective (3.5-4.0), 185 individual teacher observation were rated as effective (2.65-3.39), and 2 individual teacher observation were rated as partially effective (1.85-2.64).	Based on data from observation results and from PD survey results the directors of instruction have identified professional development needs as follows: -Closing the Achievement Gap -Content Specific Professional Development -Differentiation of Instruction -Student Motivation and Engagement -Classroom Management - Standards based rubrics and Assessments -UDL -RTI -Use of Artificial Intelligence in Education -Positive Behavioral Intervention Supports (PBIS) -Data Analysis to Guide Instruction and Intervention

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
School Performance Report	Graduation Rate and Dual Enrollment	As listed in Smart Boal	Improving in this area.

Process Questions and Growth and Reflection Tool

Component	Indicator	Descriptor	Level	Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	PCSST has adopted a set of guiding questions about student learning which staff collaboratively address in the PLC teams. PCSST has also unpacked the NJSLA into SLOs and our teachers have developed units of study that clearly communicate which SLOs will be taught and assessed in each unit. Additionally, PCSST has also collaboratively analyzed student data and discussed which instruction strategies/models/activities and resources contributed to successful student outcomes.	An area identified for focus is the completion/alignment of all units of study with assessments and activities that tie to SLOs.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Teachers consistently use formative assessments to monitor student progress and record formative assessment data and provide specific feedback to students. The formative assessment drives next steps in instruction for teachers and allows students to make adjustments to their learning.	Developing common summative unit assessments and performance based/project based on learning tasks for science NJSL-S is one of the focus areas identified by the stakeholders based on data shared and discussed in comprehensive needs assessment meetings.
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Teachers are organized into collaborative teams that work interdependently on goals directed related to student learning and/or the development of a climate and culture conducive to learning. Additionally, common planning time has been provided for teachers to work collaboratively on lesson plans, data analysis, and strategies to address the achievement gap.	One area identified for focus is developing and following PLC norms so that all team members abide by certain norms when it comes to being fully present in a meeting, coming to meetings on time, and communicating and collaborating professionally.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator	Descriptor Level		
Culture	1	A	3-Developing	PCSST has collaboratively developed a mission built on shared values and beliefs that contains references to the components of school climate. Our mission statement tells both where we want to go and how we will get there. We use our mission statement to drive our collective work. We revise the mission based on new understandings. The mission has been well communicated to all stakeholders. Additionally, PCSST has established program initiatives/approaches related to school climate to address specific school climate goals. PCSST analyzes the effectiveness of all programs and initiatives. Our school community often understands why we are engaging in programs/practices. Sometimes programs are modified to ensure they meet the needs as reflected in the data.	Effective teaching and learning was another area identified for improvement: Students are not always engaged in learning. Teachers need to differentiate instruction as needed to ensure they meet the needs of all learners. Formative assessment and feedback are not always used to support student learning and differentiate for various levels and needs. Interventions are not provided consistently. Students sometimes work collaboratively and sometimes (not always) engage in peer and self-assessment.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	3-Developing	Research-based evaluation frameworks are utilized to evaluate teachers. The evaluation frameworks for teachers are aligned and we have created a common language about teaching. All teachers have received sufficient training in the evaluation model. Student growth objectives (SGOs) are developed but are not tightly aligned to unit SLOs. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after most formal and informal observations. Professional improvement plans are linked to individual needs identified through the evaluation process.	The administrative team and staff will focus not only on key academic areas, but on the social and emotional and their mental health needs of our students in 2022-2023. The Stakeholders prioritized this area and a Smart Goal is included in this ASP.

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	ELA Low English Language Arts student growth for all students as per data contained in 2022-2023 benchmark assessments and the latest NJ School Performance Reports.	When discussing the possible root causes for low growth in ELA during the June stakeholders meeting, the stakeholders committee listed the following as root causes: 1. COVID-19 Virtual Learning 2. Lack of alignment of NJSLA in Social Studies and ELA 3. Many students start the school year below grade level in reading. 4. Lack of fluency in the early years and deficiency in academic vocabulary acquisition. These issues seem to have had a huge negative impact on the overall low reading level.	All Students	1	Expand and enhance Extended Day/Saturday Academy programs and include well trained basic skills specialists to assist students below grade level by utilizing reading strategies from Fundations, Wilson, and Orton Gillingham.
				2	Expand and enhance Summer Academies in 2023, to assist students below grade level by utilizing reading strategies from Fundations, Wilson, and Orton Gillingham.
				3	Expand and enhance Tutoring in 2023, to assist students below grade level by utilizing reading strategies from Fundations, Wilson, and Orton Gillingham.

