Gilmore J Fisher Middle School

District: EWING TWP
County: MERCER
Team: NA

School Identification: NA
Targeted Subgroup
CDS: 211430060

Annual School Planning
2025-2026

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Shawna Casey	Yes	Yes	Yes		
Community Member	Dr. Mark Percy	Yes	Yes	Yes		
Principal	Maggy Hanna	Yes	Yes	Yes		
Assistant Principal	Hugh Dwyer	Yes	Yes	Yes		
Assistant Principal	Scott Sheplock	Yes	Yes	Yes		
Dean	Rebecca Romanko	Yes	Yes	Yes		
PBIS Specialist	Erika Freeman	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Math Supervisor	Don Wahlers	Yes	Yes	Yes		
Math Coach	Ellen Angenbranndt	Yes	Yes	Yes		
ELA Supervisor	Sara Graja	Yes	Yes	Yes		
ELA Coach	Jenn Cline	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
12/13/2024	Prior Year Evaluation	Yes	Yes
03/14/2025	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/27/2025	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
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.	All	All students who are in danger of failing a core content	No	Yes	Yes	Fno data	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Have 3 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	All	All students	Yes	Yes	Yes	SEL events/activities	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
meeting/announcements Celebrate Students in various ways such as SOM event Plan and execute SEL night							

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Retain 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. Professional development	ELA	All students	Yes	Yes	Yes	I ready and writing benchamrk	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Retain 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.	Math	All students 6-8	No	Yes	Yes	Modeling data	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment 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.	See table below	NJSLA data on left	6th Grade ELA Increased from 730 ¿ 737 (Still below state: 751) Positive trend, but still Level 3. Median time: 91/180 minutes (low) Math Minimal change: 721 ¿ 722 (State: 737) Still in Level 2. Median time: 125/180 minutes 7th Grade ELA No change: 734 ¿ 734

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	32.1%	21.2%	86%		
White	41.7%	33.9%	79%		
Hispanic	27.9%	19.2%	90%		
Black or African American	28%	14.7%	85%		
Asian, Native Hawaiian, or Pacific Islander	61.9%	42.9%	*		
American Indian or Alaska Native	*	*	*		
Two or More Races	36.8%	28.9%	*		
Female	35.1%	18.9%	78%		
Male	29.4%	23.2%	100%		
Economically Disadvantaged Students	22.3%	14.9%	76%		
Non-Economically Disadvantaged Students	43.3%	28.6%	92%		
Students with Disabilities	11.1%	*	*		
Students without Disabilities	38.7%	25.3%	86%		
English Learners	10%	*	*		
Non-English Learners	34.4%	23.3%	86%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	ELA	Math	Alg1	Alg2	Geo
Homeless Students	*	*	*		
Students in Foster Care	*	*	*		
Military-Connected Students	*	*	*		
Migrant Students	*	*	*		
Non-Binary / Undesignated Gender	*	*	*		

(State: 752)

Large gap (18 points) remains.

Median time: 93/180 minutes

Math

Improved: 729 ¿ 733 (State: 739)

Still behind state average.

Median time: 93/180 minutes

8th Grade
ELA

Significant drop: 741 ¿ 720 (From Level 3 to 2)

State slightly dropped: 754 ¿ 751

Median time: 72/180

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				minutes (very low) Math Flat: 709 ¿ 709 (State: 719) Remains in Level 2 Median time: 91/180 minutes Algebra I School score remains strong: 779 ¿ 773 (Still Level 4) Far exceeds state average: 738 A program strength! ¿ Celebrations Algebra I is a bright spot — consistently high performance. 6th and 7th grade math showed some growth.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Test completion is efficient (though perhaps too fast). ¿¿ Areas of Concern 8th Grade ELA saw a 21-point drop — urgent area for review. Testing time is significantly underused, especially in ELA. Achievement gaps persist between school and state in nearly all subjects.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>Science*</td>
<td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td>
<td>
NJSLA-S
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td></td><td>6%</td><td></td></tr>
<tr><td>White</td><td></td><td>13%</td><td></td></tr>
<tr><td>Hispanic</td><td></td><td>5%</td><td></td></tr>
<tr><td>Black or African</td><td></td><td>4%</td><td></td></tr>
<tr><td>Asian, Native</td><td></td><td></td><td></td></tr>
<tr><td>American Indian or</td><td></td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td></td></tr>
<tr><td>Female</td><td></td><td>5%</td><td></td></tr>
<tr><td>Male</td><td></td><td>10%</td><td></td></tr>
<tr><td>Economically</td><td></td><td>2%</td><td></td></tr>
</table>
</td>
<td>Science data on left</td>
<td>Achievement gaps are most pronounced among:

White vs. Hispanic/Black students

Economically disadvantaged vs. non-disadvantaged

Students with disabilities vs. without

English Learners vs. Non-English Learners

Male students outperformed female students, which is a notable gender-based performance gap.

