

Joseph R. Bolger Middle School

District: KEANSBURG BORO

County: MONMOUTH

Team: Central

School Identification: Comprehensive Support

Targeted Subgroup

CDS: 252400030

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Joeseeph LaRocca	Yes	Yes	Yes		
Assistant Principal	Ryan Lillis	Yes	Yes	Yes		
Educational Specialist Math 6-8	Michael Rosenberg	Yes	Yes	Yes		
Educational Specialist ELA 6-8	Danielle Liantonio	Yes	Yes	Yes		
Assistant Superintendent	Christine Formica	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/29/2020	Prior Year Evaluation	Yes	Yes
12/02/2021	Progress Monitoring	Yes	Yes
02/24/2022	Progress Monitoring	Yes	Yes
02/11/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/06/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/07/2022	Progress Monitoring	Yes	Yes
05/14/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
RTI Intervention using multiple measures	ELA and Math grades 6-8	School wide	Yes	No	Yes	Due to change in schedule due to COVID RTI program was not fully implemented
Move into year 4 (really year 3 w/ pandemic) of of Teacher's College Reading and Writing Curriculum	All students 6-8	School wide	Yes	No	Yes	Due to COVID master schedule was reduced to half days preventing full implementation.
Supplemental Math and ELA instruction through KAP program.	Math and ELA	School wide	Yes	No	Yes	KAP program was limited due to change in master schedule (full year, half days)

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.	Student Group	ELA	Math	Alg1	Alg2	Geo	NJSLA was not administered due to COVID	NJSLA was not administered due to COVID
		Schoolwide	32.6 %	17.3%	64%				
		White	38.9 %	21%	69%				
		Hispanic	27.6 %	17%	*				
		Black or African American	24.7 %	*	*				
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	40.5 %	20.1%	*				
		Male	25.6 %	14.8%	*				
		Economically Disadvantaged Students	26.3 %	12.6%	*				
		Non-Economically Disadvantaged Students	38.9 %	22%	*				
		Students with Disabilities	*	*	*				
		Students without Disabilities	*	*	*				
		English Learners	20%	*					
Non-English Learners	33.4 %	*	64%						
Homeless Students	*	*							
Students in Foster Care	*	*							

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	
		Military-Connected Students						
		Migrant Students						

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				Science Assessment was not administered due to COVID	Science Assessment was not administered due to COVID
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide		3%			
		White		5%			
		Hispanic					
		Black or African		0%			
		Asian, Native					
		American Indian or		*			
		Two or More Races		*			
		Female		2%			
		Male		3%			
		Economical ly		0%			
		Non-Economical		4%			
Students with		0%					

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without		4%			
		English Learners					
		Non-English					
		Homeless Students					
		Students in Foster Care					
		Military-Connected		*			
		Migrant Students		*			

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.	Student Group	ELA	Math	State assessment was not administered due to COVID	State assessment was not administered due to COVID
		Schoolwide	53%	47.5%		
		White	60%	52%		
		Hispanic	50%	47%		
		Black or African American	47.5%	42%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	54%	49%		
		Male	50%	43.5%		
		Economically Disadvantaged	50%	45%		
		Non-Economically Disadvantaged				
		Students with Disabilities	47%	36.5%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	46.5%	40%		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				

