



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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Annual School Plan Information

Hi Bridgette Burtt ▾

Plan							Level of Support	Targeted Subgroup(s)	Create Date
Id	School	District	Team	County	CDS				
11527	Long Branch Middle School	LONG BRANCH CITY	NA	MONMOUTH	252770060	Level I	NA		19-Jan-18

Annual School Plan Builder Home

Pages	Components to consider for a well developed Annual School Plan	Status
ASP Team & Meetings (sipteam?&year=2018-2019)	*Principal, school leadership team, and district support representative/s work collaboratively on the needs assessment and intervention strategy with input from the Comprehensive Support and Improvement (CSI) Teams (for Level III schools), and multiple family and community members. *All meetings have agendas and minutes on file and uploaded into the ASPS. *Throughout the current school year, the school leadership team has met regularly to discuss the Comprehensive Needs Assessment (CNA) and Annual School Plan (ASP). For example, during Comprehensive Support Improvement (CSI) cycle reviews, faculty meetings and data team meetings when the ASP is discussed.	Complete
Comprehensive Data Analysis and Prior Year Interventions (dataanalysis?&year=2018-2019)	*The Data Analysis section is a critical component of your Needs Assessment. The data provided shows measurable outcomes for each given data source and specifically shows initial observations, emerging questions and trends. *There are identified strengths, challenges, and impact of services provided. *The effectiveness of the service is identified. The information is specific and includes multiple measurable outcomes. *The measurable outcomes for Prior Year Interventions are linked to the documentation of effectiveness. (For example, student performance on common assessments, cycle grades, attendance.)	Complete

Pages	Components to consider for a well developed Annual School Plan	Status
Comprehensive Needs Assessment Rubric (cna? &year=2018- 2019)	*The Overall Strengths and Area of Improvement Summaries are supported by data, observations and District/CSI assessments. *For Level III schools, school and CSI Team ratings are in agreement under all indicators of the CNA rubric. * The data listed specifically measures each indicator in the CNA rubric.	Complete
Root Cause Analysis (rootcause? &year=2018- 2019)	*Performance Challenges, Possible Root Causes and/or Strategies to Address specifically identify why the school is designated a categorized (Comprehensive or Targeted) school and the explanation clearly references data sources. *Strategies to address are directly linked to the Performance Challenge(s) and Possible Root Cause(s).	Complete
SMART Goals (sg-one? &year=2018- 2019)	*Each goal is SMART - specific, measurable, achievable, realistic and timely. *The goal is linked to performance challenge(s), possible root cause(s), targeted subgroups and/or CNA. *Interim goals are SMART and demonstrate progress toward goal attainment. *The SMART goal addresses the targeted subgroups. *The CNA, data analysis results, possible root cause and SMART goal are all aligned. *Action steps follow a logical and chronological progression to implement SMART and interim goals. Action steps are specific and measurable, embedding accountability and data generation into the project plan. *Deadlines are appropriate, ambitious, and achievable. *Person(s) assigned to the step(s) can be held accountable for implementing the action step. *All funding amounts are targeted appropriately and researched. *The funding source follows budgetary guidelines.	Complete
Budget Summary (budgetsummary? &year=2018- 2019)		
Confirmation (confirmation? &year=2018- 2019)		District Certified

ASP Summary PDF ([aspSummaryPDF?sipld=11527](#))



2018-2019

Long Branch Middle School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

Level of Support:
Targeted Subgroup
CDS:
252770060

Annual School Planning 2018-2019

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Mr. James Brown	Yes	Yes	Yes		
Principal	Ms. Laura Widdis	Yes	Yes	Yes		
Principal	Ms. Kim Hyde	Yes	Yes	Yes		
School Improvement	Ms. Melissa Trace	Yes	Yes	Yes		
School Improvement	Mr. Jeremy Martin	Yes	Yes	Yes		
Head Special Education Teacher	Ms. Sharyn Benetsky	Yes	Yes	No		
Head Language Arts Teacher	Mr. Louis DeAngelis	Yes	Yes	Yes		
Head Social Studies Teacher	Ms. Keri Smith	Yes	Yes	No		



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Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Head Visual and Performing Arts	Ms. Amy Skalecki	Yes	Yes	No		
Head Physical Education Teacher	Mr. John O'Shea	Yes	Yes	Yes		
Student Assistance Counselor	Ms. Amy Rock	Yes	Yes	No		
Head ESL Teacher	Mrs. Doreen Ortega	Yes	Yes	Yes		



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ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/25/2017	Root Cause Analysis	Yes	Yes
11/29/2017	Smart Goal Development	Yes	Yes
02/21/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/27/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/16/2018	Root Cause Analysis	Yes	Yes



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Data Analysis

PRIOR YEAR INTERVENTIONS			
Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention)
			Evidence of Effectiveness (identify the artifacts that support this outcome)



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
The use of formative and summative assessment data to set goals and inform small group instruction within the classroom: Cumulative grade level benchmark assessments were administered three times throughout the 2017-2018 school year. Teachers analyzed this benchmark assessment data in conjunction with historical PARCC data, previous benchmark data and progress on summative and formative assessments administered during the school year. Additionally, the Reading Inventory is administered to students to generate Measuring readability and text was administered five times throughout the 2017-2018 school year.	ELA - All Students Grades 6-8	Yes	Data meetings were set with administration to review targeted plans for each individual student. Data for targeted students were reviewed after each benchmark to determine the effectiveness of the plans and discuss teacher next steps to ensure plans were meeting the needs of the students.	Grade 6 Benchmark Growth Analysis: 190 students were targeted in the Bubble and Approaching buckets. Their target growth for the end of the year ranges between 10 and 13 points as measured by the Linkit! Benchmark.
This analysis allowed teachers to target students who had the potential to move up a proficiency band as determined by the			Teachers used the 2017-2018 school year to collect formative and summative assessment data including: Linkit Benchmarks, SRI, Linkit Progress monitoring, common assessments and writing portfolios. All teachers reviewed data to set goals and made plans to address areas of weakness during small group instruction.	Benchmark A-C Growth Analysis 54.7% of students in the Approaching and Bubble Buckets met their growth target for the end of the year as determined by the Linkit Benchmark



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
district administered Linkit! Benchmark. Individual goals were set for these students in an effort to provide intensive intervention and assistance during class time.	Individual student goals consisted of reinforcement lessons, preplanned small group instruction, positive incentive plans and close monitoring of student progress.		<p>Grade 8 Benchmark Growth Analysis: 165 students were targeted in the Bubble and Approaching buckets. Their target growth for the end of the year was 19 points as measured by the Linkit! Benchmark.</p> <p>Benchmark A-C Growth Analysis 54.5% of students in the Approaching and Bubble Buckets met their growth target for the end of the year as determined by the Linkit Benchmark</p>	The results from the 2018 SRI indicate an Grade 6 Avg. Lexile Sept 800 Grade 6 Avg. Lexile June 855 Grade 7 Avg. Lexile Sept 894 Grade 7 Avg. Lexile June 991



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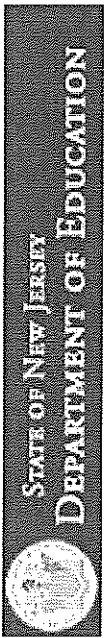
Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention)	Evidence of Effectiveness (identify the artifacts that support this outcome)
For specific, targeted students who are identified as reading below grade level, as determined by the Scholastic Reading Inventory, Read 180 and Systems 44 are utilized as intervention programs.	ELA	Yes	READ 180 uses adaptive technology and software engineered to accelerate reading proficiency with six zones of instruction. Along with teacher-led instruction, it provides individualized digital experiences that engage students and ensure the mastery of critical reading skills.	Read 180 - Reading Inventory Growth (lexile) comparison: Grade 6: 2016-2017 (21 students) avg. lexile growth - 184 2017-2018 (21 students) avg. lexile growth - 114 Grade 7 2016-2017 (45 students) avg. lexile growth - 86 2017-2018 (45 students) avg. lexile growth - 127 The System 44 student application leads students through a predetermined path to learn each of the 44 sounds and the letters or letter combinations that create those sounds. In doing so, it also teaches students how to break down larger words into their smaller constituent parts, to memorize words that do not follow the standard rules, and to combine all this knowledge into spelling mastery and reading comprehension. Students are placed in System 44 based on their performance in the Scholastic Phonics Inventory.



