John A. Carusi Middle School

District: CHERRY HILL TWP
County: CAMDEN
Team: NA
School Identification: NA
Targeted Subgroup(s):
CDS: 070800067
SW: Y

SMART Goal 1

By June 2026, 25% of rising 7th and 8th-grade students who scored “approaching expectations” in last year’s NJSLA ELA will reach “proficient” by improving their ability to infer meaning, decode academic vocabulary in context, and analyze text structures—demonstrated through quarterly formative assessments aligned to state standards.

Area of Focus: Effective Instruction

Content Area: ELA

Priority Performance Need: Reading comp specifically in the areas of text-based inference, vocabulary in context, and text structure. These skills have shown to be a need with students who are approaching expectations

Target Population: Students in the "Approaching Expectations" category

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify students in the "Approaching Expectations" category in the NJSLA ELA assessment and initiate targeted outreach to all students through targeted intervention cycles.	NJSLA ELA Data 2024 - 2025 Fall baseline assessments District Benchmark Data Use of Title 1 supports MTSS Data

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Students in the "Approaching Expectations" will participate and take appropriate periodic grade-level benchmark assessments to demonstrate their understanding of grade-level SLO in the tested area of ELA. A higher percentage will meet or exceed the appropriate threshold to demonstrate progress from the Fall Benchmark.	Winter district-wide assessments District Benchmark Data Use of Title 1 supports MTSS Data
Apr 15:	Students in the "Approaching Expectations" will participate and take appropriate periodic grade-level benchmark assessments to demonstrate their understanding of grade-level SLO in the tested area of ELA. A higher percentage will meet or exceed the appropriate threshold to demonstrate progress from the Winter Benchmark.	Spring district-wide assessments District Benchmark Data Use of Title 1 supports MTSS Data
Jul 1	By June 2026, 25% of rising 7th and 8th-grade students who scored “approaching expectations” in last year’s NJSLA ELA will reach “proficient” by improving their ability to infer meaning, decode academic vocabulary in context, and analyze text structures—demonstrated through quarterly formative assessments aligned to state standards.	EOY/Final assessments District Benchmark Data Use of Title 1 supports MTSS Data

Strategy 1 - Identify learning opportunities in increase best practices in instruction. Specifically in areas of reading comprehension.

Action Steps

SMART Goal 1 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Offer opportunities for PD for teachers in the areas of reciprocal teaching for comprehension, vocabulary instruction, and text-structure analysis.	9/9/25	6/16/26	Building-based and District Level ELA curriculum supervisor, ELA content coach

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Title 1 ELA Interventionists	INSTRUCTION - Personnel Services - Salaries / 100-100	$158,211	Federal Title I (School Allocation)
1	Benefits for ELA Interventionists (FICA/TPAF/Medical)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$160,845	Federal Title I (School Allocation)

Strategy 2 - Use formative assessments each quarter targeting priority skills.

Action Steps

SMART Goal 1 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Review data from quarterly assessments to drive small group interventions based on skill deficits.	9/9/25	6/16/26	Teachers, Building-level supervisors, content coaches

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Title 1 Instructional Supplies for Reading Intervention	INSTRUCTION - Supplies & Materials / 100-600	$12,483	Federal Title I (School Allocation)

Strategy 3 - Formalize an academic coaching schedule to support teachers in content areas.

Action Steps

SMART Goal 1 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Create coaching cycles for teachers in need of support. Turn-key high-yield instructional strategies that are making an impact on student engagement and achievement	9/9/25	6/16/26	Content coaches, teachers, admin

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

SMART Goal 2

By June 2026, 20% of rising 7th and 8th-grade students who scored “approaching expectations” in last year’s NJSLA Math will reach “proficient” by strengthening their conceptual understanding of fractions, ratios, and algebraic thinking, as measured by targeted benchmarks and regular formative assessments.

Area of Focus: Effective Instruction

Content Area: Math

Priority Performance Need: Foundational understanding and procedural fluency in critical Grade 7 and Grade 8 Math standards—specifically fractions, ratios, and algebraic thinking are areas where students are approaching expectations

