STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION   2023-2024

New Brunswick Middle School

District:	NEW BRUNSWICK CITY	School Identification:	CSI
County:	MIDDLESEX	Targeted Subgroup	English Learners
Team:	Central	CDS:	233530055

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	Eloina Bonilla	Yes	No	No		
Community Member	Ana Astacio-Torres	Yes	Yes	Yes		
Principal	Georgette Gonzalez Lugo	Yes	Yes	Yes		
Vice Principal	Nicholas Bozza	Yes	Yes	Yes		
ELA Specialist	Amy Eckert	Yes	Yes	Yes		
Math Specialist	Maria Spina	Yes	Yes	Yes		
ELA Teacher	Reem Gomez	Yes	Yes	Yes		
Resource Math Teacher	Megan Zarodnansky	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
ESL Teacher	Somrutai Jaizue-Quinlan	Yes	Yes	Yes		
Bilingual Teacher	Melissa Vega	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
01/30/2023	Prior Year Evaluation	Yes	Yes
02/28/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/23/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/27/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/31/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/12/2023	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Small Group/Peer Assisted Learning Strategies will focus on developing reading comprehension, fluency skills, and expanding/building on ideas. Better understanding of the reading through conversation and journaling will support students in developing stronger writing.	ELA	Students with Disabilities and Multilingual	Yes	Yes	Yes	The ELA tracking spreadsheet for 2022-2023 supports continuing this evidence.
Explicitly teach appropriate writing strategies and use writing assessments with common rubric to inform instruction and feedback.	ELA	Students with Disabilities and Multilingual	No	Yes	Yes	Curriculum and Instruction is planning to build in an intervention period into the students' schedule using Read 180 and Systems 44 to focus more on Reading Skills.

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 lessons and small group supports to address areas in need of growth as determined by achievement data gathered from marking period assessments.	ELA	Students with Disabilities and Multilingual	Yes	Yes	Yes	As seen in submitted lesson plans and common planning time notes, small group instruction is taking place and will continue.
Teacher's will utilize the mathematics instructional guidelines developed by administration and content specialist to plan lessons that address unfinished learning of pre-requisite skills in order to provide students with foundational skills necessary to attempt authentic high level tasks through response to intervention.	Math	Students with Disabilities and Multilingual	Yes	Yes	Yes	The Math tracking spreadsheet for 2022-2023 supports continuing this evidence.

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)
Teachers will utilize formative assessment strategies with regularity and specificity to ensure that students are making adequate progress toward proficiency of grade level standards	Math	Students with Disabilities and Multilingual	Yes	Yes	Yes	The Math tracking spreadsheet for 2022-2023 supports continuing this evidence.
Teachers will use specific focused mathematic vocabulary instructional strategies and ensure that students are able to comprehend and apply technical vocabulary during lessons and assessments.	Math	Students with Disabilities and Multilingual	Yes	Yes	Yes	Based on teacher discussion and lesson plans focusing on mathematic vocabulary is crucial for understanding the skill.

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)
Intervention activities while in ISS/ Intervention lessons. Whole-staff training for pillars of character.	Social Emotional	Students identified as having verbal and physical	No	No	No	N/A
Promote and reinforce school-wide PBIS rewards system.	Social Emotional	Students identified as having verbal and physical	Yes	Yes	Yes	We had a reduction of 10% in the total discipline incidents for verbal/physical altercations within the school based on the 2022 baseline.
Life, Career, College Advisory (LCCA) period	Social Emotional	Students identified as having verbal and physical	Yes	Yes	Yes	We had a reduction of 10% in the total discipline incidents for verbal/physical altercations within the school based on the 2022 baseline.
Focus on different parts of CER, targeted instruction on reasoning with increased modeling.	Science	Students with disabilities, multilingual learners	Yes	Yes	Yes	70% of the students scored on the sense making rubric which measured the student's ability to create a claim, support it with multiple pieces of evidence while using valid reasoning as evidenced by the scores in Science tasks related to sense making practices.

