

Gloucester City Middle School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

School Identification: ATSI

Targeted Subgroup Hispanic, Students with Disabilities

CDS: 071770300

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Giselle Kelly	Yes	Yes	No		
Community Member	Kelly Malone	Yes	Yes	No		
Building Principal	Donna Lacovara	Yes	Yes	Yes		
Instructional Supervisor	Ellen Boulden	Yes	Yes	Yes		
Instructional Supervisor	Crystal McAllister	Yes	Yes	Yes		
Assistant Principal	Chris Lauber	Yes	Yes	Yes		
Assistant Principal	Shane McNichol	Yes	Yes	Yes		
Assistant Principal	Andrea Dougherty	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Julie Kramer	Yes	Yes	No		
Teacher	Catherine Francis	Yes	Yes	No		
Teacher	Ryan Ruble	Yes	Yes	No		
Teacher	Colin MacAdams	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/24/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
03/06/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/08/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>Provide Remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group. Additionally, ATSI Hispanic & Students with Disabilities will receive targeted instruction in after school and/or summer instruction to increase reading skills.</p>	<p>Reading</p>	<p>All populations</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Using the benchmark scores in ELA, Gr 4 showed a 3.1% increase in scores from Benchmark A to Benchmark C. Gr 5 showed a 7.3% increase in scores from Benchmark A to Benchmark C. Gr 6 showed a 19.3% increase in scores from Benchmark A to Benchmark C. Gr 7 showed a 14.6% increase in scores from Benchmark A to Benchmark C. Gr 8 showed a 22.2% increase in scores from Benchmark A to Benchmark C.</p>

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (Novels, Wilson, Benchmark Advance, StudySync, Reflex Math, Peardeck, AVID, Freckle, Studies Weekly, Albert, KAMI) (3) ELA Professional Development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLS. Possibly purchase Raz-Plus reading to improve comprehension of ATSI subgroups Hispanic and Students with Disabilities.</p>	<p>Reading/Math</p>	<p>All populations</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Using the benchmark scores In Mathematics, Gr 4 showed a 16.5% increase in scores from Benchmark A to Benchmark C. Gr 5 showed a 20.5% increase in scores from Benchmark A to Benchmark C. Gr 6 showed a 19.9% increase in scores from Benchmark A to Benchmark C. Gr 7 showed a 15.2% increase in scores from Benchmark A to Benchmark C. Gr 8 showed a 23.6 % increase in scores from Benchmark A to Benchmark C. Gr 8 Algebra showed a 27.5 % increase in scores from Benchmark A to Benchmark C.</p>

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Provide ELA professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs. When possible, reduce the instructional staff-student ratio. Provide materials, supplies etc to homeless students as determined by needs assessment.	All content areas	All populations	Yes	Yes	Yes	Student Learning Objectives, NJSLs are aligned with curriculum and on teacher lesson plans.
Provide Remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group.	Math/Reading	All populations	Yes	Yes	Yes	Students remediate skills to progress to the next grade.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (Novels, Wilson, Benchmark Advance, StudySync, Reflex Math, Peardeck, AVID, Freckle, Studies Weekly, Albert, KAMI) (3) ELA Professional Development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLS. Possibly purchase ASSISTments math to improve comprehension of ATSI subgroups Hispanic and Students with Disabilities.</p>	<p>All Content areas</p>	<p>All populations</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>ATSI subgroups receive targeted after school instruction and in class differentiated instruction.</p>

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Provide mathematical professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS. When possible, reduce the instructional staff-student ratio. Provide materials, supplies etc to homeless students as determined by needs assessment.	math	All populations	Yes	Yes	Yes	Educational consultant spends 5 days per year with the middle school math teachers. PD can come in the form of classroom visits with debriefs, or pull outs so that teachers can work one on one with the consultant.
Provide Remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group.	math/reading	All populations	Yes	Yes	Yes	students successfully remediate in preparation for new content and higher level content.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (Novels, Wilson, Benchmark Advance, StudySync, Reflex Math, Peardeck, AVID, Freckle, Studies Weekly, Albert, KAMI) (3) ELA Professional Development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLS.</p>	<p>math/reading</p>	<p>All populations</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Educational consultant, teacher PD providers, Instructional Supervisors offer sustained, job embedded PD and collaborative.</p>

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Provide professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS. Provide PD from ASSITments for math. When possible, reduce the instructional staff-student ratio. Provide materials, supplies etc to homeless students as determined by needs assessment.	math/ela/social studies/science	All populations	Yes	Yes	Yes	May 18th from 9:30-10:30 or 1:30-2:30?

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>Develop a SEL curriculum and onboard a SEL program (such as 7Mindsets, Responsive classroom or other similar types of programs designed to help students using SEL curriculum). Parent involvement activities including workshops. Extra supports for students (English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known.</p>	<p>All content areas</p>	<p>All populations</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Students are beginning to consciously treat each other with respect after the impacts of Covid/and remote learning.</p>

