Sayreville Middle School

District: SAYREVILLE BORO

County: MIDDLESEX

Team: NA

School Identification: Targeted Support

Targeted Subgroup   White

CDS: 234660055

Annual School Planning
2022-2023

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Richard K. Gluchowski	Yes	Yes	Yes		
Vice Principal	Greg Jegou	Yes	Yes	Yes		
Vice Principal	Silvia Rego	Yes	Yes	Yes		
Director of Guidance	Donna Sicola	Yes	Yes	Yes		
Supervisor of Professional	Chris Howard	Yes	Yes	Yes		
Supervisor of Science/Nursing	Carolyn O'Connor	Yes	Yes	Yes		
Supervisor of Language	Kimberly Grossman	Yes	Yes	Yes		
Supervisor of Mathematics/Comp	Mala Maharana	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Supervisor of Special Education	Cynthia DeFina	Yes	Yes	Yes		
Teacher - Mathematics/ASI	Lori Kirschbaum	Yes	Yes	Yes		
Teacher - Mathematics	Kulsum Farooqui	Yes	Yes	Yes		
Instructional Coach	Rosemarie Griggs	Yes	Yes	Yes		
Teacher - LAL	Kirsten Wrightson	Yes	Yes	Yes		
Student Assistance Counselor	Doreen Consulmagno	Yes	Yes	Yes		
Teacher - Science	Laura Knaster	Yes	Yes	Yes		
Teacher - Special Education	Eric Hall	Yes	Yes	Yes		
Teacher - Special Education	Jarrett Lampkin	Yes	Yes	Yes		
Teacher - Social Studies	Stephen Gluchowski	Yes	Yes	Yes		
Parent/Community member	Zoe Katsilis	Yes	Yes	Yes		
Student	Leilyani Rodriquez	Yes	Yes	Yes		
Student	Jared Zivanovic	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent	Debra DeVico	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/19/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes
02/09/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Literacy Academy	Language Arts	Students who perform in the Level 1 & 2 areas	Yes	Yes	Yes	Student growth was evident by the increase in students meeting or exceeding expectations of 7.1% measured by school assessment data.
Mathematics Academy	Mathematics	Students who perform in the Level 1 & 2 areas	Yes	Yes	Yes	Student growth was evident by the increase in students meeting or exceeding expectations of 37.1% measured by school assessment data.

		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.		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
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		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
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					The annual benchmarks consist of marking period quarterlies and assessments, so participation is always 100%.	As the pandemic anxiety has lessened due to some normalcy, students participation has been efficient.
		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	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		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	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		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	Slow, yet consistent growth has been viewed throughout the 21-22 school year.	Students did settle in throughout the school year as the pandemic slowed and students focused on normalcy.
		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	89%	53%	83%	84%		
		7	58%	81%	77%	78%		
		8	65%	75%	88%	89%		
		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	Slow, yet consistent growth has been viewed throughout the 21-22 school year.	Students did settle in throughout the school year as the pandemic slowed and students focused on normalcy.
		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	62%	47%	82%	83%		
		7	64%	57%	84%	85%		
		8	66%	72%	79%	80%		
		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	27.8%	Slow, yet consistent growth has been viewed throughout the 21-22 school year.	Slow, yet consistent growth has been viewed throughout the 21-22 school year.