The schoolwide proficiency rate (6%) is low, suggesting a need for broad instructional improvements along</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	Grade 5	Grade 8	Grade 11
Non-Economical		12%	
Students with		0%	
Students without		9%	
English Learners		0%	
Non-English		7%	
Homeless Students			
Students in Foster Care			
Military-Connected			
Migrant Students			
Non-Binary /			

with targeted interventions.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>NJGPA*</td><td> NJGPA Assessment Reports website </td><td>
<table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th></tr>
<tr><td>Schoolwide</td><td>44%</td><td>60%</td></tr>
<tr><td>White</td><td>44%</td><td>64%</td></tr>
<tr><td>Hispanic</td><td>44%</td><td>58%</td></tr>
<tr><td>Black or African American</td><td>40%</td><td>61%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific</td><td>75%</td><td>66%</td></tr>
<tr><td>American Indian or Alaska Native</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td>58%</td><td>40%</td></tr>
<tr><td>Female</td><td>47.5%</td><td>59%</td></tr>
<tr><td>Male</td><td>41.5%</td><td>60%</td></tr>
<tr><td>Economically Disadvantaged</td><td>41%</td><td>57%</td></tr>
<tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr>
</table>
</td><td>N/A</td><td>N/A</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	ELA	Math
Students with Disabilities	37%	50%
Students without Disabilities		
English Learners	54.5%	58%
Non-English Learners		
Homeless Students	*	*
Students in Foster Care	*	
Military-Connected Students	*	*
Migrant Students		
Non-Binary / Undesignated Gender	*	*

<table>
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<tr>
<td>SGP*</td>
<td>Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td>
<td>
<table>
<tr><th colspan="5">ELA</th></tr>
<tr><th>Grade</th><th>Cycle 1</th><th>Cyclle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
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</td>
<td>Data on left.</td>
<td>Schoolwide Performance:
Overall, schoolwide performance shows stronger results in Math (60.0%) compared to ELA (44.0%), a 16-point gap that suggests a relative strength in mathematics instruction or proficiency across grade levels.

Race/Ethnicity Trends:

Asian, Native Hawaiian, or Pacific Islander students significantly outperform all other groups in both ELA (75.0%) and Math (66.0%), indicating a notable academic strength within this subgroup.

White and Hispanic</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
10	0%	0%	0%	0%
11	0%	0%	0%	0%
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%

students perform identically in ELA (44.0%) but diverge slightly in Math, with White students scoring higher (64.0%) than Hispanic students (58.0%).

Black or African American students score lower in ELA (40.0%) than both White and Hispanic peers, though they outperform Hispanic students in Math (61.0%).

Students of Two or More Races demonstrate higher ELA proficiency (58.0%) compared to other subgroups, except Asian students, but show the lowest Math performance among all listed groups

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
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%

(40.0%), indicating a unique discrepancy worth further investigation.

Gender Trends:

Female students outperform male students in ELA (47.5% vs. 41.5%), which aligns with common trends nationally.

In Math, however, male and female students perform almost equally (60.0% for males vs. 59.0% for females), suggesting gender equity in mathematics performance.

Programmatic and Support Group Trends:

Economically

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Disadvantaged Students perform below the schoolwide average in both ELA (41.0%) and Math (57.0%), with performance gaps suggesting socioeconomic factors are impacting academic outcomes. Students with Disabilities show the lowest proficiency rates in both subjects—37.0% in ELA and 50.0% in Math—highlighting a significant need for ongoing targeted support and interventions. English Learners outperform the schoolwide average in ELA (54.5% vs. 44.0%) and nearly match the Math

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				average (58.0% vs. 60.0%). This strong ELA performance is atypical and may indicate effective language acquisition supports or a small sample size that warrants deeper analysis. Data Gaps: Several groups have insufficient or unavailable data (marked with asterisks), including American Indian or Alaska Native, Non-Binary/Undesignated Gender, Non-Economically Disadvantaged Students, Students without Disabilities, Non-English Learners, Homeless Students, Students in Foster Care, Military-Connected Students,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				and Migrant Students. This lack of data makes it difficult to conduct a complete equity analysis across all subgroups. Key Takeaways: Math is a relative area of strength across most groups, though the performance gap between ELA and Math is significant in nearly every subgroup. The highest-performing subgroup is Asian students, while students with disabilities and economically disadvantaged students have the greatest academic needs. ELA performance is

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				relatively flat across racial subgroups except for Asian students and students of two or more races, suggesting that reading and writing instruction may need differentiated, culturally responsive support to close gaps. English Learners showing higher ELA proficiency than the schoolwide average is a notable strength that should be explored further to identify replicable strategies.

<table>
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<tr><td rowspan="14">Benchmark Assessment Participation*</td><td rowspan="14">Please list any cycles where the 95% participation rate was not met. Please provide explanation.
*Identify patterns by subgroup
*Identify patterns by grade</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="14">In 6th grade 209 students were tested out of 258 students.

In 7th grade 222 students were tested out of 263 students.

In 8th grade 229 students were tested out of 271 students.
Math:
In 6th grade 234 students were tested out of 258 students.

In 7th grade 238 students were tested out of 263</td><td rowspan="14">In 6th grade 209 students were tested out of 258 students.

In 7th grade 222 students were tested out of 263 students.

In 8th grade 229 students were tested out of 271 students.
Math:
In 6th grade 234 students were tested out of 258 students.</td></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
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<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
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<tr><td rowspan="4"></td><td rowspan="4"></td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="4">students.

In 8th grade 230 students were tested out of 271 students.</td><td rowspan="4">In 7th grade 238 students were tested out of 263 students.

In 8th grade 230 students were tested out of 271 students.</td></tr>
<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td colspan="5"></td></tr>
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<tr><td rowspan="12">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="12">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</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">6th grade constructed response
Fall:
43% met expectations
7% exceeded expectations
17% approached expectations
20 % partially met expectations
11% did not meet expectations
6% did not respond
Spring:
50% met expectations
15% exceeded expectation
22 % approached expectations
6% partially met
6 % did not meet
1% did not respond
Analysis – 7 % increase in meeting; 8 % increase in exceeding; 5% increase in approaching; 14% decrease in partially meeting and 5% decrease in not meeting
7th Grade Constructed Response
Fall:
1% exceeded expectations
28% met expectations
17% approached expectations
21% partially met expectations</td><td rowspan="12">Constructed Response Performance Trends (Grades 6–8)
6th Grade Trends:

Growth in Performance: There was a 7% increase in students meeting expectations and an 8% increase in students exceeding expectations from fall to spring. Additionally, the percentage of students approaching expectations rose by 5%.