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	Math Low Mathematics student growth for all students as per data contained in 2022-2023 benchmark assessments and the latest NJ School Performance Reports.	When discussing the possible root causes for low growth in Math during the June stakeholders meeting, the stakeholders committee listed the following as root causes: 1. COVID-19 Virtual Learning 2. Lack of available basic skill teachers and certified math teachers (many alternate route) 3. Many students start the school year below grade level in reading.	All Students	1	Expand and enhance the Extended Day/Saturday Academy in 2023, and include well trained basic skills specialists to assist students below grade level. by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc.
				2	Expand and enhance the Summer Academies in 2023 by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc.
				3	Expand and enhance Tutoring in 2023, additional extended day programs and include well trained teachers to assist students below grade level by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc.

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	Science Low science proficiency rate for all student subgroups in grades 5,8,11 as per data contained in Benchmark Assessments in 2023 and the latest NJ School Performance Reports.	The Stakeholders Committee Members listed the following Root Causes after reviewing CNA data: 1. COVID-19 Virtual Learning 2. Low availability of comprehensive unit assessments for all levels 3. Reduced amount of time for hands on activities and labs 4. Lack of quality time for setting up science labs 5. Science classes have to be made more hands on 6. High teacher turnover in the science department and difficulty finding good science teachers 7. Lack of continuity of project based learning science programs across all grades- 8. Lack of high quality training for science teachers, especially training on the new NJSLS-Science 9. Lack of a STEM program and hands-on activities at the K-1 campus.	All Students	1	Expand and enhance the Summer STEM Academies in 2023, Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.
				2	Expand and enhance the Extended Day/Saturday Academy in 2023. Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.
				3	Continued expansion of STEM/STEAM labs for K-3, and middle/high school and upgrade science curriculum to include high-quality hands-on STEM projects/hands-on activities and assessments.

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?)	
College and Career Readiness	Providing more students with dual enrollment opportunities over the next four years.	The majority of students attending PCSST come from family where parents did not attend college. Although we have a 100% acceptance rate at college, PCSST strives to provide college like experiences to their students prior to graduation. Other Root Causes for minimal participation include COVID and Time Commitments during the day and evening.	All Students	1	Enrolling students in college courses for their remaining high school credit requirements at approved colleges and universities.
				2	Providing underclassmen an opportunity to take dual enrollment courses at Passaic County Community, NJIT, William Paterson, Seton Hall, and Howard. Use of college and career readiness digital curriculum in selecting STEM and business careers, applying for and funding a post-secondary education
				3	Use of college and career readiness digital curriculum in selecting STEM and business careers, applying for and funding a post-secondary education

SMART Goal 1

From Fall 2023 to Spring 2024, at least 70 % of students in grades k-11 will meet their Benchmark Individual Growth Goals.

Priority Performance

ELA
Low English Language Arts student growth for all students as per data contained in 2022-2023 benchmark assessments and the latest NJ School Performance Reports.

Strategy 1:

Expand and enhance Extended Day/Saturday Academy programs and include well trained basic skills specialists to assist students below grade level by utilizing reading strategies from Fundations, Wilson, and Orton Gillingham.

Strategy 2:

Expand and enhance Summer Academies in 2023, to assist students below grade level by utilizing reading strategies from Fundations, Wilson, and Orton Gillingham.

Strategy 3:

Expand and enhance Tutoring in 2023, to assist students below grade level by utilizing reading strategies from Fundations, Wilson, and Orton Gillingham.