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention)	Evidence of Effectiveness (identify the artifacts that support this outcome)
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The McGraw-Hill Treasures program and the Glencoe Literature Program have been the cornerstones of the Long Branch Middle School (L-BMS) literacy curriculum for approximately seven years. These research-based programs provide teachers with the tools and strategies to drive instruction in the 6-8 classrooms.	ELA	Yes	<p>During the 2016-2017 school year, teachers worked during PLC to identify lessons within the current resources that were well aligned to standards. During the summer of 2017, a curriculum review was conducted and revisions were made to align to NJSLs.</p> <p>This is the fourth year LinkIt benchmark assessments have been administered to measure student progress in meeting standards. The following outlines a comparison of Benchmark growth and proficiency between the 2016-2017 school year and the 2017-2018 school year along with a comparison of PARCC data over the past two years.</p> <p>During the 2017-2018 school year, pacing guides and curricular documents were developed to guide teachers as they implemented standards based lessons.</p>	<p>Grade 6: 2016-2017 Growth From Benchmark A-C: 12.2% 2017-2018 Growth From Benchmark A-C: 16.3%</p> <p>2016-2017 PARCC Percentage Meeting and Exceeding: 26.4% 2017-2018 PARCC Percentage Meeting and Exceeding: 30.8%</p> <p>Grade 7: 2016-2017 Growth From Benchmark A-C: 8.3% 2017-2018 Growth From Benchmark A-C: 15.2%</p> <p>2016-2017 PARCC Percentage Meeting and Exceeding: 30.5% 2017-2018 PARCC Percentage Meeting and Exceeding: 46.9%</p> <p>Grade 8: 2016-2017 Growth From Benchmark A-C: 16% 2017-2018 Growth From Benchmark A-C: 16.2%</p> <p>2016-2017 PARCC Percentage Meeting and Exceeding: 40.7% 2017-2018 PARCC Percentage</p>



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention)	Evidence of Effectiveness (identify the artifacts that support this outcome)
			Meeting and Exceeding: 46.8%	



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention)	Evidence of Effectiveness (identify the artifacts that support this outcome)
Title I Before and After School Tutoring Program	Math; Language Arts; General and Special Education Students	Yes		



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			<p>Students were also given a placement test to assess their current proficiency in these areas. Besides using the MobyMax program, the tutors also incorporated project based learning activities for Math and supplemental resources for Language Arts in these areas, as well as help on grade level standards that the students were specifically working on in class.</p>	



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<p>Implementation of Big Ideas:</p> <p>During the 2015-2016 school year, a committee was assembled to begin exploring new math programs to be utilized in grades 6-8 at the Middle School. The purpose of the exploration was to find a program that was more tightly aligned to standards and that provided teachers with materials to promote conceptual understanding of the math concepts while providing students with the opportunity to practice procedural fluency. Big Ideas was selected, and after a yearlong pilot during the 2016-2017 school year, the Long Branch Middle School formally adopted the program to be used in all classes during the 2017-2018 school year.</p> <p>During this first year of implementation, pacing guides and curricular</p>	Math All Students in Grades 6-8	Yes	<p>During the 2016-2017 school year, teachers worked during PLC to identify lessons within the current resources that were well aligned to standards. Throughout the 2016-2017 school year, it became evident that many lessons taught with the current materials were not well aligned. Much of the material that was provided within the resources did not meet the rigor of new standards and some lessons were being taught, however, they were not necessary as per grade level standards.</p> <p>During this 2017-2018 school year, a full curriculum review and revision was conducted. Throughout the curriculum writing process, it has been determined that the new math program being implemented during this 2017-2018 school year was much more aligned to the rigor of the standards and provided teachers with a wealth of resources to address the standards. As a result, benchmark scores have improved throughout the school at all grade levels. This is the first year of implementation.</p>	<p>The following outlines a comparison of Benchmark B growth and proficiency between the 2016-2017 school year and the 2017-2018 school year along with a comparison of PARCC data over the past two years:</p> <p>Grade 6:</p> <p>2016-2017 Growth From Benchmark A-B: 11%</p> <p>2017-2018 Growth From Benchmark A-B: 16%</p> <p>2016-2017 Average Benchmark B Score: 46%</p> <p>2016-2017 Average Benchmark B Score: 50%</p> <p>2016-2017 PARCC Percentage Meeting and Exceeding: 23%</p> <p>2017-2018 PARCC Percentage Meeting and Exceeding: 29%</p> <p>Grade 7:</p> <p>2016-2017 Growth From Benchmark A-B: 5%</p> <p>2017-2018 Growth From Benchmark A-B: 12%</p> <p>2016-2017 Average Benchmark B Score: 43%</p>



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this	Evidence of Effectiveness (identify the artifacts that support this outcome)
documents were developed to guide teachers as they implemented standards based lessons. Professional development was provided to teachers to ensure that they understood how to implement lessons and maintain the balance of inquiry based explorations along with practice of key math skills. Each math concept was presented first with a hands on activity that allowed students to think critically about the new content. Activities infused the Standards for Mathematical Practice as they required students to discuss ideas and analyze situations. After students worked with the concept for a while, they were provided with guided examples and the opportunity to practice working with the new concept.			Therefore teachers are still learning what materials best address the standards. We plan on continuing implementation of this program during the 2018-2109 school year	2016-2017 Average Benchmark B Score: 49% 2016-2017 PARCC Percentage Meeting and Exceeding: 21.9% 2017-2018 Grade 7 PARCC Percentage Meeting and Exceeding: 21%



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
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<p>Intervention:</p> <p>The use of formative and summative assessment data to inform small group instruction within the classroom:</p> <p>The Big Ideas math program provides teachers with an online assessment platform that was utilized throughout the 2017-2018 school year to collect formative and summative assessment data. This online platform allowed teachers to assign problems throughout each unit and run item analysis reports to view trends in class data and identify struggling students. All teachers administered common quizzes and chapter assessments throughout the year and reviewed data to set goals and make plans to address areas of weakness during small group instruction. In addition to cumulative quizzes and tests, teachers utilized the assessment</p>	Math All Students Grades 6-8	Yes	<p>Professional development was provided to teachers on how to utilize the new online assessment platform. The original pilot teachers were able to assist their colleagues throughout the year as they worked to learn the new program. Because this was the first year of implementation, some teachers utilized the assessment platform on a very consistent basis for daily formative assessment, while others started with quizzes and tests and then moved to utilizing it more on a weekly/daily basis.</p>	<p>Grade 6 Benchmark Growth Analysis:</p> <p>208 students were targeted in the Bubble and Approaching buckets. Their target growth for the end of the year ranged between 20 and 21 points as measured by the Linkit! Benchmark.</p> <p>Benchmark A-B Growth Analysis</p> <p>78 (or 37%) of students met their year-end goal at Benchmark B</p> <p>139 students within these buckets made high growth from Benchmark A to Benchmark B</p> <p>47 students within these buckets made typical growth from Benchmark A to Benchmark B</p> <p>Benchmark A-C Growth Analysis</p> <p>70% of students in the Approaching and Bubble Buckets met their growth target for the end of the year as determined by the Linkit Benchmark</p>



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Analysis of Key Interventions	Content Area or Target Population	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
platform to assign problems daily geared at identifying struggling students immediately. Teachers were able to see data in real time and pull students for small group intervention immediately. Students who were struggling were provided with small group, teacher lead instruction in an effort to review and reteach concepts that students were not grasping. Other students in the class were assigned differentiated problems of either on target or advanced levels to work through with their peers while identified students worked in small group. This provided data driven support for struggling students while allowing on target students the opportunity to stretch their understanding and challenged themselves.	Grade 7 Benchmark Growth Analysis: 203 students were targeted in the Bubble and Approaching buckets. Their target growth for the end of the year ranged between 17 and 21 points as measured by the Linkit! Benchmark. Benchmark A-B Growth Analysis 79 (or 38%) of students met their year-end goal at Benchmark B 95 students within these buckets made high growth from Benchmark A to Benchmark B 66 students within these buckets made typical growth from Benchmark A to Benchmark B 6 students within these buckets made low growth from Benchmark A to Benchmark B Students with low growth were spread between teachers. No teacher stood out as having more students with low growth in these two buckets.		