Decrease in Lower Performance Levels: Notably, there was a 14% decrease in students who only partially met expectations and a 5% drop in those who did not meet expectations.</td></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
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<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
11	0%	0%	0%	0%
12	0%	0%	0%	0%

22% did not meet expectations
11% did not respond
Spring:
20% exceeded expectations
34% met expectations
23% approached expectations
9% partially met expectations
5% did not meet expectations
9% did not respond
Analysis: 19% increase in exceeded expectations; 6% increase in met; 6% increase in approached; 12% decrease in partially met; 17 % decrease in did not meet
8th grade constructed response
Fall
4% exceeded expectations
46% met expectations
22% approached expectations
2% partially met expectations
6% did not meet expectations
10% failure to respond
Spring
19% exceeded expectations
55% met expectations
15% approached expectations
7% Partially met expectations
1% did not meet expectations
1% did not respond
Analysis

Minimal Non-Participation: Non-response rates dropped significantly from 6% to 1%.

Overall Insight: The data indicates strong upward movement in proficiency with a clear reduction in lower-performing students, suggesting effective instructional strategies and student engagement.

7th Grade Trends:

Significant Gains at the High End: The percentage of students exceeding expectations increased dramatically by 19%, while those meeting expectations rose by 6%.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			15% increase in exceeded expectations 9 % increase in met expectations 7% decrease in approached expectations 5% increase in partially met expectations 5% decrease in did not meet expectations 100% of FMS students are mid or above grade level for phonological awareness. There was no change for phonological awareness. 92% (from 89%) an increase of 3% of FMS students are mid or above grade level for phonics. 7% (from 11%) a decrease of 4% of FMS students are two or more grade levels below for phonics.	Improved Participation & Proficiency: A 6% increase was observed in students approaching expectations, while partially met and did not meet categories saw decreases of 12% and 17%, respectively. Slightly Lower Non-Response Rate: Non-response improved slightly, from 11% to 9%. Overall Insight: 7th grade showed the most significant jump in top-tier performance, indicating successful interventions or curricular alignment in this cohort. 8th Grade Trends:

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			98% (from 98%) there is a 0% change in the percentage of FMS students are on or above grade level for high-frequency words. 2% (from 2%) there is a 0% change in the percentage of FMS students are two or more grade levels below for high-frequency words. 26% (from 15%) an increase of 11% of FMS students are mid or above grade level for vocabulary. 18% (from 13%) an increase of 5% of FMS	Steady Growth at the Top: Students exceeding expectations rose by 15%, and those meeting expectations increased by 9%. Mixed Movement in Middle Tiers: A 7% drop in students approaching expectations was accompanied by a 5% increase in those partially meeting expectations—possibly due to students shifting between adjacent tiers. Reduction in Lowest Performers: A 5% decrease in students not meeting expectations and a sharp 9% decrease in non-response rates

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			students are early on grade level for vocabulary. 20% (from 23%) a decrease of 3% of FMS students are one grade level below for vocabulary. 10% (from 12%) a decrease of 2% of FMS students are two grade levels below for vocabulary. 26% (from 37%) a decrease of 11% of FMS students are three or more grade levels below for vocabulary. 22% (from 13%) an increase of 9% of FMS students are mid or above grade level for comprehension overall. 15% (from 14%) an increase of 1% of FMS students are early on grade level for comprehension overall. 20% (from 17%) an increase of 3% of FMS students are one grade level	(from 10% to 1%) shows improved accountability. Overall Insight: The 8th grade cohort reflects strong performance improvements with the majority of students now meeting or exceeding standards. Foundational Reading Skills (FMS-Wide) Phonological Awareness: 100% of students are at or above grade level — a consistent strength area with no change needed. Phonics: Improved Proficiency: A 3% increase in students at mid/above

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			below for comprehension overall. 10% (from 12%) a decrease of 2% of FMS students are two grade levels below for comprehension overall. 33% (from 44%) a decrease of 11% of FMS students are three or more grade levels below for comprehension overall. 23% (from 17%) an increase of 6% of FMS students are mid or above grade level for comprehension literature. 16% (from 12%) an increase of 4% of FMS students are early on grade level for comprehension literature. 19% (from 18%) an increase 1% of FMS students are one grade level below for comprehension literature. 10% (from 12%) a decrease of	grade level (92%) and a 4% decrease in those two or more years below grade level (7%) indicate effective phonics instruction and support. High-Frequency Words: Stable High Performance: No change, with 98% of students on or above grade level and only 2% two or more years below. This area remains a solid strength. Vocabulary: Marked Improvement: 11% increase in students mid/above grade level (to 26%)

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			2% of FMS students are two grade levels below for comprehension literature. 32% (from 42%) a decrease of 10% of FMS students are three or more grade levels below for comprehension lite	5% increase in early on grade level Combined 13% decrease in students two or more levels below grade level Overall Trend: A shift upward in vocabulary proficiency, showing promising progress in this foundational skill, particularly in reducing students in the lowest tiers. Comprehension – Overall: Positive Shifts: 9% increase in students mid/above grade level 11% decrease in students three or more grade levels below

