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 2024-2025

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	Sharon Roundtree	Yes	No	Yes		
Community Member	Jenniffer Zicherman	Yes	Yes	Yes		
Student Representative	Shirley Jaquez	Yes	Yes	No		
Director of Federal Grants	Hurisa Guvercin	Yes	Yes	Yes		
Lead Person	Riza Gurcanli	Yes	Yes	Yes		
Director of STEAM	David Aytas	Yes	Yes	Yes		
Director of Humanities	Amanda Leach	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Director of Data and Assessment	Mursel Gunes	Yes	Yes	Yes		
ESSA Consultant	Thomas Kane	Yes	Yes	Yes		
Director of Guidance	Patricia Stephenson	Yes	Yes	Yes		
ELA Dep.Head 8-12	Allison Schulz	Yes	Yes	Yes		
ELA dep.Head (4-7)	Magdalena Jovanoski	Yes	Yes	Yes		
K-1 Teacher Rep.	Sania Bailey	Yes	Yes	Yes		
2-3 teacher rep	Marina Tornabe	Yes	Yes	Yes		
ESL Teacher	Mildred Sainthilaire	Yes	Yes	No		

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
11/08/2023	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/07/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/07/2024	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/04/2024	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
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.	ELA	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	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
Expand and enhance Summer Academies in 2023, to assist students below grade level by utilizing reading strategies from Fundations, Wilson, and Orton Gillingham.	ELA	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes
Expand and enhance Tutoring in 2023, to assist students below grade level by utilizing reading strategies from Fundations, Wilson, and Orton Gillingham.	ELA	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	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
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.	Math	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes
Expand and enhance the Summer Academies in 2023 by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc.	Math	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	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
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.	Math	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes
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.	Science	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	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
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.	Science	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes
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.	Science	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	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
Enrolling students in college courses for their remaining high school credit requirements at approved colleges and universities.	HS Students	All Students	Yes	Yes	Yes	College enrollment and transcripts	Yes
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	HS Students	All Students	Yes	Yes	Yes	College enrollment and transcripts	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
Use of college and career readiness digital curriculum in selecting STEM and business careers, applying for and funding a post-secondary education	HS Students	All Students	Yes	Yes	Yes	College enrollment and transcripts	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. Link to website with access to reports.	See table below	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. The NJSLA 2022-2023 data to the left denotes an ELA improvement of 2% and Math improvement of 2.5%. On a positive note, PCSST students in grade 6 made progress in ELA with 49% meeting or exceeding expectations, on par with the state average. Some improvements were reflected in the local Benchmark results from 2023-2024; especially for specific grades. NWEA-MAP	Performance Gaps: There are noticeable performance gaps among different racial/ethnic groups, with White and Hispanic students generally performing better than Black or African American students. Gender Disparities: Female students outperform males in ELA but lag behind in Math. Conversely, male students excel in Math compared to ELA. Economic Disparities: Non-economically disadvantaged students show higher

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	30%	13.5%	*	*	*
White	38.7 %	12.9%	*	*	*
Hispanic	31.4 %	15.6%	*	*	*
Black or African American	24.8 %	*	11%	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Two or More Races	*	*	*	*	*
Female	32.5 %	10%	*	*	*
Male	27.4 %	17.2%	12%	*	*
Economically Disadvantaged Students	29%	13.2%	*	*	*
Non-Economically Disadvantaged Students	40%	17.5%	*	*	*
Students with Disabilities	11%	*	*	*	*
Students without Disabilities	32.3 %	14.5%	*	*	*
English Learners	20.3 %	*	*	*	*
Non-English Learners	30.8 %	14.5%	*	*	*

<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>
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<table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th><th>Alg1</th><th>Alg2</th><th>Geo</th></tr>
<tr><td>Homeless Students</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></tr>
<tr><td>Military-Connected Students</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Migrant Students</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Non-Binary / Undesignated Gender</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
</table>
</td>
<td>Benchmarks are administered 3 times per year. In the table below are the proficiency rates from the local benchmark assessment results for 2023-2024- grades K through 11.

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.

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</td>
<td>proficiency rates in both ELA and Math compared to their economically disadvantaged peers.

Students with disabilities:

Students with disabilities have significantly lower proficiency rates compared to students without disabilities.

Multi-lingual Learners: Non-English learners outperform English learners in ELA.

Recommendations:

Targeted Interventions: Implement targeted interventions for Black or African American students and students with disabilities to</td>
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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
			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	address the proficiency gaps. -Develop gender-specific strategies to boost female students' performance in Math and male students' performance in ELA. Support for Economically Disadvantaged Students: -Enhance support mechanisms for economically disadvantaged students to improve their academic outcomes. -Focus on English Learners: Provide additional resources and support for English learners to improve their ELA proficiency.

<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>
NJSLA-S
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td>10%</td><td>1%</td><td>4%</td></tr>
<tr><td>White</td><td></td><td></td><td></td></tr>
<tr><td>Hispanic</td><td>11%</td><td>2%</td><td>2%</td></tr>
<tr><td>Black or African</td><td>9%</td><td>0%</td><td>7%</td></tr>
<tr><td>Asian, Native</td><td></td><td></td><td></td></tr>
<tr><td>American Indian or</td><td></td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td></td></tr>
<tr><td>Female</td><td>9%</td><td>0%</td><td>0%</td></tr>
<tr><td>Male</td><td>13%</td><td>2%</td><td>8%</td></tr>
<tr><td>Economically</td><td>10%</td><td>0%</td><td>3%</td></tr>
</table>
</td>
<td>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 the 23-24 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</td>
<td>Grade Decline: There is a notable decline in performance in science from Grade 5 to Grade 8 across most student groups. Interventions are needed specifically for Grade 8 to address this significant drop. Racial/Ethnic Performance Gaps: Black or African American students have zero performance in Grade 8 but show improvement by Grade 11. Hispanic students' performance declines consistently from Grade 5 to 11.