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					Assessment calendars are developed district wide to maximize participation.	Students that were attending school virtually were extremely hard to track down in order to administer assessments.
		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	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	100%	89%	95%		
		7	0%	100%	85%	93%		
		8	0%	100%	96%	96%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		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	0%	100%	89%	95%		
		7	0%	100%	90%	87.8%		
		8	0%	100%	95%	98.1%		
		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	6th: Linkit Form A Avg score 38.9% Not Meeting: 0/95 0% Partially Proficient: 25/95 26% Approaching: 38/95 40% Bubble: 10/95 11% Meeting: 20/95 21% Exceeding: 2/95 2% 6th: Linkit Form B Avg score 42.8% Not Meeting: 1/91 1% Partially Proficient: 31/91 34% Approaching: 29/91 32% Bubble: 15/91 16% Meeting: 12/91 13% Exceeding: 3/91 3% 6th: Linkit Form C Avg Score 44.7% Not Meeting: 5/96 5% Partially Proficient: 28/96 29%	All grade levels showed at least a 6% improvement from Form B to Form C. Both 7th and 8th grade were both above 30% proficiency rate.
		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	0%	23%	16%	22%		
		7	0%	17%	28%	36%		
		8	0%	17%	28%	32%		
		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
			<p>Approaching: 31/96 32%</p> <p>Bubble: 11/96 11%</p> <p>Meeting: 17/96 18%</p> <p>Exceeding: 4/96 4%</p> <p>7th: Linkit Form A Avg Score: 41.1%</p> <p>Not Meeting: 2/106 2%</p> <p>Partially Proficient: 25/106 24%</p> <p>Approaching: 43/106 41%</p> <p>Bubble: 7/106 7%</p> <p>Meeting: 16/106 15%</p> <p>Exceeding: 13/106 12%</p> <p>7th: Linkit From B Avg Score 44%</p> <p>Not Meeting: 2/103 2%</p> <p>Partially Proficient: 31/103 30%</p> <p>Approaching: 30/103 29%</p> <p>Bubble: 12/103 12%</p> <p>Meeting: 13/103 13%</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Exceeding: 15/103 15%</p> <p>7th: Linkit Form C Avg Score 48.9%</p> <p>Not Meeting: 3/107 3%</p> <p>Partially Proficient: 28/107 26%</p> <p>Approaching: 27/107 25%</p> <p>Bubble: 10/107 9%</p> <p>Meeting: 23/107 21%</p> <p>Exceeding: 16/107 15%</p> <p>8th: Linkit Form A Avg Score: 39.4%</p> <p>Not Meeting: 1/102 1%</p> <p>Partially Proficient: 25/102 25%</p> <p>Approaching: 33/102 32%</p> <p>Bubble: 14/102 14%</p> <p>Meeting: 20/102 20%</p> <p>Exceeding: 9/102 9%</p> <p>8th: Linkit Form B Avg Score 45.9%</p> <p>Not Meeting: 4/99</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>4% Partially Proficient: 30/99 30% Approaching: 26/99 26% Bubble: 11/99 11% Meeting: 23/99 23% Exceeding: 5/99 5%</p> <p>8th: Linkit Form C Avg Score 51.2% Not Meeting: 8/103 8% Partially Proficient: 29/103 28% Approaching: 16/103 16% Bubble: 17/103 17% Meeting: 28/103 27% Exceeding: 5/103 5%</p>	

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	6th: Linkit Form A Avg score 40% Not Meeting: 1/92 1% Partially Proficient: 28/92 30% Approaching: 29/92 32% Bubble: 21/92 23% Meeting: 10/92 11% Exceeding: 3/92 3% 6th: Linkit Form B Avg score 38.1% Not Meeting: 11/91 12% Partially Proficient: 39/91 43% Approaching: 32/91 35% Bubble: 5/91 5% Meeting: 14/91 4% Exceeding: 0/91 0% 6th: Linkit Form C Avg Score 55.2% Not Meeting: 10/96 10% Partially Proficient: 22/96 23%	Students struggled to show proficiency this year with all of the inconsistencies of our schedule du to COVID.
		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	0%	14%	4%	11%		
		7	0%	12%	8%	11%		
		8	0%	20%	11%	4.8%		
		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
			<p>Approaching: 39/96 41%</p> <p>Bubble: 14/96 15%</p> <p>Meeting: 9/96 9%</p> <p>Exceeding: 2/96 2%</p> <p>7th: Linkit Form A Avg Score: 37.1%</p> <p>Not Meeting: 6/109 6%</p> <p>Partially Proficient: 33/109 30%</p> <p>Approaching: 47/109 43%</p> <p>Bubble: 10/109 9%</p> <p>Meeting: 10/109 9%</p> <p>Exceeding: 3/109 3%</p> <p>7th: Linkit From B Avg Score 38.7%</p> <p>Not Meeting: 8/105 8%</p> <p>Partially Proficient: 56/105 53%</p> <p>Approaching: 20/105 19%</p> <p>Bubble: 12/105 11%</p> <p>Meeting: 7/105 7%</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Exceeding: 2/105 2%</p> <p>7th: Linkit Form C Avg Score 45.3%</p> <p>Not Meeting: 9/101 9%</p> <p>Partially Proficient: 38/101 38%</p> <p>Approaching: 40/101 40%</p> <p>Bubble: 3/101 3%</p> <p>Meeting: 9/101 9%</p> <p>Exceeding: 2/101 2%</p> <p>8th: Linkit Form A Avg Score: 34.3%</p> <p>Not Meeting: 1/103 1%</p> <p>Partially Proficient: 25/103 24%</p> <p>Approaching: 40/103 39%</p> <p>Bubble: 18/103 17%</p> <p>Meeting: 18/103 17%</p> <p>Exceeding: 1/103 1%</p> <p>8th: Linkit Form B Avg Score 39%</p> <p>Not Meeting: 7/102</p>	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
				7% Partially Proficient: 36/102 36% Approaching: 37/102 37% Bubble: 10/102 9% Meeting: 10/102 9% Exceeding: 1/102 1% 8th: Linkit Form C Avg Score 43% Not Meeting: 13/105 12% Partially Proficient: 55/105 52% Approaching: 27/105 26% Bubble: 5/105 5% Meeting: 5/105 5% Exceeding: 0/105 0%	
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	N/A	N/A