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)
Regular use of graphic organizers in writing tasks.	Science	Students with disabilities, multilingual learners	Yes	Yes	No	N/A
Multiple representations/formats for student levels to assess comprehension.	Science	Students with disabilities, multilingual learners	Yes	Yes	Yes	70% of the students scored on the sense making rubric which measured the student's ability to create a claim, support it with multiple pieces of evidence while using valid reasoning as evidenced by the scores in Science tasks related to sense making practices.

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.		Grade 6 ELA 32% did not meet expectations. 26% partially met expectations. 28% approached expectations. 15% met expectations. 0% exceeded expectations. Grade 6 Math 42% did not meet expectations. 44% partially met expectations. 12% approached expectations. 2% met expectations. 0% exceeded expectations. Grade 7 ELA 27% did not meet expectations. 24% partially met expectations. 25% approached expectations. 23% met expectations. 1% exceeded expectations. Grade 7 Math 17% did not meet expectations.	In analyzing the data, the trends: ELA 6th grade show the lowest level of proficiency. Math 6th and 8th grade math show the lowest level of proficiency.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			33% partially met expectations. 39% approached expectations. 11% met expectations. 0% exceeded expectations. Grade 8 ELA 32% did not meet expectations. 19% partially met expectations. 26% approached expectations. 18% met expectations. 5% exceeded expectations. Grade 8 Math 47% did not meet expectations. 36% partially met expectations. 14% approached expectations. 3% met expectations. 0% exceeded expectations.	
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		Data is this newly tested subject shows an extremely low proficiency.	Our trends, students were not prepared for the Science content and format for the state test.

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					Prepopulated data is accurate.	In ELA Grade 6 has the lowest participate for the Benchmark assessment in cycle 1 and 2.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		In Math 7th and 8th have the lowest.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	94.4%	88.4%	97.7%	0%		
		7	96.1%	95.2%	92.6%	0%		
		8	96.2%	93%	94.3%	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	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
				Math				
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	95.5%	89.7%	76.1%	0%		
		7	81.9%	31.6%	68.1%	0%		
		8	77.1%	22%	57.9%	0%		
		9	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		
		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	Prepopulated data is accurate.	Overall the data shows low proficiency rates. Grade 6 mid year point has the lowest.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	14.5%	39.3%	59.6%	0%		
		7	14.5%	60.7%	58.7%	0%		
		8	19.8%	55.2%	75.8%	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	Prepopulated data is accurate.	Overall the data shows low proficiency rates. The data shows grade 6 the lowest among all grades.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	31.5%	33.7%	29.8%	0%		
		7	26.8%	35.8%	48.9%	0%		
		8	36.7%	45.4%	46.9%	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
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	9.6%	Data shows: Grade 6 29% 1-Entering 36% 2-Emerging 31% 3-Developing 2% 4-Expanding 0% 5-Bridging 0% 6-Reaching Grade 7 33% 1-Entering 29% 2-Emerging 34% 3-Developing 4% 4-Expanding 0% 5-Bridging 0% 6-Reaching Grade 8 27% 1-Entering 20% 2-Emerging 41% 3-Developing 10% 4-Expanding 0% 5-Bridging 0% 6-Reaching	Based on the data we do not have any students falling under Bridging or Reaching.

		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	1259	1246 Students Enrolled as of 6/14/23	Student enrollment fluctuates throughout the year due to a largely migrant population.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
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	92.89%	93.06% Average Daily Attendance as of 6/14/23	Attendance has slightly increased from the prior year.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
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	21.63%	Chronic absenteeism rate as of 6/14/23 is 22.70%	Chronic absenteeism has stayed a consistent level. Suspensions and a new attendance officer influenced these results.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	91.53%	Prepopulated percentage is accurate.	We experienced many illnesses throughout the year.