Gender Disparities: Male students consistently outperform female students, indicating a need for targeted support for female</td>
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</table>

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td></td>
<td></td>
<td>
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Non-Economical</td><td>16%</td><td>6%</td><td></td></tr>
<tr><td>Students with</td><td>6%</td><td>8%</td><td></td></tr>
<tr><td>Students without</td><td>11%</td><td>0%</td><td>4%</td></tr>
<tr><td>English Learners</td><td></td><td></td><td></td></tr>
<tr><td>Non-English</td><td>11%</td><td>1%</td><td>4%</td></tr>
<tr><td>Homeless Students</td><td></td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td><td></td></tr>
<tr><td>Military-Connected</td><td></td><td></td><td></td></tr>
<tr><td>Migrant Students</td><td></td><td></td><td></td></tr>
<tr><td>Non-Binary /</td><td></td><td></td><td></td></tr>
</table>
</td>
<td>Science continues to be a Smart Goal in the ASPS as PCSST begins their focus on STEM related projects and MakerSpace Experiences.

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.</td>
<td>students, especially in higher grades.

Economic Disparities: Non-economically disadvantaged students significantly outperform their peers, indicating a need for enhanced support for economically disadvantaged students.
Disability Impact: Students with disabilities show improvement in Grade 8, suggesting some effective support mechanisms that can be studied and applied to other grades.

English Learner Performance: Although specific data for English learners is missing, non-English</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
				learners maintain average or above-average performance, indicating a potential area for further investigation and support for English learners.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="3">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="15">SGP*</td><td rowspan="15">Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td><td>Student Group</td><td>ELA</td><td>Math</td><td rowspan="15">The data from the NJ School Performance Report Card denotes significant increases in the student growth percentile in ELA and Math at PCSST. Both academic areas met the state standard by scoring above 51% in ELA and above 46% in Math.

It is important to note that both Hispanic and African American students scored 5 percentage points above their peers at the state level in ELA. Similarly, economically disadvantaged students scored 6 percentage points higher than their peers at the state level in ELA. There is also an upward trend for students with disabilities and ELLs, both of whom scored between 4 to 7 percentage points higher than the state average for their sub groups.

Due to the NJDOE’s 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area was blank in 2021-2022.</td><td rowspan="15">Overall Performance:
Schoolwide growth is stronger in ELA than in Math, indicating a potential area of focus for Math improvement strategies.
Racial/Ethnic Performance:
Hispanic students exhibit the highest growth rates in both ELA and Math, surpassing the schoolwide average.
White students have the lowest growth rates, suggesting a need for targeted interventions to boost their performance.

Gender Disparities:
Male students have a slight edge over female students in both subjects, especially in Math.
Strategies to support female students in</td></tr>
<tr><td>Schoolwide</td><td>51%</td><td>46%</td></tr>
<tr><td>White</td><td>35%</td><td>40%</td></tr>
<tr><td>Hispanic</td><td>52%</td><td>49%</td></tr>
<tr><td>Black or African American</td><td>50%</td><td>41%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific</td><td>*</td><td>*</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>50%</td><td>42.5%</td></tr>
<tr><td>Male</td><td>51%</td><td>48.5%</td></tr>
<tr><td>Economically Disadvantaged</td><td>52%</td><td>44%</td></tr>
<tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr>
</table>

<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></td><td></td><td colspan="3"><table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th></tr>
<tr><td>Students with Disabilities</td><td>47.5%</td><td>42.5%</td></tr>
<tr><td>Students without Disabilities</td><td></td><td></td></tr>
<tr><td>English Learners</td><td>51%</td><td>44.5%</td></tr>
<tr><td>Non-English Learners</td><td></td><td></td></tr>
<tr><td>Homeless Students</td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td></tr>
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<tr><td>Migrant Students</td><td></td><td></td></tr>
<tr><td>Non-Binary / Undesignated Gender</td><td></td><td></td></tr>
</table></td><td></td><td>Math could be beneficial.

Economic Disparities: Economically disadvantaged students demonstrate commendable growth in ELA but lag slightly in Math. Additional support in Math for these students could help close this gap.

Disability Impact: Students with disabilities show lower growth compared to the schoolwide average, indicating a need for enhanced support and resources for these students.
English Learners: English learners perform at par or slightly better than the schoolwide average in both ELA and Math, reflecting</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
				effective support strategies that could be reinforced and expanded. Recommendations: Math Focus: Develop and implement specific programs aimed at improving Math growth across all student groups, with a special focus on White students and students with disabilities. Targeted Interventions: Provide targeted interventions for White students to address their significantly lower growth rates. Support for Female Students: Enhance support for female students, particularly in Math,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				to ensure balanced growth between genders. Economic Support Programs: Strengthen support programs for economically disadvantaged students to boost their growth in Math, aligning it with their performance in ELA. Disability Resources: Increase resources and tailored support for students with disabilities to enhance their growth in both ELA and Math. Continuous Support for English Learners: Maintain and possibly expand the support mechanisms for English learners to sustain and further improve their growth

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

<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>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>
ELA
<table>
<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>99%</td><td>100%</td><td>100%</td><td>0%</td></tr>
<tr><td>1</td><td>97%</td><td>99%</td><td>100%</td><td>0%</td></tr>
<tr><td>2</td><td>98%</td><td>95%</td><td>98%</td><td>0%</td></tr>
<tr><td>3</td><td>97%</td><td>97%</td><td>97%</td><td>0%</td></tr>
<tr><td>4</td><td>98%</td><td>98%</td><td>98%</td><td>0%</td></tr>
<tr><td>5</td><td>97%</td><td>96%</td><td>97%</td><td>0%</td></tr>
<tr><td>6</td><td>96%</td><td>95%</td><td>95%</td><td>0%</td></tr>
<tr><td>7</td><td>95%</td><td>97%</td><td>96%</td><td>0%</td></tr>
<tr><td>8</td><td>97%</td><td>94%</td><td>94%</td><td>0%</td></tr>
<tr><td>9</td><td>94%</td><td>95%</td><td>94%</td><td>0%</td></tr>
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</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>ELA Participation: Consistently High Participation in Early Grades:

