Gloucester City Middle School

District:	GLOUCESTER CITY	School Identification:	TSI
County:	CAMDEN	Targeted Subgroup	Students with Disabilities;
Team:	105	CDS:	071770300

Annual School Planning 2024-2025

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	No	Yes		
Community Member	Julie Kramer	Yes	Yes	No		
Principal	Donna Lacovara	Yes	Yes	Yes		
Instructional Supervisor	Crystal McAllister	Yes	Yes	Yes		
Instructional Supervisor	Ellen Bouldne	No	Yes	Yes		
General Ed Teacher	Kelly Malone	Yes	Yes	Yes		
Special Ed teacher	Kristen Cohen	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/23/2024	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
01/18/2024	Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
03/12/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/02/2023	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	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)
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.	Math & ELA	All populations especially ATSI sub groups	Yes	Yes	Yes	DIBELS reading measures 2024 MOY compared to BOY show an improvement of 8% for G4 ELA and a 1% improvement for G5 ELA. Hispanic students decreased slighty by 4% from MOY to BOY but SWD increased by 5% from MOY to BOY. Free and reduced students increased by 8%.

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)
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.	All content areas	All populations especially ATSI sub groups	Yes	Yes	Yes	All materials and consumables have been incorporated in all classrooms and after school tutoring and enrichment. STEAM supplies have been used. Staff PD has been given in multiple sessions.
Buy supplies for homeless population. Provide PD for teachers and supplies necessary.	All content areas and homeless supplies such as sneakers, personal products.	All populations especially ATSI sub groups	Yes	Yes	Yes	Homeless students have access to all Title I programs in our district wide Title I. Homeless students receive personal supplies twice a year and sneakers if needed. Teacher PD affects all students, especially homeless students.

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)
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.	Social Emotional Learning. The school is a 1 to 1 chromebooks.	Cross Curricular All populations especially	Yes	Yes	Yes	SEL curriculum takes place during a morning meeting (20 minutes 5 days a week). Students are learning how to express their needs and emotions in a positive way and to allow their classmates the same opportunity of expression.
Provide Remediation to address skill gaps in after school and/or summer instruction to increase Math skills.	Math	Cross Curricular All populations especially	Yes	Yes	Yes	Afterschool remediation for math and ela for targeted subgroups Hispanic and SWD at Gloucester Middle School (GMS).

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)
Buy supplies for homeless population. Provide PD for teachers and supplies necessary.	Supplies as needed. Access to all teachers, remediation after school and in summer. PD provided in core content areas, as well as SEL.	Cross Curricular All populations especially	Yes	Yes	Yes	Sustained PD for teachers. All supplies bought and distributed to students in classrooms and to homeless students to take back to their living quarters.
Provide Remediation to address skill gaps. Especially ATSI sub groups Hispanic and Students with Disabilities	Math	Math All populations especially ATSI sub	Yes	Yes	Yes	Students came to remediation during the summer and during the school year.

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)
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.	math	Math All populations especially ATSI sub	Yes	Yes	Yes	Students used their one to one technology (Chromebook) during summer and after school enrichment and remediation.
Provide embedded, frequent, and evidenced based mathematical professional development for staff.	math	Math All populations especially ATSI sub	Yes	Yes	Yes	Sustained PD from educational consultant and instructional supervisors.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Increase parental involvement in back to school nights and academic achievement and good school attendance.	Across all curricular subjects.	All populations especially ATSI sub groups	Yes	Yes	Yes	Baby sitting was provided to help parents attend parent involvement activities.