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	322	School district has a high transient rate	School district has a high transient rate.
		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	87.67%	School attendances was highly inconsistent due to changing of school schedule (virtual, hybrid, in person)	Students who attended in person instruction showed more consistent attendance.
		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	40.49%	Using data from 9/1/20-5/1/21. 123 student were identified as chronic absent (38%) school wide.	Virtual attendance was the main factor in chronic absenteeism. All virtual students were required to be present and visible during all virtual class session. If students missed two class meets for a day they were marked absent for the entire day.
		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	96.41%	Staff attendance is consistent throughout the year	We show an decrease in staff attendance due to staff members required to quarantine during pandemic.

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	0.50%	Student discipline decreased dramatically.	This decrease was attributed to half day student schedule, number of student virtual, and other restrictions in place due to COVID
		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	0.64%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

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	There was a major decrease in the parent and student participation in the survey.	Virtual students were difficult to track down to take the survey. Prior years parents were able to complete the survey during community involvement nights. Due to COVID community involvement night were non-existent, which in turn led to the decrease in participation of about 1%.
		Participation	0	72	0	75		

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	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)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
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				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	23		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	22		
		% of students who scored 4 or 5 on the PARCC assessment	64%		

EVALUATION INFORMATION					
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs				Marshall Evaluation model does not provided a rating on each individual evaluation. Final summative will provide a rating.
		Observations	Total		
		# Scheduled	78		
		# Completed	78		
		# Highly Effective	0		
		# Effective	0		
		# Partially Effective	0		
		# Ineffective	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	2-Emerging	Student learning objectives are aligned with New Jersey learning standards. Common assessments have been developed progress monitor growth.	Get back to full implementation of Teacher's College. Roll out of new Math program.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	Common unit assessment used as part of multiple measures for tiering students.	Use formative assessments to guide instruction. Utilize assessments to progress monitor student growth. Use meeting time to collaborate in order to accomplish our goals. Meeting time has decreased due to schedule change due to COVID.
	2	A	3-Developing		
	3	A	2-Emerging		
Professional Learning Community (PLC)	1	A	2-Emerging	Master schedule will be designed to maximize teacher collaboration. Daily collaboration time will be allotted.	Master schedule has been altered by COVID protocols to maximize student instruction. Teacher meeting times have been affected, plans are to provided previous meeting times.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Mission has been developed in collaboration with all school stakeholders. Staff/community has input on surveys and committees for school wide decisions.	To address social emotional needs of staff and students.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	2-Emerging		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Communication and input was done by committee.	Continue the transition from McRel to Marshall evaluation model

