Gilmore J Fisher Middle School

District:	EWING TWP	School Identification:	ATSI
County:	MERCER	Targeted Subgroup	English Learners
Team:	NA	CDS:	211430060

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	Jennifer French	Yes	Yes	Yes		
Community Member	Dr. Mark Pearcy	No	No	Yes		
Principal	Dr. Maggy Hanna	Yes	Yes	Yes		
Asst. Principal	Scott Sheplock	Yes	Yes	Yes		
Asst. Principal	Hugh Dwyer	No	Yes	Yes		
Dean of Students	Erica Freeman	Yes	Yes	No		
ELA Supervisor	Sara Graja	Yes	Yes	Yes		
Math Supervisor	Don Wahlers	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Math Teacher	Marlena Gresziak	Yes	Yes	Yes		
Lisa Leibowitz	ELA Teacher	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
12/16/2022	Prior Year Evaluation	Yes	Yes
02/07/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/21/2023	Priority Performance Needs and Root Cause Analysis,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)
Writable and HMH Collections or research-based and is based on practice, feedback, and assessment. Comprehension lessons in the Teachers? Toolbox, as well as the individual Pathway lessons in i-Ready can be used. Teachers can use Common Lit and Read Work passages that could be differentiated. If able to purchase, Newela would be a fantastic resource for building reading	ELA	ALL students taking ELA	Yes	Yes	Yes	Iready Scores/Writing Benchmark

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)
comprehension. Teachers will also use the building vocabulary lessons in the Teachers? Toolbox, as well as the individual Pathway lessons in i-Ready Through HMH Collections, which includes board approved curriculum materials, teachers are going to incorporate more vocabulary lessons and activities into ELA instruction. If finances are available through the building, I would like to research options for exploring vocabulary practice (Greek Roots). IXL						

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)
could be a possible resource.						
All students identified as behind grade level in Algebraic Thinking and Operations on the end of year math diagnostic assessment, Spring of 2022, in grade 5 and start of year math diagnostic, Fall of 2022, in grade 6. All students identified as behind grade level in Numerical Operations on the end of year math diagnostic assessment, Spring of 2022, in grade 6 and start of year math diagnostic, Fall of 2022, in grade 7.	Math	All students in 6th and 7th grade math	Yes	Yes	Yes	Iready Scores

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)
The amount of students requiring a credit recovery program in order to be promoted to the next grade level in conjunction with the amount of students who are not eligible to participate in the credit recovery requiring an automatic retention is excessive due to learning loss.	All Core Contents	All students who fail a core content class.	Yes	Yes	Yes	FNO spreadsheet

	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.		6th Grade Ela Black Students: 1% exceeding expectations; 20% meeting expectations; 32% approaching; 29% partially meeting and 18 % not meeting expectations White Students: 2% exceeding; 32% meeting expectations; 27% approaching expectations; 32% partially meeting expectations;7% not meeting expectations Hispanic Students: 0% exceeding; 12% meeting expectations; 41% approaching expectations; 31% partially meeting expectations; 16% not meeting 7th Grade Black Students: 3% exceeding expectations; 18% meeting expectations; 18% approaching; 26% partially meeting and 35% not meeting expectations White Students: 3% exceeding; 26% meeting expectations; 26% approaching expectations;	In 6th gradeWhite students have a higher percentage of student meeting and exceeding expectations; whereas the Black and Hispanic student population represents a higher percentage of students scoring in the approaching expectations category In 6th grade the highest percentage of students meeting or exceeding expectations, falls in the Reading Literary Text, with 39%. There is a 10% decrease (29%) in the meeting or exceeding expectations when tested on Informational Reading. The near meeting and below meeting expectations are similar for both literary and informational reading.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			16% partially meeting expectations; 29% not meeting expectations Hispanic Students: 3% exceeding; 18% meeting expectations; 24% approaching expectations; 26% partially meeting expectations; 29% not meeting	7th Grade In 7th grade the highest percentage of students meeting or exceeding expectations, falls in the Reading Literary Text, with 34%. There is a 1% decrease (33%) in the meeting or exceeding expectations when tested on Informational Reading. The near meeting and below meeting expectations are similar for both literary and informational reading.
			8th Grade Black Students: 2% exceeding expectations; 23% meeting expectations; 21% approaching; 21% partially meeting and 33% not meeting expectations	8th Grade
			White Students: 12% exceeding; 31% meeting expectations; 28% approaching expectations; 18% partially meeting expectations; 11% not meeting expectations	In 8th grade the highest percentage of students meeting or exceeding expectations, falls in the Reading Literary Text, with 42%. There is a 1% decrease (41%) in the meeting or exceeding expectations when tested on Informational Reading. The near meeting and below meeting
			Hispanic Students: 8% exceeding; 22% meeting expectations; 22% approaching expectations; 17% partially meeting expectations; 32% not meeting	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			ELL Rising 6th 89% not proficient in written expression 11% approaching in written expression Rising 7th 73% not proficient in written expression 9% approaching in written expression 18% proficient in written expression Rising 8th 75% not proficient in written expression 25% proficient in written expression	expectations are similar for both literary and informational reading. In 8th grade, there is a higher number of students meeting or exceeding expectations in Writing Expression and Conventions when compared to 6th & 7th grade. 32% are meeting or exceeding in written expression and 31% are meeting or exceeding in conventions.
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		6% proficient in Science	14% of proficient students is white 4% proficient students is Hispanic 4% proficient students is Black
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					6th Mp 1 Overall Exceeding 11% Meeting 43% Approaching17% Below 29%	6th 20% increase in student achievement in exceeding, 2% increase in meeting, 3% decrease in approaching and 18% decrease in below.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%	Answering:	
		1	0%	0%	0%	0%	Exceeding 74% Meeting Approaching Below 26%	7th 13% increase in exceeding, 20% increase in meeting, 12% decrease in approaching and 21% decrease in below.
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%	Citing Evidence:	
		5	0%	0%	0%	0%	Exceeding70% Meeting21% Approaching Below9%	8th The data for the 8th grade writing benchmark from MP1 to MP 3 shows an increase of 19% in Exceeding, a 5% decrease in Meeting, a 9% decrease in Approaching and a 5% decrease in below.
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%	Explanation:	
		8	0%	0%	0%	0%	Exceeding70% Meeting20% Approaching Below9%	
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%	Conventions:	
		11	0%	0%	0%	0%	Exceeding14%	