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		Between 2022 and 2023 school years for ELA grades 4 in the middle school there was a 2% decrease in the meeting and exceeding expectations of the NJSLA , Grade 5 ELA had an increase of 7%, Grade 6 stayed the same, grade 7 decreased by 6% and grade 8 decrease by 4%. In the middle school in the achievement by program section of the NJSLA scores, free and reduced lunch students scored at 40% which is 4% greater than the 36% in the state The math scores between the 2022 and 2023 school years of the NJSLA showed an 11% increase in meeting and exceeding the standards for grade 4, an increase of 6% in grade 6, and increase of 6% in grade 7 and a decrease of 9% in grade 8. Algebra 1 scores decreased by 4%. Partially meeting and Not meeting	Gloucester City Middle School has been identified as an Additional Targeted School in need of targeted support for the subgroups of Hispanic and Students with Disabilities in January of 2023. We will remain in this category until the school year 25-26 at the earliest. Intensive tutoring in math and Ela is held at least one afternoon per school week during the school year and is offered to the targeted students during summer school. Student Mobility Rate for the District is 36% and for GMS is 11% which impacts continuity of instruction. The yearly attendance rate for GMS is 7.52% compared to the district's average of

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			scores showed improve of 24% in grade 4, 13% in grade 5, decreased by 9 % in grade 6, increased by 7% in grade 7, decrease by 8% in grade 8 and in Algebra 1 decreased by 6% in Algebra I. In the middle school free and reduced lunch program, 20% of high school students outperformed the state by 1% in the middle school math program	8.15%. Gloucester City public school district has between 60% to 70% free and reduced lunch. that is above the state average of 36%, above the district Factor group of 56%, and above Camden County at 40%. Gloucester City Middle School has a White enrollment of 55%, and Hispanic enrollment of 22%, a Black or African American enrollment of 17%, and an Asian enrollment of 4%

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		Science scores overall between the 21-22 and the 22-23 scores for proficient and advanced stayed the same with a 2% decrease in minimal proficiencies for grade 5 Science.

In grade 8 Science, scores of proficient and advanced stayed the same for the 21-22 and 22-23 school years with a 1% increase in minimal scores. | Student Mobility Rate for the District is 36% and for GMS is 11% which impacts continuity of instruction. The yearly attendance rate for GMS is 7.52% compared to the district's average of 8.15%.

Starting in this school year, Science teachers at the middle school have received professional development in Project based learning. classrooms are becoming more dynamic and students are much more involved using project-based learning. |

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.		Gloucester City Middle School has been identified as an Additional Targeted School in need of targeted support for the subgroups of Hispanic and Students with Disabilities in January of 2023. We will remain in this category until the school year 25-26 at the earliest. Gloucester City Middle School met the standard of ELA median student growth percentile of 41% for the 22-23 school year. The subgroups White missed the Target by 1%, Economically disadvantaged students missed the standard by 1% and the Hispanic missed the Target by 5%. The subgroups of Black and Asian and Two or More races surpassed the standard. Gloucester City Middle School met the standard of math median student growth percentile of 42% for the 22-23 school year. All subgroups met the standard for math mean student growth.	Gloucester City has a burgeoning homeless population. we have actively identified 75 students throughout the district, with teachers and guidance counselors finding at least one additional student per month. all homeless students have access to all the programs in our district Title One programs. Homeless students have access to tutoring, personal supplies, and are also provided for by the McKinney Vento act. Student Mobility Rate for the District is 36% and for GMS is 11% which impacts continuity of instruction. The yearly attendance rate for GMS is 7.52% compared to the district's average of 8.15%.