Kindergarten to Grade 4: Participation rates are exceptionally high, consistently around 97-100% across the first three cycles. However, there is no data for Cycle 4.
Grades 5 to 8: Participation rates remain strong, generally above 95%, but show a slight decline in Cycle 2 for Grade 8 (94%) and Cycle 3 (94%).
Grades 9 to 12: Participation rates are lower compared to earlier grades, with some grades dipping below the 95% threshold, particularly Grades 9, 10, and 12</td>
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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

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
10	94%	93%	94%	0%
11	95%	96%	95%	0%
12	95%	93%	95%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	98%	97%	97%	0%
1	98%	98%	98%	0%
2	97%	97%	96%	0%
3	99%	95%	98%	0%
4	96%	96%	98%	0%
5	97%	98%	97%	0%

in various cycles.
Patterns by Grade:

Grades 9-12: The participation rates for Grades 9, 10, and 12 fall below 95% in several cycles, indicating a need for targeted strategies to boost participation in these grades.
Grades 6-8: Although still relatively high, the participation rates are not as consistent, showing occasional dips below the 95% mark.
Explanation for Not Meeting 95% Participation:

The slight drops in participation rates for Grades 8 to 12 might be due to a combination of factors such as student disengagement,

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	98%	96%	96%	0%
7	97%	96%	97%	0%
8	96%	97%	96%	0%
9	98%	98%	95%	0%
10	97%	94%	94%	0%
11	96%	95%	93%	0%
12	94%	94%	0%	0%

scheduling conflicts, or external factors affecting older students more significantly.
Math Participation: High Participation in Early Grades:

Kindergarten to Grade 4: Participation rates remain consistently high, similar to ELA, with rates around 96-99% across the first three cycles.
Slight Decline in Middle and High School:

Grades 5 to 8: Participation remains strong but shows minor fluctuations, with Grade 8 reaching 97% in Cycles 2 and 3.
Grades 9 to 12: Similar to ELA, participation rates for

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				high school grades show a decline, particularly in Grade 11 Cycle 3 (93%) and consistent below 95% in Grade 12. Patterns by Grade: High School Grades: Participation drops below 95% in various cycles, particularly for Grade 10 in Cycle 2 (94%) and Grade 11 in Cycle 3 (93%). Explanation for Not Meeting 95% Participation: Similar to ELA, high school grades may be affected by increased academic pressures, extracurricular commitments, or other external factors contributing to lower participation rates. Patterns by Subgroup: Consistently High

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Participation in Lower Grades: Both ELA and Math exhibit high participation rates in Kindergarten through Grade 4, indicating strong engagement at these levels. Middle School Fluctuations: Participation rates start to fluctuate more noticeably in Grades 5 to 8, requiring closer monitoring and intervention to maintain high participation. High School Challenges: Grades 9 to 12 show more significant declines in participation, suggesting the need for targeted strategies to address the unique challenges faced by high school students. Recommendations: Targeted

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Interventions for High School Grades: Implement strategies to increase engagement and participation in high school, such as flexible scheduling, additional support for students with scheduling conflicts, and addressing specific disengagement factors. Enhanced Monitoring and Support: Closely monitor participation rates, particularly in the middle and high school grades, to identify and address any emerging patterns of decline early. Engagement Strategies:

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Develop and implement engagement strategies tailored to older students, potentially involving more interactive and flexible assessment methods to maintain high participation rates. Addressing External Factors: Investigate and address external factors contributing to lower participation rates, such as conflicts with extracurricular activities or personal commitments that may disproportionately affect high school students. Communication and Outreach:

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Enhance communication with students and parents to emphasize the importance of assessment participation, particularly in higher grades where participation rates tend to drop. These insights and recommen

<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 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="12">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 2023-2024; 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 2023-2024- 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: 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.</td><td rowspan="12">Early Grades (K-4):

Trend: There is a noticeable decline in Kindergarten and Grade 1 performance over the cycles, while Grades 2-4 show improvement or stabilization.
Recommendation: Focus on maintaining engagement and improving instructional strategies in early grades, particularly for Kindergarten and Grade 1.
Middle Grades (5-8):

Trend: Grades 5-7 show a gradual improvement, with Grade 8 having a significant jump in Cycle 3.
Recommendation: Continue to support and enhance the</td></tr>
<tr><td>K</td><td>58%</td><td>46%</td><td>41%</td><td>0%</td></tr>
<tr><td>1</td><td>36%</td><td>36%</td><td>31%</td><td>0%</td></tr>
<tr><td>2</td><td>33%</td><td>35%</td><td>39%</td><td>0%</td></tr>
<tr><td>3</td><td>35%</td><td>36%</td><td>39%</td><td>0%</td></tr>
<tr><td>4</td><td>23%</td><td>49%</td><td>46%</td><td>0%</td></tr>
<tr><td>5</td><td>57%</td><td>53%</td><td>46%</td><td>0%</td></tr>
<tr><td>6</td><td>24%</td><td>43%</td><td>46%</td><td>0%</td></tr>
<tr><td>7</td><td>32%</td><td>37%</td><td>46%</td><td>0%</td></tr>
<tr><td>8</td><td>41%</td><td>41%</td><td>66%</td><td>0%</td></tr>
<tr><td>9</td><td>63%</td><td>65%</td><td>66%</td><td>0%</td></tr>
<tr><td>10</td><td>35%</td><td>35%</td><td>66%</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	43%	45%	66%	0%
12	37%	36%	66%	0%

ELA topics/skills identified for improvement are listed below: Compare & Contrast, Plot, Character, Making Inferences, Academic Vocabulary, informational text (history and science texts).

strategies that led to improvements in Grades 5-7. Investigate what contributed to the significant improvement in Grade 8 Cycle 3 to replicate it in other grades.
High School Grades (9-12):