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4	Meeting42% Approaching24% Below20%	
		12	0%	0%	0%	0%		
				Math				
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	6th MP 3	
		K	0%	0%	0%	0%	Exceeding31% Meeting45%	
		1	0%	0%	0%	0%	Approaching14% Below11%	
		2	0%	0%	0%	0%	Answering:	
		3	0%	0%	0%	0%	Exceeding92% Meeting	
		4	0%	0%	0%	0%	Approaching Below8%	
		5	0%	0%	0%	0%	Citing Evidence:	
		6	0%	0%	0%	0%	Exceeding91% Meeting5%	
		7	0%	0%	0%	0%	Approaching Below5%	
		8	0%	0%	0%	0%	Explanation:	
		9	0%	0%	0%	0%	Exceeding89%	

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Meeting6% Approaching Below4%	
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%	Conventions: Exceeding28% Meeting52% Approaching16% Below4%	
		12	0%	0%	0%	0%		
							7th MP 1 Overall Exceeding12% Meeting37% Approaching24% Below27% Answering: Exceeding77% Meeting Approaching Below 23% Citing Evidence: Exceeding61% Meeting10% Approaching Below29%	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Explanation: Exceeding 66% Meeting 12% Approaching Below 23% Conventions: Exceeding 33% Meeting 21% Approaching 21% Below 25% 7th MP 3 Exceeding 25% Meeting 57% Approaching 12% Below 6% Answering: Exceeding 95% Meeting Approaching Below 5% Citing Evidence: Exceeding 92% Meeting 3% Approaching Below 5%	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Explanation: Exceeding 92% Meeting 3% Approaching Below 5% Conventions: Exceeding 49% Meeting 25% Approaching 21% Below 5% 8th MP 1 Overall Exceeding 21% Meeting 58% Approaching 13% Below 8% Answering: Exceeding 97% Meeting Approaching Below 3%	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Citing Evidence: Exceeding 97% Meeting Approaching Below 3% Explanation: Exceeding 97% Meeting Approaching Below 3% Conventions: Exceeding 43% Meeting 41% Approaching 12% Below 4% 8th MP 3 Overall Exceeding 40% Meeting 53% Approaching 4% Below 3% Answering:	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Exceeding 93% Meeting Approaching Below 7% Citing Evidence: Exceeding 94% Meeting Approaching Below 6% Explanation: Exceeding 92% Meeting Approaching Below 8% Conventions: Exceeding 30% Meeting 41% Approaching 15% Below 14% Overall Comparison 6th Mp 1 Overall	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Exceeding 11% Meeting 43% Approaching 17% Below 29% 6th MP 3 Exceeding 31% Meeting 45% Approaching 14% Below 11% 20% increase in student achievement in exceeding, 2% increase in meeting, 3% decrease in approaching and 18% decrease in below. 7th MP 1 Overall Exceeding 12% Meeting 37% Approaching 24% Below 27% 7th MP 3 Exceeding 25% Meeting 57% Approaching 12% Below 6%	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			13% increase in exceeding, 20% increase in meeting, 12% decrease in approaching and 21% decrease in below. 8th MP 1 Overall Exceeding 21% Meeting 58% Approaching 13% Below 8% 8 MP3 Exceeding 40% Meeting 53% Approaching 4% Below 3% The data for the 8th grade writing benchmark from MP1 to MP 3 shows an increase of 19% in Exceeding, a 5% decrease in Meeting, a 9% decrease in Approaching and a 5% decrease in below.	