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Based on current benchmark data and reading levels, all students will improve with the following reading standards: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. The following writing standards students have difficulty with: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach. Draw evidence from literary or informational texts to support analysis, reflection, and research. Use new reading and writing curriculum to ensure that reading and writing is taught effectively in an 83 minute block.	Teachers do not consistently address students' needs as they make the shift from learning to read to reading to learn in the classroom. This transition is more pronounced as students leave the guided reading instruction in elementary school and transition into readers workshop instruction in the middle school. Teachers do not consistently emphasize central ideas or themes, comprehension, self monitoring and independent navigation of text more than explicit reading strategies. Teachers do not consistently plan instructional strategies to accompany close reading strategies to build students' capacity to determine what the text says explicitly and to make logical inferences and relevant connections from it, as well as cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Teachers do not consistently plan instructional strategies to build students' capacity to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Teachers also do not emphasize drawing evidence from literary or informational texts to support analysis, reflection, and research when writing about texts. teachers should continue to make instructional decisions and lesson design based on student	School wide	1	Review and apply student data to lesson planning and lesson implementation
				2	Implementation of coach model as an active participant in daily instruction
				3	Monitor classroom instruction and provide support 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?)	
		data.			
Effective Instruction	Based on Math current benchmark data and unit assessments, all students experience difficulty with Number Operations, Fractions, Expressions, and equations.	Teachers do not consistently address students' needs in number operations, fractions, and expressions/equations as teachers move students from teaching procedurally to teaching for conceptual understanding, including real-world application, modeling, and reasoning. Teachers do not consistently address students' needs with conceptualization, logical thinking, and real world application of mathematics. Teachers should continue to make instructional decisions and	School wide	1	Implementation of new Math Program daily. Use PLC to analyze data and program components.
				2	Implementation of coach model as an active participant in daily instruction
				3	Monitor classroom instruction and provide support 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?)	
Climate and Culture, including Social and Emotional Learning	Based on the 2020-2021 SIPMS Cycle report data obtained from the School Information System (Genesis) records, as submitted to NJSMART, some students struggle with consistent school attendance month to month.	The School Based Information System (Genesis) available data, as collected weekly and monthly, indicates variations and inconsistencies on the percentage of students absent 10% of the school year, calculated as year to date. School Attendance Teams, School Staff, Administration, and Parents continued collaboration in addressing students attendance and school culture and climate is necessary to encourage consistent school attendance for all our students.	School wide	1	Develop partnerships with families, community, and staff in support of consistent student attendance
				2	Attendance Team will continue to collect and analyze weekly and monthly data on attendance to develop a climate and culture district wide administrative action plan to promote and have success with consistent student attendance.
				3	Continue to work with Attendance Team to collect and analyze weekly and monthly data on attendance to provide supports to students and families to promote consistent student attendance.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

By June 30, 2022, 30% of students will perform at meeting or exceeding levels on ELA Form C benchmark assessment.

Priority Performance

Based on current benchmark data and reading levels, all students will improve with the following reading standards: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. The following writing standards students have difficulty with: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Draw evidence from literary or informational texts to support analysis, reflection, and research. Use new reading and writing curriculum to ensure that reading and writing is taught effectively in an 83 minute block.

Strategy 1: Review and apply student data to lesson planning and lesson implementation

Strategy 2: Implementation of coach model as an active participant in daily instruction

Strategy 3: Monitor classroom instruction and provide support as needed.

Target Population: School wide

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, individual reading levels, LinkIt assessment, and student marking period grades will be collected and analyzed to identify current levels of proficiency.	LinkIt Data Collection and Analysis from 2020-2021, Skills and Standards based data from LinkIt Benchmark Form A, Teacher's College Assessment, Developmental Reading Assessment 2, Universal Screening, Progress Monitoring, Lesson Plans, Student Writing Samples, ELA Department Meeting agendas, LinkIt Data Collection and Analysis, RTI and I&RS Data
Feb 15	By the end of cycle 2, 10% of students will perform at meeting or exceeding levels on ELA Form A benchmark assessment	Skills and Standards based data from LinkIt Benchmark Form A, Teacher's College Assessment, Developmental Reading Assessment 2, Running Records, Universal Screening, Progress Monitoring, Lesson Plans, Student Writing Samples, ELA Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data
Apr 15:	By the end of cycle 3, 20% of students will perform at meeting or exceeding levels on ELA Form B benchmark assessment	Skills and Standards based data from LinkIt Benchmark Form B, Teacher's College Assessment, Developmental Reading Assessment 2, Running Records, Universal Screening, Progress Monitoring, Lesson Plans, Student Writing Samples, ELA Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2022, 30% of students will perform at meeting or exceeding levels on ELA Form C benchmark assessment.	Skills and Standards based data from LinkIt Benchmark Form C, Teacher's College Assessment, Developmental Reading Assessment 2, Running Records, Universal Screening, Progress Monitoring, Lesson Plans, Student Writing Samples, ELA Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Daily assistance by educational specialists and RTI staff during ELA 80 min block	9/1/21	6/30/22	
2	2	Data analysis meeting with educational specialists to design lessons and identify areas of weakness	9/1/21	6/30/22	
3	1	Data analysis during weekly department meeting	9/1/21	6/30/22	
4	3	Formal classroom observations and consistent classroom walkthroughs will be conducted and data will be collected and analyzed to provide feedback on instruction	9/1/21	6/30/22	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	90 minute Wilson Lessons Daily After School by a certified Wilson Teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	\$18,252	SIA

SMART Goal 2

By June 30, 2022, 80% of students will show at least 10% growth from From B to Form C benchmark assessment

Priority Performance Based on Math current benchmark data and unit assessments, all students experience difficulty with Number Operations, Fractions, Expressions, and equations.