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Overall Trend: Comprehension is moving in the right direction, with fewer students at risk and more at grade level or close to it. Comprehension – Literature: Growth in Upper Bands: 6% increase in students mid/above grade level 4% increase in early on grade level Drop in Lowest Tier: 10% decrease in students three or more years behind Overall Trend: Literary comprehension is improving steadily,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				with a reduced number of struggling students. Summary Across all grade levels and skill areas, FMS students demonstrated meaningful gains in both constructed response performance and foundational literacy skills.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	Percent of English Learners Making Expected Growth to	14.6%	Modeling Pre-Test Average Modeling Post Test Average % Growth Grade 6 6.78 7.05 4.05% Grade 7 7.32 7.53 2.87% Grade 8 9.60 10.014.29%	Observations & Trends Consistent Growth Across All Grades: All three grades showed positive growth from pre-test to post-test, indicating that the instructional modeling strategies had a positive effect on student performance. Greatest Growth in Grade 8: Grade 8 showed the highest percentage of growth (4.29%), suggesting that students in this grade level benefited the most from the modeling interventions. Smallest Growth in Grade 7:

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Grade 7 had the smallest percentage growth (2.87%). This may point to a need for instructional adjustments or targeted supports for this cohort. Higher Baseline and Ceiling in Grade 8: Grade 8 students started with a significantly higher average (9.60) compared to Grades 6 and 7, and still showed strong improvement, indicating strong foundational knowledge and continued progress. Instructional Implications: While growth is

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				evident across the board, the variation in growth percentages may warrant differentiated instructional strategies by grade. Consider analyzing subgroup data within each grade to determine if certain populations (e.g., ELLs, students with IEPs) need additional support.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		Data to left	Met state proficiency

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	Total Students: There are a total of 796 unique students across all grades. Gender Distribution: Male (M): 433 students Female (F): 359 students Other (O): 2 students Unspecified: 23 students	Racial/Ethnic Distribution: Black: 734 students Hispanic: 456 students White: 270 students Multi-racial: 76 students Asian: 50 students American Indian: 2 students Pacific Islander: 0 students Special Program Statuses: Special Education: 340 students Section 504 Plan: 116 students English Language Learner: 104 students
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Homeless: 10 students Lunch Status: General Status: 480 students (This category includes original values '1' and '0', whose specific meaning for lunch status is not clear from the data and may represent a general category.) Free/Reduced Eligible: 212 students Not Free/Reduced Eligible: 111 students Not Specified: 14 students Demographics by Grade Level: 6th Grade: Gender: 138 Male, 121 Female.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Racial/Ethnic Background: 118 Black, 75 Hispanic, 48 White, 10 Multi-racial, 8 Asian. Special Programs: 53 Special Education, 23 Section 504 Plan, 18 English Language Learner, 2 Homeless. Lunch Status: 232 General Status, 27 Free/Reduced Eligible. 7th Grade: Gender: 143 Male, 121 Female. Racial/Ethnic Background: 122 Black, 79 Hispanic, 39 White, 14 Multi-racial, 10 Asian. Special Programs: 50 Special Education, 15 Section 504 Plan, 18 English Language Learner, 1 Homeless.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Lunch Status: 248 General Status, 16 Free/Reduced Eligible. 8th Grade: Gender: 152 Male, 117 Female, 2 Other. Racial/Ethnic Background: 127 Black, 74 Hispanic, 48 White, 14 Multi-racial, 7 Asian, 1 American Indian. Special Programs: 67 Special Education, 20 Section 504 Plan, 16 English Language Learner, 2 Homeless. Lunch Status: 160 Free/Reduced Eligible, 111 Not Free/Reduced Eligible.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	0.00%	Total Students Tracked: 437 Average Number of Unexcused Absences: 8.5 days Students with 40+ Unexcused Absences: 4 students Students in Special Education (SPED): 113 students (~26% of tracked students)	¿ Trends and Observations 1. Grade-Level Differences Grade Avg. Unexcused Absences Grade 6 7.3 absences Grade 7 8.8 absences Grade 8 9.5 absences ¿ Trend: Chronic absenteeism increases with grade level, peaking in Grade 8. Implication: Targeted supports are needed in upper grades to address disengagement and attendance issues, especially in transition-to-high-school years. 2. Gender Disparities Gender Avg. Unexcused Absences Female (F) 8.2 absences Male (M) 8.8
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				absences ¿ Observation: Male students have slightly higher absentee rates. Implication: May warrant gender-specific interventions or mentoring supports. 3. Special Education Impact SPED students comprise over a quarter of those tracked. Many students with 40+ absences also receive SPED services. Implication: Additional wraparound services, differentiated behavior supports, or programmatic flexibility may be needed. 4. Chronic Absentee Outcomes Students with the most

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				absences show varied outcomes: Appeal granted – 4 Promotion through ESY – 4 Notes handed in – 3 No Credit Awarded (NCA) – 2 Other outcomes: Socially Promote, Disenroll, Appeal pending, Life Skills promotion, etc. Trend: A range of flexible outcomes is used, suggesting case-by-case review. Implication: While this allows for student-centered decisions, it highlights the need for earlier attendance intervention to prevent escalation.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				¿ Overall Insights Chronic absenteeism is most acute in Grade 8 and among male and SPED students. The average number of unexcused absences per student (8.5) is concerning, with several students far exceeding that threshold.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) * Note: Data rolled over from ASP Reporting tab	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%	Total Students Tracked: 437 Average Number of Unexcused Absences: 8.5 days Students with 40+ Unexcused Absences: 4 students Students in Special Education (SPED): 113 students (~26% of tracked students)	¿ Trends and Observations 1. Grade-Level Differences Grade Avg. Unexcused Absences Grade 6 7.3 absences Grade 7 8.8 absences Grade 8 9.5 absences ¿ Trend: Chronic absenteeism increases with grade level, peaking in Grade 8. Implication: Targeted supports are needed in upper grades to address disengagement and attendance issues, especially in transition-to-high-school years. 2. Gender Disparities Gender Avg. Unexcused Absences Female (F) 8.2 absences Male (M) 8.8
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
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Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	0.00%	Data on left	¿ Trends and Observations 1. Grade-Level Differences Grade Avg. Unexcused Absences Grade 6 7.3 absences Grade 7 8.8 absences Grade 8 9.5 absences ¿ Trend: Chronic absenteeism increases with grade level, peaking in Grade 8. Implication: Targeted supports are needed in upper grades to address disengagement and attendance issues, especially in transition-to-high-school years. 2. Gender Disparities Gender Avg. Unexcused Absences Female (F) 8.2 absences Male (M) 8.8