Trend: High school grades show significant improvement in Cycle 3, especially Grades 10-12.
Recommendation: Identify and reinforce the effective strategies used in Cycle 3 to ensure sustained performance. Address the stability and ensure the improvement trends are continued.
Cycle 4 Data Absence:

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Observation: There is no data for Cycle 4 across all grades. Recommendation: Investigate the reasons for the lack of data in Cycle 4 to ensure complete assessment reporting and address any gaps in data collection. General Observations: Improvement Needed in Lower Grades: Grades K and 1 need more targeted support to prevent the decline in performance. Sustaining High Performance: For grades showing high performance and improvement, focus on sustaining and building upon these results. Intervention

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Programs: Early Grades: Implement intervention programs to support students in Kindergarten and Grade 1. Middle and High School: Leverage successful strategies from high-performing cycles to replicate success across all cycles.

<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) Math Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
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*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">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 Math (13.5%) were slightly higher than the data provided from the last administration. Some improvements were reflected in the local Benchmark results from 2023-2024; 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 3 in ELA n the following grades: 1, 2, 3, 6, 7, 8, 9, 10, and 11.</td><td rowspan="12">Early Grades (K-4):

Trend: There is variability in performance, with some grades showing improvement and others experiencing declines.
Recommendation: Implement strategies to sustain and improve performance, particularly for Kindergarten and Grade 1, where there is notable fluctuation.
Middle Grades (5-8):

Trend: Overall, middle grades show consistent performance with gradual improvements, particularly significant in Grade 8 Cycle 3.
Recommendation: Continue to build on the strategies that led</td></tr>
<tr><td>K</td><td>38%</td><td>41%</td><td>32%</td><td>0%</td></tr>
<tr><td>1</td><td>23%</td><td>24%</td><td>32%</td><td>0%</td></tr>
<tr><td>2</td><td>32%</td><td>34%</td><td>41%</td><td>0%</td></tr>
<tr><td>3</td><td>35%</td><td>42%</td><td>41%</td><td>0%</td></tr>
<tr><td>4</td><td>48%</td><td>49%</td><td>44%</td><td>0%</td></tr>
<tr><td>5</td><td>52%</td><td>53%</td><td>44%</td><td>0%</td></tr>
<tr><td>6</td><td>42%</td><td>43%</td><td>44%</td><td>0%</td></tr>
<tr><td>7</td><td>36%</td><td>37%</td><td>44%</td><td>0%</td></tr>
<tr><td>8</td><td>47%</td><td>48%</td><td>60%</td><td>0%</td></tr>
<tr><td>9</td><td>37%</td><td>38%</td><td>60%</td><td>0%</td></tr>
<tr><td>10</td><td>43%</td><td>44%</td><td>60%</td><td>0%</td></tr>
</table>

<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></td><td></td><td colspan="5"><table>
<tr><th>Grade</th><th>Cycle 1</th><th>Cycle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>11</td><td>44%</td><td>45%</td><td>60%</td><td>0%</td></tr>
<tr><td>12</td><td>36%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table></td><td>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</td><td>to improvements in middle grades, with a focus on maintaining high performance in subsequent cycles.
High School Grades (9-12):

Trend: Significant improvements in Cycle 3 for Grades 9-11, but a concerning drop for Grade 12 after Cycle 1.
Recommendation: Investigate and address the factors contributing to the drop in Grade 12 performance.
Reinforce successful strategies from earlier cycles to sustain high performance in high school grades.
Cycle 4 Data Absence:

Observation: No data reported for Cycle 4 across all grades.</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
				Recommendation: Ensure complete and accurate data collection for all cycles to provide a comprehensive overview of student performance. Consistent Improvement: Observation: Grades showing consistent improvement (e.g., Grades 8-11 in Cycle 3) highlight effective instructional strategies. Recommendation: Identify and replicate successful approaches from high-performing grades and cycles across other grades. Targeted Support for Declining Grades: Observation: Grades with declining performance in later

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
					cycles (e.g., Kindergarten and Grade 5) need targeted intervention. Recommendation: Provide additional resources and support to grades showing a downward trend to help reverse the decline.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	25%	PCSST met state Target for English Language proficiency. Three out of these 12 students scored 4.5 or above and exited the program based on the test scores and other exit criteria.	PCSST Meet the state Target

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 subgroup	Overall YTD Student Enrollment Average	1658	Enrollment is based on final count for 2023-2024. 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 (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	0.00%	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 2023-2024. The overall daily attendance for K-12 In 2022-2023 the attendance rate was 94.75% In 2023-24, the rate has increased to 95.45% 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
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
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Quantitative (best
available formative
assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td></td><td></td><td>reviewed the present and past 2023-2024 attendance to track additional trends during their next schedule meeting in 2024.</td></tr>
<tr><td>Chronic Absenteeism (Students)*</td><td>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</td><td><table><tr><td>Overall YTD Chronic Absenteeism</td><td>0.78%</td></tr><tr><td>Subgroup 1 YTD Chronic</td><td>0.00%</td></tr><tr><td>Subgroup 2 YTD Chronic Absenteeism</td><td>0.00%</td></tr></table></td><td>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.</td><td>Overall, the PCSST did not meet the chronic Absenteeism target for 23-24. PCSST has developed action steps to increase student attendance.</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
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD: 98.34%	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 has increased 98.34% in 23-24. 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 (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 subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.58%	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 November 2024 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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	1.22%		

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assessment 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>50</td><td>60</td><td>50</td><td>70</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</td>
<td>The 2024 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 2024; . 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,</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
			the opportunity to work independently. 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.	students, and all mentioned that school 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 (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)	See table below	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%.	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

Student Group	5 Year Rate	4 Year Rate
Schoolwide	96.5%	98.8%
White	*	*
Hispanic	97.9%	100%
Black or African American	94.1%	96.9%
Asian, Native Hawaiian, or Pacific Islander		*
American Indian or Alaska Native		
Two or More Races		
Economically Disadvantaged Students	96.3%	98.7%
Students with Disabilities	*	93.8%

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<td></td>
<td></td>
<td>
<table>
<tr><th>Student Group</th><th>5 Year Rate</th><th>4 Year Rate</th></tr>
<tr><td>English Learners</td><td>*</td><td>*</td></tr>
<tr><td>Homeless Students</td><td></td><td>*</td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td></tr>
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</td>
<td>Over the past few years, Title 1 programs have been initiated and developed to assist 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.</td>
<td>out distance their peers in the Paterson School District.