Target Population:

All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 30 % of students will meet the Benchmark Individual Growth Goal By November.	Benchmark #1
Feb 15	At least 50 % of students will meet the Benchmark Individual Growth Goal by February.	Benchmark #2

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	At least 70 % of students will meet the Benchmark Individual Growth Goal by April.	Benchmark #3
Jul 1	From Fall 2023 to Spring 2024, at least 70 % of students in grades k-11 will meet their Benchmark Individual Growth Goals.	Evidence from Benchmark Summary Data for 2023-2024 School Year and NJSLA Assessment Data provided by NJDOE.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Hire Staff for Extended Day/Saturday Academy	8/1/23	9/1/23	
1	2	Hire Summer Academy Staff and Professors in Residence	3/1/24	6/3/24	
1	3	Hire Tutors for School Year	7/3/23	9/1/23	
2	3	Run Tutoring Program	9/15/23	5/31/24	
2	2	Run Summer Academy	6/28/24	7/31/24	
2	1	Purchase Materials and Software for Goal	8/1/23	9/1/23	
3	1	Run Fall and Spring Program	10/9/23	5/31/24	
4	1	Hire Reading Coaches	7/3/23	7/31/23	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
2	Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
1	Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
2	Staff for Prgram	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
4	Reading Coaches	INSTRUCTION - Personnel Services - Salaries / 100-100	$305,835	Federal Title I (School Allocation)
1	Staff for Extended Day	INSTRUCTION - Personnel Services - Salaries / 100-100	$8,500	Federal Title I (School Allocation)
2	Materials and Software	INSTRUCTION - Supplies & Materials / 100-600	$170,781	Federal Title I (School Allocation)

SMART Goal 2

From Fall 2023 to Spring 2024, at least 70 % of students in grades k-11 will meet their Benchmark Individual Growth Goals.

Priority Performance: Math
Low Mathematics student growth for all students as per data contained in 2022-2023 benchmark assessments and the latest NJ School Performance Reports.

Strategy 1: Expand and enhance the Extended Day/Saturday Academy in 2023, and include well trained basic skills specialists to assist students below grade level. by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc.

Strategy 2: Expand and enhance the Summer Academies in 2023 by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc.

Strategy 3: Expand and enhance Tutoring in 2023, additional extended day programs and include well trained teachers to assist students below grade level by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc.

Target Population: All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 30 % of students will meet the Benchmark Individual Growth Goal by November.	NWEA MAPS Benchmark #1
Feb 15	At least 50 % of students will meet the Benchmark Individual Growth Goal by February.	NWEA MAPS Benchmark #2

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	At least 70 % of students will meet the Benchmark Individual Growth Goal by April.	NWEA MAPS Benchmark #3
Jul 1	From Fall 2023 to Spring 2024, at least 70 % of students in grades k-11 will meet their Benchmark Individual Growth Goals.	Evidence from Benchmark Summary Data for 2023-2024 School Year and NJSLA Assessment Data provided by NJDOE.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Hire Staff for Extended Day/Saturday Academy and Hire BSI Math Staff	8/1/23	9/1/23	
1	2	Hire Summer Academy Teachers and Professors in Residence	3/1/24	6/3/24	
1	3	Hire Tutors for School Year	7/3/23	9/1/23	
2	3	Run Tutoring Program	9/15/23	5/31/24	
2	2	Run Summer Academy Program	6/28/24	7/31/24	
2	1	Purchase Instructional Materials	8/1/23	9/1/23	
3	1	Run Fall and Spring Extended Day/Saturday Academies	10/2/23	5/31/24	
4	1	Hire BSI Staff	7/3/23	7/31/23	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
2	Program Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
1	Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
2	Staff Program	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
1	Hire Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$8,500	Federal Title I (School Allocation)
4	Hire BSI Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$208,125	Federal Title I (School Allocation)
2	Purchase Materials and Software	INSTRUCTION - Supplies & Materials / 100-600	$170,781	Federal Title I (School Allocation)

SMART Goal 3

From Fall 2023 to Spring 2024, at least 70 % of students in grades k-11 will meet their Benchmark Individual Growth Goals.

Priority Performance: Science
Low science proficiency rate for all student subgroups in grades 5,8,11 as per data contained in Benchmark Assessments in 2023 and the latest NJ School Performance Reports.

Strategy 1: Expand and enhance the Summer STEM Academies in 2023, Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.

Strategy 2: Expand and enhance the Extended Day/Saturday Academy in 2023. Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.

Strategy 3: Continued expansion of STEM/STEAM labs for K-3, and middle/high school and upgrade science curriculum to include high-quality hands-on STEM projects/hands-on activities and assessments.