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Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			N/A	N/A
		Student Suspension YTD Average - In School	0.00%		
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders		Overall Yearly Comparison 2023–24 Total ISS: 207 2024–25 Total ISS: 238 ¿ Increase of 31 incidents year-over-year. ¿ Grade-Level Trends 6th Grade ISS 2023–24: 61 incidents 2024–25: 94 incidents ¿ Significant increase of 33 incidents. 7th Grade ISS 2023–24: 89 incidents 2024–25: 82 incidents ¿ Slight decrease of 7 incidents. 8th Grade ISS 2023–24: 57 incidents 2024–25: 62 incidents ¿ Slight increase of 5 incidents. ¿ Monthly Observations	Notable Patterns Overall OSS declined, despite ISS increasing. Strong improvement in 6th grade OSS; could indicate earlier interventions, alternative consequences, or changes in discipline policy. October OSS spike in 2024–25 is notable across all grades—may require a review of events or trends in that month. ¿ Key Takeaways Total ISS increased significantly while OSS decreased slightly, possibly reflecting a shift toward in-school disciplinary consequences. 6th grade had the most dramatic change, with a major increase in ISS but reduction in OSS,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Highest ISS month (2023–24): May (51 incidents) Highest ISS month (2024–25): March (38 incidents) Lowest ISS month (2023–24): September (3 incidents) Lowest ISS month (2024–25): November (12 incidents, tied with June) ¿ Notable Patterns Significant ISS spike in May 2023–24 across all grades. More consistent monthly counts in 2024–25, indicating less volatility. 6th grade ISS nearly doubled, suggesting a need for targeted behavioral supports in lower grades. ¿ OSS (Out-of-School Suspension) Trends ¿ Overall Yearly Comparison 2023–24 Total OSS: 153 2024–25 Total OSS: 139 ¿ Decrease of 14 incidents	indicating a need to examine behavioral transitions into middle school. Disciplinary actions peak in spring months (especially March–May), aligning with end-of-year stress, fatigue, or decreased structure. Patterns suggest targeted months and grades where behavioral interventions, SEL supports, or PBIS strategies could be most effective.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			year-over-year. ¿ Grade-Level Trends 6th Grade OSS 2023–24: 71 incidents 2024–25: 39 incidents ¿ Significant decrease of 32 incidents. 7th Grade OSS 2023–24: 65 incidents 2024–25: 53 incidents ¿ Decrease of 12 incidents. 8th Grade OSS 2023–24: 48 incidents 2024–25: 47 incidents ¿ Relatively stable. ¿ Monthly Observations Highest OSS month (2023–24): May (33 incidents) Highest OSS month (2024–25): October (27 incidents) Lowest OSS month (2023–	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			24): January (8 incidents) Lowest OSS month (2024–25): February (5 incidents)	
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 (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)		N/A	N/A

Student Group	5 Year Rate	4 Year Rate
Schoolwide		
White		
Hispanic		
Black or African American		
Asian, Native Hawaiian, or Pacific Islander		
American Indian or Alaska Native		
Two or More Races		
Economically Disadvantaged Students		
Students with Disabilities		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.		N/A	N/A

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
Statewide							
White							
Hispanic							
Black or African American							
Asian, Native Hawaiian, or Pacific Islander							

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
American Indian or Alaska Native							
Two or More Races							
Economically Disadvantaged Students							
Students with Disabilities							
English Learners							

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(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
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<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institu</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institu</th></tr>
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<tr><td>Students in Foster Care</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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</td><td></td><td></td></tr>
<tr><td>College Readiness Test Participation</td><td>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</td><td></td><td>N/A</td><td>N/A</td></tr>
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<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>AP/IB and Dual Enrollment</td><td>Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation</td><td><table>
<tr><td># of 8th grade students enrolled in Algebra 1</td><td>44</td></tr>
<tr><td>% of students with a C or better</td><td></td></tr>
<tr><td>Count of students who took the Algrbra section of PARCC</td><td>43</td></tr>
<tr><td>% of students who scored 4 or 5 on the PARCC assessment</td><td>86%</td></tr>
</table></td><td>N/A</td><td>N/A</td></tr>
<tr><td>Algebra</td><td>Previous year's data provided. Please provide current year's data if possible.</td><td></td><td>Data on left</td><td>We exceed state average and have great performance with Algebra I.</td></tr>
</table>

EVALUATION INFORMATION				
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs		451 walkthroughs done	Key Metrics from Walkthroughs: Were interactions respectful and positive? Yes: 89 times No: 8 times Was the learning environment safe and organized? Yes: 94 times No: 3 times Were students engaged? Yes: 75 times No: 22 times Detailed Analysis and