In the summer of 2023, 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</td>
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</table>

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

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<tr>
<td>Post-Secondary Rates</td>
<td>% of students that enroll in post-secondary institution.</td>
<td>
<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institu</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institu</th></tr>
<tr><td>Statewide</td><td>64.8-66.8%</td><td>28.8</td><td>71.2</td><td>83.1</td><td>16.9</td><td>84.7</td><td>15.3</td></tr>
<tr><td>White</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Hispanic</td><td>62.3-64.2%</td><td>33.3</td><td>66.7</td><td>81.8</td><td>18.2</td><td>90.9</td><td>9.1</td></tr>
<tr><td>Black or African American</td><td>65.7-67.7%</td><td>26.1</td><td>73.9</td><td>87</td><td>13</td><td>73.9</td><td>26.1</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
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</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>
</table>

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	65.0-67.0%	28.8	71.2	82.7	17.3	82.7	17.3
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*

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<tr><td></td><td></td><td>
<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institu</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institu</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>
</table>
</td><td></td><td></td></tr>
<tr><td>College Readiness Test Participation</td><td>Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT</td><td>
<table>
<tr><th>Test</th><th>% of Students in School</th></tr>
<tr><td>Participating in PSAT</td><td>0.5</td></tr>
<tr><td>Participating in SAT</td><td>61</td></tr>
<tr><td>Participating in ACT</td><td>29.3</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 to 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 (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	158	138 students were enrolled in Algebra I during 23-24 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	114		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION				
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks / 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 # Teachers to Evaluate: 130 # Teachers on CAP: 2 # Teachers receiving mSGP: null: Total Cycle 1: 130 Cycle 2: 130 Cycle 3: 130 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 Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				-Data Analysis to Guide Instruction and Intervention

< 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 PCSST 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 by posting the ASP and comprehensive needs assessment on the school website. Another method that will be used to deliver the results of comprehensive needs assessment is through the annual Title I parent meetings that are held in fall.

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

PCSST develops and sends parent surveys two times per year, in fall and spring. Through these surveys the school collects parent input and feedback about climate and culture, teaching and learning, and parental involvement. Survey data is analyzed during stakeholders meetings and used as one of the sources of information to determine priority needs. Parent engagement programs like family literacy nights and parent workshops help address priority needs like literacy development, parental support, social emotional learning, mental health identification, internet/social media safety, financial literacy, use of technology, social and emotional learning, and discipline issues.

Reflection and Growth Rubric

Component	Indicator		Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	PCSST i has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	PCSST i has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	PCSST i has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator	Descriptor	Level	Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	PCSST i has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	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		
Teacher and Principal Effectiveness	1	A	3-Developing	PCSST i has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.

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) used to address the Priority Performance Need(s)	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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	ELA Low English Language Arts student growth for all students as per data contained in 2023-2024 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	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. Priority in Hiring Reading Specialists and BSI staff.	Extended Day Saturday Academy SAT Academy	Strong , Moderate	https://eric.ed.gov/?id=ED424343

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
		to have had a huge negative impact on the overall low reading level.		2	Expand and enhance Summer Academies in 2024-25, to assist students below grade level by utilizing reading strategies. New ELA Programs and Curriculum Year 1.	Summer Academy Extended Year New ELA K-4 Curriculum	Strong , Moderate	https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3	Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2024-25, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers.	Tutoring 1-to-1 SAT and NJSLA Tutoring Professor in Residence Mentoring Field Trips for Humanities ELA PD for Staff including Tuition Reimbursement. Up-to-Date Tech for Teachers	Strong , Moderate	https://eric.ed.gov/?id=ED611874 https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf Tutoring https://eric.ed.gov/?id=ED611874 https://files.eric.ed.gov/fulltext/ED510563.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Math Low Mathematics student growth for all students as per data contained in 2023-2024 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. Include High Impact Tutoring from NJDOE Grant.	Extended Day Saturday Academy SAT Academy	Strong	https://eric.ed.gov/?id=ED424343

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				2	Expand and enhance the Summer Academies in 2023 by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.	Summer Academy Extended Year	Strong , Moderate	https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3	Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment, and Parent Program Opportunities in 2024-25, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers, Utilize math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.	Tutoring 1-to-1 SAT and NJSLA Tutoring Professor in Residence Mentoring Field Trips for Humanities ELA PD for Staff including Tuition Reimbursement. Up-to-Date Tech for Teachers	Strong , Moderate	https://eric.ed.gov/?id=ED611874 https://files.eric.ed.gov/fulltext/ED510563.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
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	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.	Summer Academy Extended Year	Strong , Moderate	https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf
				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.	Extended Day Saturday Academy SAT Academy	Strong	https://eric.ed.gov/?id=ED424343

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
		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.		3	Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2024-25, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers. Continued expansion of STEM/STEAM labs and upgrade science curriculum to include high-quality hands-on STEM projects/hands-on activities and assessments.	STEM K-12 Tutoring 1-to-1 SAT and NJSLA Tutoring Professor in Residence Mentoring Field Trips for Humanities ELA PD for Staff including Tuition Reimbursement. Up-to-Date Tech for Teachers	Strong	https://eric.ed.gov/?id=ED611874