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	In the fall, 17% of 6th grade students were in Tier 1 A of reading, 12% were in Tier 1 B, 25% were in Tier 2, 19% were in Tier 3 A, and 27% were in Tier 3 B. In the most recent 6th grade test, 24% of students were in Tier 1 A, 13 % were in Tier 1 B, 27% were in Tier 2, 16% were in Tier 3 A, and 20% were in Tier 3 B.

In the fall, 9% of 7th grade students were in Tier 1 A of reading, 10% were in Tier 1 B, 22% were in Tier 2, 19% were in Tier 3 A, and 40% were in Tier 3 B. In the most recent 7th grade test, 16% of students were in Tier 1 A, 17% were in Tier 1 B, 21% were in Tier 2, 15% were in Tier 3 A, and 30 % were in Tier 3 B.

In the fall, 6% of 8th grade students were in Tier 1 A of reading, 14% were in Tier 1 B, 20% were in Tier 2, 12% were in Tier 3 A, and 48% were in Tier 3 B. In the most recent 8th grade test, 17% of students were in Tier 1 A, 22% were in Tier 1 B, 16% | In 6th grade 203 students were tested out of 252 students. FMS had 7% growth of 6th grade students that are mid or above grade level in language arts. 1% growth of grade students that are early on grade level in language arts. 2% growth of 6th grade students that are one grade level below in language arts. 3% decrease of 6th grade students that are two grade levels below in language arts. 7% decrease of 6th grade students that are three or more grade levels below in language arts. |
		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%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			were in Tier 2, 8% were in Tier 3 A, and 37% were in Tier 3 B. Tier 1 A means mid or above grade level. Tier 1 B means early on grade level. Tier 2 means one grade level below. Tier 3 A means two grade levels below. Tier 3 B means three or more grade levels below.	In 7th grade 220 students were tested out of 253 students. FMS had a 7% growth of 7th grade students that are mid or above grade level in language arts. 7% growth of 7th graders that are early on grade level in language arts. 1% decrease of 7th grade students that are one grade level below in language arts. 4% decrease of 7th grade students that are two grade levels below in language arts. 10% decrease of 7th grade students that are three or more grade levels below in language arts.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				In 8th grade 139 students were tested out of 273 students. FMS had a 11% growth of 8th grade students that are mid or above grade level in language arts. 8% growth of 8th graders are early on grade level in language arts. 4% decrease of 8th grade students that are one grade level below in language arts. 4% decrease of 8th grade students that are two grade levels below in language arts. 11% decrease of 8th grade students that are three or more grade levels below in language arts.

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	In the fall, 6% of 6th grade students were in Tier 1 A of math, 15% were in Tier 1 B, 32% were in Tier 2, 23% were in Tier 3 A, and 24% were in Tier 3 B. In the most recent 6th grade test, 15% of students were in Tier 1 A, 18% were in Tier 1 B, 34% were in Tier 2, 17% were in Tier 3 A, and 15% were in Tier 3 B.

In the fall, 3% of 7th grade students were in Tier 1 A of math, 11% were in Tier 1 B, 35% were in Tier 2, 20% were in Tier 3 A, and 30% were in Tier 3 B. In the most recent 7th grade test, 11% of students were in Tier 1 A, 17% were in Tier 1 B, 36% were in Tier 2, 15% were in Tier 3 A, and 21% were in Tier 3 B.

In the fall, 6% of 8th grade students were in Tier 1 A of math, 9% were in Tier 1 B, 34% were in Tier 2, 15% were in Tier 3 A, and 36% were in Tier 3 B. In the most recent 8th grade test, 16% of students were in Tier 1 A, 17% were in Tier 1 B, 33% were in Tier 2, 9% were in | In 6th grade 213 students were tested out of 252 students. FMS had a 9% increase of 6th grade students that are mid or above grade level in math. 3% increase of 6th grade students that are early on grade level in math. 2% increase of 6th graders that are one grade level below in math. 6% decrease of 6th grade students that are two grade levels below in math. 9% decrease of 6th grade students that are three or more grade levels below in math. |
		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%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		In 7th grade 206 students were tested

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Tier 3 A, and 24% were in Tier 3 B. Tier 1 A means mid or above grade level. Tier 1 B means early on grade level. Tier 2 means one grade level below. Tier 3 A means two grade levels below. Tier 3 B means three or more grade levels below.	out of 253 students. FMS had a 8% increase of 7th grade students that are mid or above grade level in math. 6% increase of 7th grade students that are early on grade level in math. 1% increase of 7th graders that are one grade level below in math. 5% decrease of 7th grade students that are two grade levels below in math. 9% decrease of 7th grade students that are three or more grade levels below in math. In 8th grade 203 students were tested out of 273 students. FMS had a 10%

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				increase of 8th grade students that are mid or above grade level in math. 8% increase of 8th grade students that are early on grade level in math. 1% decrease of 8th graders that are one grade level below in math. 6% decrease of 9th grade students that are two grade levels below in math. 12% decrease of 8th grade students that are three or more grade levels below in math.