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	1389	Subgroup: Grade 6 - 190 Grade 7 - 195 Grade 8 - 169	Each grade level has approximately 475 students. The 21-22 grade 8 class had a population of 500 students, the highest the school has educated to date.
		Subgroup 1 YTD Student Enrollment Average	555		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.44%	YTD Average Attendance (21-22) - 94.5%	This school year presented the SMS with many difficulties, however, student attendance increased as students were engaged in their courses, moreover, their behavior and social & emotional concerns were at the forefront of our services. The administrative attendance campaign supported our students through many interventions by counselors and more specifically our teachers. SEL components were infused through the SEL Team to support our students.
		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	19.57%	Overall chronic absenteeism increased in 21-22 due to COVID-19 issues even though there was support throughout the school for our students. Parent information and community e-mail campaign supported the drop in chronic absenteeism the prior year, however, this school year found parents with difficult decisions to send their children to school or not based on COVID-19 issues.	This school year presented the SMS with many difficulties, however, student attendance increased as students were engaged in their courses, moreover, their behavior and social & emotional concerns were at the forefront of our services. The administrative attendance campaign supported our students through many interventions by counselors and more specifically our teachers. SEL components were infused through the SEL Team to support our students.
		Subgroup 1 YTD Chronic	16.82%		
		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	89.13%	Pertained to be a difficult school year due to COVID 19.	This school year presented the SMS with many difficulties, however, staff attendance was difficult as well due to COVID19 protocols. Staff members were very resourceful in supporting their colleagues and moved toward supporting our students greatly.

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	0.83%	The number of suspensions and incident reports increased due to many factors, however, student behavior, general respect for others, and social & emotional issues persisted throughout the school year. With many counseling components available to our students, parent support was limited as well as students' lack of social skills coming out of the pandemic as it was for the two previous school years.	The number of suspensions and incident reports increased due to many factors, however, student behavior, general respect for others, and social & emotional issues persisted throughout the school year. With many counseling components available to our students, parent support was limited as well as students' lack of social skills coming out of the pandemic as it was for the two previous school years.
		Student Suspension YTD Average - In School for Subgroup 1	0.56%		
		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	1.09%		

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			

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)			
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	271		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

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	Evaluation framework — Danielson 2007 Observation Waiver? — No # Teachers to Evaluate — 120 # Non-tenure teachers (years 1 & 2) — 16 # Non-tenure teachers (years 3 & 4) — 12 # Teachers on CAP — 1 # Teachers receiving mSGP — 49 null — Total # Scheduled — 195 # Completed — 190 # Highly Effective — 95 # Effective — 93 # Partially — 0 # Ineffective — 0	Instructional trends involve differentiated instruction practices throughout the mathematics department as well as LAL, Science, and Social studies. School-wide initiatives will continue through 22-23. Professional development will be offered in the area of differentiated instruction as well as modeling of teaching lessons.	Instructional trends involve differentiated instruction practices throughout the mathematics department as well as LAL, Science, and Social studies. School-wide initiatives will continue through 22-23. Professional development will be offered in the area of differentiated instruction as well as modeling of teaching lessons.

< 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	4-Sustaining	As we continuously prepare our students for post-secondary success, we believe our students must become effective thinkers, problem solvers and communicators. They also must have the skills needed for high-skilled, high-demand jobs once they leave our school district. We continue to strive to effectively align NJSLS throughout our school curriculum as well as provide effective instruction daily.	As we move into the 22-23 school year, we have a focus of instruction that lends itself to engaging lessons. The staff will continue developing their skills in engaging, meaningful lessons which focus on centers, problem-solving skills, consistent instruction. We will also infuse a more SEL-based curriculum in the daily instruction our teachers provide our students.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
Assessment	1	A	4-Sustaining	As one of the areas in which our staff needs to improve upon, the assessment will continue to be a major focus in 22-23. With the use of online assessments for formative reasons, our teachers will continue to grow in data-led instruction. The use of LinkIt forms A, B, & C will be a great avenue to provide our teachers with genuine data to support their instructional methods which focuses on engaging lessons.	The focus is data-driven instruction through meaningful, engaging lessons and online type data vehicles with the infusion of SEL-based curriculum.
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	The focus is data-driven instruction through meaningful, engaging lessons and online type data vehicles with the infusion of SEL-based curriculum.	Our primary focus is continued collaboration among groups, yet broadening our PLC groups in data-driven instruction for better outcomes in the classroom. Teachers will be provided with Professional DEvelopment sessions locate in our dedicated PD space.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	The majority of interactions among students and adults are marked by respect. Students have been taught social skills that help them successfully interact with both students and adults. Students infrequently experience teasing, bullying, or exclusion and have been taught what to do in situations of normal conflict and bullying. Tolerance for diversity and differences is taught in most classes. There is a sense of community and belonging on the part of both students and staff. Celebrations are held throughout the school year to build school spirit. Students attend dances, in-school activities, and presentations as well as teacher-guided interventions. Students have an opportunity to take on leadership roles in planning and implementing school climate initiatives. Most students are engaged in extra-curricular, service learning, or community-related activities. We are developing SLOs in the area of social and emotional learning (SEL)	As SEL has become a very integral part of every school, we must focus our efforts on identifying quality SLO's in the area of social and emotional learning. We currently have an abundance of SEL-type methods and formalized them to make sure our school is addressing the needs of our students. There is a major focus on SEL for the 20-21 school year. A committee was formed in Sept. of 2020 to review our present SEL practices and push forward with a new initiative to support our students. The committee will continue to meet to discuss better outcomes for our students.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	We consistently address teacher and Principal effectiveness. Observations and evaluations are consistent and always reviewed. Professional Development in many facets are also offered to support effectiveness.	We will have a continued focus on Professional development for both administration and our teachers.