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	Chronic Absenteeism	1. City of Paterson Busing for HS Students 2. Covid Hangover 3. Transportation Issues and Safety	All Students	1	Early Warning	An early warning system (EWS) is a systematic approach to identifying and supporting students in elementary and secondary schools who display symptoms of risk for failing to achieve a key educational milestone, such as readiness for high school, on-time high school graduation, or college readiness. 8,9 The EWS relies on data that are predictors of future success, such as absences, behavioral incidents, and course performance.	Strong	https://ies.ed.gov/ncee/edlabs/projects/ews.asp https://www2.ed.gov/rschstat/eval/high-school/early-warning-systems-brief.pdf https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				2	Mentoring and "Check-and-Connect"	Mentoring programs are developed by schools to provide a range of supports to students and are primarily meant to establish an ongoing positive relationship between a student and a caring adult. 11 Mentors can be individuals working in or with connections to the school, or they can be drawn from the community.12 Mentors may be older students within the school.13 Connecting students with mentors has been shown to reduce student chronic absenteeism. Check & Connect is		https://www.mentoring.org https://checkandconnect.umn.edu/ https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/78

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					an intervention that uses a framework of mentoring and case management aimed toward reducing school dropout.16 The “Check” component is includes frequent monitoring of student performance and progress. The “Connect” component involves program staff giving individualized attention to students while coordinating with other school staff, family members, and community organizations as relevant.		

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3	Nudging	Nudging can include sending families a periodic postcard with student attendance records and/or encouragement to strive for consistent attendance to reduce absenteeism,21 or sending weekly updates on missed assignments or absences.13	Strong , Moderate	https://www.air.org/resource/qa/quick-word-jessica-heppen-using-texting-reduce-chronic-absenteeism-schools https://www.edweek.org/leadership/small-nudges-can-push-students-in-the-right-direction

SMART Goal 1

From Fall 2024 to Spring 2025, students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 15%

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	ELA Low English Language Arts student growth for all students as per data contained in 2023-2024 benchmark assessments and the latest NJ School Performance Reports.
Target Population:	All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Complete High Impact Tutoring from Summer School and Secure Pre-Post Data	Vendor provided Pre-Post Data
Feb 15	Students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 05%	MAP #1
Apr 15:	Students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 10%	MAP #2
Jul 1	From Fall 2024 to Spring 2025, students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 15%	NJSLA Scores

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. Priority in Hiring Reading Specialists and BSI staff.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Hire staff for Extended Day/Saturday Academy	9/3/24	6/24/25	Title IA
2	1	Purchase Materials and Software for Goal	9/3/24	6/24/25	Title IA
3	1	Run Fall and Spring Program	9/3/24	6/24/25	Title IA
4	1	Hire reading and/or basic skills coaches	9/3/24	6/24/25	Title IA

Budget Items

SMART Goal 1 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Reading and Basic Skills coaches	INSTRUCTION - Personnel Services - Salaries / 100-100	$150,000	Federal Title I (School Allocation)
1	Staff for extended day	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	Federal Title I (School Allocation)
2	Materials and software	INSTRUCTION - Supplies & Materials / 100-600	$20,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Hire support staff	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$10,000	Federal Title I (School Allocation)

Strategy 2 - Expand and enhance Summer Academies in 2024-25, to assist students below grade level by utilizing reading strategies. New ELA Programs and Curriculum Year 1.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Hire Summer Academy Staff and Professors in Residence	9/3/24	6/24/25	Title IA
2	2	Run Summer Academy	9/3/24	6/24/25	Title IA

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff for Summer Academy	INSTRUCTION - Personnel Services - Salaries / 100-100	$20,000	Federal Title I (School Allocation)
2	Training materials for Summer Academy	INSTRUCTION - Supplies & Materials / 100-600	$1	Federal Title I (School Allocation)

Strategy 3 - Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2024-25, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Hire tutors	9/3/24	6/24/25	Title IA
2	3	Purchase materials	9/3/24	6/24/25	Title IA
3	3	Contract with SAT, AP, NJSLA Companies	7/1/24	8/15/24	Title 1A
4	3	Schedule and Confirm Field Trips for Humanities Courses	8/1/24	9/30/24	Title 1A
5	3	Enroll Students in College and University Courses for Fall and Spring- Contract with Vendors	7/1/24	8/15/24	Title 1A
6	3	Purchase up-to-date devices for staff	7/1/24	8/1/24	Title 1A
7	3	Contract William Paterson University - Professor in Residence Program	7/1/24	8/1/24	Title 1A
8	3	Estimate and Contract Teacher College Course Reimbursement for Fall and Spring	7/1/24	4/2/25	Title 1A
9	3	Register Students for SAT and AP Exams	9/2/24	4/2/25	Title 1A
10	3	Parent Misc Refreshments	8/15/24	6/20/25	Title 1A

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Tutoring Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	Federal Title I (School Allocation)
3	Contract Services for SAT, NJSLA, and AP	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$25,000	Federal Title I (School Allocation)
5	Contract with Colleges and Universities for Student Classes and Tuition Payments	INSTRUCTION - Other Purchased Services / 100-500	$40,000	Federal Title I (School Allocation)
9	Student Fees for SAT and AP Exams	INSTRUCTION - Other Purchased Services / 100-500	$5,000	Federal Title I (School Allocation)
2	Purchase Materials	INSTRUCTION - Supplies & Materials / 100-600	$180,000	Federal Title I (School Allocation)
10	Parent Misc Refreshments	INSTRUCTION - Other Objects / 100-800	$30,000	Federal Title I (School Allocation)
7	Contract WPU for Teacher Professor in Residence Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$20,000	Federal Title I (School Allocation)
8	Tuition Reimbursement for Teachers taking Masters Courses	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Schedule and Confirm Field Trips	SUPPORT SERVICES - Other Purchased Services / 200-500	$40,000	Federal Title I (School Allocation)
6	Purchase Devices for Staff	SUPPORT SERVICES - Supplies & Materials / 200-600	$10,000	Federal Title I (School Allocation)

SMART Goal 2

From Fall 2024 to Spring 2025, students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 25%