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	3%	7th Graders Writing 13% emerging 75% developing 6% expanding 8th graders Writing 42% Entering 58% Developing 6th graders Writing Emerging 19% Developing 56% Expanding 25%	Writing for ELL's shows the most need for growth for Access.

6% only expanding in 7th
No expanding in 8th
25% expanding in 6th |

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	0	780 Students Enrolled 55% African American 39%Caucasian 56% Economically Disadvantaged 23% Special Ed	Minority District that is economically disadvantaged
		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	0.00%	16 or more unexcused as of June 1 6th -- 15 7th -- 13 8th -- 18 Total -- 46	6th = 1633 or 9.8 per day 7th = 1551 or 9.43 per day 8th = 1657 or 9.98 per day Average absence 5.89% of our student population is unexcused absence more than 10%
		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	0.00%	5.89% of our student population is unexcused absence more than 10%	5.89% of our student population is unexcused absence more than 10%
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	September: 148 coverages needed in 18 school days; average was 8 absences per day, which averages to 8% fillable staff absences. October: 193 coverages needed in 20 school days; average was 9 absences per day, which averages to 9% fillable staff absences. November: 167 coverages needed in 17 school days; average was 9 absences per day, which averages to 9% fillable staff absences. December: 196 coverages needed in 17 school days; average was 11 absences per day, which averages to 11% fillable staff absences. January: 187 coverages needed in 19 school days; average was 9 absences per day, which averages to 9% fillable staff absences. February: 169 coverages needed in 18 school days; average was 9 absences per day, which averages to 9% fillable staff absences. March: 238 coverages needed in 23 school days; average was 10 absences per day, which averages to 10% fillable staff absences. April: 164 coverages needed	For the whole year, the total average was about 193 coverages needed in a month, with about 18 school days per month on average, which is an average of 10 absences per day and 10% fillable staff absences on an average day.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			in 14 school days; average was 11 absences per day, which averages to 11% fillable staff absences. May: 281 coverages needed in 21 school days; average was 13 absences per day, which averages to 13% fillable staff absences. June: 191 coverages needed in 15 school days; average was 12 absences per day, which averages to 12% fillable staff absences.	

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	0.00%	September: 8 assignments that resulted in OSS; 10 assignments that resulted in ISS. October: 14 assignments that resulted in OSS; 46 assignments that resulted in ISS. November: 11 assignments that resulted in OSS; 16 assignments that resulted in ISS. December: 20 assignments that resulted in OSS; 41 assignments that resulted in ISS. January: 22 assignments that resulted in OSS; 49 assignments that resulted in ISS. February: 28 assignments that resulted in OSS; 38 assignments that resulted in ISS. March: 23 assignments that resulted in OSS; 37 assignments that resulted in ISS. April: 19 assignments that resulted in OSS; 27 assignments that resulted in ISS. May: 17 assignments that resulted in OSS; 23 assignments that resulted in ISS.	In total, there were 472 total assignments of suspension, 173 of which were OSS, and 299 of which were ISS Whole days of ISS served 333 Whole days of OSS served 601 1087 office referrals
		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	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			June: 11 assignments that resulted in OSS; 12 assignments that resulted in ISS.	
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		N/A	N/A

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	46		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	44		
		% of students who scored 4 or 5 on the PARCC assessment	89%		

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		Teachers have focused on blended learning this year. Observations do show that blended learning has been integration. There is also a focus on student engagement and student question as per the Danielson evaluation model.	Blended learning is used. However, student grouping and differentiation need to be addressed from qualitative data.

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
FNO	Extended learning	FNO Summary Data â¿¢ 206 occurrences of student invited to an FNO session during 2022-23 school year. â¿¢ 200 occurrences of parents granting consent for students to attend FNO during the 2022-23 school year. â¿¢ 108 students accounted for the 200 session invitation and approval totals. â¿¢ Of the students attending at least one day there was a 59% daily attendance rate. â¿¢ 94% of the students attending 75% of the session dates were successful. â¿¢ Of the 108 students 81.5% were successful and will not need credit recovery or be retained. â¿¢ 16.7% of the 108 students are eligible for credit recovery. The average attendance rate for this population was 49%. â¿¢ 1.9% of the 108 students will be retained. The average attendance rate for this population was 9%.	FNO is an effective program

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 Title I committee will review the results of the comprehensive needs assessment. Things that are relevant will be shared with other stakeholders in appropriate meetings.