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	<p>Consider comparing previous year's and current year's NJSLA results in the noted subject areas.</p> <p><a _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" p="" reports.<="" to="" website="" with=""> </p>		<p>During the 2021-2022 Spring School Year, students in ELA School Wide 23% of students did not meet Expectations: 19% Partially Met Expectations, 25% were approaching expectations, 25% met expectations, and 27% exceeded expectations. For the ELA subgroups:</p> <p>Two or More Students: total of 13 students- 5 students (38%) did not meet expectations, 2 students (15%) partially met expectations, 1 student (8%) approached expectations, and 5 students (38%) met expectations</p> <p>Black Students- total of 122 students- 36 students (30%) did not meet expectations, 25 students (20%) partially met expectations, and 34 students (28%) approached expectations, 26 students (21%) approached expectations, and 1 student (1%) met expectations</p> <p>Hispanic Students- total of 150 students- 36 students</p>	<p>This year, students showed greatest improvement in mathematics. This is the first year, that GMS is ATSI school and mathematics is being given careful consideration.</p> <p>Each year, more students enroll during the school year than leave. We are a growing district, with a lot of incoming minority students.</p> <p>As American society has transformed, so has Gloucester City. 15 years ago, less than 10% of our students and families came from minority backgrounds. 10 years before that it was less than 1%.</p> <p>Gloucester City School District Demographics</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>(24%) did not meet expectations, 36 students (24%) partially met expectations, 41 students (27%) approached expectations, 31 students (21%) met expectations and 6 students (4%) students exceeded expectations. White Students- total of 480 students-102 students (21%) did not meet expectations, 84 students (18%) partially met expectations, 121 students (25%) approached expectations, 138 students (29%) met expectations and 35 students (7%) students exceeded expectations</p> <p>During the 2021-2022 Spring School Year, students in Math Grade 4: 13% of students did not meet Expectations: 23% Partially Met Expectations, 25% were approaching expectations, 33% met expectations, and 6% exceeded expectations. Math Grade 5: 15% of students did not meet Expectations: 23%</p>	<p>by Race, Students, Staff White, 61.3%. 97.7% Black, 11.4%, 1.2% Hispanic, 20.7%, 0.6% Asian, 5.3%, 0.6%</p> <p>New Jersey Demographics by Race, Students, Staff White, 40.5%, 82.9% Black 15%, 6.5% Hispanic, 31.2%, 7.8% Asian, 10.4%, 2.2%</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Partially Met Expectations, 26% were approaching expectations, 29% met expectations, and 7% exceeded expectations.</p> <p>Math Grade 6: 15% of students did not meet Expectations: 25% Partially Met Expectations, 28% were approaching expectations, 26% met expectations, and 5% exceeded expectations.</p> <p>Math Grade 7: 11% of students did not meet Expectations: 24% Partially Met Expectations, 31% were approaching expectations, 29% met expectations, and 5% exceeded expectations.</p> <p>Math Grade 8: 30% of students did not meet Expectations: 22% Partially Met Expectations, 22% were approaching expectations, 15% met expectations, and 1% exceeded expectations.</p> <p>Math Algebra I: 7% of students did not meet Expectations: 7% Partially Met Expectations, 30% were approaching expectations, 22% met expectations, and 3% exceeded expectations.</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>During the 2021-2022 Spring School Year, students in Math School Wide 34% of students did not meet Expectations: 31% Partially Met Expectations, 21% were approaching expectations, 13% met expectations, and 1% exceeded expectations. For the Math subgroups: Two or More Students: total of 12students- 5 students (42%) did not meet expectations, 2 students (17%) partially met expectations, 4 student (33%) approached expectations, and 1 student (8%) met expectations. Black Students- total of 121 students- 53 students (44%) did not meet expectations, 38 students (31%) partially met expectations, and 23 students (19%) approached expectations, 5students (4%) met expectations, and 2 students (2%) met expectations. Hispanic Students- total of 147students- 58 students (59%) did not meet expectations, 50 students (34%) partially met</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>expectations, and 23 students (19%) approached expectations, 9 students (6%) met expectations, and 1 student (1%) met expectations.</p> <p>White Students- total of 474 students-150 students (32%) did not meet expectations, 139 students (29%) partially met expectations, 104 students (22%) approached expectations, 78 students (16%) met expectations and 10 students (1%) students exceeded expectations.</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		<p>Science Grade 5: 42% of students Minimal: 33% Limited, 24% were approaching expectations, 18% Proficient, and 7% Advanced.</p> <p>Science Grade 8: 41% of students Minimal: 43% Limited, 24% were approaching expectations, 12% Proficient, and 4% Advanced.</p> <p>Benchmarks are given in late September and in April/May to demonstrate student growth. Benchmark A data forms instruction for the beginning of the school year and Benchmark C provides standards practice for students who test in NJSLA.</p> <p>In Science, Gr 6 showed a 18.2% increase in scores from Benchmark A to Benchmark C. Gr 7 showed a 19.1% increase in scores from Benchmark A to Benchmark C. Gr 8 showed a 6.2% increase in scores from Benchmark A to Benchmark C.</p>	Students practiced on Albert.io, an online learning tool dedicated to increasing rigor in the classroom.