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance	Math Low Mathematics student growth for all students as per data contained in 2023-2024 benchmark assessments and the latest NJ School Performance Reports.
Target Population:	All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Complete High Impact Tutoring from Summer School and Secure Pre-Post Data	Vendor Provided Pre and Post Data
Feb 15	Students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 10%	MAP #1
Apr 15:	Students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 17.5%	MAP #2
Jul 1	From Fall 2024 to Spring 2025, students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 25%	NJSLA Scores for 2025

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. Include High Impact Tutoring from NJDOE Grant.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Hire Staff for Extended Day/Saturday Academy and Hire BSI Math Staff	9/3/24	6/24/25	Title 1A
2	1	Purchase Instructional Materials	9/3/24	6/24/25	Title 1A
3	1	Run Fall and Spring Extended Day/Saturday Academies	9/3/24	6/24/25	Title 1A
4	1	Hire BSI Staff	9/3/24	6/24/25	Title 1A

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Hire Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$20,000	Federal Title I (School Allocation)
4	Hire BSI Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$150,000	Federal Title I (School Allocation)
2	Purchase Materials and Software	INSTRUCTION - Supplies & Materials / 100-600	$20,000	Federal Title I (School Allocation)

Strategy 2 - Expand and enhance the Summer Academies in 2023 by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Hire Summer Academy Teachers and Professors in Residence	9/3/24	6/24/25	Title 1A
2	2	Run Summer Academy Program	9/3/24	6/24/25	Title 1A

Budget Items

SMART Goal 2 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	Federal Title I (School Allocation)
2	Program Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	Federal Title I (School Allocation)

Strategy 3 - Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment, and Parent Program Opportunities in 2024-25, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers, Utilize math programs and strategies such as manipulatives, hands-

on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Hire Tutors	9/3/24	6/24/25	Title 1A
2	3	Purchase materials	9/3/24	6/24/25	Title 1A
3	3	Contract with SAT and NJSLA Companies	7/1/24	8/15/24	Title 1A
4	3	Schedule and Confirm Field Trips for Humanities Courses	8/1/24	9/30/24	Title 1A
5	3	Enroll Students in College and University Courses for Fall and Spring- Contract with Vendors	7/1/24	8/15/24	Title 1A
6	3	Purchase up-to-date devices for staff	7/1/24	8/1/24	Title 1A
7	3	Contract William Paterson University - Professor in Residence Program	7/1/24	8/1/24	Title 1A
8	3	Estimate and Contract Teacher College Course Reimbursement for Fall and Spring	7/1/24	7/31/24	Title 1A
9	3	Sign Up Students for SAT and AP Exams	9/2/24	4/1/25	Title 1A
10	3	Parent Misc Refreshments	8/15/24	6/20/25	Title 1A

Budget Items

SMART Goal 2 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Tutoring Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	Federal Title I (School Allocation)
3	Contract Services for SAT and NJSLA	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$25,000	Federal Title I (School Allocation)
5	Contract with Colleges and Universities for Student Classes and Tuition Payments	INSTRUCTION - Other Purchased Services / 100-500	$40,000	Federal Title I (School Allocation)
9	Registration Fees for SAT and AP Exams	INSTRUCTION - Other Purchased Services / 100-500	$5,000	Federal Title I (School Allocation)
2	Purchase Materials	INSTRUCTION - Supplies & Materials / 100-600	$180,000	Federal Title I (School Allocation)
10	Parent Misc Refreshments	INSTRUCTION - Other Objects / 100-800	$30,000	Federal Title I (School Allocation)
7	Contract WPU for Teacher Professor in Residence Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$20,000	Federal Title I (School Allocation)
8	Tuition Reimbursement for Teachers taking Masters Courses	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Schedule and Confirm Field Trips	SUPPORT SERVICES - Other Purchased Services / 200-500	$40,000	Federal Title I (School Allocation)
6	Purchase Devices for Staff	SUPPORT SERVICES - Supplies & Materials / 200-600	$10,000	Federal Title I (School Allocation)

SMART Goal 3

From Fall 2024 to Spring 2025, students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 10% on the NJSLA.

Area of Focus	Effective Instruction
Content Area	Science
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.
Target Population:	All Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 2.5% on the MAP science benchmark.	MAP #1
Feb 15	Students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 5% on the MAP science benchmark.	Content Unit Assessments
Apr 15:	Students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 7.5% on the MAP science benchmark.	MAP #1
Jul 1	From Fall 2024 to Spring 2025, students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 10% on the NJSLA.	NJSLA 2025

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.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Purchase Materials and Software	9/3/24	6/24/25	Title 1A
2	1	Hire Extended Day/Saturday Academy Teachers	9/3/24	6/24/25	Title 1A
3	1	Run Fall and Spring Extended Day Programs	9/3/24	6/24/25	Title 1A

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	HS Saturday Academy and SAT Prep	INSTRUCTION - Personnel Services - Salaries / 100-100	$36,475	Federal Title I (School Allocation)
1	Purchase Materials and Software	INSTRUCTION - Supplies & Materials / 100-600	$16,144	Federal Title I (School Allocation)

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.

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Hire Summer Academy Staff	9/3/24	6/24/25	Title 1A
2	2	Run Summer Academy	9/3/24	6/24/25	Title 1A

Budget Items

SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$15,000	Federal Title I (School Allocation)
2	Staff for Summer	INSTRUCTION - Personnel Services - Salaries / 100-100	$15,000	Federal Title I (School Allocation)

Strategy 3 - Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2024-25, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers. Continued expansion of STEM/STEAM labs and upgrade science curriculum to include high-quality hands-on STEM projects/hands-on activities and assessments.