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	3.83%	There are 5,700 disciplinary incidents as of 6/14/23 There are 5,500 disciplinary dispositions as of 6/14/23	27% of disciplinary consequences were out of school suspensions. 25.7% of disciplinary consequences were lunch detentions. 11.18% of disciplinary consequences were in-school suspensions.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	2.99%		

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	Domain	ES	MS/HS	Parents	Staff	Staff Total enrollment 171 Response 83 48.54% Parents Total enrollment 1249 Response 93 7.45% Student Total Enrollment 1249 Response 766 61.33%	The participation was not as high as we anticipated from all groups.
		Participation	0	61.33	7.45	48.54		

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)			
Post-Secondary Rates	% of students that enroll in post-secondary institution.			
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			

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	50	53 Total Students Enrolled C or better: 83% of students	
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	47		
		% of students who scored 4 or 5 on the PARCC assessment	23%		

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	Danielson Framework	Our data demonstrates for 2022-2023 a need to focus on Danielson 3B Questioning and Discussing as well as Managing student behavior.	Based on the data, since we had a high absence rate in staffs' attendance the hard ship was evident in these two domains due to substitute coverage and missed common planning time.
		# Teachers to Evaluate	104		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	3		
		Cycle 2	3		
		Cycle 3	3		
		Cycle 4	5		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent Portal Log ins to view student portal	Many parents are not tech savy	Total number of log ins 3968	Very low turn out
Parent Engagement Nights	A vast majority of parents are working and are not motivated to attended	On average 25 families attended	Very low turn out

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?

The team will:
Share trends to families & staff using school communications systems.
Share results and goals at back to school night during the parent presentation.

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

The program will utilize the school's family liaison to locate and collaborate with supporting programs to recommend to families. Some of these resources in the community include, Parent University, Nurtured Heart Approach, and Teen Speak among others.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	CPTs sometimes create their own questions or set up of days - Ongoing CPT work, along with specialist guidance and input weekly - Student learning objective are created and posted in classrooms - teachers discuss units of study with student learning objectives in CPT - We are constantly revising and reflecting on standards and assessment data and do use that data to appeal for broad changes that are district level as well as pivot as necessary in our unit and lesson design and implementation at the building level -Use of student assessment data results, marking period benchmarks, various district assessments - We work together during CPT to create consistent instruction	There is no a set of established guiding questions to focus discussions during PLC meeting times that would be universal for all content areas - Regular use of more data in CPTs - Data is used in Math and ELA but not universally - sometimes it seems that it is difficult for teachers to strategically pick certain activities and discern which resources to use to ensure student growth - Social Studies and ELA need to be aligned - Career Ready Practices - This has not happened at the district level with curriculum updates and therefore has not come down to the MS
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	We are in a constant cycle of analysis and revision to common assessments. All teachers participate in CPTs and review assessment data.	Some content areas do not utilize common assessments. - Some content areas do not use a shared common pre-assessment to determine student levels and understanding.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	As a content in Social Studies we are organized We constantly share and collaborate on lessons - CPT and planning time has been so helpful in developing lessons and understanding the curriculum-	Some teachers are pulled from prep and CPT - co-teaching team was split reassigned mid year
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	2-Emerging	SEL lessons on extended LCCA day - Updated Media Center - New VILS Lab - Student handbook - many teachers have engaging lessons, provide feedback, and intervention - revival of PBIS - WIN program and Extended School Day Program - number of school-wide committees -PBIS, LCCA - Classroom environment data -	Expectations are not reinforced consistently - Uniforms, for example, are enforced randomly and inconsistently - could use more celebrations - some building spaces can be used better - substitutes not held to the same standard as teachers - a few people do the majority of responsibilities in the building - buy-in for initiatives can be weak
	2	A	3-Developing		
	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	3-Developing		
	14	A	4-Sustaining		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Meaningful feedback given on every observation - all teachers were proficient	Stronger connections could be made between feedback and professional learning

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	Comparison data from 17-18 to 21-22 for ELA proficiency shows a 14.3% decrease in the percentage of students identified as proficient for the NJSLA in ELA.	The lack of independent reading results in weak vocabulary and comprehension. The curriculum is strongly rooted in grade level appropriate anchor novels and much of class time is spend with these. The majority of student reading levels are at least two grade levels below and students need to build stamina and are independent and instructional levels to be more successful on grade level.	Multi-lingual learners and students with disabilities, WIN groups	1	Gather data using a literacy diagnostic.
				2	Use literacy data to support small group instruction through strategy groups.
				3	Students apply learnings from strategies groups in independent reading.

