

## JEFFERSON ELEMENTARY

District: UNION TWP

County: UNION

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 395290085

# Annual School Planning 2025-2026

## 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	TBD	Yes	Yes	Yes		
Community Member	TBD	Yes	Yes	Yes		
Director of Instruction and	Isabella Scocozza	Yes	Yes	Yes		
Principal	Laura D'Amato	Yes	Yes	Yes		
Vice Principal	Laurie Roof	Yes	Yes	Yes		
Coordinator	Jerome Starr	Yes	Yes	Yes		
RTI Teacher	Kelly Hamilton	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
School Counselor	Fatima DeCorte	Yes	Yes	Yes		

### ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/24/2025	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	No	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
Students will receive personalized instruction tailored to their needs based on the diagnostic results. Students will be invited to attend the after school and summer intervention program.	ELA and Mathematics	5	Yes	Yes	Yes	Measurable outcomes include: i-Ready diagnostic 1-3, pre and post assessment of Beyond the Bell After School Program and Summer Scholar Program, Report Card Grades, Link It data	Yes
Students will receive personalized instruction tailored to their needs based on the diagnostic results. Students will be invited to attend the after school and summer intervention program.	ELA and Mathematics	5	Yes	Yes	Yes	Measurable outcomes include: i-Ready diagnostic 1-3, pre and post assessment of Beyond the Bell After School Program and Summer Scholar Program, Report Card Grades, Link It data	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
School Counselor will facilitate the SILAS pre and post test assessment for all of the fifth grade students at Jefferson. Assessment data will be disseminated to all staff members to determine trends and increase interventions. SILAS SEL lessons will be integrated during the school day and after school hours.	Social Emotional Learning	5	Yes	Yes	Yes	Measurable outcomes include: SILAS pre and post assessments, counseling logs and mentoring sheets	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. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	According to the NJ School Performance Report, the following data for Jefferson School states:  ELA Participation Rate 99.8% Math Participation Rate 99.8% Proficiency Rate for ELA Federal Accountability 47.6% Proficiency Rate for Math Federal Accountability 28.6% Annual Target for ELA 47.6% Annual Target for Math 24.9% ELA Growth 45 Math Growth 46 Met target in ELA Met target in Math  Statewide Proficiency Rate for Federal Accountability in ELA 52.2% Statewide Proficiency Rate for Federal Accountability in Math 40.2%  ELA Proficiency Rate for Federal Accountability Participation Rate 49% Proficiency Rate for Federal Accountability 49%	N/A	
		Schoolwide	49%	28.6%						
		White	47.8 %	34.4%						
		Hispanic	52.8 %	27%						
		Black or African American	40.3 %	20.7%						
		Asian, Native Hawaiian, or Pacific Islander	73.8 %	48.8%						
		American Indian or Alaska Native	*	*						
		Two or More Races	70%	65%						
		Female	57.6 %	26.4%						
		Male	40.8 %	30.6%						
		Economically Disadvantaged Students	43.7 %	18.4%						
		Non-Economically Disadvantaged Students	52.6 %	35.5%						
		Students with Disabilities	13.5 %	14.9%						
		Students without Disabilities	54.5 %	30.7%						
		English Learners	35.6 %	16.1%						
		Non-English Learners	50.6 %	30.1%						

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	Not Met Statewide Proficiency Rate for Federal Accountability 52.2%	
		Homeless Students	*	*					
		Students in Foster Care	*	*				Math Proficiency Rate for Federal Accountability Participation Rate 28.6%	
		Military-Connected Students	*	*				Proficiency Rate for Federal Accountability 28.6%	
		Migrant Students	*	*				Not Met Statewide Proficiency Rate for Federal Accountability 40.2%	
		Non-Binary / Undesignated Gender	*	*					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				Schoolwide: Level 1 34% Level 2 44% Level 3 19% Level 4 3%  Statewide: Level 1 35% Level 2 37% Level 3 21% Level 4 6%	N/A
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	22%				
		White	23%				
		Hispanic	21%				
		Black or African	17%				
		Asian, Native	35%				
		American Indian or					
		Two or More Races	58%				
		Female	21%				
		Male	24%				
		Economical ly	18%				



Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical	25%				
		Students with	11%				
		Students without	24%				
		English Learners	0%				
		Non-English	24%				
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	<a href="https://www.nj.gov/education/assessment/results/reports/2324/index.shtml" target="_blank">NJGPA Assessment Reports website</a>	Student Group	ELA	Math	NJGPA Assessment Reports  ELA District/Grade 5 541 Valid Scores 746 Mean Scale L1 % 0.6 L2 % 16.5 L3 % 4.4 L4 % 4.4 L5 % 5.5  Math District/Grade 5 549 Valid Scores 733 Mean Scale L1 % 12.6 L2 % 25 L3 % 24.1 L4 % 26.6 L5 % 1.8	N/A
		Schoolwide	45%	46%		
		White	55%	46%		
		Hispanic	43%	46%		
		Black or African American	42%	48%		
		Asian, Native Hawaiian, or Pacific	55.5%	30%		
		American Indian or Alaska Native	*	*		
		Two or More Races	63%	62%		
		Female	49%	49%		
		Male	42%	44%		
		Economically Disadvantaged	45%	53%		
		Non-Economically Disadvantaged				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		
		Students with Disabilities	41%	48%		
		Students without Disabilities				
		English Learners	39%	54%		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	ELA					ESSA Accountability Indicator	N/A
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	ELA Participation Rate 99.8% Math Participation Rate 99.8% Proficiency Rate for ELA Federal Accountability 47.6% Proficiency Rate for Math Federal Accountability 28.6% Annual Target for ELA 47.6% Annual Target for Math 24.9% ELA Growth 45 Math Growth 46 Met target in ELA Met target in Math	
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	98%	99%	99%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	99%	99%	99%	0%		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Students at Jefferson School take the three diagnostics of i- Ready in both ELA and Mathematics.  Recent i-Ready suggests a 557 participation rate overall in ELA and a 557 rate in participation of Mathematics out of 561.	N/A
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	31%	37%	37%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

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



Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Students at Jefferson School take three diagnostics of i- Ready in both ELA and Mathematics.	N/A
		K	0%	0%	0%	0%	96 students or 17% are mid or above grade level 112 students or 20% are early on grade level 156 students or 28% are one grade level below 123 students or 22% are two grade levels below 70 students or 13% are three or more grade levels below	
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	19%	30%	30%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
Benchmark Assessment (Proficiency) Math Rates*	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	Percent of English Learners Making Expected Growth to				53.3%	Students at Jefferson School take three diagnostics of i- Ready in both ELA and Mathematics.  70 students or 13% are mid or above grade level 97 students or 17% are early on grade level 240 students or 43% are one grade level below 64 students or 11% are two grade levels below 86 students or 15% are three or more grade levels below	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K- 12).		<p>English Language Proficiency Test Participation and Performance:</p> <p>0-2 years in district 16 students tested &gt;90% students with overall score below 4.5 &lt; 10% students with overall score 4.5 or above</p> <p>School wide/Multilingual Learners 53.3% making the expected growth to proficiency with a 44% Annual Target</p>	N/A

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	563	According to the NJ School Performance Report, Jefferson School has a total of 563 students as a 5th grade only school building. Below contains the following breakdown:	N/A
		Subgroup 1 YTD Student Enrollment Average	0	49% female and 51% male Economically Disadvantaged 45.5% Students with Disabilities 12.3% Multilingual Learners 6.2% Homeless 0.9% Foster Care 0% Military Connected 0% Migrant 0%	
		Subgroup 2 YTD Student Enrollment Average	0	Enrollment by Racial and Ethnic Group:  White 16.2% Hispanic 32% African American 40.3% Asian 7.5% Native Hawaiian/Pacific Islander 0.5% American Indian 0.4% Two or More Races 3.2%	

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	96.57%	Number of days the students were absent in the school year:  Chronic Absenteeism Rates 15.3% ESSA Target (State Average for Grades Served) 11.8% Did not meet ESSA target Statewide Chronic Absenteeism Rate 14.9%	N/A
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) *Note: Data rolled over from ASP Reporting tab	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.88%	Number of days the students were absent in the school year: Chronic Absenteeism Rates 15.3% ESSA Target (State Average for Grades Served) 11.8% Did not meet ESSA target Statewide Chronic Absenteeism Rate 14.9%	N/A
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
				Percentage of Days Absent: 0% (5.5%) 0% to 6.9% (65.9%) 7% to 9.9% (13.3%) 10% to 12.9% (7.6%) 13% to 19.9% (6%) 20% or higher (1.6%)  Chronic Absenteeism by Grade: 15% for Grade 5 school wide 12% Grade 5 state wide  Chronic Absenteeism school wide is 86 students and 15.3% who are considered chronically absent. The ESSA target is 11.8% and it did not meet the target level.	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports			Number of days the students were absent in the school year: Chronic Absenteeism Rates 15.3% ESSA Target (State Average for Grades Served) 11.8% Did not meet ESSA target Statewide Chronic Absenteeism Rate 14.9%  Percentage of Days Absent: 0% (5.5%) 0% to 6.9% (65.9%) 7% to 9.9% (13.3%) 10% to 12.9% (7.6%) 13 to 19.9% 6%) 20% or higher (1.6%)  Chronic Absenteeism by Grade: 15% for Grade 5 school wide 12% Grade 5 state wide  Chronic Absenteeism school wide is 86 students and 15.3% who are considered chronically absent. The ESSA target is 11.8% and it did not meet the target level.  Breakdown:	N/A
		Staff Attendance YTD	91.42%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			White 17.6% Hispanic 18.3% African American 14% Asian, Native Hawaiian 4.7% American Indian 0% Two or More Races 15.8% Female 14.5% Male 16% Economically Disadvantaged 19.6% Students with Disabilities 16.2% Multilingual Learners 21.2%	