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Notes from Walkthroughs: Student Engagement Observations: A significant number of walkthroughs indicated that students were "Most students complying/ participating/ following directions" (13 times). Several observations noted that "Most students cognitively engaged (asking questions beyond surface level, applying knowledge to challenges, actively participating in hands-on activities and simulations, setting goals for further exploration, driving their own learning, etc.)" (12 times). There were also instances where "Most students not

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				participating/ following directions" (7 times). Other engagement types include "Students thinking" and "Kids enjoyed the competition." Specific Praises and Positive Notes: Many notes highlight positive collaboration, discussion, and student-led activities (e.g., "Students collaborating in groups," "Students discussing, in pairs," "Great discussion in student groups"). Teachers were commended for effective instruction, clear instructions, and positive reinforcement (e.g., "Teacher asked essential

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				question and invited students to respond via writing and then aloud," "Colleen Kotch had a lot of energy and clear instructions to help student feel supported," "Teacher actively reinforcing cell phone policy and attention to activity in a positive way"). Special kudos were given to teachers like Lynn Johnson for her "energy commanding a large group of students" and Ashley Conlow for "checking in with a student who didn't dress for gym." Classrooms were described as "inviting" with student work on the walls.

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				Effective use of technology was noted (e. g., "Great use of Tech in the classroom"). Areas for Concern/Improvement: Several entries noted a lack of student engagement, sometimes due to students being off-task, on phones, or misbehaving (e.g., "students on their phone unengaged," "students were not engaged and misbehaving," "students were out of their seats and working on 'fun Friday' activities. ... Students were on their phones or watching videos."). Concerns were raised

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				about curriculum alignment (e.g., "Grade 6 math: While the above were 'yes'. It was not on math. They were making puzzle pieces about themselves. When finished they went online to do 3rd grade math... multiplication facts."). Some interactions were noted as not respectful or positive (e.g., "Mr. Bramble was a little sarcastic with his students," "Students were slouched, out of formation, eating, on phones, makeup -- teacher was generally chastising them without any modeling, no indication that learning would commence."). Observations indicated

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				that some students were not actively participating or thinking in teacher-led activities, or were waiting for the teacher to provide answers. One note mentioned a classroom being "smaller than other ELA classrooms, making it challenging to use flexible seating. Teacher's area is cluttered ; it contributes to the 'tight' feeling in the classroom." In summary, the FMS walkthroughs generally indicate positive and respectful interactions and safe learning environments. While student engagement is often noted as positive, there are consistent observations about a

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				portion of students being disengaged, off-task, or not participating meaningfully, suggesting an area for continued focus.

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

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 first review the results of the comprehensive needs assessment to identify key findings and areas of focus. Relevant information from this review will then be shared with all appropriate stakeholders, including those outside the ASP school planning team, through established communication channels. This may include presentations at faculty meetings, parent advisory council sessions, Board of Education updates, and community stakeholder meetings. The team will ensure the information is presented in a timely and understandable manner by using clear language, visual data representations when appropriate, and providing translated materials or supports for diverse audiences as needed. This collaborative approach ensures transparency, inclusivity, and shared ownership of the school improvement process.

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

The school’s parent and family engagement program plays a key role in addressing the priority needs identified in the comprehensive needs assessment by ensuring that families are informed, involved, and empowered to contribute. During Back-to-School Night, the school's vision and identified needs are shared with parents to create awareness and build a shared sense of purpose. Additionally, the Fisher Parent Association meetings serve as an ongoing platform to communicate updates, gather parent feedback, and invite suggestions. These efforts foster meaningful collaboration between the school and families, ensuring that parent input is considered in the development and refinement of school improvement efforts.

Reflection and Growth Rubric

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 obejectives	Ensuring all are meeting objective
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	2-Emerging		
	5	A	2-Emerging		
	Average		2.40		
Assessment	1	A	3-Developing	Formative and summative assessment	Standardizing them
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	2-Emerging	Grade level time and planning	Making it mandatory
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	Average		2.50		

Component	Indicator	Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Creating a positive climate	Continue to work with new teachers
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	2-Emerging		
	8	A	2-Emerging		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	1-Not Addressed		
	14	A	2-Emerging		
	Average		2.64		
Teacher and Principal Effectiveness	1	A	3-Developing	Knowledge of tool	Using data from tool to inform PD
	Average		3.00		

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Writing Conventions and Vocabulary building	Historically, insufficient instructional time dedicated to explicit writing conventions and language skills. Lack of consistent emphasis on grammar and mechanics in past instructional planning. Limited time for explicit vocabulary instruction due to competing instructional priorities. Vocabulary often not taught in isolation or embedded meaningfully into reading and writing lessons.	All Students 6-8				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				1	Use of Writable (part of HMH Collections), Teachers' Toolbox language lessons, i-Ready Pathway lessons, and Performance Assessments. Professional development and exploration of supplemental tools like IXL, NoRedInk, Quill, or Lexia if funding allows.	Writable provides structured writing assignments, feedback, and assessment aligned to state standards. Teachers' Toolbox and i-Ready Pathways offer scaffolded language instruction and targeted practice. Teachers will use HMH Performance Assessments to track writing skill development across marking periods. Progress will be monitored through internal benchmarks (e.g., winter/spring writing assessments), i-Ready usage data, and NJSLA practice	Moderate , Promising	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf#page=38 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=17

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					performance. Ongoing PD will ensure alignment to best practices and adaptation of additional tools where possible.		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2	Use of i-Ready Pathway lessons, Teachers' Toolbox vocabulary lessons, and implementation of a vocabulary framework developed by the literacy coach. Possible integration of IXL, Vocabularly.com, or Vocanulit if funded. Ongoing professional development sessions from the literacy coach.	Instruction focuses on root words, affixes, and word-learning strategies to build durable vocabulary knowledge. Vocabulary lessons are infused into ELA content and assessed via i-Ready diagnostics and subskill growth. Teachers implement four categories of vocabulary instruction: word consciousness, rich language experiences, strategy-based learning, and direct instruction. Literacy coach support and PD will guide instruction,	Moderate	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf#page=38