Target Population: All Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 30 % of students will meet the Benchmark Individual Growth Goal by November.	NWEA MAPS Benchmark #1
Feb 15	At least 50 % of students will meet the Benchmark Individual Growth Goal by February.	NWEA MAPS Benchmark #2
Apr 15:	At least 50 % of students will meet the Benchmark Individual Growth Goal by April.	NWEA MAPS Benchmark #3

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	From Fall 2023 to Spring 2024, at least 70 % of students in grades k-11 will meet their Benchmark Individual Growth Goals.	Evidence from Benchmark Summary Data for 2023-2024 School Year and NJSLA Assessment Data provided by NJDOE.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Hire Summer Academy Staff	3/29/24	6/3/24	
1	1	Purchase Materials and Software	8/1/23	9/1/23	
1	3	Purchase STEM Materials and Instructional Software	7/3/23	9/1/23	
2	1	Hire Extended Day/Saturday Academy Teachers	8/1/23	9/1/23	
2	2	Run Summer Academy	6/28/24	7/31/24	
2	3	Purchase STEM Curricular Text K-4	7/3/23	9/1/23	
3	1	Run Fall and Spring Extended Day Programs	10/2/23	5/31/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
2	Staff for Summer	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	ESSER/ESSER II/ARP
2	HS Saturday Academy SAT Prep	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$10,006	Federal Title I (School Allocation)
1	STEM Supplies	INSTRUCTION - Supplies & Materials / 100-600	$20,000	ESSER/ESSER II/ARP
1	Purchase Materials and Software	INSTRUCTION - Supplies & Materials / 100-600	$170,782	Federal Title I (School Allocation)
2	SAVAAS Text	INSTRUCTION - Supplies & Materials / 100-600	$54,000	Federal Title I (School Allocation)

SMART Goal 4

From Fall 2023 to Spring 2024, the enrollment rate for students taking dual enrollment courses will increase by 25% when compared to the benchmark established in 2022-2023 (39 Students).

Priority Performance — Providing more students with dual enrollment opportunities over the next four years.

Strategy 1: Enrolling students in college courses for their remaining high school credit requirements at approved colleges and universities.

Strategy 2: Providing underclassmen an opportunity to take dual enrollment courses at Passaic County Community, NJIT, William Paterson, Seton Hall, and Howard. Use of college and career readiness digital curriculum in selecting STEM and business careers, applying for and funding a post-secondary education

Strategy 3: Use of college and career readiness digital curriculum in selecting STEM and business careers, applying for and funding a post-secondary education

Target Population: All Students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Increase Student Dual Enrollment by 12.5% for the First Semester	College Course Schedules for Students Guidance Summary Report
Feb 15	Increase Student Dual Enrollment by 12.5% for the Second Semester	College Course Schedules for Students Guidance Summary Report

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Review Grade Reports for All Students	College Course Schedules for Students Guidance Summary Report
Jul 1	From Fall 2023 to Spring 2024, the enrollment rate for students taking dual enrollment courses will increase by 25% when compared to the benchmark established in 2022-2023 (39 Students).	College Course Schedules for Students Guidance Summary Report

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Dual Enrollment Spring	11/1/23	12/29/23	
1	1	Hire Teacher College Coaches- CCP+	7/3/23	7/31/23	
1	2	Dual Enrollment Fall	7/3/23	8/31/23	

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Hire College Coach Program Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$58,000	Other Federal

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Dual Enrollment Tuition Fall	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$9,500	Other Federal
1	Dual Enrollment Spring	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$9,435	Other Federal

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	$530,960	$0	$100,000	$58,000	$0	$0	$688,960
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$10,006	$0	$0	$18,935	$0	$0	$28,941
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$566,344	$0	$20,000	$0	$0	$0	$586,344
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$1,107,310	$0	$120,000	$76,935	$0	$0	$1,304,245
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$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	$0	$0	$0	$0	$0	$0	$0
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	$1,107,310	$0	$120,000	$76,935	$0	$0	$1,304,245

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	$1,107,310	$0	$1,107,310
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$1,107,310	$0	$1,107,310

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		College and Career Readiness
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: Thomas Kane and Hurisa Guvercin

Title: Grants and Title 1 Director

Date: 06/24/2023

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: HURISA GUVERCIN
Title: Director of Title I
Date: 06/27/2023

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: Hurisa Guvercin

Title: Director of Title I

Date: 06/27/2023