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
				<p>Benchmark A-C Growth Analysis</p> <p>52% of students in the Approaching and Bubble Buckets met their growth target for the end of the year as determined by the Linkit Benchmark</p> <p>Grade 8 Benchmark Growth Analysis:</p> <p>154 students were targeted in the Bubble and Approaching buckets. Their target growth for the end of the year ranges between 17 and 21 points as measured by the Linkit Benchmark.</p> <p>Benchmark A-B Growth Analysis</p> <p>19 students met their year-end goal at Benchmark B</p> <p>40 students within these buckets made high growth from Benchmark A to Benchmark B</p> <p>48 students within these buckets made typical growth from Benchmark A to Benchmark B</p>



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
			<p>55 students within these buckets made low growth from Benchmark A to Benchmark B</p> <p>Students with low growth were spread between teachers. No teacher stood out as having more students with low growth in these two buckets.</p>	<p>Benchmark A-C Growth Analysis</p> <p>75% of students in the Approaching and Bubble Buckets met their growth target for the end of the year as determined by the Linkit Benchmark</p>



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
Goal Setting After Each Benchmark Assessment:	Math All Students Grades 6-8	Yes	<p>Data meetings were set with administration to review targeted plans for each individual student. Data for targeted students were reviewed after each benchmark to determine the effectiveness of the plans and discuss teacher next steps to ensure plans were meeting the needs of the students.</p> <p>Benchmark A-B Growth Analysis</p> <p>78 (or 37%) of students met their year-end goal at Benchmark B</p> <p>139 students within these buckets made high growth from Benchmark A to Benchmark B</p> <p>47 students within these buckets made typical growth from Benchmark A to Benchmark B</p> <p>Benchmark A-C Growth Analysis</p> <p>70% of students in the Approaching and Bubble Buckets met their growth target for the end of the year as determined by the Linkit Benchmark</p>	<p>Grade 6 Benchmark Growth Analysis:</p> <p>208 students were targeted in the Bubble and Approaching buckets. Their target growth for the end of the year ranged between 20 and 21 points as measured by the Linkit Benchmark.</p>



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Incentive plans and close monitoring of student progress. Data meetings were set with administration to review targeted plans for each individual student. Data for targeted students were reviewed after each benchmark to determine the effectiveness of the plans and discuss teacher next steps to ensure plans were meeting the needs of the students.	Grade 7 Benchmark Growth Analysis: 203 students were targeted in the Bubble and Approaching buckets. Their target growth for the end of the year ranged between 17 and 21 points as measured by the Linkkit Benchmark. Benchmark A-B Growth Analysis 79 (or 38%) of students met their year-end goal at Benchmark B 95 students within these buckets made high growth from Benchmark A to Benchmark B 66 students within these buckets made typical growth from Benchmark A to Benchmark B 6 students within these buckets made low growth from Benchmark A to Benchmark B Students with low growth were spread between teachers. No teacher stood out as having more students with low growth in these two buckets.			



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
			Benchmark A-C Growth Analysis Grade 8 Benchmark Growth Analysis: 154 students were targeted in the Bubble and Approaching buckets. Their target growth for the end of the year ranges between 17 and 21 points as measured by the Linkit Benchmark.	52% of students in the Approaching and Bubble Buckets met their growth target for the end of the year as determined by the Linkit Benchmark
			Benchmark A-B Growth Analysis 19 students met their year-end goal at Benchmark B 40 students within these buckets made high growth from Benchmark A to Benchmark B 48 students within these buckets made typical growth from Benchmark A to Benchmark B	



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			<p>55 students within these buckets made low growth from Benchmark A to Benchmark B</p> <p>Students with low growth were spread between teachers. No teacher stood out as having more students with low growth in these two buckets.</p>	<p>Benchmark A-C Growth Analysis</p> <p>75% of students in the Approaching and Bubble Buckets met their growth target for the end of the year as determined by the Linkit Benchmark</p>



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Implementation of Accelerated Course Pathways:	Math	Yes		

During the 2016-2017 school year, as a part of the initial Big Ideas Pilot, the Long Branch Middle School began developing an accelerated course pathway for qualifying middle school students. After careful review of multiple data measures, students were selected to enroll in an accelerated grade 6 course. This accelerated course provided students with instruction in preparation for enrollment into Algebra I as 7th grade students. After the first year, the accelerated pathway expanded to include a variety of pathways for students excelling in mathematics. During the 2017-2018 school year, the implementation of Grade 7 Algebra I was fully implemented resulted in an



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increase in proficiency on PARCC data for grade 7 students.	ELL Students	<p>This program has been implemented for the past 10 years. There are 27 students enrolled in the 2017-2018 program where the target population is the newly and current enrolled students into Long Branch Middle School's ESL program. This program provides assistance to students to help with organization, enhance reading and math skills in a nurturing environment. Facilitator is able to work with students more individualized then in the classroom and provides student with extra assistance in becoming assimilated into a school environment in the United States.</p>	<p>ACCESS Data is only available from the 2017-2018 school year. Newly enrolled students to this tutorial program do not have prior data based on the ACCESS exam at this time (data will be available as of June 2018). However, 19/27 returning students do have prior ACCESS data available.</p>	
ESL After School Tutorial Program. This program is an hour long program where the facilitator and students work together to stay on task with homework and to enhance reading and math skills.				



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STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
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Factors to Consider

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends																																																																																																																									
PARCC Baseline Performance	Consider comparing previous year's and current year's PARCC results in the noted subject areas.	<table><thead><tr><th>Student Group</th><th>ELA</th><th>Mat h</th><th>Alg1</th><th>Alg2</th><th>Geo</th></tr></thead><tbody><tr><td>Schoolwide</td><td>32.8 %</td><td>24.8% 100%</td><td></td><td></td><td></td></tr><tr><td>White</td><td>41.2 %</td><td>32.3% 100%</td><td></td><td></td><td></td></tr><tr><td>Hispanic</td><td>29.6 %</td><td>23.2% 100%</td><td></td><td></td><td></td></tr><tr><td>Black or African American</td><td>27.4 %</td><td>17% *</td><td></td><td></td><td></td></tr><tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td>68.8 %</td><td>62.5% *</td><td></td><td></td><td></td></tr><tr><td>Two or More Races</td><td>58.3 %</td><td>28.6% *</td><td></td><td></td><td></td></tr><tr><td>Female</td><td>41% 26.4%</td><td>100%</td><td></td><td></td><td></td></tr><tr><td>Male</td><td>25.5 %</td><td>23.4% 100%</td><td></td><td></td><td></td></tr><tr><td>Economically Disadvantaged Students</td><td>29.5 %</td><td>22.7% 100%</td><td></td><td></td><td></td></tr><tr><td>Non-economically Disadvantaged Students</td><td>46.9 %</td><td>33.5% 100%</td><td></td><td></td><td></td></tr><tr><td>Students with Disabilities</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Students without Disabilities</td><td>*</td><td>*</td><td>100%</td><td></td><td></td></tr><tr><td>English Learners</td><td>18.1 %</td><td>14.1%</td><td></td><td></td><td></td></tr><tr><td>Non-English Learners</td><td>35.9 %</td><td>27.3% 100%</td><td></td><td></td><td></td></tr><tr><td>Homeless Students</td><td>15%</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Students in Foster Care</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Military-Connected Students</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Migrant Students</td><td>*</td><td>*</td><td></td><td></td><td></td></tr></tbody></table>	Student Group	ELA	Mat h	Alg1	Alg2	Geo	Schoolwide	32.8 %	24.8% 100%				White	41.2 %	32.3% 100%				Hispanic	29.6 %	23.2% 100%				Black or African American	27.4 %	17% *				Asian, Native Hawaiian, or Pacific Islander	68.8 %	62.5% *				Two or More Races	58.3 %	28.6% *				Female	41% 26.4%	100%				Male	25.5 %	23.4% 100%				Economically Disadvantaged Students	29.5 %	22.7% 100%				Non-economically Disadvantaged Students	46.9 %	33.5% 100%				Students with Disabilities	*	*				Students without Disabilities	*	*	100%			English Learners	18.1 %	14.1%				Non-English Learners	35.9 %	27.3% 100%				Homeless Students	15%	*				Students in Foster Care	*	*				Military-Connected Students	*	*				Migrant Students	*	*				<table><thead><tr><th>Overall PARCC scores by grade level. Percentages reflect students who scored proficient or exceeded.</th></tr></thead><tbody><tr><td>PARCC ELA (3 year trend) Grade 6 2015 - 19.5% 2016 - 19.5% 2017 - 26.4%</td></tr><tr><td>Grade 7 2015 - 24.7% 2016 - 32.5% 2017 - 30.5%</td></tr><tr><td>Grade 8 2015 - 22.6% 2016 - 30.3% 2017 - 40.8%</td></tr><tr><td>Math Grade 6 2015 - 19.3% 2016 - 19.1% 2017 - 23%</td></tr><tr><td>Grade 7 2015 - 16.7% 2016 - 19.1% 2017 - 23%</td></tr><tr><td>Grade 8 2015 - 5.6% 2016 - 17.4%</td></tr></tbody></table>	Overall PARCC scores by grade level. Percentages reflect students who scored proficient or exceeded.	PARCC ELA (3 year trend) Grade 6 2015 - 19.5% 2016 - 19.5% 2017 - 26.4%	Grade 7 2015 - 24.7% 2016 - 32.5% 2017 - 30.5%	Grade 8 2015 - 22.6% 2016 - 30.3% 2017 - 40.8%	Math Grade 6 2015 - 19.3% 2016 - 19.1% 2017 - 23%	Grade 7 2015 - 16.7% 2016 - 19.1% 2017 - 23%	Grade 8 2015 - 5.6% 2016 - 17.4%	<p>The ELA PARCC data shows a 6.9% increase for 6th grade since 2015. In grade 7 there was 5.8% change since 2015, but then a 2% decrease since the previous year. Lastly, in Grade 8 there 18.2% increase since 2015 with at least a 10% increase each year.</p> <p>The Math PARCC data shows a 3.7% increase since 2015 for 6th grade, a 4.4% increase for 7th grade, and 15.3% increase for 8th grade.</p> <p>With continuous interventions and curriculum adaptations, this trend of proficiency increase is expected to continue among the two disciplines.</p> <p>After reviewing the 2016-2017 PARCC Data Evidence Statements for ELA, each grade has</p>
Student Group	ELA	Mat h	Alg1	Alg2	Geo																																																																																																																								
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2018-2019