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional 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	ELA					95% participation.	All students who attend during the week of SGO benchmarking complete the benchmark.
		Grade	Cycle 1	Cyclle 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	100%	0%	0%	0%		
		5	100%	0%	0%	0%		
		6	100%	0%	0%	0%		
		7	100%	0%	0%	0%		
		8	100%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	95% participation	
		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	100%	0%	0%	0%		
		5	100%	0%	0%	0%		
		6	100%	0%	0%	0%		
		7	100%	0%	0%	0%		
		8	100%	0%	0%	0%		
		9	100%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional 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	During the 2021-2022 Spring School Year, students in ELA School Wide 23% of students did not meet Expectations: 19% Partially Met Expectations, 25% were approaching expectations, 25% met expectations, and 27% exceeded expectations. In ELA, Gr 4 showed a 3.1% increase in scores from Benchmark A to Benchmark C. Gr 5 showed a 7.3% increase in scores from Benchmark A to Benchmark C. Gr 6 showed a 19.3% increase in scores from Benchmark A to Benchmark C. Gr 7 showed a 14.6% increase in scores from Benchmark A to Benchmark C. Gr 8 showed a 22.2% increase in scores from Benchmark A to Benchmark C.	The chronically absenteeism rate for Gloucester Middle School is 5.85 from 9.6.22-5.12.23. There are 154 children listed as SWD (MD, LLD, AUT, BD, RESOURCE*, ICR/Supplemental Support*, Speech Only).
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	19%	0%	0%	0%		
		5	31%	0%	0%	0%		
		6	29%	0%	0%	0%		
		7	32%	0%	0%	0%		
		8	41%	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					Your Data (Provide any additional data)	Observations / Trends
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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	In Mathematics, Gr 4 showed a 16.5% increase in scores from Benchmark A to Benchmark C. Gr 5 showed a 20.5% increase in scores from Benchmark A to Benchmark C. Gr 6 showed a 19.9% increase in scores from Benchmark A to Benchmark C. Gr 7 showed a 15.2% increase in scores from Benchmark A to Benchmark C. Gr 8 showed a 23.6 % increase in scores from Benchmark A to Benchmark C. Gr 8 Algebra showed a 27.5 % increase in scores from Benchmark A to Benchmark C.	Teachers want PD in small group mathematics, which the Instructional Supervisors are providing.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	8%	0%	0%	0%		
		5	5%	0%	0%	0%		
		6	20%	0%	0%	0%		
		7	14%	0%	0%	0%		
		8	14%	0%	0%	0%		
		9	23%	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		Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	7.1%	<p>Fourth grade there are 10 ELs and 3 students are predicted to exit in the 22-23 SY. Fifth grade there are 5 ELs and 2 are predicted to exit in the 22-23 SY. Sixth grade there are 6 ELs and 2 are predicted to exit in the 22-23 SY. Seventh grade there are 3 ELs and none are predicted to exit in the 22-23 SY. Eighth grade there are 2 ELs and none are predicted to exit in the 22-23 SY.</p>	<p>Each year, more students enroll during the school year than leave. We are a growing district, with a lot of incoming minority students.</p> <p>As American society has transformed, so has Gloucester City. 15 years ago, less than 10% of our students and families came from minority backgrounds. 10 years before that it was less than 1%.</p> <p>Gloucester City School District Demographics by Race, Students, Staff White, 61.3%, 97.7% Black, 11.4%, 1.2% Hispanic, 20.7%, 0.6% Asian, 5.3%, 0.6%</p> <p>New Jersey Demographics by Race, Students, Staff White, 40.5%, 82.9% Black 15%, 6.5% Hispanic, 31.2%, 7.8% Asian, 10.4%, 2.2%</p>

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	781	Gloucester City School District Demographics by Race, Students, Staff White, 61.3%, 97.7% Black, 11.4%, 1.2% Hispanic, 20.7%, 0.6% Asian, 5.3%, 0.6%	Each year, more students enroll during the school year than leave. We are a growing district, with a lot of incoming minority students. As American society has transformed, so has Gloucester City. 15 years ago, less than 10% of our students and families came from minority backgrounds. 10 years before that it was less than 1%.
		Subgroup 1 YTD Student Enrollment Average	442		
		Subgroup 2 YTD Student Enrollment Average	167	New Jersey Demographics by Race, Students, Staff White, 40.5%, 82.9% Black 15%, 6.5% Hispanic, 31.2%, 7.8% Asian, 10.4%, 2.2%	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	99.59%	There are 154 total students in Gloucester Middle School who are classified as Special Ed. 4th grade has 26 students or 16.99% of 4th graders. 5th grade has 37 students or 21.36% of 5th graders. 6th grade has 32 students or 21.13% of 6th graders. 7th grade has 36 students or 23.08% of 7th graders. 8th grade has 25 students or 17.12% of 8th graders. 11 students are in the MD program. 18 students are in the LLD program. 8 students are in the AUT program. 8 students are in the BD program. 57 students are in the Resource program. 32 students are in the liCR/Supplemental Support program. 8 students are in the Homebound program.	Restorative Discipline guidance is practiced with an eye to keeping as many of our students as possible in academic classes .
		Subgroup 1 YTD Student	99.38%		
		Subgroup 2 YTD Student Attendance Average	99.60%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	1.51%	9.79% of Gloucester Middle School students are chronically absent up until April 24, 2023. White subgroup of students are at 10.18% chronically until 4/24/23. Black subgroup of students are at 16% chronically until 4/24/23. Hispanic subgroup of students are at 5.99% chronically until 4/24/23.	Families are contacted at 3,5, 7,8, and 9 absences. Makeup school days are offered on Saturdays depending on need. Guidance counselors reach out to families and the truant officer is proactive.
		Subgroup 1 YTD Chronic	0.92%		
		Subgroup 2 YTD Chronic Absenteeism	2.38%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	92.77%	Year to Date, 5/19/23 91.8% teacher attendance rate. Dock/Unpaid, Personal Day, Sick-Family, and Sick. Substitutes have been hard to find. We contract with Kelly Professional Services.	Incentives such as free jeans days, leaving when students leave and premium parking are just some of the perks being offered to teachers who do not miss a school day in the past month.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	1.83%	From September 6, 2022 through May 17, 2023 there were: School Wide ISS rate of 7.54% School Wide OSS rate of 16.72% White ISS rate of 5.66% White OSS rate of 2.01% Black ISS rate of 5.79% Black OSS rate of 2.81% Hispanic ISS rate of 2.51% Hispanic OSS rate of 1.25% No data for Two or more races	School is practicing restorative practices to keep students in school and to help them learn coping strategies.
		Student Suspension YTD Average - In School for Subgroup 1	1.55%		
		Student Suspension YTD Average - In School for Subgroup 2	2.03%		
		Student Suspension YTD Average - Out of School	4.22%		
		Student Suspension YTD Average - Out of School for Subgroup 1	14.29%		
		Student Suspension YTD Average - Out of School for Subgroup 2	2.96%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		Staff took a PD Survey in April 2023. The top three professional development formats best suited to support their needs are Workshops in Small Group Formats (82.1%), Collaboration Organized by Grade Level (69.2%), and Collaboration Organized by Subject (61.5%). Teachers were interested in curriculum professional development for Differentiated Instruction (69.2%), Student Engagement (56.4%), Classroom Management (25.9%) and 21st Learning Collaboration. In order to use data in analysis and assessments, teachers wanted Analyzing Student Data from Local Assessments and LinkIt Data equally at (33.3%). IXL Diagnostic data came in at (30.8%). In the area of interpreting NJSLs teachers chose Using Standards to Ensure Academic Rigor (76.9%) and Correlating Standards and Assessments (74.4%). Professional Development for teacher training programs as G-Suite and Online Textbook Resources both at (43.6%)	Participation rate was 55 out of 60 teachers for a participation rate of p2%.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>followed by PearDeck at (35.9%). Differentiated Instruction to support struggling students was chosen by (64.1%) of teachers with Student Engagement coming in at (51.3%). Mathematics/STEM teachers wanted both professional development in Infusing Technology into STEM and Using a Variety of Instructional Practices to increase basic Fact Retention at (74.4%).</p>	