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	To improve student growth in mathematics.	Instructional methods Analyzing data Questioning and discussion techniques Using assessment in learning (Formative) SEL Infusion	White	1	Focus on instructional methods within the classroom which emphasize differentiation.
				2	Implement and sustain data-based departmental structures to provide instructional data to the teachers of the school to address student achievement.
				3	Focus on professional development opportunities which emphasize instructional methods as well as data review
Effective Instruction	To improve student growth in language arts literacy.	instructional methods Analyzing data Questioning and discussion techniques Using assessment in learning (Formative) SEL Infusion	White	1	Focus on instructional methods within the classroom which emphasize differentiation.
				2	Implement and sustain data-based departmental structures to provide instructional data to the teachers of the school to address student achievement.
				3	Focus on professional development opportunities which emphasize instructional methods as well as data review

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	To decrease the number and percentage in grades 6-8 of chronically absent students during the school year.	Parental Awareness The framework of Procedures - continued. Student/Teacher relationships - Positive Family & Community Involvement Social/Emotional Learning	White	1	Focus on parent awareness program which emphasizes the need for all students to participate in their education
				2	Focus on the framework/procedures which set accountability factors for all students.
				3	Focus on family and community involvement through two-way communication (Family/School) Focus on the social/emotional tie to school attendance to view the whole student.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

By June 2023, 22% of mathematics students will demonstrate growth to meet or exceed expectations by using data from the LinkIt Form A, B, & C (Previous Year) mathematics assessment to demonstrate readiness for the next grade level.

Subgroup: Increase of (+3 or more points)

Priority Performance   To improve student growth in mathematics.

Strategy 1:   Focus on instructional methods within the classroom which emphasize differentiation.

Strategy 2:   Implement and sustain data-based departmental structures to provide instructional data to the teachers of the school to address student achievement.

Strategy 3:   Focus on professional development opportunities which emphasize instructional methods as well as data review

Target Population: White

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify Students in need of Tier II interventions. Review RTI/SPED referral process to support teachers to meet individual student needs/goals. Implement Instructional Coach: All areas Identify Mathematics Academy students.	RTI documentation/data Student Assessment Data Benchmark Assessments Instructional Coach Data - Logs, etc.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Continue to review student needs through RTI process to support teachers to meet individual needs/goals. Utilize Tier II interventions. Monitor Instructional Coach: All areas	RTI documentation/data Student Assessment Data Benchmark Assessments Instructional Coach Data - Logs, etc. LinkIt Data
Apr 15:	Continue to review student needs through RTI process to support teachers to meet individual needs/goals. Utilize Tier II interventions. Monitor Instructional Coach: All areas	RTI documentation/data Student L&L Rosters/Attendance Student Assessment Data Benchmark Assessments Instructional Coach Data - Logs, etc. LinkIt Data
Jul 1	By June 2023, 22% of mathematics students will demonstrate growth to meet or exceed expectations by using data from the LinkIt Form A, B, & C (Previous Year) mathematics assessment to demonstrate readiness for the next grade level. Subgroup: Increase of (+3 or more points)	RTI documentation/data Student Assessment Data Instructional Coach Data - Logs, etc. LinkIt Data