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DEPARTMENT OF EDUCATION**

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
		2017 - 20.9%	focal points to concentrate on due to indicated weaknesses in the following areas (by grade level)	<p>Grade 6</p> <p>NJSLSA RI 6.6.3 and 6.6.1 standards on Reading Informational Text.</p> <p>NJSLSA RST 6.1.3, 6.5.3, 6.3.4 Reading Science and Technical Subjects</p> <p>NJSLSA RH 6.2.1 Reading History and Social Studies.</p> <p>Out of the 390 Valid scores writing expression among test takers were 19 points below the state average.</p> <p>Grade 7</p> <p>NJSLSA RI 7.6.2 Reading Informational Text</p> <p>NJSLSA RST 7.9.3, 7.6.4, and 7.8.4 Reading Science and Technical Subjects</p>



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
		Out of 351 Valid scores literary analysis in the PCR task was low among grade 7 test takers.	Grade 8 NJSLSA RI 8.8.4 Reading Informational Text NJSLSA RH 8.9.3, 8.6.6, and 8.7.4 Reading History and Social Studies NJSLSA RST 8.2.4 Reading Science and Technical Subjects.	Among the 361 valid scores 8th grade students scored among average with cross-state test takers only 4 points below. 14.4% of test takers however did not meet ELA standards for PARCC.



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)				Your Data (Provide any additional data)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	Student Group	ELA	Math	Based upon the 2016-2017 PARCC scores, the results display the following proficiency levels for Language Arts: Grade 6 ELA: 16% not meeting, 25% partially meeting, 33% approaching, 25% meeting expectations, and 1% exceeding. Grade 7 ELA: 22% not meeting, 20% partially meeting, 27% approaching, 24% meeting expectations, and 6% exceeding. Grade 8 ELA: 14% not meeting, 22% partially meeting, 23% approaching, 33% meeting expectations, and 8% exceeding.	Based upon the 2016-2017 PARCC scores, the results display the following proficiency levels for Math: Grade 6 Math: 16% not meeting, 34% partially meeting, 27% approaching, 22% meeting expectations, and 1% exceeding. Grade 7 Math: 13% not meeting, 31% partially meeting, 37% approaching, 17% meeting expectations, and 2% exceeding. Grade 8 Math: 24% not meeting, 31%	When analyzing and comparing PARCC scores from the 2015-2016 and 2016-2017, there was growth shown between all grade levels in terms of meeting or exceeding expectations for Mathematics; 6th grade improved 3% for meeting, 7th grade improved by 4% for meeting, and 8th grade improved by 2% for meeting. This pattern is expected to continue especially since the complete implementation of the Big Ideas curriculum in the 2017-2018 school year.
		Schoolwide	44	54			
		White	48	54			
		Hispanic	44	56			
		Black or African American	40	47			
		Asian, Native Hawaiian, or Pacific	*	52.5			
		American Indian or Alaska Native	*	*			
		Two or More Races	*	*			
		Female					
		Male					
		Economically Disadvantaged	43	53			
		Non-Economically Disadvantaged					
		Students with Disabilities	42	38			
		Students without Disabilities					
		English Learners	41.5	48.5			
		Non-English Learners					
		Homeless Students					
		Students in Foster Care					
		Military-Connected Students					
		Migrant Students					



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation	Please list any cycles where the 95% participation rate was not met. Please provide explanation. * Identify patterns by subgroup * Identify patterns by grade	partially meeting, 27% approaching, 18% meeting expectations, and 0% exceeding.	There were no cycles that did not meet the 95% participation rate for 7th and 6th grade Mathematics and Language Arts. There are 40 8th graders who have not yet taken the Language Arts Benchmark C due to a trip to Cape Cod. 8th grade Mathematics Benchmark C is not reflected in this plan due to testing date. (MCI and SCAUT students do not take this assessment).	There were no cycles that did not meet the 95% participation rate for 7th and 6th grade Mathematics and Language Arts. (MCI and SCAUT students do not take this assessment).



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)				Your Data (Provide any additional data)				Observations / Trends	
Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Benchmark A:	8th Grade:	0% not meeting, 16% partially meeting, 31% approaching, 20% bubble.	23% meeting, and 10% exceeding.	7th Grade:	1% not meeting, 28% partially meeting, 32% approaching.	11% bubble, 18% meeting, and 9% exceeding.
Benchmark Assessment (Proficiency) ELA Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	K 0% 0%	K 0% 0%	K 0% 0%	K 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
		1 0% 0%	1 0% 0%	1 0% 0%	1 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
		2 0% 0%	2 0% 0%	2 0% 0%	2 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
		3 0% 0%	3 0% 0%	3 0% 0%	3 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
		4 0% 0%	4 0% 0%	4 0% 0%	4 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
		5 0% 0%	5 0% 0%	5 0% 0%	5 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
		6 0% 0%	6 0% 0%	6 0% 0%	6 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
		7 0% 0%	7 0% 0%	7 0% 0%	7 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
		8 0% 0%	8 0% 0%	8 0% 0%	8 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
		9 0% 0%	9 0% 0%	9 0% 0%	9 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%
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		12 0% 0%	12 0% 0%	12 0% 0%	12 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%	0% 0% 0%



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STATE OF NEW JERSEY
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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			17% bubble, 32% meeting, and 14% exceeding. 6th Grade: 0% not meeting, 19% partially meeting, 27% approaching, 17% bubble, 30% meeting, and 7% exceeding.	



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)						Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4			
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	K	0%	0%	0%	0%	0%	1% not meeting, 48% partially meeting, 44% approaching, 6% bubble, 1% meeting, and 0% exceeding.	Benchmark A: 8th Grade: 7th Grade: 1% not meeting, 36% partially meeting, 49% approaching, 10% bubble, 4% meeting, and 0% exceeding. 6th Grade: 1% not meeting, 41% partially meeting, 43% approaching, 10% bubble, 5% meeting, and 1% exceeding. Benchmark B: 8th Grade: 7% not meeting, 42% partially meeting, 38% approaching, 9% bubble, 4% meeting, and 0% exceeding. 7th Grade: 1% not meeting, 18% partially meeting, 24% approaching, 12% bubble, 37% meeting, and 9% exceeding. 6th Grade: 1% not meeting, 19% partially meeting, 48% approaching, 13% bubble, 16% meeting, and 3% exceeding. Benchmark C: 7th Grade: 3% not meeting, 35% partially meeting, 42% approaching, 11% bubble, 9% meeting, and 1% exceeding. 6th Grade: 1% not meeting, 21% partially meeting, 38%
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			approaching, 21% bubble, 19% meeting, and 0% exceeding.	