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)		N/A	N/A
Post-Secondary Rates	% of students that enroll in post-secondary institution.		N/A	N/A
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	All 8th graders took the PSAT in February 2023 under the Title IV grant.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	0		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	44		
		% of students who scored 4 or 5 on the PARCC assessment	57%		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Marzano Teacher Observation Model	60 teachers evaluated under the Marzano Teacher Evaluation Tool. 22 Teachers are non-tenured and received 4 observations. an EOY summation as well as a school-wide PDP. The 38 tenured teachers received the same as the nontenured teachers except only 3 total observations. During each observation Elements 1,4,9, and 17 (Planning Standards Based Lessons, Identifying Critical Content, Helping Students Practice Skills, Strategies, and Processes, and Establishing and Acknowledging Adherence to Riles and Procedures were mandatory and then 2 other elements were observed depending on the class.	Teachers appear to like the Marzano Evaluation Tool because it is teacher friendly with an emphasis on good teacher practice. The McRel Teacher Evaluation Tool was used in the past and only the special subjects teachers were in favor of it.
		# Teachers to Evaluate	60		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	129		
		Cycle 2	0		
		Cycle 3	0		
		Cycle 4	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent Involvement	that is job embedded, evidence based, and on-going	District Goal 1: School as a Safe Place Addressing Trauma First Relational Connections Families/Colleagues/Students District Goal 2: Data Driven Instruction Increase Time Spent in Small Group A community outreach/tag coordinator participated (braided with another grant).	The consequences of 18 months of Covid/remote/hybrid learning are

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	2-Emerging	<p>While this area did drop slightly, we continue to delve into standards and align our curriculum objectives and topics to those standards. This year we have offered professional development in exploring ELA, Math, Social Studies and Science standards, as well as social emotional competencies. We have worked tirelessly to ensure cross curricular threads into curricula, as well as develop rigorous lesson plans that ensure staff are accurately planning and executing worthwhile instruction.</p>	<p>As we receive more information about the updated NJSLS, teachers and administration will be working to ensure our daily activities align to the rigor of the standards. This will be evident in weekly lesson plans, as well as pre and post observation conferences. Together with teachers, consultants and administration we will be working to ensure standard usage and student instruction aligns with them.</p>
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	2-Emerging	<p>Content areas have continued to use common summative assessments, pre-assessments and formative assessments to help focus on weaknesses throughout the individual classes and grade level. In order to vertically align grades K-5, 4th & 5th grade are using Oral Running Records to establish reading levels of the students to help guide small group instruction.</p>	<p>Content areas will continue to use common summative assessments, pre-assessments and formative assessments; however, we are planning to use a consistent online platform in order to analyze individual classes, grade level and district wide data. We will have an educational consultant working with teachers, as well as administrators, to help improve instruction. PLCs and grade level meetings will use the data to help guide discussions.</p>
	2	A	2-Emerging		
	3	A	3-Developing		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A 2-Emerging	This year, our district has developed a strategic planning committee which has developed the district wide goals. The building administration has used those goals to develop and maintain building norms. Along with professional learning communities that are in place, we have implemented additional professional development opportunities for staff. These professional development opportunities are known as Lions Hours. They cover a variety of topics that teachers and staff have identified as areas of interest or topics they want to delve deeper into.	We will continue to implement Lions Hours in the upcoming school year. We have administered a staff survey to gather pertinent topics and times that work best for our staff to participate in these Lions Hours. Throughout the year, we will continuously survey teachers to ensure we are providing meaningful professional development opportunities and growing our educators. Additionally, We will continue to work on norms when handling conflict. Again, the new building administration will play a vital role in this as they continue to solidify their team.
	2	A 2-Emerging		
	3	A 3-Developing		
	4	A 2-Emerging		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 2-Emerging	<p>We are making wonderful strides. The area we have spent a great deal of time on and we would consider and area of strength would be the creating a physical environment that is conducive to learning. The school administration has worked diligently to develop a schedule that minimizes transitions and maximizes consistency. School culture is a focus of not only our new building admin team but also for our district as a whole. The strategic planning committee, composed of a plethora of stakeholders, has created two key goals for the 22-23 school year. The first and primary goal of being to improve the culture and climate of the school district for all stakeholders: students, staff, families, and community members. This is simply taking time. We are aware that this type of change does not happen instantaneously. In order to improve the culture and climate at GMS, the school administration and staff have been attending professional development opportunities on social emotional learning and having a trauma informed approach. Some of the classrooms are piloting a new SEL program, Responsive Classroom. Teachers are working towards growth mindsets with students and reflecting on behavior and academic goals. Additionally, the school leaders and staff have also worked to increase parent involvement opportunities such as Honor Roll Assemblies, Leading Lions Club and in person parent teacher conferences; all of which help reinforce the importance of positive role models and the school to home connection. Each of the above actions support</p>	<p>We will continue to work on creating a positive school culture and climate. Next year, the entire school will be onboarding the Responsive Classroom approach; an SEL program that prides itself on community building and academic engagement. Additionally, the new administration team will now have a year of experience working together and will undoubtedly continue to reflect and adjust in order to grow in this area.</p>
	2	A 2-Emerging		
	3	A 2-Emerging		
	4	A 3-Developing		
	5	A 2-Emerging		
	6	A 2-Emerging		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 3-Developing		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 2-Emerging		
	14	A 2-Emerging		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
			growth in this area and it is evident from the increase from last year to this, that we are going in the correct direction.	
Teacher and Principal Effectiveness	1	A 2-Emerging	We have a brand new Admin team working together to build consistency throughout the school in discipline, build a positive culture, mental health for staff and students and instruction. We have adopted the Marzano Evaluation Tool this year. Administrators and teachers have received training at the beginning of the year. We are using the language of the elements to help guide pre and post observation conferences.	Next year we will continue to provide PD on the Marzano Evaluation tool as well as develop teacher growth plans aligned with the district goals and instructional needs. The Marzano elements will continue to drive pre and post observation conferences. PLCs and grade level meetings will focus around data and teaching strategies to meet the needs of the students.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Some students continue to be challenged in reading comprehension, decoding, analyzing text and text dependent questioning as measured by state assessments, benchmarks and reading and writing data cluster analysis. ELA skills need to be strengthened, in particular with the circumstances surrounding COVID-19 and the learning gaps widening. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students. . ATSI subgroups Hispanic and Students with Disabilities will have targeted instruction in reading based on data from NJDOE.	Although we had face to face instruction the whole school year, the effects of COVID-19 and the surrounding circumstances that had required students to endure various transitions throughout the school year. Post Covid students are still reeling from when they were forced to learn from numerous instructional models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, has fundamentally changed with little notice. Students' learning is undoubtedly hindered and the teachers and admin are striving mightily to mitigate and remediation. 2. 58% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged/low income students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. 3. Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 4. The student mobility rate for the district is 35%. When students move in	All populations especially ATSI sub groups Hispanic and Students with Disabilities	1	Provide Remediation to address skill gaps. Additionally, ATSI Hispanic & Students with Disabilities will receive targeted instruction in after school and/or summer instruction to increase reading skills.
				2	Acquire resources: (1) Technology to overcome the Digital Divide (2) Acquire materials to use in class including on-line and consumables ELA Professional Development for staff that is job embedded, on-going and evidence based. Supplies for STEAM program.
				3	Buy supplies for homeless population. Provide PD for teachers and supplies necessary.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
		<p>and out of the district, it affects the continuity of instruction and can result in skills gaps.</p> <p>5. Covid-19 learning loss especially affected ATSI subgroups Hispanic and Students with Disabilities.</p> <p>6. Chronic Absenteeism is a growing problem</p>		