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	Comparison data from 17-18 to 21-22 for chronic absenteeism shows a 10.1% increase in the percentage of students identified as chronically absent.	Long term suspensions, school aversion, mental health, family visitation in other countries, vaccination compliance	Chronically Absent Students, All	1	Monitor the progress of all students, and proactively incentivize and intervene when students show early signs of attendance, behavior, or academic problems. Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses. Intervene with students who show early signs of falling off track. If data show high rates of absenteeism, take steps to incentivize/help students, parents, and school staff understand the importance of attending school daily. Monitor progress and adjust interventions as needed.

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?)
				2	Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. For each student identified as needing individualized support, assign a single person to be the student's primary advocate. Support advocates with ongoing professional learning opportunities and tools for tracking their work.
				3	For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support. Decide whether the small communities will serve a single grade or multiple grades. Create teams of teachers that share common groups of students. Identify a theme to help build a strong sense of identity and community and to improve student engagement. Develop a schedule that provides common planning time and ample opportunities for staff to monitor and support students.

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?)	
Assessment/Data Analysis	Comparison data from 17-18 to 21-22 for Math proficiency shows a 15.9% decrease in the percentage of students identified as proficient for the NJSLA in Math.	"Curricluar changes to a conceptual model and high level tasks based curriculum in all grade levels resulted in skill gaps in students entering middle school and widening over their time in M.S. due to pacing and pedagogical adjustments needed. Decline in student perserverance, and positive work habits (collaboration and communication with peers) due to pandemic restrictions. Increase in taff turnover and intructor changes mid year Elimination of Basic Skills Intervention blocks. Lack of student exposure to all grade level standards, especially those in the donains of Geometry, Measurement, and Statistics and Probability because of pacing adjustments needed for prerequisite skill intervention in each grade level"	" Multi-lingual learner and Students with Disabilities	1	Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk
				2	Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
				3	
Effective Instruction	Comparison data from 17-18 to 21-22 shows a 33% decrease in multilingual progress as measured by the ACCESS test.	Lack of the English language usage/practice outside of class/school due to the Pandemic gap/Newcoming students arriving within the ACCESS testing windows are required to test and are accounted for the data/Students only use English in an ESL class (40 minutes daily)/Lack of native language acquisition	Multilingual Learners	1	Provide small-group instructional intervention to students struggling in areas of literacy and English language development.
				2	Provide regular, structured opportunities to develop written language skills and expand vocabulary.
				3	

SMART Goal 1

By June 2024, By February 2024, 50% of students in 6th through 8th grade will increase proficiency by a minimum of 12% on the reading diagnostic.

Priority Performance	Comparison data from 17-18 to 21-22 for ELA proficiency shows a 14.3% decrease in the percentage of students identified as proficient for the NJSLA in ELA.
Strategy 1:	Gather data using a literacy diagnostic.
Strategy 2:	Use literacy data to support small group instruction through strategy groups.
Strategy 3:	Students apply learnings from strategies groups in independent reading.
Target Population:	Multi-lingual learners and students with disabilities, WIN groups

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2023, baseline data will be collected from all ELA students as evidenced by the reading diagnostic.	Achieve 3000 Level Set
Feb 15	By February 2024, 50% of students in 6th through 8th grade will increase proficiency by a minimum of 6% on the reading diagnostic.	Achieve 3000 Level Set
Apr 15:	By April 2024, By February 2024, 50% of students in 6th through 8th grade will increase proficiency by a minimum of 9% on the reading diagnostic.	Achieve 3000 Level Set

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2024, By February 2024, 50% of students in 6th through 8th grade will increase proficiency by a minimum of 12% on the reading diagnostic.	Achieve 3000 Level Set