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELL's	Student performance of English Language Learners. (Grades K-12) *Identify patterns by grade level	ACCESS Data is only available from the 2016-2017 school year. Newly enrolled students to this tutorial program do not have prior data based on the ACCESS exam at this time (data will be available as of June 2018).	The ACCESS data results available for the 2017-2018 6th graders are the following: Average ACCESS composite score is 3.421; Breakdown Analysis Averages: Listening score (4.347826087); Reading score (2.995652174); Writing Score (3.208695652); Speaking score (2.839130435). Based upon the WIDA language proficiency levels, the 6th grade students on average are performing under the Developing tier. The ACCESS data results available for the 2017-2018 7th graders are the following: Average ACCESS composite score is 2.740740741; Breakdown Analysis Averages: Listening score (3.781481481); Reading score (2.277777778); Writing	



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
				<p>Score (2.903703704); Speaking score (2.633333333). Based upon the WIDA language proficiency levels, the 7th grade students on average are performing under the Beginning tier.</p> <p>The ACCESS data results available for the 2017-2018 8th graders are the following:</p> <p>Average ACCESS composite score is 2.691428571;</p> <p>Breakdown Analysis Averages: Listening score (3.742857143); Reading score (2.42); Writing Score (2.791428571);</p> <p>Speaking score (2.608571429). Based upon the WIDA language proficiency levels, the 8th grade students on average are performing under the Beginning tier.</p>



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Long Branch Middle School (ID 11527)
LONG BRANCH CITY

06/29/2018

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CLIMATE & CULTURE

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average 0	The total enrollment of students at the middle school is 1,175 students. There are 413 students in Grade 6, 391 in Grade 7, and 371 students in Grade 8. In Grade 6 there are 6 Asian, 69 Black, 227 Hispanic, 2 Native American, 25 Multiracial, and 84 White students for a total of 413 students enrolled. Subgroup 1 YTD Student Enrollment Average 0	The total percentage of attendance based on our enrollment subgroups show that overall attendance at the middle school for the current year is 96.31 %. Among students enrolled at the middle school Low Income students have a rate of attendance of 96.24%, LEP 96.46%, IEP students are at 95.77 %, Caucasian 95.67 %, Black 95.34 %, Asian 98.49 %, Hispanic 97.08%, and Multiracial 94.87%. This data shows that our Asian and Hispanic populations have the best attendance rates based on enrollment, however Multiracial students have the lowest. Students who are Portuguese or Brazilian are in the caucasian category and many of those students take mid year vacations with their families that impact the enrollment attendance ratings at the middle school.



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			The largest cohort population in the middle school is our Hispanic population.	



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends						
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify interventions *Identify interventions	<table border="1"><tr><td>Overall YTD Student Attendance Average</td><td>0.00%</td></tr><tr><td>Subgroup 1 YTD Student</td><td>0.00%</td></tr><tr><td>Subgroup 2 YTD Student Attendance Average</td><td>0.00%</td></tr></table>	Overall YTD Student Attendance Average	0.00%	Subgroup 1 YTD Student	0.00%	Subgroup 2 YTD Student Attendance Average	0.00%	The current attendance rating per grade for the year: Grade 6 is at 96.1 %, Grade 7 is at 95.54%, and Grade 8 is at 95.28 %. The entire school is at 95.6% for the school year.	<p>The yearly attendance rating does show that our school attendance is satisfactory and something that the entire school is working on to lower chronic absenteeism.</p> <p>The Long Branch Middle School checks daily attendance with our Administration, Guidance Department, as well as letters and phone calls to absent students. An autodialer goes out to any family with a student absent for the day.</p> <p>This year we have created homerooms to track students who do not have great attendance or are at the 10% mark for absences for the school year. Daily, Monthly, and Marking Period data is kept to track excellent and poor attendance. Students with perfect attendance are rewarded through a special</p>
Overall YTD Student Attendance Average	0.00%									
Subgroup 1 YTD Student	0.00%									
Subgroup 2 YTD Student Attendance Average	0.00%									



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
				recognition breakfast each marking period and 8th graders with perfect attendance will receive awards at the end of the school year.



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends						
Chronic Absenteeism (Students)	<p>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</p> <ul style="list-style-type: none">* Identify patterns by grade* Identify patterns by teacher* Identify interventions	<table border="1"><tr><td>Overall YTD Chronic Absenteeism</td><td>0.00%</td></tr><tr><td>Subgroup 1 YTD Chronic</td><td>0.00%</td></tr><tr><td>Subgroup 2 YTD Chronic Absenteeism</td><td>0.00%</td></tr></table>	Overall YTD Chronic Absenteeism	0.00%	Subgroup 1 YTD Chronic	0.00%	Subgroup 2 YTD Chronic Absenteeism	0.00%	<p>There are 119 students out of 1,175 students who have an absent rate of 10% or more for the 2017-2018 school year. At this rate the school is at 91 % of students who are not considered to have chronic absenteeism. This also means that 9% of our student population does have chronic absenteeism.</p> <p>By Grade:</p> <p>Grade 6 has 30 students who have 10% or more absences since September.</p> <p>Grade 7 has 46 students with 10% or more absences since September.</p> <p>Grade 8 has 32 students who have 10% or more absences since September. These numbers include students who attend our Alternative Academy which is not located at the Long Branch Middle School campus.</p>	<p>These 119 students are all placed in Attendance Homerooms which are separate homerooms with two teachers who track their attendance.</p> <p>Incentives are offered for improving attendance, and students in these homerooms who improve throughout each marking period are cycled back to their original homeroom based on their 1st period schedule.</p> <p>This Attendance homeroom is a new initiative after seeing that there was a 16.9 percent chronic absenteeism rate based on the state report card. Presently with the school at 9% percent that number has been drastically improved for the 2017-2018 school year. Each marking period any student who starts to hit the 10% mark is placed into the homerooms that are monitored by two</p>
Overall YTD Chronic Absenteeism	0.00%									
Subgroup 1 YTD Chronic	0.00%									
Subgroup 2 YTD Chronic Absenteeism	0.00%									



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
		teachers prior to those students moving to their 1st period course.		<p>There is also an afternoon credit recovery offered to help students recover lost credits due to absences and we have now implemented a Saturday credit recovery program from April until the end of the school year. The goal next year is to start Saturday credit recovery in the beginning of the school year to improve the impact on attendance from the beginning of the year. It was put in place as a trial this school year.</p> <p>There were at least 10 students who attended a week long Football Championship in Florida, athletes and cheerleaders which did impact our attendance rating in November, as well as few students in April who attended a basketball competition in Orlando</p>



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
		Florida for four days which impacted state attendance, however the district excused these absences so that student grades were not affected.	Any student who has more than 5 absences in a marking period and does not attend credit recovery receives a failing grade of 60 for each subject that exceed those 5 unexcused absences. This impact on grades has also resulted in improved attendance efforts, especially among 8th grade students where graduation can be affected.	We are looking to make Attendance part of our priority problem in ELA and Math because we see the effect attendance has on achievement.



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD 0.00%	The overall staff year to date attendance rounded to the nearest whole number is 93%. The following breakdown is as follows: Administration: 97%; 6th grade teachers: 95%; 7th grade teachers: 96%; 8th grade teachers: 82%; SPED/ESL teachers (consisting of multiple grades): 92%; Electives: 93%; Guidance/Discipline/SAC counselors: 94%; Instructional Assistants: 95%; Support Staff (nurses, secretaries, security officers): 95%	In the 2017-2018 school year, there have been 14 staff members that have taken either medical or maternity leave which contributes to the overall percentages.



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School Student Suspension YTD Average - In School for Subgroup 1 Student Suspension YTD Average - In School for Subgroup 2 Student Suspension YTD Average - Out of School	0.00% 0.00% 0.00% 0.00%	Year to Date Data by Grade level. Grade 6 # of Reported Incidents - 74 # of OS Suspensions - 35 # of In-School - 33 # of Regional Suspensions - 7 There are discipline assemblies in the beginning of the school year for every grade level as well as Olweus classroom meetings every wednesday to discuss behavior, respect, and anti-bullying. .41 incidents reported per day on average. Percentage of Student Discipline by Ethnicity B - 54% W - 12% H - 32% MR - .01 % Grade 7 # of Reported Incidents - 415 # of OS Suspensions - 6 # of In School - 83 # of Regional Suspensions - 13 # of Lunch Detentions - 126 # of Extended Detentions - 112 # of Central Detentions - 74 All staff are trained in identifying possible bullying situations. A Demerit system has recently been put in place starting for the 4th marking period which will work to deter problem behaviors. There is also team meetings to discuss more positive behavior incentives throughout the school year.
		Student Suspension YTD Average - Out of School for Subgroup 1 Student Suspension YTD Average - Out of School for Subgroup 2	0.00% 0.00%	Percentage of Student Discipline by Ethnicity B - 25% W - 30% H - 34% MR - .05% The noted discrepancy
				06/29/2018