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

During Back-To-School night, the school's vision and needs are shared with parents. We also use our Fisher Parent Association meetings as a way to communicate this information and garner parent ideas/opinions.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	2-Emerging	Setting student learning objectives	Using an instructional common langauage
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	Formative and summative assessment	Pre-assessments; using data to inform instruction
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	2-Emerging	Time and Scheduling	Creating teams; working with grade levels/content level teachers in order to create PLC like environment
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Collegial atmosphere	More opportunities for shared leadership/ focus on discipline and how it is handled
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	2-Emerging		
	8	A	2-Emerging		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	2-Emerging		
	13	A	3-Developing		
	14	A	1-Not Addressed		
Teacher and Principal Effectiveness	1	A	2-Emerging	Knowing the evaluation	Creating a common language among all about effective instruction/evaluation

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	Increase ELL student writing scores in grades 6-8 by 5% as evidenced by the school benchmark. ELL students have consistently fallen below the state average in written expression with only 3% of ELL"s making expected growth to proficiency in the 21-22 Access scores.	Learning Loss during Pandemic Learning new culture/language	ELL students	1	Create a benchmark Administer benchmark Differentiate based on data Schedule students by proficiency and grade level Supplement with a writing program
				2	
				3	

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Social and Emotional Learning	Increase students social emotional learning and opportunities at FMS. 100% of students will receive social emotional learning and have the opportunity to participate in various SEL events. 24 Students have been sent out for crisis evaluations. In total, there were 472 total assignments of suspension, 173 of which were OSS, and 299 of which were ISS Whole days of ISS served 333 Whole days of OSS served 601 1087 office referrals	Mental health decline during Pandemic Societal changes that have led to poor mental health or coping skills	All students 6-8	1	Have 5 SEL coordinators (50 hours max) to: Revise Student Reflection Process Develop 10 advisory lessons Design at least 2 different building wide SEL events Celebrate Diversity Weeks Revitalize Cultural Awareness Days/Weeks for various groups to build inclusivity Generate prompts/quotes/motivational messages for morning meeting/announcements Establish an FMS Calming Room (Physical/Virtual) Hire PBSIS Specialist/Culture and Climate Coach
				2	

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?)
				3	
Effective Instruction	Reduce All Core Content subject retention and recovery rates

206 occurrences of student in danger of failing one of more content areas for one marking period or more in 22-23 school year. | Learning Loss Due to Pandemic.

Lack of home resources for certain students. | All students who are in danger of failing a core content | 1 | Review marking period grades Any student in danger of failing will be invited to an extended learning in class in that content after school for a certain amount of sessions. |
| | | | | 2 | |
| | | | | 3 | |

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	Students at Fisher Middle School have consistently fallen below the state average in written expression: 2022-2023 Internal District Benchmarks: Grade 6: 46% of the students are not meeting district expectations on the marking period 1 writing benchmark Grade 7: 65% of the students are not meeting district expectations on the marking period 1 writing benchmark Grade 8: 21% of the students are not meeting district expectations on the marking period 1 writing benchmark 2022 NJSLA scores in written expression: Grade 6: 28% of FMS students earned a passing score, while 41% of students across the state earned a passing score Grade 7: 16% of FMS students earned a passing score, while 47% of students across the state earned a passing score Grade 8: 31% of FMS students earned a passing score, while 50% of students across the state earned a passing score Students at Fisher Middle School	In the past several school years, the department focus has been on text-based writing. Less time was dedicated to taking writing pieces all the way through the writing process. There was not as much emphasis placed on a wide variety of writing genres and less instruction time was used to explicitly teach the writing process for a variety of types of writing. Specifically, not as much time has been spent on RSTs. and LATs. Across all 3 grade levels, we are noticing that students are not performing well in the vocabulary domain in the i-Ready diagnostic. Because ELA teachers have so much to incorporate into reading and writing lessons, there is not always enough time for vocabulary instruction. Vocabulary is not effectively taught in isolation, so it is important to infuse vocabulary instruction into the ELA reading and writing lessons. In the past, we have focused on modeling in problem solving but with an emphasis on reasoning. While all grade levels have improved, 6th and 7t grade is still significantly behind the State average. While we have improved in reasoning, we have not in modeling. We need to focus growth in modeling while	All students in ELA. All students in Math in grades 6-8.	

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?)	
	have consistently fallen below grade-level proficiency in Vocabulary: As evidenced by the following winter 2023 i-Ready Diagnostic: Grade 6: 36% of FMS students scored one grade level below in vocabulary and 30% scored two grade levels below in vocabulary. Grade 7: 43% of FMS students scored one grade level below in vocabulary and 24% scored two grade levels below in vocabulary. Grade 8: 36% of FMS students scored one grade level below in vocabulary and 20% scored two grade levels below in vocabulary. 2022 NJSLA scores in vocabulary: Grade 6: 28% of FMS students earned a passing score, while 41% of students across the state earned a passing score Grade 7: 27% of FMS students earned a passing score, while 48% of students across the state earned a passing score Grade 8: 38% of FMS students earned a passing score, while 47% of students across the state earned a passing score	continue to include and grow in reasoning.		1	Hire a Shared coach (with elementary) for ELA for grades 6-8. We will be using the tool Writable, which is part of the HMH Collections series that is approved by the board of education. Writable is research-based and is based on practice, feedback, and assessment. Teachers can utilize the Performance Assessments built into the HMH Collections series. Teachers will also use the building vocabulary lessons in the Teachers' Toolbox, as well as the individual Pathway lessons in i-Ready Through HMH Collections, which includes board approved curriculum materials, teachers are going to incorporate more vocabulary lessons and activities into ELA instruction. If finances are available through the building, I would like to research options for exploring