Target Population: Students in the "Approaching Expectations" category

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify students in the "Approaching Expectations" category in the NJSLA Math assessment and initiate targeted outreach to all students through intervention cycles.	NJSLA Data 2024 - 2025 Fall baseline assessments District Benchmark Data Use of Title 1 supports MTSS Data
Feb 15	Students in the "Approaching Expectations" will participate and take appropriate periodic grade-level benchmark assessments to demonstrate their understanding of grade-level SLO in the tested areas of Math. A higher percentage will meet or exceed the appropriate threshold to demonstrate progress from the Fall Benchmark.	Winter baseline assessments District Benchmark Data Use of Title 1 supports MTSS Data
Apr 15:	Students in the "Approaching Expectations" will participate and take appropriate periodic grade-level benchmark assessments to demonstrate their understanding of grade-level SLO in the tested areas of Math. A higher percentage will meet or exceed the appropriate threshold to demonstrate progress from the Winter to Spring Benchmark.	Spring baseline assessments District Benchmark Data Use of Title 1 supports MTSS Data

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, 20% of rising 7th and 8th-grade students who scored “approaching expectations” in last year’s NJSLA Math will reach “proficient” by strengthening their conceptual understanding of fractions, ratios, and algebraic thinking, as measured by targeted benchmarks and regular formative assessments.	Final or EOY baseline assessments District Benchmark Data Use of Title 1 supports MTSS Data

Strategy 1 - Evaluation of our standards and curriculum resources

Action Steps

SMART Goal 2 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Continue to use the BOE-approved resources with fidelity and train teachers in high-engagement math instruction.	9/9/25	6/16/26	Building level and district level math supervisors, mat content coaches, and interventionist

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

Strategy 2 - Review data to identify trends or misconceptions

Action Steps

SMART Goal 2 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Review data from quarterly assessments to drive small group intervention based on skill deficits.	10/7/25	5/29/26	Math teachers, interventionists, content coaches

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

Strategy 3 - Provide research-based PD learning opportunities to promote engagement in Math classes

Action Steps

SMART Goal 2 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Train teachers in Eureka resources, and using strategies to engage students in math classes	9/9/25	6/12/26	Admin, math content coaches, interventionists

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

SMART Goal 3

Reduce the chronic absenteeism rate by 10% for students in grades 6–8, with targeted reductions among the following subgroups: students with IEPs, Black students, and Hispanic students.

Area of Focus: Climate & Culture - Attendance/Behavior

Content Area: All

Priority Performance Need: Chronic Attendance is a direct link to student achievement and has been identified as a priority performance need

Target Population: Special Education, Black African/American, Hispanic

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify students at risk of chronic absenteeism (10%+ missed days) and initiate targeted outreach to 100% of families in the Special Education, Black, and Hispanic subgroups.	Genesis reports (#1025 and # 1026) for Sept - November Analysis - breakdown by subgroups Intervention logs Family engagement communication logs Counselor and mentor progress notes
Feb 15	Improve daily attendance by 3% among identified at-risk students and have individualized attendance support plans in place for 100% of students with chronic absenteeism risk.	Genesis reports (#1025 and # 1026) for November - February Analysis - breakdown by subgroups Intervention logs Family engagement communication logs Counselor and mentor progress notes

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Continue to improve daily attendance by an additional 3% among identified at-risk students and have individualized attendance support plans in place for 100% of students with chronic absenteeism risk.	Genesis reports (#1025 and # 1026) for February to April Analysis - breakdown by subgroups Intervention logs Family engagement communication logs Counselor and mentor progress notes
Jul 1	Reduce the chronic absenteeism rate by 10% for students in grades 6–8, with targeted reductions among the following subgroups: students with IEPs, Black students, and Hispanic students.	Genesis reports (#1025 and # 1026) for April - June Analysis - breakdown by subgroups Intervention logs Family engagement communication logs Counselor and mentor progress notes

Strategy 1 - Build Strong Family & Community Partnerships

Action Steps

SMART Goal 3 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Develop individualized attendance intervention plans with input from student support teams	9/3/25	6/3/26	MTSS team, Admin, counselors

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

Strategy 2 - Strengthen Adult–Student Relationships

Action Steps

SMART Goal 3 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Implement weekly attendance check-ins with mentors, counselors or support staff.	9/3/25	6/12/26	MTSS team, Admin, counselors

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

Strategy 3 - Develop Tiered & School-Wide Structures in place for attendance and behavior supports

Action Steps

SMART Goal 3 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Implement restorative practice, including working with mentors and interventionists in the student success center, to re-engage students with extended absences.	9/3/25	6/19/26	Title 1 support staff, interventionists, counselors and admin

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

SMART Goal 4

Area of Focus: No option for the fourth SMART Goal was selected on the Root Cause page.

Content Area

Priority Performance Need

Target Population:

Interim Goals

SMART Goal 4

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

Strategy 1 -

< SMART Goal 4, Strategy 1 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

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

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

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