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Grade 8 # of reported incidents - 340 # of OS Suspensions - 14 # of In School - 188 # of Regional Suspensions - 41 # of Lunch Detentions - 10 # of Extended Detentions - 65 # of Demerits only - 18 # of Central Detentions - 25</p>	<p>between grade levels observed are reported incidents. The 6th grade has not reported any detentions, only suspensions. Also in looking at the trends for 8th grade, although the number of incidents among African American students appears high than that of White or Hispanic students the pattern showed that 40 black students committed 148 infractions while 32 White students committed 66 infractions and 41 Hispanic students committed 115 infractions. This shows that it was a small cohort of students that were repeat offenders throughout the school year.</p>



2018-2019

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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	<ul style="list-style-type: none">Results from surveys<ul style="list-style-type: none">*Identify staff satisfaction and support*Identify perception of the environment*Identify perceptions of students*Identify perceptions of family			



2018-2019

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COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Your Data (Prepopulated where possible)			Your Data (Provide any additional data)		Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under crediting * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate			
	Schoolwide						
	White						
	Hispanic						
	Black or African American						
	Asian, Native Hawaiian, or Pacific Islander						
	American Indian or Alaska Native						
	Two or More Races						
	Economically Disadvantaged Students						
	Students with Disabilities						
	English Learners						
	Homeless Students						
	Students in Foster Care						



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1 % of students with a C or better Count of students who took the Algebra section of PARCC % of students who scored 4 or 5 on the PARCC assessment	75 75 45 100%	There are currently 74 students enrolled in Algebra 1. 69/74 students enrolled have a C or higher (93%). 2016-2017 PARCC with 80% meeting expectations and 20% exceeding expectations. 100% of students in Algebra 1 passed the 2016-2017 PARCC with 80% meeting expectations and 20% exceeding expectations.



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EVALUATION INFORMATION

EVALUATION INFORMATION			
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)



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Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	<p>Teacher practice as measured on state-approved teacher practice instrument</p> <ul style="list-style-type: none">*Identify % of teachers on CAP in the previous school year*Identify instructional trends*Identify professional development needs		<p>Based on classroom observations, student progress data, and results from Student Growth Objectives,</p> <p>1% of teachers (1/91) were placed on a Corrective Action Plan for the 2017-2018 school year.</p>	<p>Teacher needs to implement data-driven instruction by using student data to plan and provide instruction that meets the needs of individual students, particularly, during ELA small group instruction and center activities;</p> <p>It was observed that action plans were not being implemented and student work is generated rather than devised based on identified needs of improvement.</p> <p>1a: 1-a. Teachers lead in their classrooms. Using a variety of data sources, teachers organize, plan, and set goals that meet the needs of the individual student and the class.</p> <p>Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process.</p> <p>4-b. Teachers plan</p>



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Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning.</p> <p>4-h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps.</p> <p>5-a. Teachers analyze student learning..</p> <p>Teachers collect and</p>



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Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
		analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.		



2018-2019

< Other Indicators - NO DATA >



NJ School Needs Assessment

2018-2019

Component	Indicator Descriptor Level	Overall Strengths Summary						Areas of Focus Summary
		1	A 3-Developed	B 4-Well Developed	C 3-Developed	D 3-Developed	E 3-Developed	F 3-Developed
School-Based Activities in Support of Instruction and Program	1	1.1A-All lesson plans, resources and assessments align to the district curriculum and state standards. This is implemented and monitored using the Genesis program that provides direct alignment to the content area standards.	1.1B-Assessments are clearly aligned with state standards and district curriculum, provide excellent data on student progress and result in actionable formative data. Data is collected through the use of Big Ideas assessment reports and the Linkit system.	1.2C-Some at-risk students are provided with interventions in ELA and mathematics. Identification for these interventions may not be systematic and/or data collection may be inconsistent.	1.2D-Basic expectations are communicated to students and families early in the school year; feedback on student learning is provided intermittently and may or may not be evidence-based. Teachers need to be collecting more meaningful and consistent data on all students and providing interventions for struggling students.	1.2E-Teachers should also be ensuring more parental contact throughout the year so that expectations are clear at all times.	1.2F-Teachers should also be ensuring more parental contact throughout the year so that expectations are clear at all times.	1.2G-Teachers should also be ensuring more parental contact throughout the year so that expectations are clear at all times.
	2	A 4-Well Developed	B 3-Developed	C 2-Developing	D 2-Developing			
	3	A 3-Developed	B 3-Developed	C 3-Developed				
	Average	3.00						



2018-2019

Component	Indicator Descriptor	Overall Strengths Summary			Areas of Focus Summary
Level	Level	1	2	3	4
School-based Activities in Support of Fiscal		1 A 3-Developed B 4-Well Developed C 4-Well Developed	2.1 B- School leaders systematically coordinate with district leaders and monitor spending of required and discretionary funds to align budgets and resources with instructional priorities and student needs based on data. 2.1C-All students, including English language learners and students with disabilities, have equitable access to school resources necessary for success, including effective teachers, academic and social support and learning opportunities.	2.1 A- Fiscal, physical and other resources are properly managed and allocated to meet the operational needs of the school.	
School-based Activities in Support of Governance		1 A 3-Developed B 3-Developed	3.3 B-Open, two-way communication about the school, students and needs occurs between the school and families, as well as some community members. Parent communication occurs through a variety of methods such as phone calls, auto dialers, school website, Remind app, and email.	3.3A- School leaders and staff have generally positive relationships with most families but may not routinely collaborate with families or community members or solicit feedback on decisions. The school should find ways to positively interact with the community by creating events that allow families to feel that they have an influence in the school. 3.3C-School leaders occasionally involve families and other stakeholders in developing goals for the school. Parents of students that are not staff members should be attending meetings where decisions are made.	
	Average	3.67			
	Average	2.75			



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Component

Indicator Descriptor Level

Overall Strengths Summary

Areas of Focus Summary

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Operations	1 A 3-Developed B 3-Developed 2 A 4-Well Developed B 4-Well Developed C 3-Developed 3 A 2-Developing B 3-Developed 4 A 3-Developed B 3-Developed Average 3.11	4.2A- School leaders and staff work strategically to build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student. 4.2B-School leaders and staff create and sustain a school environment in which each student is known, accepted, valued, trusted, cared for and respected. The school has a lot of resources that support all levels of student needs. This includes teachers, guidance counselors, student assistance counselors, psychologists, LDTC's, case managers, YMCA personnel, speech and occupational therapists, etc. Students also take part in the Olweus Anti-Bullying program and complete climate surveys that poll their opinions on all parts of their school experience. The results are then analyzed and adjustments made.	4.3A-Student attendance and academic progress are generally accurate and are reviewed occasionally; high schools track graduation cohorts; interventions may be provided as needed. Student attendance is a concern and attendance interventions have been put in place. Perfect attendance breakfasts and targeted homerooms have already been in place for the 2017-2018 school year. Starting in the 2019 school year, more attendance incentives and interventions will be available to students.
School-based Activities in Support of Personnel	1 A 4-Well Developed B 4-Well Developed 2 A 3-Developed B 3-Developed C 3-Developed D 2-Developing Average 3.17	5.1 A School leaders proactively, systematically and thoughtfully recruit, support, develop, retain and recognize qualified and effective teachers and other professional staff. 5.1B-School leaders strategically and systematically plan for and manage staff turnover and succession, providing comprehensive opportunities for effective induction and mentoring of newly hired, initially licensed and lateral entry staff. New hires are provided with a tenured mentor, attend "New Teacher" meetings both school and district wide, attend professional development, attend weekly PLC meetings, attend weekly department, academy, or whole school meetings, and collaborate daily with other qualified and effective teachers.	5.2 D- School leaders provide occasional opportunities to share leadership responsibilities with teachers or other members of the school community.



2018-2019

Root Cause Analysis

Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement?)



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Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Instruction & Program Math	Student Achievement in Mathematics as measured by PARCC	<p>The number of students meeting or exceeding expectation on PARCC in Grades 6-8 has steadily increased over the course of a three year period. While there has been steady increase in proficiency, we have many students who are not meeting expectations on PARCC. Over the last few years, teachers have been provided with professional development to better understand the expectations of the Student Learning Standards at each grade level. Additionally, a new math program was purchased in an effort to provide teachers with better aligned resources.</p>	All students (general and special education).	<p>1 Continue to implement curriculum and monitor growth in NJSL Standards.</p> <p>2 Teachers will set instructional goals for students after each assessment. Administrators will meet with teachers monthly to review goals and discuss progress toward meeting individual student goals.</p> <p>3 Provide ongoing professional development for formative assessment techniques and differentiated instruction.</p>



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Performance Challenge
**for SMART
Goals**

Area of Focus for SMART Goals	Performance Challenge
	<p>Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this instruction. This root cause will be the focus of the upcoming school year</p>

Strategies to Address Challenge (What does the root cause imply for next steps in improvement?)