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					Over 98% completion. For the 4th and 5th grades, Oral Reading Records were used to track student growth: 4th grade Fall: Above grade level 44%, At Grade level 6%, below grade level 50% Spring: Above grade level 47%, at grade level 5%, below grade level 49% This means that there is a 3% increase above level, below grade level and at grade level students were moved up 1 category by 1%. 5th grade Fall: Above grade level 38%, At Grade level 17%, below grade level 46% Spring: Above grade level 50%, at grade level 8%, below grade level 43% This means that there is a 12% increase above level, below grade level 3% of student were moved upward, and at grade level gave many students to the above grade level testing tier.	All teachers give a benchmark to their students. Benchmark A sets the baseline, Benchmark B tells the teacher and the students what progress is being made, and Benchmark C is the compilation of knowledge. Teachers are expected to use the data from the benchmarks in order to inform instruction. Teachers are given professional development by outside consultants and instructional supervisors and how to interpret the data from the results of the benchmarks in order to inform instruction in their classrooms. Students are given practice in standards that are low starting from the first Benchmark through Benchmark C each week. After the
		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%	100%	0%	0%		
		5	100%	100%	0%	0%		
		6	100%	100%	0%	0%		
		7	100%	100%	0%	0%		
		8	100%	100%	0%	0%		
		9	0%	100%	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	Cyclle 2	Cycle 3	Cycle 4		benchmarks are given, students are drilled in the lowest performing standards in order to increase fluency and comprehension and to prepare for the NJSLS tests in May.
		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%	100%	0%	0%		
		5	100%	100%	0%	0%		
		6	100%	100%	0%	0%		
		7	100%	100%	0%	0%		
		8	100%	100%	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	Between 2022 and 2023 school years for ELA grades 4 in the middle school there was a 2% decrease in the meeting and exceeding expectations of the NJSLA , Grade 5 ELA had an increase of 7%, Grade 6 stayed the same, grade 7 decreased by 6% and grade 8 decrease by 4$.

In the middle school in the achievement by program section of the NJSLA scores, free and reduced lunch students scored at 40% which is 4% greater than the 36% in the state | Student Mobility Rate for the District is 36% and for GMS is 11%.

Gloucester City public school district has between 60% to 70% free and reduced lunch. that is above the state average of 36%, above the district Factor group of 56%, and above Camden County at 40%. |
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	19%	4%	0%	0%		
		5	16%	17%	0%	0%		
		6	15%	15%	0%	0%		
		7	8%	17%	0%	0%		
		8	26%	37%	0%	0%		
		9	0%	79%	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	The math scores between the 2022 and 2023 school years of the NJSLAshowed an 11% increase in meeting and exceeding the standards for grade 4, an increase of 6% in grade 6, and increase of 6% in grade 7 and a decrease of 9% in grade 8. Algebra 1 scores decreased by 4%. Partially meeting and Not meeting scores showed improve of 24% in grade 4, 13% in grade 5, decreased by 9 % in grade 6, increased by 7% in grade 7, decrease by 8% in grade 8 and in Algebra 1 decreased by 6% in Algebra I. In the middle school free and reduced lunch program, 20% of high school students outperformed the state by 1% in the middle school math program	All teachers give a benchmark to their students. Benchmark A sets the baseline, Benchmark B tells the teacher and the students what progress is being made, and Benchmark C is the compilation of knowledge. Teachers are expected to use the data from the benchmarks in order to inform instruction. Teachers are given professional development by outside consultants and instructional supervisors and how to interpret the data from the results of the benchmarks in order to inform instruction in their classrooms. Students are given practice in standards that are low starting from the first Benchmark through Benchmark C each week. After the
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	11%	4%	0%	0%		
		5	4%	11%	0%	0%		
		6	1%	12%	0%	0%		
		7	1%	7%	0%	0%		
		8	1%	1%	0%	0%		
		9	50%	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
					benchmarks are given, students are drilled in the lowest performing standards in order to increase fluency and comprehension and to prepare for the NJSLS tests in May.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	34.6%	About 32 students in grades 4th (8), 5th (7), 6th (4), 7th (3), 8th (4). Four students are exiting this year. In the district, the household language is spoken by students at the middle school are 87% English, 10% Spanish, and 3% other.	The NJ School Report Card for 22-23 SY shows that 34.6% EL will make expected growth to proficiency which surpasses the annual target of 27.4% by 7%. GMS expected overall growth to proficiency is 8-tenths. Four students are expected to exit. The projected ML population at GMS is 32 students.