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Collect baseline data, set ASP meeting review schedule	9/6/23	10/31/23	
1	2	Use baseline data from Achieve 3000 to analyze student needs for strategy groupings.	9/6/23	10/31/23	
1	3	Introduce students to independent reading time (Why is is important? How to pick a book? Options for reading-Learning Ally, library, classroom library) Familiarize and train teachers and students to use Learning Ally software.	9/6/23	10/31/23	
2	1	Train teachers, provide support, and develop implementation plan.	9/6/23	9/29/23	
2	3	Set goals for student independent reading time to help students increase reading stamina.	9/6/23	10/3/23	
2	2	Train teachers on how to begin to use strategy groups, provide support, develop an implementation plan.	9/6/23	10/31/23	
3	3	Increase independent reading time, teachers will assist students in setting new goals quarterly.	11/1/23	6/4/24	
3	2	Review strategy groupings and adjust students as necessary.	11/1/23	6/4/24	
3	1	Use common planning to analyze data, and plan the usage of classroom libraries and small group instruction in the block.	11/1/23	6/4/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	3	Following 2 cycles, analyze diagnostic results check alignment, refine the program - check in with teachers.	2/1/24	2/29/24	
4	1	Conduct quarterly review for lists of students to enroll, expand, or begin building supports WIN program and ESDP, with comprehensive review for entering and exiting students.	9/6/23	6/4/24	
4	2	Analyze diagnostic results check alignment, refine the program, check in with teachers, adjust small groups based on data.	11/1/23	6/4/24	
5	1	Analyze diagnostic results check alignment, refine the program, check in with teachers, adjust small groups based on data.	2/9/24	6/4/24	
5	3	Conduct quarterly focused walkthroughs and/or observations to determine the effectiveness of reading and writing instruction and to identify teachers in need of targeted professional development and coaching.	11/1/23	6/4/24	
5	2	Conduct quarterly focused walkthroughs and/or observations to determine the effectiveness of reading and writing instruction and to identify teachers in need of targeted professional development and coaching.	11/1/23	6/4/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Interventionist salary	INSTRUCTION - Personnel Services - Salaries / 100-100	$60,000	SIA
1	Literacy Diagnostic Platform/ Reading Intervention Materials	INSTRUCTION - Supplies & Materials / 100-600	$150,000	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Interventionist Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$40,000	SIA

SMART Goal 2

By June 2024, the chronic absenteeism rate will not exceed 18% as evidenced by Chronic absenteeism reports using the school information system.

Priority Performance	Comparison data from 17-18 to 21-22 for chronic absenteeism shows a 10.1% increase in the percentage of students identified as chronically absent.
Strategy 1:	Monitor the progress of all students, and proactively incentivize and intervene when students show early signs of attendance, behavior, or academic problems.
	Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses.
	Intervene with students who show early signs of falling off track.
	If data show high rates of absenteeism, take steps to incentivize/help students, parents, and school staff understand the importance of attending school daily.
	Monitor progress and adjust interventions as needed.
Strategy 2:	Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
	For each student identified as needing individualized support, assign a single person to be the student's primary advocate.
	Support advocates with ongoing professional learning opportunities and tools for tracking their work.
Strategy 3:	For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.
	Decide whether the small communities will serve a single grade or multiple grades.
	Create teams of teachers that share common groups of students.
	Identify a theme to help build a strong sense of identity and community and to improve student engagement.
	Develop a schedule that provides common planning time and ample opportunities for staff to monitor and support students.
Target Population:	Chronically Absent Students, All

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023, the chronic absenteeism rate will not exceed 18% as evidenced by Chronic absenteeism reports using the school information system.	Attendance chronic absenteeism data sheet, Cases for chronic absenteeism
Feb 15	By February 15, 2024, the chronic absenteeism rate will not exceed 18% as evidenced by Chronic absenteeism reports using the school information system.	Attendance chronic absenteeism data sheet, Cases for chronic absenteeism
Apr 15:	By April 15, 2024 the chronic absenteeism rate will not exceed 18% as evidenced by Chronic absenteeism reports using the school information system.	Attendance chronic absenteeism data sheet, Cases for chronic absenteeism
Jul 1	By June 2024, the chronic absenteeism rate will not exceed 18% as evidenced by Chronic absenteeism reports using the school information system.	Attendance chronic absenteeism data sheet, Cases for chronic absenteeism