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?)	
	6th and 7th grade students at Fisher Middle School are below the state average in Modeling: 6th grade students at Fisher Middle School are below the state average in Modeling. As evidenced by the following Spring 2022 NJSLA scores in Modeling: • Met or Exceeded Expectations: 14% of FMS students as compared to 36% of students across the state • Approaching Expectations: 18% of FMS students as compared to 17% of students across the state • Did Not Yet Meet or Partially Met Expectations: 68% of FMS students as compared to 48% of students across the state 7th grade students at Fisher Middle School are below the state average in Modeling. As evidenced by the following Spring 2022 NJSLA scores in Modeling: • Met or Exceeded Expectations: 16% of FMS students as compared to 31% of students across the state • Approaching Expectations: 28% of FMS students as compared to 27% of students across the state • Did Not Yet Meet or Partially			vocabulary practice (Greek Roots). IXL, vocanulit or Vocabilary.com could be possible resources.	
				2	Hire a shared coach (with elementary) for Math for Grades 6-8. We will be using CPM (College Preparatory mathematics) program, which has a focus on student problem solving via modeling.
				3	

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
	Met Expectations: 56% of FMS students as compared to 42% of students across the state			

SMART Goal 1

Increase ELL student writing scores in grades 6-8 by 5% as evidenced by the school benchmark.

ELL students have consistently fallen below the state average in written expression. As evidenced by the following:
3 percent of ELL learners making projected growth to the proficiency in the Access 2.0.
7th Graders
Writing
13% emerging
75% developing
6% expanding
8th graders
Writing
42% Entering
58% Developing
6th graders
Writing
Emerging 19%
Developing 56%
Expanding 25%

Priority Performance	Increase ELL student writing scores in grades 6-8 by 5% as evidenced by the school benchmark.
	ELL students have consistently fallen below the state average in written expression with only 3% of ELL"s making expected growth to proficiency in the 21-22 Access scores.
Strategy 1:	Create a benchmark Administer benchmark Differentiate based on data Schedule students by proficiency and grade level Supplement with a writing program
Strategy 2:	

Strategy 3:

Target Population: ELL students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Develop and administer first ELL benchmark. Schedule students by proficiency level by grade level. Using new program of Cengage Inside for language arts instruction.	Benchmark data
Feb 15	Review benchmark data and adjust instruction accordingly. Review possible 2nd touch for student who are newcomers who have less than a year in the country.	Department meeting minutes
Apr 15:	Administer final benchmark and review data. Adjust instruction accordingly.	Benchmark data

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Increase ELL student writing scores in grades 6-8 by 5% as evidenced by the school benchmark. ELL students have consistently fallen below the state average in written expression. As evidenced by the following: 3 percent of ELL learners making projected growth to the proficiency in the Access 2.0. 7th Graders Writing 13% emerging 75% developing 6% expanding 8th graders Writing 42% Entering 58% Developing 6th graders Writing Emerging 19% Developing 56% Expanding 25%	Benchmark data

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Differentiate Schedule base on proficiency to differentiate instruction	8/1/23	10/1/23	
2	1	Administer and Create Benchmark and differentiate instruction	9/1/23	10/31/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Buy supplemental writing workbooks for ELL students and implement it	9/1/23	6/30/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	50 Writers Workout Book	INSTRUCTION - Supplies & Materials / 100-600	$1,045	Federal Title I (School Allocation)

SMART Goal 2

100% of students will receive social emotional learning, engage in PBSIS, and have the opportunity to participate in various SEL events.

Priority Performance   Increase students social emotional learning and opportunities at FMS.

100% of students will receive social emotional learning and have the opportunity to participate in various SEL events.

24 Students have been sent out for crisis evaluations.

In total, there were 472 total assignments of suspension, 173 of which were OSS, and 299 of which were ISS

Whole days of ISS served   333
Whole days of OSS served   601

1087 office referrals

Strategy 1:   Have 5 SEL coordinators (50 hours max) to:

Revise Student Reflection Process

Develop 10 advisory lessons

Design at least 2 different building wide SEL events

Celebrate Diversity Weeks

Revitalize Cultural Awareness Days/Weeks for various groups to build inclusivity

Generate prompts/quotes/motivational messages for morning meeting/announcements

Establish an FMS Calming Room (Physical/Virtual)

Hire PBSIS Specialist/Culture and Climate Coach

Strategy 2:

Strategy 3:

Target Population: All students 6-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Advertise and hire SEL coordinators. Advertise/Hire PBSIS Specialist/Culture and Climate Coach	Name/Advertisement of hired SEL coordinators. Name/Advertisement of hired PBSIS Specialist/Culture and Climate Coach