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**Area of Focus
for SMART
Goals**

Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup(s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Instruction & Program ELA	After analysis of multiple data points there has been an increase in overall growth however, there are still low performances averages for tests administered. According the results of Linkit Benchmark C (May 2018) students have an average score of the following: Grade 6 students have an average score of 58%. Grade 7 students have an average score of 60%. Grade 8 students have an average score of 60.3%.	Although there have been gradual improvements of performance, many students begin the year performing below grade level standards. Over the last few years, teachers have been provided with professional development to better understand the expectations of the Student Learning Standards at each grade level.	All students (general and special education).	1 Continue to implement curriculum and monitor growth in NJSL Standards. 2 Continue to track and analyze Benchmark, SRI, DRA-2 and PARCC data to identify low performing students. Teachers will create action plans based upon data and address specific needs of students during small group instruction. 3 Provide ongoing professional development for formative assessment techniques and differentiated instruction.



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**Area of Focus
for SMART
Goals**

Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis; what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Operations - Climate & Culture	Based on 2016-2017 Report Card for the Long Branch Middle School the chronic absenteeism rate was 20.3%. It is evident that attendance is a priority problem in the district and needs to be a focal point in addressing attendance and its relationship to academics.	The root cause is the majority of our students walk to school, and many of our parents leave for work prior to the start of the school day. Students are often late, or attempt to skip school. Another issue is that many of our students leave with their families for mid-year vacations for more than 5 days which causes our school attendance rate to fall.	All students (general and special education)	1 Counselor, and support staff will create Attendance Homerooms to monitor students with chronic absenteeism 2 Teachers will consistently take attendance for each class period and report students absent from class to the school's data administrator 3 Positive incentives will be put in place to recognize positive trends in attendance and recognize students with great attendance and/or improved attendance.



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2018-2019

Performance Challenge

Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)

Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Operations - Climate & Culture	<p>Parent involvement has historically been a problem and it is evident that we typically have less than 10% of parents at school-wide events. Parent involvement can be correlated to student achievement as well as social well-being of middle school students.</p>	<p>The root cause of the need for increased parent involvement is that attendance of parents at school wide events historically are below 10 percent of our student population. Many parents either work nights, or experience communication barriers. Through district parent council meetings parents said that they are not aware of all of the events with enough time to plan in order for their families to attend.</p>	<p>1 There will be one school-wide parent involvement event offered each marking period to incorporate students from grades 6-8</p> <p>2 School Website will be updated and upcoming events will be posted on the schools website, as well as being sent by email, and auto-dialer. We will work with teachers to issue reminders to parents about school-wide events using a software application Remind.</p> <p>3 It will be discussed that head teachers for each subject will host 1 parent involvement event in order to incorporate parents and help them on how to engage their child's learning at home.</p>



2018-2019

SMART Goal 1

By June 30th 2019, students in all grade levels will increase Benchmark (A-C) proficiency by an average of at least 20%.

Performance Student Achievement in Mathematics as measured by PARCC

Target Population: All students (general and special education).

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Teachers will analyze Benchmark A data, 2017-2018 PARCC data on current students, Big Ideas Data, and any supplemental resource data to create administration approved actions plans to ensure growth for Benchmark B.	The source of evidence for this interim goal will be the LinkIt Benchmark A data, 2017-2018 PARCC data on current students, Big Idea summative assessment reports, formative assessments, and supplemental resource assessments and data.
Feb 15	By December 2019, students will show a 10% average increase from Benchmark A to Benchmark B.	The source of evidence for this interim goal will be the Benchmark B data and teacher analysis of student growth from Benchmark A-B.
Apr 15:	Teachers will continue to analyze Benchmark B data, Big Ideas Data, and any supplemental resource data to revise and reflect on previous actions plans to ensure growth for Benchmark C.	The source of evidence for this interim goal will be the analysis of data and revision of the action plans which will be approved by administration.
Jul 1	By June 30th 2019, students in all grade levels will increase Benchmark (A-C) proficiency by an average of at least 20%.	The source of evidence for this interim goal will be the analysis of Benchmark C.



2018-2019

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Teachers will review historical PARCC and Benchmark data to identify bubble and approaching students to target for the school year. Teachers will create action plans for these students.	9/11/18	9/18/18	
2	2	The principal and supervisor will meet with 5 teachers a week to review assessment data for targeted students	9/18/18	6/7/19	
3	3	The principal and supervisor will meet with teachers after each benchmark to review progress of targeted students	10/10/18	10/31/18	
4	3	Teachers will receive ongoing professional on differentiating instruction throughout the school year	9/10/18	6/7/19	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title 1 funds and this is accomplished by a 520-930 budget line in the ESEA application. The ASP does not provide a 520-930 line so this information cannot be represented in the submitted ASP. For purposes of submission only, the school is entering \$1 to represent the total amount of blended Title 1 money. Total amount blended equals \$1,642,803 in the ESEA application.	FACILITIES - Buildings / 400-720	\$1	Federal Title I (School Allocation)



2018-2019

SMART Goal 2

By June 30th 2019, students in all grade levels will increase Benchmark (A-C) proficiency in ELA by an average of at least 20%.

Performance

After analysis of multiple data points there has been an increase in overall growth however, there are still low performances averages for tests administered. According the results of Linkit Benchmark C (May 2018) students have an average score of the following: Grade 6 students have an average score of 58%. Grade 7 students have an average score of 60%. Grade 8 students have an average score of 60.3%.

The results of the Reading Inventory have indicated an increase in lexile growth in all grades from September until grade however, many students are still performing below grade level. Grade 6 Avg. Lexile Sept 800
Grade 6 Avg. Lexile June 855

Grade 7 Avg. Lexile Sept 894
Grade 7 Avg. Lexile June 991

Grade 8 Avg. Lexile Sept 907
Grade 8 Avg. Lexile 957

Target Population: All students (general and special education).

Interim Goals SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Teachers will review 2017-2018 PARCC scores for ELA, and create action plans based on the initial SRI and Benchmark A Reading and Writing Tests given in the beginning of the school year	2017-2018 PARCC scores for ELA, September SRI, and Benchmark A reading and writing assessment.

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End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2019 Students should have increased their Benchmark B scores in ELA by 5%. Student's SRI Lexile scores should increase by 5% based on their September test.	Benchmark B Data, SRI tests
Apr 15:	Teachers will revise action plans based on Benchmark B data and most recent SRI test in order to meet the overall goal for all students increasing their SRI scores by the end of June.	Analyzing Benchmark A-B data, Review of SRI scores and charting growth, student Title I tutoring data that may predict growth on SRI tests.
Jul 1	By June 30th 2019, students in all grade levels will increase Benchmark (A-C) proficiency in ELA by an average of at least 20%.	SRI final scores, and analyzing teacher action plans to review steps taken to achieve the overall goal.

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Administer LinkIt! Benchmark A Assessment	9/1/18	9/18/18	Teachers, Academy Administrator, Supervisor
2	2	Analyze LinkIt! Benchmark A data to assess students baseline proficiency.	9/18/18	9/28/18	Teachers, Academy Administrator, Supervisor
3	2	Identify students who are scoring below proficiency and overall weaknesses.	9/28/18	10/5/18	Teachers, Academy Administrator, Supervisor
4	1	Action Plans will be created by each class to include differentiated instruction aligned with curriculum pacing.	9/28/18	4/30/19	Teachers, Academy Administrator, Supervisor
5	3	Research-based professional development for differentiated, small group instruction will be provided	10/1/18	4/30/19	Teachers, Academy Administrator, Supervisor