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	811	830 students attend Gloucester City Middle School. 195 Hispanic students 160 Students with Disablities (not Speech only).	According to the 22-23 NJ School Report card for Gloucester City Middle School (GMS) 20% are SWD. That is in agreement with this year's numbers. The student mobility rate for GMS is at 11%. We find that many of newly arrived students (some immigrant, some first generation students) need tremendous supports and we are strivig to provide for these students.
		Subgroup 1 YTD Student Enrollment Average	176		
		Subgroup 2 YTD Student Enrollment Average	100		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.41%	Average daily attenance is approximately 94.4%. Subgroups Hispanic over at amost 98% and SWD student attendance at 96%.	Administration and teachers encourage students to "be in school" b/c learning needs continuity of attendance in order for students to benefit. The school has a sizable population of economically disadvantage students between 60% and 70% which impacts school attendance.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	96.04%		

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	6.85%	48 students are chronically absent for the 23-24 school year. That is about 5.78% of the student population.	Students are encouraged to attend school daily. Students win prizes and go on special mini-trips for an increase in consecutive days in school. The attendance team immediately calls home whenever a student is absent. We do have a growing population of students from other countries who visit back to their country of origen and miss a significant amount of days.
		Subgroup 1 YTD Chronic	5.10%		
		Subgroup 2 YTD Chronic Absenteeism	20.79%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	91.67%	GMS techers have an attendance rate of 94.6% for the 24-25 school year.	Teachers are encouraged to attend work without missing and can win a favored parking space, "a jeans day" or other incentives.

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	3.24%	Gloucester City Middle School In school Suspensions: Grade 4 18 counts (3 Hispanic, 4 SWD) Grade 5 12 counts (6 Hispanic, 1 SWD) Grade 6 36 counts (8 Hispanic,9 SWD) Grade 7 58 counts (6 SWD, 14 Hispanic) Grade 8 28 counts (4 SWD, 6 Hispanic) Out of School Suspensions: Grade 4 50 counts (11 Hispanic, 14 SWD) Grade 5 33 counts (5 Hispanic, 4 SWD) Grade 6 39 counts (9 SWD, 6 Hispanic) Grade 7 57 counts (10 SWD, 13 Hispanic) Grade 8 49 counts (17 SWD, 7 Hispanic)	Students are referred to a pride room in the school if it is determined that they are chronic offenders. The students have the chance to go back into their classrooms when they have finished their work and their behavior has improved. The school has a contracted student support specialist who is designated to work with these students in order to matriculate back into their classroom cohort as quickly as possible.
		Student Suspension YTD Average - In School for Subgroup 1	3.78%		
		Student Suspension YTD Average - In School for Subgroup 2	3.52%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	4.43%		

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		13 parents responded to the GMS Title I ASP Parental Survey 23-24: Responses were overwhelmingly positive. The school promotes family involvement, 62% strongly agree, 31% Strongly disagree or disagree. parents feel welcome to make comments at school meeting 62% strongly agree or agree , 8 % strongly disagree, Teachers willingly meet with parents to discuss concerns, 92% strongly agree or agree, 8% strongly disagree Parents know what children are expected to learn in each subject, 77% strongly agree or agree, 8% strongly disagree The school sponsors family learning workshops at times and places accessible to all 62% strongly agree or agree, 31% disagree or strongly disagree. Volunteers feel appreciated and recognized by the school 69% agree or strongly agree, 15% strongly disagree. the school distributes information about	6 parents volunteered to be on GMS ASP Title I committee for the next school year. Comments that parents made on the survey: Positive Comments 1. Dr. Freedman and her staff are awesome. 2. My son has been blessed with the most amazing teachers @ Cold Springs & GMS. Concerns 1. As both a parent and the President of the GMS PTO, I have observed a recurring pattern where our efforts seem to be consistently met with obstacles or resistance. It is disheartening to feel as though our initiatives to foster a sense of community and engagement among families are not receiving the support they deserve. Family events and dances provide invaluable