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Social and Emotional Learning	Student learning and social emotional well being is imperative to creating a positive school environment. There must be a support system in the school building and home-school collaboration. Once again COVID-19 highlighted the need more than ever to provide resources for parents to assist in student achievement, as well as hone in on our students' social and emotional learning.	Although we had face to face instruction the whole school year, the effects of COVID-19 and the surrounding circumstances that had required students to endure various transitions throughout the school year. Post Covid students are still reeling from when they were forced to learn from numerous instructional models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, has fundamentally changed with little notice. Students' learning is undoubtedly hindered and the teachers and admin are striving mightily to mitigate and remediation. 2. 58% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged/low income students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. 3. Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 4. The student mobility rate for the district is 35%. When students move in	Cross Curricular All populations especially ATSI sub groups Hispanic and Students with Disabilities	1	Develop a SEL curriculum and onboard a SEL program (such as Responsive classroom or other similar types of programs designed to help students using SEL curriculum). Provide student learning supplies and to counter digital divide.
				2	Provide Remediation to address skill gaps in after school and/or summer instruction to increase Math skills.
				3	Buy supplies for homeless population. Provide PD for teachers and supplies necessary.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
		<p>and out of the district, it affects the continuity of instruction and can result in skills gaps. 5. Chronic Absenteeism is a growing problem</p>		

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Math skills need to be strengthened, in particular with the circumstances surrounding COVID-19 and the learning gaps widening especially in math related subjects such as Science and Technology. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students. ATSI subgroups Hispanic and Students with Disabilities will have targeted instruction in reading based on data from NJDOE.	Although we had face to face instruction the whole school year, the effects of COVID-19 and the surrounding circumstances that had required students to endure various transitions throughout the school year. Post Covid students are still reeling from when they were forced to learn from numerous instructional models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, has fundamentally changed with little notice. Students' learning is undoubtedly hindered and the teachers and admin are striving mightily to mitigate and remediation. 2. 58% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged/low income students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. 3. Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 4. The student mobility rate for the district is 35%. When students move in	Math All populations especially ATSI sub groups Hispanic and Students with Disabilities	1	Provide Remediation to address skill gaps. Especially ATSI sub groups Hispanic and Students with Disabilities
				2	Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (3) Purchase students supplies to improve comprehension of ATSI subgroups Hispanic and Students with Disabilities. Provide supplies for Homeless students.
				3	Provide embedded, frequent, and evidenced based mathematical professional development for staff.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
		<p>and out of the district, it affects the continuity of instruction and can result in skills gaps.</p> <p>5. Covid-19 learning loss especially affected ATSI subgroups Hispanic and Students with Disabilities 6. Chronic Absenteeism is becoming a problem in the school.</p>		

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate & Culture - Attendance/Behavior	Parents are students first teachers and have a life long impact on their children. By partnering with parents with hope to improve achievement. Student achievement across the curriculum is below grade level for some students due to skill gaps. ATSI subgroups Hispanic and Students with Disabilities will have targeted instruction in reading and math based on data from NJDOE. This is evidenced by student data from previous years' SGOs, state assessments, pre and post benchmarks and teacher request for training. COVID-19 highlighted these gaps and made them evermore present. There is a need for professional development in differentiated instruction, increased student engagement and formative assessments. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.	Post Covid students are still reeling from when they were forced to learn from numerous instructional models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, has fundamentally changed with little notice. Students' learning is undoubtedly hindered and the teachers and admin are striving mightily to mitigate and remediation. 2. 58% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged/low income students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. 3. Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats.. 4. The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps.5. Chronic absenteeism is becoming a problem for the school.	All populations especially ATSI sub groups Hispanic and Students with Disabilities	1	Increase parental involvement in back to school nights and academic achievement and good school attendance.
				2	.
				3	

SMART Goal 1

By June 30, 2024 there will be a 4% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking and/or state assessment.