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			The student to teacher ratio is 14:1 with a district ratio of 13:1.  Teachers 40 Administrators 2 Librarian 1 Nurse 1 School Counselor 1 CST 3 School Social Worker 1	N/A
		Student Suspension YTD Average - In School	0.53%		
		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	0.36%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			According to the NJ School Performance Report:  Violence 0 Weapons 0 Vandalism 0 Substances 0 HIB 3 Total Unique Incidents 3 Incidents per 100 students enrolled 0.53	N/A
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			Jefferson School participated in the NJSCI Climate Survey during the 2024-2025 school year. The district coordinated student, staff and parent surveys and analyzed the data among all stakeholders.	N/A

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

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolle d in Any Instituti on	% Enrolled in 2- Year Instituti on	% Enroll ed in 4-Year Institu tion	% Enrolled in Public Instituti on	% Enroll ed in Privat e Institu tion	% Enrolle d in In- State Instituti on	% Enrolle d in Out-of- State Institu tion	N/A	N/A
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)							Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolle d in Any Instituti on	% Enrolled in 2- Year Instituti on	% Enroll ed in 4-Year Institu tion	% Enrolled in Public Instituti on	% Enroll ed in Privat e Institu tion	% Enrolle d in In- State Instituti on	% Enrolle d in Out-of- State Institu tion	
		American Indian or Alaska Native								
		Two or More Races								
		Economica lly Disadvant aged Students								
		Students with Disabilities								
		English Learners								

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

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



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 or Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework	The Township of Union Public Schools utilizes the Danielson Framework for all teacher observations and evaluations.  Tenured teachers receive two observations and non tenured teachers receive three observations. The observation schedule is on a rotating basis among all of the administration. The district recently developed a new learning walk template using Google Forms for all administrators. Each administrator is responsible for a minimum of five learning walks per month.	N/A
		# Teachers to Evaluate	46		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	37		
		null	Total		
		Cycle 1	46		
		Cycle 2	10		
		Cycle 3	10		
		Cycle 4	0		

---

< 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 Title I Stakeholder Committee will meet at a minimum of a quarterly basis throughout the 2025-2026 school year. The Director of Instruction and Funded Programs will meet with the administration monthly to review all of the smart goals, action steps, evaluation data, and budget to ensure that the Annual School Plan initiatives are being successfully met during the designated timeframe. All information regarding the Annual School Plan and designated smart goals will be disseminated to all of the Jefferson School staff and community.

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

The committee will plan a parent and family engagement program to support the ongoing needs at Jefferson School for the 2025-2026 school year. The comprehensive needs assessment consisted of both qualitative and quantitative data such as surveys, feedback forms, interviews etc.

## 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	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		3.00		
Assessment	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	Average		3.00		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	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		
	Average		3.00		
Teacher and Principal Effectiveness	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	Average		3.00		

## Priority Performance Needs and Root Cause Analysis

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

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Needs assessment at Jefferson School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff turnover, grade five school only.	5th Grade	1	Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher. The Beyond the Bell After School Program will focus on intervention strategies within ELA.	Evidenced based interventions include but not limited to ELA intervention Beyond the Bell After School Program and embedded ELA personalized instruction. In addition, the principal will incorporate intervention in the day school classes based on the i-Ready assessments. Pre and Post assessments within the Beyond the Bell After School Program will be reviewed and analyzed.	Moderate	<a href="https://www.curriculumassociates.com/research-and-efficacy">https://www.curriculumassociates.com/research-and-efficacy</a>
				2				
				3				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) / Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Needs assessment at Jefferson School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff turnover, grade five school only.	5th Grade	1	Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics.	Moderate	<a href="https://www.curriculumassociates.com/research-and-efficacy">https://www.curriculumassociates.com/research-and-efficacy</a>
				2			



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) / Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3			