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Community programs for families 77% strongly agree or agree while 8% strongly disagree. Teachers do their best to meet the individual needs of my child 77% strongly agree or agree, 8% strongly disagree The school provides my child with the support they need in order to succeed 77% strongly agree or agree, 15% strongly disagree. GMS School Climate 2023-2024 to inform 24-25 SY Have you been given opportunities to share your expertise with your colleagues? (64% positive) 47% agree 17% strongly agree 31% neutral 5% strongly disagree To what extent do you feel committed to your job? (92% positive) 61% very committed 31% committed 6% neutral 3% somewhat committed Are you provided opportunities to correct weaknesses in your job	opportunities for students and their loved ones to bond outside of the classroom, creating lasting memories and strengthening our school community. I believe that collaboration between the school administration and the parent community is essential in ensuring the success of such endeavors. By working together, we can overcome any logistical challenges and create enriching experiences for our students and their families. GMS School Climate Survey 23-24 to inform 24-25 SY Overwhelmingly positive. About 19% are somewhat comfortable or not comfortable with the level of support from peers and supervisors.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			performance? (64% positive) 50% agree 14% strongly agree 36% neutral 6% strongly disagree Are you comfortable with the level of support that you have received from peers and supervisors? (58% positive) 14% very comfortable 44% comfortable 22% neutral 11% somewhat comfortable 8% not comfortable	

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 2024 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	36 students took Algebra I in the middle school. 65% of students Met or Exceeded the NJSLA for Algebra I (MS) on the 22-23 Longitudinal report. The remaining 35% of students all fell in the Approaching cohort.	The Algebra I teacher runs a 1 week boot camp in the beginning of the summer to expose 7th graders to concepts that will be critical in Algebra I. The teacher is phenomenal and has a large percentage of students who pass the NJSLA for Algebra I.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	26		
		% of students who scored 4 or 5 on the PARCC assessment	65%		

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 Evalutation Frame	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 2 total observations. During each observation Elements 1,4,7, 10 and 24 (Planning Standards Based Lessons, Identifying Critical Content, Using Questions to Help Students Elaborate on Content, Helping Students examine similarities and differences and Adherence to School/District Policies and Procedures were mandatory and then 2 other elements were observed depending on the class. 2 teachers were on a CAP but have been progressing satisfactorily and will not be CAPs in the 24-25 SY.	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	63		
		# Teachers on CAP	1		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	8		
		Cycle 2	150		
		Cycle 3	18		
		Cycle 4	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent Involvement	Parent Involvement is a priority and this year baby-sitting services were provided in an effort to afford more families a chance to come out to parent meetings and receptions.	Sign in Sheets are up 3% from last years.	Parents want to be more involved with their child(s) education and

Process Questions and Growth and Reflection Tool

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?

Throughout the school year, a group of stakeholders including teachers, paraprofessionals, administrators, parents and community members meet regularly. During these meetings a plethora of topics are discussed which include student data analysis, instructional strategies, professional development opportunities, closing the achievement gap and identifying the root cause. Each member is given the opportunity to evaluate the school on the various indicators noted on the needs assessment. This information is compiled and shared with the administration to develop school and district goals. Furthermore, parents and community members can access the GMS Facebook page for updates on a variety of information. The building principal also creates and distributes various parent Newsletters for families to keep up to date and constantly engaged. These events include but are strongly rated in Evidence for ESSA, as well as in Writing in ELA programs also rated, highly effective Night 4 for ESSA Assemblies, Autism Fun Run, Bubbles for Autism, Interview committee participation, "Meet the Administration Summer Fun event"and "MLK Day of Service''. Throughout these events topics of funding, the school's curricula, programs, clubs, and all other extracurricular activities are discussed. Additionally, the school has begun to send out "Good News Cards" to parents to engage them in their students' success both academically and behaviorally. All of these various programs offer parents the opportunity to become active participants in their child's education, a paramount pillar to every students' success. Parent and family engagement is the fourth Smart Goal.