Priority Performance

Some students continue to be challenged in reading comprehension, decoding, analyzing text and text dependent questioning as measured by state assessments, benchmarks and reading and writing data cluster analysis. ELA skills need to be strengthened, in particular with the circumstances surrounding COVID-19 and the learning gaps widening. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students. . ATSI subgroups Hispanic and Students with Disabilities will have targeted instruction in reading based on data from NJDOE.

Strategy 1:

Provide Remediation to address skill gaps. Additionally, ATSI Hispanic & Students with Disabilities will receive targeted instruction in after school and/or summer instruction to increase reading skills.

Strategy 2:

Acquire resources: (1) Technology to overcome the Digital Divide (2) Acquire materials to use in class including on-line and consumables
ELA Professional Development for staff that is job embedded, on-going and evidence based. Supplies for STEAM program.

Strategy 3:

Buy supplies for homeless population. Provide PD for teachers and supplies necessary.

Target Population:

All populations especially ATSI sub groups Hispanic and Students with Disabilities

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023 there will be a 1% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking and/or state assessment.	LinkIt Benchmarks/State Assessments/NJSLA/IXL Diagnostics
Feb 15	By February 15, 2024 there will be a 2% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking and/or state assessment.	LinkIt Benchmarks/State Assessments/NJSLA/IXL Diagnostics
Apr 15:	By April 15, 2024 there will be a 3% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking and/or state assessment.	LinkIt Benchmarks/State Assessments/NJSLA/IXL Diagnostics
Jul 1	By June 30, 2024 there will be a 4% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking and/or state assessment.	LinkIt Benchmarks/State Assessments/NJSLA/IXL Diagnostics

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Overcome Digital Divide with 1 to 1 technology	7/1/23	6/30/24	
1	1	Hire Teachers for remediation/enrichment/targeted instruction during school year and summer	7/1/23	6/30/24	
1	3	Provide Homeless students with school supplies	7/1/23	6/30/24	
2	1	Benefits for teachers	7/1/23	6/30/24	
2	3	District Teacher PD	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Grant person support	7/1/23	6/30/24	
3	3	AVID PD	7/1/23	6/30/24	
3	2	District supplies for students	7/1/23	6/30/24	
4	3	Teacher Supplies for PD	7/1/23	6/30/24	
4	1	Other Objects- Dues	7/1/23	6/30/24	
4	2	Student supplies for reading and STEAM	7/1/23	6/30/24	
5	3	Reading PD	7/1/23	6/30/24	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Salary for Teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,992	Federal Title I (School Allocation)
1	Homeless supplies	INSTRUCTION - Supplies & Materials / 100-600	\$3,377	Federal Title I (School Allocation)
3	Student supplies for reading and STEAM	INSTRUCTION - Supplies & Materials / 100-600	\$44,061	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	District Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$7,243	Federal Title I (School Allocation)
1	Digital Divide- replacement laptops for 1 to 1 iniative	INSTRUCTION - Supplies & Materials / 100-600	\$19,096	Federal Title I (School Allocation)
3	Grant person support-other	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$416	Federal Title I (School Allocation)
2	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$993	Federal Title I (School Allocation)
5	Reading PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$26,567	Federal Title I (School Allocation)
3	AVID PD	SUPPORT SERVICES - Other Purchased Services / 200-500	\$6,368	Federal Title I (School Allocation)
2	Teacher PD Marzano	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,333	Federal Title I (School Allocation)
4	Teacher Supplies for PD	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,233	Federal Title I (School Allocation)
4	NJAFPA-Dues	SUPPORT SERVICES - Other Objects / 200-800	\$37	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2024 there will be a 4% increase in the number of students in grade5 who demonstrate an understanding of strategies to focus on students' fundamental needs for motivation, social connectedness, and self-regulation as pre-requisites for learning.

Priority Performance Student learning and social emotional well being is imperative to creating a positive school environment. There must be a support system in the school building and home-school collaboration. Once again COVID-19 highlighted the need more than ever to provide resources for parents to assist in student achievement, as well as hone in on our students' social and emotional learning.

Strategy 1: Develop a SEL curriculum and onboard a SEL program (such as Responsive classroom or other similar types of programs designed to help students using SEL curriculum). Provide student learning supplies and to counter digital divide.

Strategy 2: Provide Remediation to address skill gaps in after school and/or summer instruction to increase Math skills.

Strategy 3: Buy supplies for homeless population. Provide PD for teachers and supplies necessary.