Strategy 1: Implementation of new Math Program daily. Use PLC to analyze data and program components.

Strategy 2: Implementation of coach model as an active participant in daily instruction

Strategy 3: Monitor classroom instruction and provide support as needed.

Target Population: School wide

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, 2018 2019 PARCC Math assessment, Unit assessments, LinkIt assessment, and student marking period grades will be collected and analyzed to identify current levels of proficiency.	LinkIt Data Collection and Analysis from 2018-2019, Skills and Standards based data from LinkIt Benchmark Form A, Go Math Assessments, Module Assessments, Universal Screening, Progress Monitoring, Lesson Plans, PLC agendas, Math Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of cycle 2, 80% of students will show at least 10% growth from Form A to Form B benchmark assessment	LinkIt Data Collection and Analysis from 2018-2019, Skills and Standards based data from LinkIt Benchmark Form B, Go Math Assessments, Module Assessments, Universal Screening, Progress Monitoring, Lesson Plans, PLC agendas, Math Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data
Apr 15:	By the end go cycle 3, All math teachers will fully implement the Reveal math program	Teacher lesson plans, walkthroughs, observations,
Jul 1	By June 30, 2022, 80% of students will show at least 10% growth from From B to Form C benchmark assessment	LinkIt Data Collection and Analysis from 2018-2019, Skills and Standards based data from LinkIt Benchmark Form C, Go Math Assessments, Module Assessments, Universal Screening, Progress Monitoring, Lesson Plans, PLC agendas, Math Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Data analysis meeting with educational specialists to design lessons and identify areas of weakness, Train new math program components	9/1/21	6/30/22	
2	1	Daily assistance by educational specialists and RTI staff during Math 80 min block.	9/1/21	6/30/22	
3	1	Data analysis during weekly department meeting, and PLC	9/1/21	6/30/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	3	Formal observations and consistent classroom walkthroughs will be conducted and data will be collected and analyzed to provide feedback on instruction	9/1/21	6/30/22	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Reveal New Math Training in August	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,200	SIA

SMART Goal 3

By June 30, 2022, less than 10% of students school wide (6-8, as per school enrollment), will be identified as chronically absent by the schools student information attendance system (Genesis) and the Annual School Plan Management System reporting.

Priority Performance Based on the 2020-2021 SIPMS Cycle report data obtained from the School Information System (Genesis) records, as submitted to NJSMART, some students struggle with consistent school attendance month to month.

Strategy 1: Develop partnerships with families, community, and staff in support of consistent student attendance

Strategy 2: Attendance Team will continue to collect and analyze weekly and monthly data on attendance to develop a climate and culture district wide administrative action plan to promote and have success with consistent student attendance.

Strategy 3: Continue to work with Attendance Team to collect and analyze weekly and monthly data on attendance to provide supports to students and families to promote consistent student attendance.