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	SEL coordinators: Revise Student Reflection Process Develop 5 advisory lessons Design at least 1 different building wide SEL events Celebrate Diversity Weeks Revitalize Cultural Awareness Days/Weeks for various groups to build inclusivity Generate prompts/quotes/motivational messages for morning meeting/announcements Establish an FMS Calming Room (Physical/Virtual) Collaborates with the PBSIS committee and Principal to develop a comprehensive PBSIS plan for the school. PBSIS Specialist/Culture and Climate Coach · Designs and implements school-wide positive behavior incentives aimed at reducing the number of behavioral infractions among students. · Regularly monitors discipline data for the school and works closely with the administrative team to address identified needs and concerns. · Takes the lead in providing professional development for staff on effective de-escalation techniques and restorative practices, resulting in a significant reduction in high-level behavioral infractions throughout the school year. · Facilitates group sessions with students to teach essential social skills such as active listening, problem-solving, conflict resolution, and empathy.	Logs of what coordinators have done. PBSIS school Plan

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	SEL coordinators: Revise Student Reflection Process Develop 10 advisory lessons Design at least 2 different building wide SEL events Celebrate Diversity Weeks Revitalize Cultural Awareness Days/Weeks for various groups to build inclusivity Generate prompts/quotes/motivational messages for morning meeting/announcements Establish an FMS Calming Room (Physical/Virtual) PBSIS Specialist/Culture and Climate Coach: Establishes and oversees a peer support program that fosters socialization, empathy, and a sense of belonging among students. · Develops a set of clearly defined, positively stated behavioral expectations that align with the school's values. Implements a consistent method for teaching, modeling, and reinforcing these expectations throughout the entire school. · Actively involves parents, guardians, and the community in the PBSIS program, providing them with comprehensive information about the program's goals, strategies, and ways they can support positive behavior at home. · Conducts ongoing assessments of the PBSIS program's effectiveness through data analysis, surveys, and feedback from staff, students, and families. Uses this information to make necessary adjustments and continuously improve the program.	Logs of what coordinators have done. PBSIS School Plan

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	100% of students will receive social emotional learning, engage in PBSIS, and have the opportunity to participate in various SEL events.	Logs of what coordinators have done. PBSIS School Plan

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Post and Hire PBSIS Specialist/Culture and Climate Coach	7/10/23	10/2/23	
1	1	Post and Hire 5 SEL coordinators	9/1/23	11/15/23	
2	1	SEL coordinators will have up to 50 hours to work, design and implement SEL activities as described above	9/1/23	6/30/24	
3	1	PBSIS Specialist/Culture and Climate coach will design and implement a comprehensive PBSIS plan.	9/1/23	6/30/24	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Hire 5 SEL coordinators	INSTRUCTION - Personnel Services - Salaries / 100-100	$9,583	Federal Title I (School Allocation)
1	Hire PBSIS Specialist/Culture and Climate Coach	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$87,366	Federal Title I (School Allocation)

SMART Goal 3

Reduce All Core Content subject retention and recovery rates

Priority Performance   Reduce All Core Content subject retention and recovery rates

                              206 occurrences of student in danger of failing one of more content areas for one marking period or more in 22-23 school year.

Strategy 1:   Review marking period grades
                              Any student in danger of failing will be invited to an extended learning in class in that content after school for a certain amount of sessions.

Strategy 2:

Strategy 3:

Target Population: All students who are in danger of failing a core content

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Review Marking Period 1 data for First FNO Session.	Log of students invited and grades.
Feb 15	Review marking period 2 data for next FNO session.	Log of students invited and grades.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Review marking period 3 data for next FNO session.	Log of students invited and grades.
Jul 1	Reduce All Core Content subject retention and recovery rates	All students serviced by FNO and what their grades are (how much improvement they made)

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Review marking period data to invite students to Failure is Not an Option	11/15/23	6/30/24	
2	1	Post and Hire for FNO teachers	10/1/23	1/31/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Pay FNO teacher salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$27,500	Federal Title I (School Allocation)

SMART Goal 4

Reduce tier 3 in vocabulary skills by 5% overall in vocabulary on Iready.
Increase students being proficient on writing benchmark by 5 % from the fall to spring assessment.
Increase student proficiency on modeling benchmark by 5% from the fall to spring assessment.