Target Population: Cross Curricular
All populations especially ATSI sub groups Hispanic and Students with Disabilities

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15 there will be a 1% increase in the number of students in grade5 who demonstrate an understanding of strategies to focus on students' fundamental needs for motivation, social connectedness, and self-regulation as pre-requisites for learning.	Assessments, student choice in individualized learning, student self regulation

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2024 there will be a 2% increase in the number of students in grade5 who demonstrate an understanding of strategies to focus on students' fundamental needs for motivation, social connectedness, and self-regulation as pre-requisites for learning.	Assessments, student choice in individualized learning, student self regulation
Apr 15:	By April 15, 2024 there will be a 3% increase in the number of students in grade5 who demonstrate an understanding of strategies to focus on students' fundamental needs for motivation, social connectedness, and self-regulation as pre-requisites for learning.	Assessments, student choice in individualized learning, student self regulation
Jul 1	By June 30, 2024 there will be a 4% increase in the number of students in grade5 who demonstrate an understanding of strategies to focus on students' fundamental needs for motivation, social connectedness, and self-regulation as pre-requisites for learning.	Assessments, student choice in individualized learning, student self regulation

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Provide supplies for homeless students	7/1/23	6/30/24	
1	2	Remediation for students after school, in summer, and enrichment	7/1/23	6/30/24	
1	1	Develop an SEL program	7/1/23	6/30/24	
2	2	Benefits	7/1/23	6/30/24	
2	1	Provide Student learning supplies (District)	7/1/23	6/30/24	
2	3	Provide Professional Development in math, reading	7/1/23	6/30/24	

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
3	2	Grants person for support	7/1/23	6/30/24	
3	1	Provide student learning supplies (school)	7/1/23	6/30/24	
3	3	Other objects- dues	7/1/23	6/30/24	
4	3	Professional Development in AVID	7/1/23	6/30/24	
4	1	Digital Divide supplies	7/1/23	6/30/24	
5	3	Teacher Development for District	7/1/23	6/30/24	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Salaries for remediation, enrichment, summer school	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,992	Federal Title I (School Allocation)
1	Homeless supplies	INSTRUCTION - Supplies & Materials / 100-600	\$3,377	Federal Title I (School Allocation)
4	Laptops for students for replacement or counter digital divide.	INSTRUCTION - Supplies & Materials / 100-600	\$19,096	Federal Title I (School Allocation)
3	Student learning supplies (school)	INSTRUCTION - Supplies & Materials / 100-600	\$21,187	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Student learning supplies (district	INSTRUCTION - Supplies & Materials / 100-600	\$7,240	Federal Title I (School Allocation)
3	Support person for grants-other	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$416	Federal Title I (School Allocation)
2	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$992	Federal Title I (School Allocation)
2	Professional Development in math/reading	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$7,767	Federal Title I (School Allocation)
4	Teacher Professional Development for AVID	SUPPORT SERVICES - Other Purchased Services / 200-500	\$6,368	Federal Title I (School Allocation)
5	Marzano Teacher PD for district	SUPPORT SERVICES - Travel / 200-580	\$3,333	Federal Title I (School Allocation)
1	Teacher Supplies for SEL program	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,671	Federal Title I (School Allocation)
3	NJAFPA- Dues	SUPPORT SERVICES - Other Objects / 200-800	\$37	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2024 there will be a 4% increase in the number of students in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt Benchmarks and IXL Diagnostic.

Priority Performance Some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Math skills need to be strengthened, in particular with the circumstances surrounding COVID-19 and the learning gaps widening especially in math related subjects such as Science and Technology. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students. ATSI subgroups Hispanic and Students with Disabilities will have targeted instruction in reading based on data from NJDOE.

Strategy 1: Provide Remediation to address skill gaps. Especially ATSI sub groups Hispanic and Students with Disabilities

Strategy 2: Acquire resources: (1)
Technology to overcome the
Digital Divide (2) Materials to use
in class including on-line and consumables
(3) Purchase students supplies to improve comprehension of ATSI subgroups Hispanic and Students with Disabilities. Provide supplies for Homeless students.

Strategy 3: Provide embedded, frequent, and evidenced based mathematical professional development for staff.

Target Population: Math
All populations especially ATSI sub groups Hispanic and Students with Disabilities

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023 at least 1% of the students in grade 8 will be able to apply metacognitive thinking of their personal interest strengths and competencies to address skills gaps using individual learning plans and technology tools.	Progress will be measured using in- house assessments, LinkIt benchmarks, online math, science, social studies and ELA programs.
Feb 15	By February 15, 2024 at least 2% of the students in grade 8 will be able to apply metacognitive thinking of their personal interest strengths and competencies to address skills gaps using individual learning plans and technology tools.	Progress will be measured using in- house assessments, LinkIt benchmarks, online math, science, social studies and ELA programs.
Apr 15:	By April 15, 2024 at least 3% of the students in grade 8 will be able to apply metacognitive thinking of their personal interest strengths and competencies to address skills gaps using individual learning plans and technology tools.	Progress will be measured using in- house assessments, LinkIt benchmarks, online math, science, social studies and ELA programs.
Jul 1	By June 30, 2024 there will be a 4% increase in the number of students in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt Benchmarks and IXL Diagnostic.	Progress will be measured using in- house assessments, LinkIt benchmarks, online math, science, social studies and ELA programs.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Professional development, math/reading related	7/1/23	6/30/24	
1	1	Hire Teachers for remediation during summer and school year	7/1/23	6/30/24	
1	2	Digital Divide- laptop replacements	7/1/23	6/30/24	
2	1	Hire Teachers for remediation of ATSI targeted subgroup students- Hispanic and SWD	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Student Supplies (including STEM)	7/1/23	6/30/24	
2	3	Middle School Teacher PD	7/1/23	6/30/24	
3	2	District Supplies for students	7/1/23	6/30/24	
3	3	Targeted PD (math/reading) for Hispanic and SWD subgroup	7/1/23	6/30/24	
3	1	Benefits remediation	7/1/23	6/1/24	
4	3	Other Objects- Dues	7/1/23	6/30/24	
4	2	SIA Learning supplies for target subgroups Hispanic and SWD	7/1/23	6/30/24	
4	1	Benefits ATSI-SIA	7/1/23	6/30/24	
5	3	Middle School PD for AVID program	7/1/23	6/30/24	
5	1	Grant secretarial person	7/1/23	6/30/24	
5	2	Homeless supplies	7/1/23	6/30/24	
6	3	District Teacher PD	7/1/23	6/30/24	
7	3	SEL PD for teachers	7/1/23	6/30/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	ATSI Teachers for remediation of targeted subgroups Hispanic and SWD	INSTRUCTION - Personnel Services - Salaries / 100-100	\$12,720	SIA
1	Teachers for remediation	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,996	Federal Title I (School Allocation)
5	Homeless supplies	INSTRUCTION - Supplies & Materials / 100-600	\$3,379	Federal Title I (School Allocation)
4	SIA student learning supplies	INSTRUCTION - Supplies & Materials / 100-600	\$5,850	SIA
3	District learning supplies	INSTRUCTION - Supplies & Materials / 100-600	\$7,244	Federal Title I (School Allocation)
2	Student learning supplies (including STEM)	INSTRUCTION - Supplies & Materials / 100-600	\$64,481	Federal Title I (School Allocation)
1	Laptops- Digital Divide, replacements	INSTRUCTION - Supplies & Materials / 100-600	\$19,098	Federal Title I (School Allocation)
5	Grant secretarial	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$416	Federal Title I (School Allocation)
4	Benefits ATSI SIA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$973	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$992	Federal Title I (School Allocation)
3	ATSI Targeted math/reading Hispanic/SWD subgroups	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,457	SIA
2	Middle School Teacher PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,629	Federal Title I (School Allocation)
1	Math/Reading PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$17,584	Federal Title I (School Allocation)
6	District Teacher PD (Marzano)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,334	Federal Title I (School Allocation)
5	PD Middle School Avid Program	SUPPORT SERVICES - Other Purchased Services / 200-500	\$6,372	Federal Title I (School Allocation)
7	Teacher Supplies for SEL PD	SUPPORT SERVICES - Supplies & Materials / 200-600	\$6,442	Federal Title I (School Allocation)
4	NJAFPA- dues	SUPPORT SERVICES - Other Objects / 200-800	\$35	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2024 there will be an increase of 5% in parental involvement and participation in academic results relating to their students as measured by sign in sheets and attendance records.