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Determine Teacher Teams and build school schedule with morning advisory periods.	7/11/23	9/1/23	
1	2	Establish and set expectations/training for the student attendance support team. Provide action steps when a student is assigned/identified. Expand access to attendance tracking.	9/6/23	10/6/23	
1	1	Determine case system, documentation, and set monthly schedule to review chronic absenteeism trends with the SCIP Team.	9/6/23	9/29/23	
2	2	Conduct during Back to school night and Parent teacher conferences technology workshops and resources for accessing and using parent portal. Review log-ins to portal information.	10/6/23	6/4/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Pull and review chronic absenteeism report monthly, analyze data to identify students who miss school, have behavior problems, or are struggling in their courses.	10/3/23	6/4/24	
2	3	Meet with teacher teams during Common Planning Time, ongoing through the school year.	9/6/23	6/4/24	
3	3	Meet bi-weekly with Life College Career Advisory team to ensure time is built in to monitor and support students and quality lessons are developed with support of counselors and social workers.	9/6/23	6/4/24	
3	2	Review attendance cases and assign 1 point person per chronic absenteeism case. Nurses, CST, Counselors, Social Workers, SAC ongoing throughout the school year.	10/3/23	6/4/24	
3	1	Document steps taken per case including letters sent, parent meetings, individual chronic absenteeism agreement consequences and incentives.	10/3/23	6/4/24	
4	3	Survey Teachers and students for improvements or recommendations for the morning LCCA program.	12/1/23	12/21/23	
4	1	Provide family resources to help parent and student overcome obstacles preventing the student for attending (perform care, transportation public transportation, mentor program, alternative transportation steps).	10/31/23	6/4/24	
4	2	Refer students with 9+ absences to attendance officer for further intervention including but not limited to attendance contracts & court proceedings, ongoing throughout the school year.	10/3/23	6/4/24	

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 15, 2024 student scores on district common assessment three will be five percentage points above their score on the district pre-requisite assessment in the targeted domain of the expressions and equations.

Priority Performance	Comparison data from 17-18 to 21-22 for Math proficiency shows a 15.9% decrease in the percentage of students identified as proficient for the NJSLA in Math.
Strategy 1:	Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk
Strategy 2:	Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
Strategy 3:	
Target Population:	" Multi-lingual learner and Students with Disabilities

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023, all students will complete a district common assessment of pre-requisite NJSLS standards by grade level as a source of evidence for instructional objectives and interventions.	NBMS Pre-requisite Assessment Results
Feb 15	By February 15, 2024 students will have achieved within fifteen percentage points of their target score on district common assessment one	Common Benchmark Assessment Results

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By April 15, 2024 students will have achieved within five percentage points of their target score on district common assessment two	Common Benchmark Assessment Results
Jul 1	By June 15, 2024 student scores on district common assessment three will be five percentage points above their score on the district pre-requisite assessment in the targeted domain of the expressions and equations.	Common Benchmark Assessment Results

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Develop the 20-60 minute breakdown block and expectations.	7/11/23	9/6/23	
1	1	Identify a universal screening tool, set Annual School Planning meeting review schedule.	7/11/23	9/6/23	
2	2	Coordinate with Math Supervisor, Specialist to create spiral review tasks as samples for the teachers. Conduct CPT trainings for the scope and purpose.	9/6/23	10/3/23	
2	1	Train teachers, provide support, and develop implementation plan.	9/6/23	9/22/23	
3	2	Teachers will collaborate and create daily spiral review problems with support from the specialist and math supervisor.	10/3/23	10/31/23	
3	1	Set screening interventions (6 week), use common planning to analyze data, determine cut off score.	9/6/23	10/31/23	
4	1	Review lists of students to enroll, expand, or begin building supports WIN program, ESDP, increased attention during 20 minute math intervention block. Review data trends for students to enter and exit additional school supports.	12/5/23	1/9/24	
4	2	Teachers will collaborate during CPT to create daily review problems and review student work samples.	11/1/23	6/4/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	1	Following 2 cycles, analyze benchmark results check alignment, refine the program, CPT check-in with teachers.	1/2/24	1/31/24	
5	2	Conduct learning walks and review lesson plans for initiative progress and trends.	11/1/23	6/4/24	

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By the end of June 2024, 40% of Multilingual learners who have taken the 2022-2023 ACCESS will meet one level growth in the domain of writing for English language acquisition as evidenced by results on the 2023-2024 ACCESS assessment.