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Continue to review student needs through RTI process to support teachers to meet individual needs/goals. Utilize Tier III interventions when needed Review benchmark data. Review guidance and SAC data and case load for students who need support. Monitor Instructional Coach: All areas	2/11/23	4/14/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Review RTI/SPED referral process to support teachers to meet individual student needs/goals. Review benchmark data. Review guidance and SAC data and case load for students who need support. Implement Instructional Coach: All areas	9/1/22	11/11/22	
1	2	Continue to review student needs through RTI process to support teachers to meet individual needs/goals. Utilize Tier II interventions. Review benchmark data. Review guidance and SAC data and case load for students who need support. Monitor Instructional Coach: All areas	11/12/22	2/10/23	
2	3	Students will demonstrate growth to meet or exceed expectations by using data from the LinkIt mathematics assessment to demonstrate readiness for the next grade level. Review documentation in all areas.	4/15/23	6/24/23	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Regular Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$126,759	Federal Title I (School Allocation)
3	Extended Day/Extended School Year	INSTRUCTION - Personnel Services - Salaries / 100-100	$71,896	Federal Title I (School Allocation)
3	Instructional Supplies	INSTRUCTION - Supplies & Materials / 100-600	$2,000	Federal Title I (School Allocation)
1	Benefits for regular salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$64,647	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Instructional Coach Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$39,065	Federal Title I (School Allocation)
2	Benefits for Instructional Coach	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$19,923	Federal Title I (School Allocation)

SMART Goal 2

By June 2023, All language arts students will demonstrate growth by an increase of 6% to meet or exceed expectations by using data from the LinkIt Form A, B, & C (Previous Year) language arts assessment to demonstrate readiness for the next grade level.

Subgroup: Increase (+3 or more points)

Priority Performance   To improve student growth in language arts literacy.

Strategy 1:   Focus on instructional methods within the classroom which emphasize differentiation.

Strategy 2:   Implement and sustain data-based departmental structures to provide instructional data to the teachers of the school to address student achievement.

Strategy 3:   Focus on professional development opportunities which emphasize instructional methods as well as data review

Target Population: White

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify Students in need of Tier II interventions. Review RTI/SPED referral process to support teachers to meet individual student needs/goals. Implement Instructional Coach: All areas Identify Literacy Academy students.	RTI documentation/data Student Assessment Data Benchmark Assessments Instructional Coach Data - Logs, etc. Linkit! Data: Benchmarks, student assessment, academy data, and quarterly data

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Continue to review student needs through RTI process to support teachers to meet individual needs/goals. Utilize Tier II interventions. Monitor Instructional Coach: All areas	RTI documentation/data Student Assessment Data Benchmark Assessments Instructional Coach Data - Logs, etc. Linkit! Data: Benchmarks, student assessment, academy data, and quarterly data
Apr 15:	Continue to review student needs through RTI process to support teachers to meet individual needs/goals. Utilize Tier II interventions. Monitor Instructional Coach: All areas	RTI documentation/data Student Assessment Data Benchmark Assessments Instructional Coach Data - Logs, etc. Linkit! Data: Benchmarks, student assessment, academy data, and quarterly data
Jul 1	By June 2023, All language arts students will demonstrate growth by an increase of 6% to meet or exceed expectations by using data from the LinkIt Form A, B, & C (Previous Year) language arts assessment to demonstrate readiness for the next grade level. Subgroup: Increase (+3 or more points)	RTI documentation/data Student Assessment Data Benchmark Assessments Instructional Coach Data - Logs, etc. Linkit! Data: Benchmarks, student assessment, academy data, and quarterly data