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

Each year, our school has various parent involvement activities to promote family and community engagement in the events and programs highlighted to prepare for monthly parent teacher conferences, Monthly Leadership, Back to School Night, Honor Roll to their newly designated ATSI status has entailed implementing a math program.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	This year we continue to offer 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.	We are implementing AVID (advancement via individual determination) as a driving force for RIGOR and engagement. Together with teachers, consultants and administration we will be working to ensure standard usage and student instruction aligns with them.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	1-Not Addressed		
Assessment	1	A	2-Emerging	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.	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 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.
	2	A	2-Emerging		
	3	A	2-Emerging		
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.	It would be beneficial to have more time during PLC's to meet with our grade level (by subjects) plan/share ideas together.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	2-Emerging	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 24-25 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	We will continue to work on creating a positive school culture and climate. The entire school is using the Responsive Classroom approach; an SEL program that prides itself on community building and academic engagement. Additionally, the 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.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	2-Emerging		
	6	A	3-Developing		
	7	A	2-Emerging		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	2-Emerging		
	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 the Admin team working together to build consistency throughout the school in discipline, build a positive culture, mental health for staff and students and instruction. 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.	This year we 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?)
Effective Instruction	Many 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.	1. 60% to 70% of students come from economically disadvantaged homes where parents are fighting to provide for their famillies. Many students have not been exposed to pre-academic preparation. 2. Student mobility is 11% in the school and 36% in the district. 3. Covid effects still being felt by 4th, 5th, 6th, 7th, and 8th grade students as well as all teachers who worked through COVID remote learning and 2 year aftermath. 4. Increasing homeless population. 5. Increasing percentage of students from homes where English is not spoken (8%). 6. 48 students are chronically absent for the 23-24 school year. That is about 5.78% of the student population.	ELA 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?)	
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.	1. 60% to 70% of students come from economically disadvantaged homes where parents are fighting to provide for their families. Many students have not been exposed to pre-academic preparation. 2. Student mobility is 11% in the school and 36% in the district. 3. Covid effects still being felt by 4th, 5th, 6th, 7th, and 8th grade students as well as all teachers who worked through COVID remote learning and 2 year aftermath. 4. Increasing homeless population. 5. 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.	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	Buy supplies for homeless population. Provide PD for teachers and supplies necessary.
				3	

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.	1. 60% to 70% of students come from economically disadvantaged homes where parents are fighting to provide for their families. Many students have not been exposed to pre-academic preparation. 2. Student mobility is 11% in the school and 36% in the district. 3. Covid effects still being felt by 4th, 5th, 6th, 7th, and 8th grade students as well as all teachers who worked through COVID remote learning and 2 year aftermath. 4. Increasing homeless population. 5. Increasing percentage of students from homes where English is not spoken (8%). 6. 48 students are chronically absent for the 23-24 school year. That is about 5.78% of the student population.	Math and core subjects 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?)	
College and Career Readiness	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.	1. 60% to 70% of students come from economically disadvantaged homes where parents are fighting to provide for their famillies. Many students have not been exposed to pre-academic preparation. 2. Student mobility is 11% in the school and 36% in the district. 3. Covid effects still being felt by 4th, 5th, 6th, 7th, and 8th grade students as well as all teachers who worked through COVID remote learning and 2 year aftermath. 4. Increasing homeless population. 5. Increasing percentage of students from homes where English is not spoken (8%). 6. 48 students are chronically absent for the 23-24 school year. That is about 5.78% of the student population.	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, 2025 there will be a 4% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking, ixl diagnostic, in-house assessments and/or state assessment.