Priority Performance   Comparison data from 17-18 to 21-22 shows a 33% decrease in multilingual progress as measured by the ACCESS test.

Strategy 1:   Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Strategy 2:   Provide regular, structured opportunities to develop written language skills and expand vocabulary.

Strategy 3:

Target Population: Multilingual Learners

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, teachers will determine writing data baseline for only those students who have taken 2022-2023 ACCESS 2.0 test for writing proficiency.	Access 2022-2023 Writing Data Proficiency Score
Feb 15	By the end of Cycle 2,15% of Multilingual Learners will demonstrate that their writing proficiency score will increase .33 as evidenced by New Jersey State Learning Standards and WIDA aligned rubrics and data collection	ESL WIDA-based Diagnostic Assessment for Writing using WIDA Writing Rubric score

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of Cycle 2,30% of Multilingual Learners will demonstrate that their writing proficiency score will increase .66 as evidenced by New Jersey State Learning Standards and WIDA aligned rubrics and data collection	ESL WIDA-based Diagnostic Assessment for Writing using WIDA Writing Rubric score
Jul 1	By the end of June 2024, 40% of Multilingual learners who have taken the 2022-2023 ACCESS will meet one level growth in the domain of writing for English language acquisition as evidenced by results on the 2023-2024 ACCESS assessment.	Access 2.0 2023-2024 Writing Data Proficiency Score

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Determine monthly meeting schedule with supervisors and specialist to determine resources needed for bilingual levels 1, 2, 3. Collaborate with grade level Bilingual CPT groups to provide science teachers opportunity to align WIDA indicators and SEP.	9/5/23	9/29/23	
1	1	Review and use access proficiency data to determine small group support levels.	9/5/23	9/29/23	
2	2	Word walls are included in all classrooms for ELA, Math, Science, Social Studies.	9/5/23	9/29/23	
2	1	ESL teachers will develop small group support schedules for rotations and centers.	10/3/23	1/2/24	
3	1	ESL teachers will meet and plan during CPT to review data, trends, and determine next steps.	10/3/23	6/4/24	
3	2	Provide writing opportunities through stop and jots, quickwrites, and end of unit assignments teachers will model writing that mirrors expectations for ACCESS testing.	9/5/23	5/1/24	
4	2	Conduct learning walks and review lesson plan data for writing and vocabulary.	10/3/23	6/4/24	

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Interventionist Salary	9/5/23	6/24/24	Admin	INSTRUCTION - Personnel Services - Salaries / 100-100	$60,000.00	Federal Title I (School
Instructional Resources to Support Intervention	9/5/23	6/24/24	Admin	INSTRUCTION - Supplies & Materials / 100-600	$150,000.00	Federal Title I (School
Benefits for Interventionist	9/5/23	6/24/24	Admin	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$40,000.00	Federal Title I (School

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	$0	$0	$0	$0	$60,000	$0	$60,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$150,000	$0	$150,000
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$210,000	$0	$210,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$40,000	$0	$40,000
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$0	$0	$0	$0	$0	$40,000	$0	$40,000
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	$0	$0	$0	$0	$250,000	$0	$250,000

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	$0	$0	$0
Other Title 1 Expenditures	$0	$250,000	$0	$250,000
Total	$0	$250,000	$0	$250,000

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		Assessment/Data Analysis
x		Effective Instruction
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: Georgette Gonzalez Lugo

Title: Principal

Date: 07/27/2023

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.

Certified By: Richard Jannarone

Title: Business Administrator

Date: 07/27/2023

ASP District CSA Certification and Approval Page

X	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and

X	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Dr. Aubrey Johnson

Title: Superintendent of Schools

Date: 07/28/2023