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
						and i-Ready Diagnostic growth reports will be used to monitor progress over time.		
				3	N/A	N/A	Promising	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=17

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Increase student proficiency in Modeling with Mathematics. Increase student proficiency in Reasoning and Problem Solving.	Lack of high-quality instructional resources that embed modeling as a routine part of instruction, despite prior professional development efforts. Insufficient access to resources that support sustained reasoning and problem-solving practices, despite prior training.	All students grades 6-8	1	Adopt and implement a new math primary resource vetted through EdReports that emphasizes Modeling (CCSS.MATH.PRACTICE.MP4).	The intervention involves selecting a standards-aligned math resource with modeling integrated into instruction. Teachers will be trained on how to use these materials to enhance modeling. Progress will be monitored through:\Lesson walkthroughs focused on modeling.Student work sample. Formative assessments and common assessments aligned to modeling standardsComparison of NJSLA Modeling scores year over year. Minutes/Agendas from meetings to pick new curriculum.	Promising	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=20

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2	Adopt and implement a new math primary resource vetted through EdReports that emphasizes Reasoning and Problem Solving (CCSS.MATH. PRACTICE.MP2).	This intervention uses a high-quality, standards-aligned math program that embeds reasoning and problem solving. Teachers will be trained on leveraging these components. Progress will be monitored through: Observations during problem-based learning tasksAnalysis of student explanations and justificationsPerformance on formative tasks and NJSLA Reasoning subscores>PLC data reviews and student growth tracking Minutes/Agendas from meetings to pick new curriculum.	Promising	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=20

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3	N/A	N/A	Promising	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=20

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	Increase students' social emotional learning (SEL) opportunities at FMS	Mental health decline during the COVID-19 pandemic Societal changes leading to poor mental health and limited coping skills among students	All students at Fisher Middle School				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				1	Implement social emotional learning practices aligned with the NJDOE SEL Competencies	Description: The school will deliver universal SEL instruction incorporating the five NJDOE SEL competencies: Self-awareness Self-management Social awareness Responsible decision-making Relationship skills These competencies will be embedded into daily classroom instruction, schoolwide SEL events, and restorative practices. The IES guide recommends proactive classroom	Moderate	https://ies.ed.gov/ncee/wwc/Study/88826

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					management strategies, structured SEL lessons, and the promotion of positive behavioral expectations. Progress Monitoring: Monthly tracking of ISS and OSS by grade level Monitoring of total office referrals Ongoing behavioral reflection practices with students Adjustment of strategies based on discipline data and student participation in SEL activities Maintain		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
						schedule/minutes of SEL events		
				2	N/A	N/A	Moderate	https://ies.ed.gov/ncee/wwc/Study/88826
				3	N/A	N/A	Moderate	https://ies.ed.gov/ncee/wwc/Study/88826

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Increase student chances of promotion and passing courses.	Lack of equitable resources at home. Distance learning. Educational exposure. Lack of self-efficacy. Faulty support system. Lack of student effort. Teacher-related issues.	Students in 6th through 8th grade for ELA, Math, Science, and Social Studies who are in danger of failing, failed, or have low benchmark scores.				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				1	After School Programs in academic support. Summer credit recovery for failures. Summer school for identified students in danger of failing.	e intervention involves offering After School Programs for academic support in Math, Science, ELA, Social Studies, and Study Skills. It will also include summer credit recovery for students who fail courses, and summer school for students identified as being in danger of failing. This aligns with Common Core Standards and New Jersey Student Learning Standards. Students grades and course recovery will count as progress monitoring, as well as attendance rosters for summer	Moderate	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf#page=28

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
						learning.		
				2	N/A	N/A	Moderate	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf#page=28
				3	N/A	N/A	Moderate	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf#page=28

SMART Goal 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.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	Writing Conventions and Vocabulary building
Target Population:	All Students 6-8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Create and administer first benchmarks IREADY. Create first writing benchmark.	Benchmark data
Feb 15	Review data and differentiate instruction based on data.	Meeting minutes
Apr 15:	Administer spring benchmarks IREADY and writing benchmarks (fall and winter)	Benchmark data
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.	Benchmark data

Strategy 1 - Use of Writable (part of HMH Collections), Teachers' Toolbox language lessons, i-

Ready Pathway lessons, and Performance Assessments.

Professional development and exploration of supplemental tools like IXL, NoRedInk, Quill, or Lexia if funding allows.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Administer Benchmarks	9/1/25	6/30/26	Teachers, Iready Coordinator, Prinicpal
2	1	Review data and provide PD/strategies to address data	9/1/25	6/30/26	Teachers, Coach, Supervisor, Principal.

< SMART Goal 1, Strategy 1 - Budget Items: NO DATA >

Strategy 2 - Use of i-Ready Pathway lessons, Teachers' Toolbox vocabulary lessons, and implementation of a vocabulary framework developed by the literacy coach.

Possible integration of IXL, Vocabularly.com, or Vocanulit if funded.

Ongoing professional development sessions from the literacy coach.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Administer Benchmarks	9/1/25	6/30/26	Teachers, Iready Coordinator, Principal
2	2	Review data and provide PD to address data/strategies	9/1/25	6/30/26	Teacher, Coach, Supervisor, Principal

< SMART Goal 1, Strategy 2 - Budget Items: NO DATA >

Strategy 3 - N/A

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	N/A	9/1/25	6/30/26	N/A

< SMART Goal 1, Strategy 3 - Budget Items: NO DATA >

SMART Goal 2

Choose a new math curriculum.