Priority Performance	Many 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:	ELA 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, 2024 there will be a 1% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking, in-house assessments and/or state assessment.	Linkit Benchmarks, State Assessments NJSLA, in-house assessments IXL Diagnostics
Feb 15	By February15, 2025 there will be a 2% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking, in-house assessments and/or state assessment.	Linkit Benchmarks, State Assessments NJSLA, in-house assessments IXL Diagnostics
Apr 15:	By April15, 2025 there will be a 3% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking, in-house assessments and/or state assessment.	Linkit Benchmarks, State Assessments NJSLA, in-house assessments IXL Diagnostics
Jul 1	By June 30, 2025 there will be a 4% increased in the number of students in grade 8 who demonstrate increased literacy skills as measured by LinkIt Benchmarking, ixl diagnostic, in-house assessments and/or state assessment.	Linkit Benchmarks, State Assessments NJSLA, in-house assessments IXL Diagnostics

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Homeless student supplies	7/1/24	6/30/25	
1	2	Provide supplies for students in ELA, STEAM	7/1/24	6/30/25	
1	1	Hire teachers for remediation/enrichment/targeted instruction during school year, summer and BSI teacher(s)	7/1/24	6/30/25	
2	3	School initiative PD	7/1/24	6/30/25	
2	2	Professional Development for teachers of targeted subgroups in ELA and Math	7/1/24	6/30/25	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Benefits for teachers	7/1/24	6/30/25	
3	1	Grant person-support	7/1/24	6/30/25	
4	1	Other objects- dues	7/1/24	6/30/25	
5	1	Hire teachers and BSi for targeted subgroups remediation during summer and throughout the school year	7/1/24	6/30/25	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Salary or stipend for teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	Federal Title I (School Allocation)
5	SIA tutor remediation and or BSI for SWD and Hispanic subgroups ELA and Math	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	SIA
1	Learning supplies, ELA and STEAM for students	INSTRUCTION - Supplies & Materials / 100-600	$1	Federal Title I (School Allocation)
1	Provide supplies for homeless students	INSTRUCTION - Supplies & Materials / 100-600	$1	Federal Title I (School Allocation)
3	Grant person- support	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$1	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1	Federal Title I (School Allocation)
2	Benefits for teachers of SIA subgroups	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1	SIA
2	provide Pd for school iniative	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$1	Federal Title I (School Allocation)
2	ELA professional development for teachers of SIA targeted subgroups	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$1	SIA
4	NJAFPA dues	SUPPORT SERVICES - Other Objects / 200-800	$1	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2025 there will be a 4% increase in the number of students in grade 5 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:	Buy supplies for homeless population. Provide PD for teachers and supplies necessary.
Strategy 3:	
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 grade 5 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 for example in ixl diagnostics, student self regulation

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2025 there will be a 2% increase in the number of students in grade 5 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 for example in ixl diagnostics, student self regulation
Apr 15:	By April 15, 2025 there will be a 3% increase in the number of students in grade 5 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 for example in ixl diagnostics, student self regulation
Jul 1	By June 30, 2025 there will be a 4% increase in the number of students in grade 5 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 for example in ixl diagnostics, student self regulation