Priority Performance

Students at Fisher Middle School have consistently fallen below the state average in written expression:
2022-2023 Internal District Benchmarks:
Grade 6: 46% of the students are not meeting district expectations on the marking period 1 writing benchmark
Grade 7: 65% of the students are not meeting district expectations on the marking period 1 writing benchmark
Grade 8: 21% of the students are not meeting district expectations on the marking period 1 writing benchmark

2022 NJSLA scores in written expression:
Grade 6: 28% of FMS students earned a passing score, while 41% of students across the state earned a passing score
Grade 7: 16% of FMS students earned a passing score, while 47% of students across the state earned a passing score
Grade 8: 31% of FMS students earned a passing score, while 50% of students across the state earned a passing score

Students at Fisher Middle School have consistently fallen below grade-level proficiency in Vocabulary:
As evidenced by the following winter 2023 i-Ready Diagnostic:
Grade 6:
36% of FMS students scored one grade level below in vocabulary and 30% scored two grade levels below in vocabulary.
Grade 7:
43% of FMS students scored one grade level below in vocabulary and 24% scored two grade levels below in vocabulary.
Grade 8:
36% of FMS students scored one grade level below in vocabulary and 20% scored two grade levels below in vocabulary.

2022 NJSLA scores in vocabulary:
Grade 6: 28% of FMS students earned a passing score, while 41% of students across the state earned a passing score
Grade 7: 27% of FMS students earned a passing score, while 48% of students across the state earned a passing

score
Grade 8: 38% of FMS students earned a passing score, while 47% of students across the state earned a passing score

6th and 7th grade students at Fisher Middle School are below the state average in Modeling:
6th grade students at Fisher Middle School are below the state average in Modeling. As evidenced by the following Spring 2022 NJSLA scores in Modeling:
•   Met or Exceeded Expectations: 14% of FMS students as compared to 36% of students across the state
•   Approaching Expectations: 18% of FMS students as compared to 17% of students across the state
•   Did Not Yet Meet or Partially Met Expectations: 68% of FMS students as compared to 48% of students across the state
7th grade students at Fisher Middle School are below the state average in Modeling. As evidenced by the following Spring 2022 NJSLA scores in Modeling:
•   Met or Exceeded Expectations: 16% of FMS students as compared to 31% of students across the state
•   Approaching Expectations: 28% of FMS students as compared to 27% of students across the state
•   Did Not Yet Meet or Partially Met Expectations: 56% of FMS students as compared to 42% of students across the state

Strategy 1:

Hire a Shared coach (with elementary) for ELA for grades 6-8.

We will be using the tool Writable, which is part of the HMH Collections series that is approved by the board of education. Writable is research-based and is based on practice, feedback, and assessment.

Teachers can utilize the Performance Assessments built into the HMH Collections series.

Teachers will also use the building vocabulary lessons in the Teachers' Toolbox, as well as the individual Pathway lessons in i-Ready

Through HMH Collections, which includes board approved curriculum materials, teachers are going to incorporate more vocabulary lessons and activities into ELA instruction.

If finances are available through the building, I would like to research options for exploring vocabulary practice (Greek Roots). IXL, vocanulit or Vocabilary.com could be possible resources.

Strategy 2:   Hire a shared coach (with elementary) for Math for Grades 6-8.

We will be using CPM (College Preparatory mathematics) program, which has a focus on student problem solving via modeling.

Strategy 3:

Target Population: All students in ELA.

All students in Math in grades 6-8.

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Create and administer first benchmarks IREADY/Modeling	Benchmark Scores
Feb 15	Review data and differentiate instruction based on data.	Meeting minutes
Apr 15:	Administer spring benchmarks IREADY/Modeling	Benchmark Scores
Jul 1	Reduce tier 3 in vocabulary skills by 5% overall in vocabulary on Iready. Increase students being proficient on writing benchmark by 5 % from the fall to spring assessment. Increase student proficiency on modeling benchmark by 5% from the fall to spring assessment.	Benchmark data

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Coaches salaries (shared)	7/1/23	10/1/23	
1	1	Hire Shared (with Elementary) Math and Language Arts Coach	7/1/23	10/1/23	
2	1	Administer Benchmarks throughout the year	9/1/23	6/30/24	
2	2	Administer Benchmarks	9/1/23	6/30/24	
3	1	Review Data/Differentiate Strategies	9/1/23	6/30/24	
3	2	Review data/differentiate strategies	9/1/23	6/30/24	

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Coach Salaries (shared)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$28,000	Federal Title I (School Allocation)
1	Coaches Salary (shared)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$28,000	Federal Title I (School Allocation)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$37,083	$0	$0	$0	$0	$0	$37,083
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	$1,045	$0	$0	$0	$0	$0	$1,045
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$38,128	$0	$0	$0	$0	$0	$38,128
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$143,366	$0	$0	$0	$0	$0	$143,366
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	$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	$143,366	$0	$0	$0	$0	$0	$143,366
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	$181,494	$0	$0	$0	$0	$0	$181,494

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	$181,494	$0	$181,494
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$181,494	$0	$181,494

School Level Certification Page

x		The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools)
x		The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction	
x	Social and Emotional Learning	
x	Effective Instruction	
x	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: Maggy Hanna

Title: Principal

Date: 07/07/2023

District Business Administrator or District Federal Programs Administrator Certification

	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.
	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:

	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: Harry Louth

Title: Director of Operations/Special Services/Grant

Date:

ASP District CSA Certification and Approval Page

< NO DATA >