Area of Focus: Effective Instruction

Content Area: Math

Priority Performance: Increase student proficiency in Modeling with Mathematics.

Increase student proficiency in Reasoning and Problem Solving.

Target Population: All students grades 6-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Meet with teacher to discuss curriculum	Agenda/minutes
Feb 15	Preview multiple curriculums at depart/pd meetings	Agenda/minutes
Apr 15:	Choose new curriculum	New curriculum
Jul 1	Choose a new math curriculum.	New curriculum

Strategy 1 - Adopt and implement a new math primary resource vetted through EdReports that emphasizes Modeling (CCSS.MATH.PRACTICE.MP4).

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Choose new curriculum	9/1/25	6/30/26	Supervisor, Teachers, Principal

< SMART Goal 2, Strategy 1 - Budget Items: NO DATA >

Strategy 2 - Adopt and implement a new math primary resource vetted through EdReports that emphasizes Reasoning and Problem Solving (CCSS.MATH.PRACTICE.MP2).

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Choose new curriculum	9/1/25	6/30/26	Supervisor, Teacher, Principal

< SMART Goal 2, Strategy 2 - Budget Items: NO DATA >

Strategy 3 - N/A

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	N/A	9/1/25	6/30/26	N/A

< SMART Goal 2, Strategy 3 - Budget Items: NO DATA >

SMART Goal 3

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

Area of Focus: Social and Emotional Learning

Content Area: SEL

Priority Performance: Increase students' social emotional learning (SEL) opportunities at FMS

Target Population: All students at Fisher Middle School

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Advertise and hire 3 SEL coordinators for up to 80 hours max. Retain PBSIS Specialist/Culture and Climate Coach	Name/Advertisement of hired SEL coordinators.
Feb 15	SEL coordinators: Plan SEL events Develop 5 advisory lessons	Logs of what coordinators have done. advisory lessons
Apr 15:	SEL coordinators: Plan sel events Develop 10 advisory lessons	Logs of what coordinators have done. advisory lessons
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.

Strategy 1 - Implement social emotional learning practices aligned with the NJDOE SEL Competencies

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Post and hire sel coordinators	9/1/25	11/15/25	Principal
2	1	SEL will have up to 80 hours of work to plan advisory and sel lessons.	11/17/25	6/30/26	SEL coordinators, PBIS specialist, principal

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL Coordinators 3 for 80 hours	INSTRUCTION - Personnel Services - Salaries / 100-100	$9,600	Federal Title I (School Allocation)

Strategy 2 - N/A

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	N/a	9/1/25	6/30/26	N/A

< SMART Goal 3, Strategy 2 - Budget Items: NO DATA >

Strategy 3 - N/A

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	N/A	9/1/25	6/30/26	N/A

< SMART Goal 3, Strategy 3 - Budget Items: NO DATA >

SMART Goal 4

Reduce All Core Content subject retention and recovery rates

Area of Focus	Effective Instruction
Content Area	All core content areas
Priority Performance	Increase student chances of promotion and passing courses.
Target Population:	Students in 6th through 8th grade for ELA, Math, Science, and Social Studies who are in danger of failing, failed, or have low benchmark scores.

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Run Summer Programs and credit recovery Review Marking Period 1 data for First FNO Session.	Rosters Log of Students and grades
Feb 15	Review marking period 2 data for next FNO session.	Log of Students and grades
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) Rosters of summer learning and credit recovery

Strategy 1 - After School Programs in academic support.

Summer credit recovery for failures.

Summer school for identified students in danger of failing.

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Create summer rosters via iready/grades to identify those in need of extra help. Create summer credit recovery for students failing 2 courses or less	7/1/25	8/29/25	Principal, Assistant Principal
2	1	Advertise and Hire FNO teachers	9/1/25	11/3/25	Principal, Asst Principal, Human Resources
3	1	Review marking period data and invite students to FNO	11/14/25	6/30/26	Asst Principals and Counselors

Budget Items

SMART Goal 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Hire Summer Teachers and credit recovery teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	$42,000	Federal Title I (School Allocation)
2	Hire FNO teachers for 5 sessions	INSTRUCTION - Personnel Services - Salaries / 100-100	$16,000	Federal Title I (School Allocation)
3	Purchase FNO snacks	INSTRUCTION - Supplies & Materials / 100-600	$2,000	Federal Title I (School Allocation)

Strategy 2 - N/A

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	N/a	9/1/25	6/30/26	n/a

< SMART Goal 4, Strategy 2 - Budget Items: NO DATA >

Strategy 3 - N/A

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	n/a	9/1/25	6/30/26	N/A

< SMART Goal 4, Strategy 3 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$67,600	$0	$0	$0	$0	$0	$0	$67,600
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	$2,000	$0	$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	$69,600	$0	$0	$0	$0	$0	$0	$69,600
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			$0	$69,600	$0	$0	$0	$0	$0	$0	$69,600

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$69,600	$0	$69,600
Other Title 1 Expenditures	$0	$0	$0
Total	$69,600	$0	$69,600

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	Effective Instruction
x	Social and Emotional Learning
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 Date: 07/10/2025 Maggy Hanna Title: Principal

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:

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

Certified By: Dennis J. Nettleton Title: School Business Administrator

Date: 09/02/2025

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: Trisha Bogusz Title: Assistant Superintendent

Date: 09/02/2025