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) / Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Climate & Culture - Attendance/ Behavior	Needs assessment at Jefferson School reviewed chronic absenteeism data, Genesis attendance reports and the NJ School Performance Reports.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff turnover, grade five school only.	5th Grade	1	Administration will develop an Attendance Committee to implement best practices to prevent chronic absenteeism rates.	Moderate	<a href="https://centralreach.com/blog/centralreach-announces-acquisition-of-silas-a-rapidly-growing-new-jersey-based-provider-of-sel-and-behavior-solutions-for-prek-12-students-in-any-type-of-classroom/">https://centralreach.com/blog/centralreach-announces-acquisition-of-silas-a-rapidly-growing-new-jersey-based-provider-of-sel-and-behavior-solutions-for-prek-12-students-in-any-type-of-classroom/</a> <a href="https://www.aasa.org/resources/resource/generating-momentum-on-better-attendance?gad_source=1&amp;gad_campaignid=21801887417&amp;gbraid=0AAAAA-VDz9C0WmhrB-k7-D7wXyB4pVKe3&amp;gclid=EAlaIqObChMli8SM7oyFjQMV7kn_AR2qQh14EAAYAiAAEgLmnfD_BwE">https://www.aasa.org/resources/resource/generating-momentum-on-better-attendance?gad_source=1&amp;gad_campaignid=21801887417&amp;gbraid=0AAAAA-VDz9C0WmhrB-k7-D7wXyB4pVKe3&amp;gclid=EAlaIqObChMli8SM7oyFjQMV7kn_AR2qQh14EAAYAiAAEgLmnfD_BwE</a>
				2			

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) / Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3			
Social and Emotional Learning	Needs assessment at Jefferson School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area. In addition Genesis Conduct Reports, Discipline Reports, Attendance Data and Chronic Absenteeism were reviewed.	Social Emotional Learning	5th Grade	1			
				2			
				3			

## SMART Goal 1

By June 2026, Jefferson School will increase the number of students achieving Tier 1 in ELA on our i-Ready diagnostic by 15% as compared to our September 2025 baseline in ELA.

Area of Focus                      Effective Instruction

Content Area                      ELA

Priority Performance              Needs assessment at Jefferson School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area.

Target Population:                5th Grade

### Interim Goals

#### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By October 31st, at least 95% of our students will complete the I-Ready Diagnostic One Assessment at Jefferson school. Staff will review the student individualized learning lessons on the learning path to guide instruction.	I-Ready Reports Link It Data Report Card Grades
Feb 15	Jefferson School will coordinate daily PLC times for all ELA staff members to review the I-Ready diagnostics to develop interventions.	I-Ready Reports Link It Data Report Card Grades
Apr 15:	By April 15, at least 95% of our students will complete the I-Ready Diagnostic Two assessment. Staff will review the student individualized learning lessons on the learning path to guide instruction.	I-Ready Reports Link It Data Report Card Grades
Jul 1	By June 2026, Jefferson School will increase the number of students achieving Tier 1 in ELA on our i-Ready diagnostic by 15% as compared to our September 2025 baseline in ELA.	I-Ready Reports Link It Data Report Card Grades

Strategy 1 - Students will receive personalized instruction tailored to their needs based on the

diagnostic results from i-Ready with the assistance of the RTI teacher. The Beyond the Bell After School Program will focus on intervention strategies within ELA.

## Action Steps

### SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Coordinate the Beyond School Hours After School Program for the 2025-2026 school year to provide ELA interventions and enrichment opportunities for all students.	9/1/25	6/30/26	Administration, Coordinator
2	1	Coordinate the Summer Scholars Program for the 2025-2026 school year to provide ELA interventions and enrichment opportunities for all students.	9/1/25	6/30/26	Administration. Coordinator
3	1	Jefferson School administration will collaborate with the RTI teachers to analyze I-Ready data during the PLC times.	9/1/25	6/30/26	Administration, RTI

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

### Strategy 2 -

< SMART Goal 1, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 2 - Budget Items: NO DATA >

### Strategy 3 -

---

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

---

---

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

---

## SMART Goal 2

By June 2026, Jefferson School will increase the number of students achieving Tier 1 in ELA on our i-Ready diagnostic by 15% as compared to our September 2025 baseline in Mathematics.

Area of Focus                      Effective Instruction

Content Area                      Mathematics

Priority Performance              Needs assessment at Jefferson School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area.