Target Population: School wide

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of the first marking period, no more than 30% of students school wide (6-8, as per school enrollment) will be identified as chronically absent by the schools student information attendance system (Genesis) and the Annual School Plan Management System reporting.	Student Handbook, District-Wide Attendance Policy, Protocol for Chronic Absenteeism, School-Wide Attendance Initiative, Sign In Sheets, Copies of Behavior and Attendance Contracts, Parent and Team Attendance Meetings (10, 15, and 20 Days), Bi-Monthly Attendance Meetings with Attendance Team, Weekly Tiered Attendance Spreadsheets, Tiered System of Supports, PLC Attendance Agendas, Evidence of contacting parents (letters, contracts, flyers, social media, and phone blasts), Parent Academy Sign In Sheets and Surveys.
Feb 15	By the end of the second marking period, no more than 20% of students school wide (6-8, as per school enrollment) will be identified as chronically absent by the schools student information attendance system (Genesis) and the Annual School Plan Management System reporting.	Student Handbook, District-Wide Attendance Policy, Protocol for Chronic Absenteeism, School-Wide Attendance Initiative, Sign In Sheets, Copies of Behavior and Attendance Contracts, Parent and Team Attendance Meetings (10, 15, and 20 Days), Bi-Monthly Attendance Meetings with Attendance Team, Weekly Tiered Attendance Spreadsheets, Tiered System of Supports, PLC Attendance Agendas, Evidence of contacting parents (letters, contracts, flyers, social media, and phone blasts), Parent Academy Sign In Sheets and Surveys.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of the third marking period, no more than 15% of students school wide (6-8, as per school enrollment) will be identified as chronically absent by the schools student information attendance system (Genesis) and the Annual School Plan Management System reporting.	Student Handbook, District-Wide Attendance Policy, Protocol for Chronic Absenteeism, School-Wide Attendance Initiative, Sign In Sheets, Copies of Behavior and Attendance Contracts, Parent and Team Attendance Meetings (10, 15, and 20 Days), Bi-Monthly Attendance Meetings with Attendance Team, Weekly Tiered Attendance Spreadsheets, Tiered System of Supports, PLC Attendance Agendas, Evidence of contacting parents (letters, contracts, flyers, social media, and phone blasts), Parent Academy Sign In Sheets and Surveys.
Jul 1	By June 30, 2022, less than 10% of students school wide (6-8, as per school enrollment), will be identified as chronically absent by the schools student information attendance system (Genesis) and the Annual School Plan Management System reporting.	Student Handbook, District-Wide Attendance Policy, Protocol for Chronic Absenteeism, School-Wide Attendance Initiative, Sign In Sheets, Copies of Behavior and Attendance Contracts, Parent and Team Attendance Meetings (10, 15, and 20 Days), Bi-Monthly Attendance Meetings with Attendance Team, Weekly Tiered Attendance Spreadsheets, Tiered System of Supports, PLC Attendance Agendas, Evidence of contacting parents (letters, contracts, flyers, social media, and phone blasts), Parent Academy Sign In Sheets and Surveys.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Identified Chronically Absent students will be identified at bi-monthly attendance meetings by the Attendance Team. They will be monitored through a tired system of supports and interventions will be provided if warranted. Parents and Guardians will be contacted at 5 absences and will be required to attend roundtable meetings at 10 and 15 absences. Supports will be provided if needed on a case by case basis.	9/1/21	6/30/22	
2	1	Employ the use of the Titan Family Academy to support and educate parents in positive, social, and academic behaviors	9/1/21	6/30/22	
3	3	Data driven, differentiated supports will be provided to the students including Restorative Practice, Teacher to Student Character Coaches, Student to Student Mentoring through Titan Bigs, and Social and Emotional Learning Classes.	9/1/21	6/30/22	
4	2	Weekly review of chronic absentee student data will be provided by the Attendance Team. The team will provide follow up to staff regarding latest data trends and develop strategies accordingly based on findings.	9/1/21	6/30/22	
5	2	Monitor monthly attendance to reward students with perfect monthly attendance and promote homeroom attendance competition	9/1/21	6/30/22	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	SEL Program for Sixth Graders	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	SIA
2	Challenge Day Program	SUPPORT SERVICES - Other Purchased Services / 200-500	\$10,000	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	SEL Activity Materials and Space to Support Students	SUPPORT SERVICES - Supplies & Materials / 200-600	\$18,548	SIA

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

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	\$21,452	\$0	\$21,452
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	\$3,000	\$0	\$3,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$24,452	\$0	\$24,452
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (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	\$10,000	\$0	\$10,000
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	\$18,548	\$0	\$18,548
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	\$28,548	\$0	\$28,548
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	\$53,000	\$0	\$53,000

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	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.
x	Effective Instruction
x	Effective Instruction
x	Climate and Culture, including Social and Emotional Learning
x	No option for the fourth SMART Goal was selected on the Root Cause page.
x	For Comprehensive Support and Targeted Support schools, 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 requirements 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: Ryan Lillis

Title: Vice Principal

Date: 07/22/2021

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

x	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Christine Formica

Title: Director

Date: 04/08/2022

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: Christine Formica

Title: Director

Date: 04/08/2022