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Homeless supplies	7/1/24	6/30/25	
1	1	Continue to develop SEL program	7/1/24	6/30/25	
2	1	Provide student learning supplies	7/1/24	6/30/25	
2	2	Teacher PD for SEL Program	7/1/24	6/30/25	
3	2	Teacher supplies for PD if needed	7/1/24	6/30/25	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Student learning supplies	INSTRUCTION - Supplies & Materials / 100-600	$1	Federal Title I (School Allocation)
1	Homeless Supplies	INSTRUCTION - Supplies & Materials / 100-600	$1	Federal Title I (School Allocation)
2	PD for SEL Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$1	Federal Title I (School Allocation)
1	Teacher supplies for SEL program	SUPPORT SERVICES - Supplies & Materials / 200-600	$1	Federal Title I (School Allocation)
3	Teacher PD supplies and materials if necessary	SUPPORT SERVICES - Supplies & Materials / 200-600	$1	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2025 there will be a 4% increase in the number of students in grade 8 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt Benchmarks, Delta math, Albert.io 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 and core subjects
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, 2024 at least 1% of the students in grade 8 will be ale 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 (Delta math, IXL diagnostic), science, social studies and ELA programs.
Feb 15	By February 15, 2025 at least 2% of the students in grade 8 will be ale 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 (Delta math, IXL diagnostic), science, social studies and ELA programs.
Apr 15:	By April 15, 2025 at least 3% of the students in grade 8 will be ale 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 (Delta math, IXL diagnostic), science, social studies and ELA programs.
Jul 1	By June 30, 2025 there will be a 4% increase in the number of students in grade 8 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt Benchmarks, Delta math, Albert.io and IXL Diagnostic.	Progress will be measured using in- house assessments, LinkIt benchmarks, online math (Delta math, IXL diagnostic), science, social studies and ELA programs.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Student supplies including STEAM for digital divide	7/1/24	6/30/25	
1	1	Hire Teachers for remediation during the year, enrichment and summer school	7/1/24	6/30/25	
1	3	Professional Development for Math, ELA, Middle School Teachers, Teacher craft PD, SEL PD	7/1/24	6/30/25	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	SIA student learning supplies	7/1/24	6/30/25	
2	1	Hire Teachers for SIA targeted subgoups of Hispanic and SWD	7/1/24	6/30/25	
2	3	Targeted PD for SIA teachers of Hispanic and SWD subgroups	7/1/24	6/30/25	
3	1	Teacher benefits	7/1/24	6/30/25	
3	2	Homeless Supplies	7/1/24	6/30/25	
3	3	Student Engagement and Rigor PD for Teachers	7/1/24	6/30/25	
4	1	Teacher benefits ATSI	7/1/24	6/30/25	
4	3	Professional Development supplies for teachers	7/1/24	6/30/25	
5	1	Grants, other secretarial position	7/1/24	6/30/25	
6	1	Benefits, other	7/1/24	6/30/25	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teachers stipend for remediation, enrichment, summer school	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	SIA Teachers stipend for remediation, enrichment, summer school	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	SIA
1	Students learning supplies including STEAM and digital divide	INSTRUCTION - Supplies & Materials / 100-600	$1	Federal Title I (School Allocation)
3	Homeless Supplies	INSTRUCTION - Supplies & Materials / 100-600	$1	Federal Title I (School Allocation)
2	SIA student learning supplies	INSTRUCTION - Supplies & Materials / 100-600	$1	SIA
5	Grant- other secretarial	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$1	Federal Title I (School Allocation)
3	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1	Federal Title I (School Allocation)
4	Benefits ATSI Teachers	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1	Federal Title I (School Allocation)
1	Purchase PD for math, ELA, school initiative middle school teaching, teacher-craft, and SEL	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$1	Federal Title I (School Allocation)
2	Purchase PD for teachers of SWD and Hispanic SIA targeted subgroups	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$1	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Student engagement, school initiative program, and increase rigor PD for teachers	SUPPORT SERVICES - Travel / 200-580	$1	Federal Title I (School Allocation)
4	Purchase professional development supplies if needed for teachers	SUPPORT SERVICES - Supplies & Materials / 200-600	$1	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2025 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, 2024 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

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2025 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, 2025 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, 2025 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	1	Parent involvement Activities	7/1/24	6/30/25	

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Parent Involvement Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	$1	Federal Title I (School Allocation)

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	$2	$0	$0	$0	$0	$2	$0	$4
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	$5	$0	$0	$0	$0	$1	$0	$6
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$7	$0	$0	$0	$0	$3	$0	$10
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$2	$0	$0	$0	$0	$0	$0	$2
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$3	$0	$0	$0	$0	$0	$1	$4
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$2	$0	$0	$0	$0	$2	$0	$4
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	$1	$0	$0	$0	$0	$0	$0	$1
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$4	$0	$0	$0	$0	$0	$0	$4
SUPPORT SERVICES	Other Objects	200-800	$0	$1	$0	$0	$0	$0	$0	$0	$1
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$13	$0	$0	$0	$0	$2	$1	$16
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	$20	$0	$0	$0	$0	$5	$1	$26

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Priority/Focus	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	$20	$0	$0	$20
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$20	$0	$0	$20

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 >