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Hire Tutors	9/3/24	6/24/25	Title 1A
2	3	Purchase Materials	9/3/24	6/24/25	Title 1A
3	3	Contract with AP and NJSLA Companies	7/1/24	8/15/24	Title 1A
4	3	Schedule and Confirm Field Trips for Humanities Courses	8/1/24	9/30/24	Title 1A
5	3	Enroll Students in College and University Courses for Fall and Spring- Contract with Vendors	7/1/24	8/15/24	Title 1A
6	3	Purchase up-to-date devices for staff	7/1/24	8/1/24	Title 1A
7	3	Contract William Paterson University - Professor in Residence Program	7/1/24	8/1/24	Title 1A
8	3	Estimate and Contract Teacher College Course Reimbursement for Fall and Spring	7/1/24	7/31/24	Title 1A
9	3	Sign Students up for SAT and AP Exams	9/2/24	4/1/25	Title 1A
10	3	Parent Misc Refreshments	8/15/24	6/20/25	Title 1A

Budget Items

SMART Goal 3 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Tutoring Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$10,000	Federal Title I (School Allocation)
3	Contract Services for AP and NJSLA	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$10,000	Federal Title I (School Allocation)
5	Contract with Colleges and Universities for Student Classes and Tuition Payments	INSTRUCTION - Other Purchased Services / 100-500	$20,000	Federal Title I (School Allocation)
9	Student Registrations Fees for SAT and AP	INSTRUCTION - Other Purchased Services / 100-500	$5,000	Federal Title I (School Allocation)
2	Purchase Materials	INSTRUCTION - Supplies & Materials / 100-600	$150,000	Federal Title I (School Allocation)
10	Parent Misc Refreshments	INSTRUCTION - Other Objects / 100-800	$30,000	Federal Title I (School Allocation)
7	Contract WPU for Teacher Professor in Residence Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$20,000	Federal Title I (School Allocation)
8	Tuition Reimbursement for Teachers taking Masters Courses	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Schedule and Confirm Field Trips	SUPPORT SERVICES - Other Purchased Services / 200-500	$20,000	Federal Title I (School Allocation)
6	Purchase Devices for Staff	SUPPORT SERVICES - Supplies & Materials / 200-600	$10,000	Federal Title I (School Allocation)

SMART Goal 4

From Fall 2024 to Spring 2025, the student chronic absenteeism rate will be reduced from 20.2% to the NJ State Average 16.6%.

Area of Focus	Social and Emotional Learning
Content Area	All Areas
Priority Performance	Chronic Absenteeism
Target Population:	All Students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Chronic Absenteeism Rate will be reduced to 21% for Marking Period #1	Ed-Insight Attendance Data
Feb 15	Chronic Absenteeism Rate will be reduced to 19.5% for Marking Period #!	Ed-Insight Attendance Data
Apr 15:	Chronic Absenteeism Rate will be reduced to 18.0% for Marking Period #!	Ed-Insight Attendance Data
Jul 1	From Fall 2024 to Spring 2025, the student chronic absenteeism rate will be reduced from 20.2% to the NJ State Average 16.6%.	Ed-Insight Attendance Data

Strategy 1 - Early Warning

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Purchase Materials for Staff and Guidance	7/1/24	9/27/24	Title IVA
2	1	Sign Contract for SEL Field Trip to Fairview Lakes	7/1/24	8/1/24	Title IVA

Budget Items

SMART Goal 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Contract with Fairview Lakes for SEL Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$27,961	Other Federal
1	Purchase Materials and Supplies for Staff and Guidance	SUPPORT SERVICES - Supplies & Materials / 200-600	$11,878	Other Federal

Strategy 2 - Mentoring and "Check-and-Connect"

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Mentoring via College Coach Program	7/1/24	6/20/25	Title IVA
2	2	Additional Mentoring	7/1/24	6/20/25	Title IVA

Budget Items

SMART Goal 4 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Stipends for Teacher Mentoring	INSTRUCTION - Personnel Services - Salaries / 100-100	$20,000	Federal Title I (Reallocated Funds)
1	Stipends for College Coach Program	INSTRUCTION - Personnel Services - Salaries / 100-100	$72,005	Other Federal

Strategy 3 - Nudging

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Workshops In District- In-Service, Orientation, etc	8/15/24	6/20/25	Title IIA
2	3	Workshops Out	8/15/24	6/20/25	Title IIA

Budget Items

SMART Goal 4 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Workshops In District	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$35,000	Federal Title I (Reallocated Funds)
2	Workshops Out of District	SUPPORT SERVICES - Other Purchased Services / 200-500	$41,652	Federal Title I (Reallocated Funds)

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	$466,475	$0	$20,000	$0	$72,005	$0	$0	$558,480
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$60,000	$0	$0	$0	$27,961	$0	$0	$87,961
INSTRUCTION	Other Purchased Services	100-500	$0	$115,000	$0	$0	$0	$0	$0	$0	$115,000
INSTRUCTION	Supplies & Materials	100-600	$0	$566,145	$0	$0	$0	$0	$0	$0	$566,145
INSTRUCTION	Other Objects	100-800	$0	$90,000	$0	$0	$0	$0	$0	$0	$90,000
INSTRUCTION	Sub-total		$0	$1,297,620	$0	$20,000	$0	$99,966	$0	$0	$1,417,586
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$10,000	$0	$0	$0	$0	$0	$0	$10,000
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	$90,000	$0	$35,000	$0	$0	$0	$0	$125,000
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	$100,000	$0	$41,652	$0	$0	$0	$0	$141,652
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$30,000	$0	$0	$0	$11,878	$0	$0	$41,878
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	$230,000	$0	$76,652	$0	$11,878	$0	$0	$318,530
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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			$0	$1,527,620	$0	$96,652	$0	$111,844	$0	$0	$1,736,116

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$1,527,620	$0	$1,527,620
Other Title 1 Expenditures	$0	$0	$0
Total	$1,527,620	$0	$1,527,620

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	Social and Emotional Learning
	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 Date: 06/29/2024 Dr. Thomas M Kane and Mrs. Title: Grant Consultant and Title 1 Director

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: Federal Grants Director

Date: 07/08/2024

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: Federal programs Director

Date: 07/08/2024