Priority Performance Parents are students first teachers and have a life long impact on their children. By partnering with parents with hope to improve achievement. Student achievement across the curriculum is below grade level for some students due to skill gaps. ATSI subgroups Hispanic and Students with Disabilities will have targeted instruction in reading and math based on data from NJDOE. This is evidenced by student data from previous years' SGOs, state assessments, pre and post benchmarks and teacher request for training. COVID-19 highlighted these gaps and made them evermore present. There is a need for professional development in differentiated instruction, increased student engagement and formative assessments. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.

Strategy 1: Increase parental involvement in back to school nights and academic achievement and good school attendance.

Strategy 2: .

Strategy 3:

Target Population: All populations especially ATSI sub groups Hispanic and Students with Disabilities

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023 there will be an increase of 1% in parental involvement and participation in academic results relating to their students as measured by sign in sheets and attendance records.	Parental Sign in Sheets and Attendance Records
Feb 15	By February 15, 2024 there will be an increase of 3% in parental involvement and participation in academic results relating to their students as measured by sign in sheets and attendance records.	Parental Sign in Sheets and Attendance Records
Apr 15:	By April 15, 2024 there will be an increase of 4% in parental involvement and participation in academic results relating to their students as measured by sign in sheets and attendance records.	Parental Sign in Sheets and Attendance Records
Jul 1	By June 30, 2024 there will be an increase of 5% in parental involvement and participation in academic results relating to their students as measured by sign in sheets and attendance records.	Parental Sign in Sheets and Attendance Records

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Procure Parent Involvement materials	7/1/23	6/30/24	
1	1	Hire teachers to present parent involvement nights	7/1/23	6/30/24	
2	1	Benefits	7/1/23	6/30/24	
3	1	Parent Interaction Services	7/1/23	6/30/24	
4	1	Support Staff for grants	7/1/23	6/30/24	

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Support staff for grants- other	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$418	Federal Title I (School Allocation)
1	Teacher Stipens	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$300	Federal Title I (School Allocation)
2	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$992	Federal Title I (School Allocation)
3	Parent out reach services	SUPPORT SERVICES - Other Purchased Services / 200-500	\$659	Federal Title I (School Allocation)
1	Parent involvement supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$4,484	Federal Title I (School Allocation)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$44,980	\$0	\$0	\$0	\$12,720	\$0	\$57,700
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	\$218,879	\$0	\$0	\$0	\$5,850	\$0	\$224,729
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$263,859	\$0	\$0	\$0	\$18,570	\$0	\$282,429
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$1,966	\$0	\$0	\$0	\$0	\$0	\$1,966
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$3,969	\$0	\$0	\$0	\$973	\$0	\$4,942
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$55,547	\$0	\$0	\$0	\$5,457	\$0	\$61,004
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$26,434	\$0	\$0	\$0	\$0	\$0	\$26,434
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$3,333	\$0	\$0	\$0	\$0	\$0	\$3,333
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$14,830	\$0	\$0	\$0	\$0	\$0	\$14,830
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$109	\$0	\$0	\$0	\$0	\$0	\$109
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$106,188	\$0	\$0	\$0	\$6,430	\$0	\$112,618
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$370,047	\$0	\$0	\$0	\$25,000	\$0	\$395,047

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$370,047	\$0	\$370,047
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$370,047	\$0	\$370,047

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		Social and Emotional Learning
x		Effective Instruction
x		Climate & Culture - Attendance/Behavior
x	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Donna Lacovara

Title: Principal

Date: 07/10/2023

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

x	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Susan Ekimoglou
 Title: Instructional Manager, Federal Grants (ESSA) manager
 Date: 07/10/2023

ASP District CSA Certification and Approval Page

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

Certified By: Sean Gorman
 Title: Superintendent
 Date: 07/11/2023