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Continue to review student needs through RTI process to support teachers to meet individual needs/goals. Utilize Tier II interventions. Review benchmark data. Review guidance and SAC data and case load for students who need support. Monitor Instructional Coach: All areas	2/4/23	4/14/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Review RTI/SPED referral process to support teachers to meet individual student needs/goals. Review benchmark data. Review guidance and SAC data and case load for students who need support. Implement Instructional Coach: All areas	9/1/22	11/12/22	
1	2	Review RTI/SPED referral process to support teachers to meet individual student needs/goals. Review benchmark data. Review guidance and SAC data and case load for students who need support. Implement Instructional Coach: All areas	11/12/22	2/3/23	
2	3	Continue to review student needs through RTI process to support teachers to meet individual needs/goals. Utilize Tier III interventions when needed Review benchmark data. Review guidance and SAC data and case load for students who need support. Monitor Instructional Coach: All areas	4/15/23	6/24/23	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Instructional Coach Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$19,200	SIA
3	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$9,792	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Professional Development Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	$408	SIA

SMART Goal 3

By June 2023 students with chronic absences will decrease by 10% through shared expectations, shared support, and shared accountability by all stakeholders (parents, students, and school staff).

Priority Performance   To decrease the number and percentage in grades 6-8 of chronically absent students during the school year.

Strategy 1:   Focus on parent awareness program which emphasizes the need for all students to participate in their education

Strategy 2:   Focus on the framework/procedures which set accountability factors for all students.

Strategy 3:   Focus on family and community involvement through two-way communication (Family/School) Focus on the social/emotional tie to school attendance to view the whole student.

Target Population: White

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	SSAT- Strategically utilizing Student Support Admin Team to monitor and implement restorative practices that will improve the average daily attendance of the students that fall into chronic and severely chronic attendance. To develop and implement parent awareness practices to forge 2-way communication. Develop and sustain the attendance school awareness program.	SSAT Team Members Restorative Practices - Suite 360 Modules Parent Awareness Program Information and Marketing Tools Attendance School Awareness Information
Feb 15	Compare 2022-2023 absenteeism data to 2021-2022 data to assess absenteeism.	Attendance Reports (Analytics)
Apr 15:	Compare to 2022-2023 absenteeism data to 2021-2022 data to assess absenteeism.	Attendance Reports (Analytics)

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2023 students with chronic absences will decrease by 10% through shared expectations, shared support, and shared accountability by all stakeholders (parents, students, and school staff).	NJ School Performance Report SS Analytics/Reports

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	SSAT- Strategically utilizing Student Support Admin Team to monitor and implement restorative practices that will improve the average daily attendance of the students that fall into chronic and severely chronic attendance. To develop and implement parent awareness practices to forge 2-way communication. Develop and implement attendance school awareness program.	9/1/22	11/12/22	
1	2	Compare to 2021-2022 absenteeism data to 2020-2021 data to assess absenteeism.	11/12/22	2/14/23	
1	3	Review annual absenteeism data to assure chronic absenteeism rates are accurate.	2/15/23	4/15/23	

< SMART Goal 3 - Budget Items: NO DATA >

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	$198,655	$0	$0	$0	$0	$0	$198,655
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	$2,000	$0	$0	$0	$0	$0	$2,000
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$200,655	$0	$0	$0	$0	$0	$200,655
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$103,712	$0	$0	$0	$19,200	$0	$122,912
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$19,923	$0	$0	$0	$9,792	$0	$29,715
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	$408	$0	$408
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	$123,635	$0	$0	$0	$29,400	$0	$153,035
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	$324,290	$0	$0	$0	$29,400	$0	$353,690

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	$324,290	$0	$324,290
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$324,290	$0	$324,290

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: Richard K. Gluchowski

Title: Principal

Date: 07/15/2022

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: Marilyn Shediack

Title: Assistant Superintendent

Date: 07/15/2022

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: Richard Labbe

Title: Superintendent

Date: 07/16/2022