Target Population:                  5th Grade

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By October 31st, at least 95% of our students will complete the I-Ready Diagnostic One Assessment at Jefferson school. Staff will review the student individualized learning lessons on the learning path to guide instruction.	I-Ready Reports Link It Data Report Card Grades
Feb 15	Jefferson School will coordinate daily PLC times for all Mathematics staff members to review the I-Ready diagnostics to develop interventions.	I-Ready Reports Link It Data Report Card Grades
Apr 15:	By April 15, at least 95% of our students will complete the I-Ready Diagnostic Two assessment. Staff will review the student individualized learning lessons on the learning path to guide instruction.	I-Ready Reports Link It Data Report Card Grades
Jul 1	By June 2026, Jefferson School will increase the number of students achieving Tier 1 in ELA on our i-Ready diagnostic by 15% as compared to our September 2025 baseline in Mathematics.	I-Ready Reports Link It Data Report Card Grades

Strategy 1 - Students will receive personalized instruction tailored to their needs based on the

diagnostic results from i-Ready with the assistance of the RTI teacher. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics.

## Action Steps

### SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Coordinate the Beyond School Hours After School Program for the 2025-2026 school year to provide Mathematics interventions and enrichment opportunities for all students.	9/1/25	6/30/26	Administration, Coordinator
2	1	Coordinate the Summer Scholars Program for the 2025-2026 school year to provide Mathematics interventions and enrichment opportunities for all students.	9/1/25	6/30/26	Administration. Coordinator
3	1	Jefferson School administration will collaborate with the RTI teachers to analyze I-Ready data during the PLC times.	9/1/25	6/30/26	Administration, RTI

< SMART Goal 2, Strategy 1 - Budget Items: NO DATA >

### Strategy 2 -

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

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

### Strategy 3 -



---

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

---

---

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

---

## SMART Goal 3

Jefferson School will decrease chronic absenteeism rates by maintaining less than 10% of absences as evidenced by the Genesis attendance reports.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	Social Emotional Learning/Chronic Absenteeism
Priority Performance	Needs assessment at Jefferson School reviewed chronic absenteeism data, Genesis attendance reports and the NJ School Performance Reports.

Target Population: 5th Grade

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Attendance Stakeholder Committee will generate parent notifications on attendance for students who are absent at 4, 7, 9 and 10 absences in the 2025-2026 school year. Administration will review attendance policies during Back to School Night and parent sessions.	Chronic Absenteeism Reports Genesis Attendance Data
Feb 15	Attendance Stakeholder Committee will generate parent notifications on attendance for students who are absent at 4, 7, 9 and 10 absences in the 2025-2026 school year. Attendance meetings will be conducted by the administration and school counselors.	Chronic Absenteeism Reports Genesis Attendance Data
Apr 15:	Attendance Stakeholder Committee will generate parent notifications on attendance for students who are absent at 4, 7, 9 and 10 absences in the 2025-2026 school year. Attendance meetings will be conducted by the administration and school counselors.	Chronic Absenteeism Reports Genesis Attendance Data
Jul 1	Jefferson School will decrease chronic absenteeism rates by maintaining less than 10% of absences as evidenced by the Genesis attendance reports.	Chronic Absenteeism Reports Genesis Attendance Data

Strategy 1 - Administration will develop an Attendance Committee to implement best practices to prevent chronic absenteeism rates.

## Action Steps

### SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Jefferson School will coordinate an Attendance Stakeholder Committee to review the chronic absenteeism rates and prepare for evidenced based strategies for the 2025-2026 school year.	9/1/25	6/30/26	Administration
2	1	Attendance Stakeholder Committee will develop a chronic absenteeism tracking form to identify students at risk and coordinate response initiatives with the School Counselor.	9/1/25	6/30/26	Administration, School Counselor, Attendance Stakeholder Committee
3	1	Attendance form letters and parent resources will be created, generated on Genesis and distributed at 4, 7, 9, and 10 absent days per student.	9/1/25	6/30/26	Administration, Attendance Stakeholder Committee

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

### Strategy 2 -

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

---

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

---

Strategy 3 -

---

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

---

---

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

---

SMART Goal 4

Area of Focus	Social and Emotional Learning
Content Area	
Priority Performance	Needs assessment at Jefferson School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area. In addition Genesis Conduct Reports, Discipline Reports, Attendance Data and Chronic Absenteeism were reviewed.
Target Population:	5th Grade

Interim Goals

SMART Goal 4

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

Strategy 1 -

---

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

---

---

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

---

### Strategy 2 -

---

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

---

---

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

---

### Strategy 3 -

---

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

---

---

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

---

## Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0



Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Overview of Total Title 1 Expenditures

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

School Level Certification Page

< NO DATA >

## District Business Administrator or District Federal Programs Administrator Certification

< NO DATA >

ASP District CSA Certification and Approval Page

< NO DATA >