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
6	3	PLC, Department Meetings and agenda monitoring teachers and analysis of actions plans	9/28/18	4/30/19	Teachers, Academy Administrator, Supervisor
7	2	Data walks and formal observation conducted using McRel evaluation system to monitor the effectiveness of small group and differentiated instruction	9/18/18	4/30/19	Teachers, Academy Administrator, Supervisor
8	2	Progress monitoring of students using formative and summative assessments, Linkit! progressing monitoring and Reading Inventories	9/25/18	4/30/19	Teachers, Academy Administrator, Supervisor
9.	2	Administer Linkit! Benchmark B Assessment	12/11/18	12/14/18	Teachers, Academy Administrator, Supervisor
10	2	Analyze Linkit! Benchmark B data to monitor growth (low, typical, high) and revisit action plans to determine if students met goals.	1/8/19	1/15/19	Teachers, Academy Administrator, Supervisor
11	2	Modify action plans to meet students needs after analysis	1/15/19	1/22/19	Teachers, Academy Administrator, Supervisor
12	3	PLC, Department Meetings and agenda monitoring teachers and analysis of actions plans	1/22/19	4/30/19	Teachers, Academy Administrator, Supervisor
13	2	Progress monitoring of students using formative and summative assessments, Linkit! progressing monitoring and Reading Inventories	1/22/19	4/30/19	Teachers, Academy Administrator, Supervisor
14	2	Data walks and formal observation conducted using McRel evaluation system to monitor the effectiveness of small group and differentiated instruction	1/22/19	4/30/19	Teachers, Academy Administrator, Supervisor
15	2	Administer Linkit! Benchmark C Assessment	4/9/19	4/16/19	Teachers, Academy Administrator, Supervisor
16	2	Analysis of overall growth and predicted proficiency on PARCC for each student. Reflection on effectiveness of instruction and monitoring of student progress: including student growth from A-C, bucket movement and growth rate (low, typical, high)	4/16/19	4/30/19	Teachers, Academy Administrator, Supervisor



2018-2019

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title 1 funds and this is accomplished by a 520-930 budget line in the ESEA application. The ASP does not provide a 520-930 line so this information cannot be represented in the submitted ASP. For purposes of submission only, the school is entering \$1 to represent the total amount of blended Title 1 money. Total amount blended equals \$1,642,803 in the ESEA application.	FACILITIES - Buildings / 400-720	\$1	Federal Title I (School Allocation)



2018-2019

SMART Goal 3

The Long Branch Middle School recognizes that the school report card from 2016-2017 showed a chronic absenteeism rate of 20.3% school-wide. This puts our school at a percentage rate of proper attendance at 79.7%. The Long Branch Middle School sets to ensure that the attendance rate by the end of the 2018-2019 school year will improve to 90% and decrease the chronic absenteeism by 10.3% among all students.

Performance

Based on 2016-2017 Report Card for the Long Branch Middle School the chronic absenteeism rate was 20.3%. It is evident that attendance is a priority problem in the district and needs to be a focal point in addressing attendance and its relationship to academics.

Target Population: All students (general and special education)

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th Attendance Homerooms will be set up for any student who had chronic absenteeism at the end of the 2017-2018 school year for grades 6-8.	Guidance Counselors, Administration, Student Facilitators will review the end of the year attendance data and collaborate to create attendance homerooms with two teachers in each classroom.
Feb 15	Saturday Credit Recovery sessions will be created to assist students who have failed subjects due to absenteeism regardless of school excused absences not recognized by the state.	Attendance Reports and Interim Reports will be analyzed by administration, support staff and data administrator to place students for credit recovery.
Apr 15:	Attendance Homerooms will be analyzed for cycling students out who are meeting the attendance requirements and placing any students who are starting to accumulate absences placing them in chronic status (any student above 10% absenteeism for the school year).	Review of Report Cards, Attendance Reports, Attendance Homerooms.



2018-2019

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	The Long Branch Middle School recognizes that the school report card from 2016-2017 showed a chronic absenteeism rate of 20.3% school-wide. This puts our school at a percentage rate of proper attendance at 79.7%. The Long Branch Middle School sets to ensure that the attendance rate by the end of the 2018-2019 school year will improve to 90% and decrease the chronic absenteeism by 10.3% among all students.	Review of all Attendance Data, Report Cards, Attendance Homerooms, and Incentives for increasing attendance.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Guidance Counselors along with Student Facilitators and Middle School Administration will review the attendance trends to find what the average percentage of chronic absenteeism was for school year 2017-2018.	9/11/18	9/18/18	counselors, administration, and facilitators
2	1	Administrative team, along with guidance department and school improvement leaders will create Attendance Homerooms on each floor to address any student who was considered to have chronic absenteeism during the 2017-2018 school year.	9/11/18	9/18/18	counselors, administration, and facilitators
3	1	Student Compact, Student Handbook, and Mailing will go out about student expectations and the school's attendance policy	9/11/18	9/18/18	School Secretaries, Teachers, and Data Administrator
4	2	Attendance Homerooms are created with two teachers for each homeroom, teachers will monitor attendance and notify counselors if someone is absent from their homeroom.	9/11/18	9/18/18	Attendance Homeroom Teachers, Counselor, Administrators
5	3	Monthly Attendance meeting with school administration to review attendance monitoring document created in google. Analyze monthly attendance data in order to create tier two or tier three interventions	9/25/18	9/28/18	District Attendance Officer, Counselors, Administration



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Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
6	1	Meeting to plan Attendance Incentives for students with improved attendance. Plan one event for each marking period.	9/28/18	10/10/18	District Attendance Officer, Counselors, Administration
7	3	Review Marking Period 1 attendance, and host event for improved attendance and excellent attendance	11/9/18	11/21/18	Counselors, Administration, Support Staff
8	2	Administration and Data Administration will monitor teachers taking attendance in their classrooms. Action plans created by teachers who are struggling to keep and post accurate attendance after the first marking period.	11/9/18	11/20/18	Administration

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title 1 funds and this is accomplished by a 520-930 budget line in the ESEA application. The ASP does not provide a 520-930 line so this information cannot be represented in the submitted ASP. For purposes of submission only, the school is entering \$1 to represent the total amount of blended Title 1 money. Total amount blended equals \$1,642,803 in the ESEA application.	FACILITIES - Buildings / 400-720	\$1	Federal Title I (School Allocation)



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SMART Goal 4

The Long Branch Middle School will offer at least two parental involvement events per marking period. One event will be focused on an academic subject and one will be more social to close the gap between parents involved with the school community.

Performance

Parent involvement has historically been a problem and it is evident that we typically have less than 10% of parents at school-wide events. Parent involvement can be correlated to student achievement as well as social well being of middle school students.

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	School Improvement Leaders in collaboration with School Principals and Webmaster will have website updated with all upcoming events and will analyze the parent involvement events that took place in October. Review with Head Teachers dates for parent involvement events to highlight different subject areas.	Two parent involvement events held with attendance sheets School Website updated and noted in School Improvement leader notes Agendas for meetings with dates and staff signatures
Feb 15	Collaborate with Head Teachers in all subject areas to analyze the creation of a parent involvement event for their subject areas. Review timeline created in November. Review with SCIP team the progress of parental involvement by analyzing attendance sheets from events that took place so far this school year.	Agendas with sign in sheet for staff Attendance sheets with parent signatures



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End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	School Improvement Leaders will survey parents on the offerings of events at the Long Branch Middle School. Review feedback in next ESSA meeting with principal and faculty.	Parent Survey with Results Agenda with staff signatures
Jul 1	The Long Branch Middle School will offer at least two parental involvement events per marking period. One event will be focused on an academic subject and one will be more social to close the gap between parents involved with the school community.	Review attendance sheets from all parent involvement events held this year, and using the survey, determine the progress of parent involvement activity in the Long Branch Middle School. Analyze final results to see if 10% of parents or guardians of our school population attended school wide events.

Action Steps

SMART Goal 4

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	September - School Improvement Leaders along with school improvement team/SCIP review last years parent involvement attendance, discuss a kick-off parent event	9/7/18	9/14/18	School Improvement Leaders and ESSA Committee
2	1	Meet with Head Teachers (ELA, Math, Science and Social Studies) to review dates for 1 content area parent involvement event to be held each marking period. Create an outline for these events to take place in order to review with district parent involvement chair.	9/18/18	9/21/18	School Improvement Leaders and Head Teacher
3	1	Meet with District Parent Involvement Chair to review the possible dates for events and get permits to hold the events.	9/21/18	9/28/18	School Improvement Leaders and District Parent Involvement Chair



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Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
4	2	Plan first parent involvement event as a social gathering and offer information about Title I funding and school programs	9/24/18	10/1/18	School Improvement Leaders from Middle School and High School
5	2	Review the events that will be focusing on a content area and make sure there are flyers and staff resources	10/1/18	10/12/18	Head Teachers and School Improvement Leaders
6	3	Two parent involvement events held during the first marking period	10/1/18	11/12/18	Head Teachers and School Improvement Committee
7	3	Review the parent involvement events that were held, and collaborate with committee to adjust according to parental attendance and feedback. Prepare for marking period 2 events.	11/19/18	11/29/18	School Improvement Team
8	2	Plan the next two parent involvement events with staff and school improvement committee	12/3/18	12/7/18	School Improvement Committee
9	3	Hold the two parent involvement events for marking period 2	12/3/18	1/11/19	School Improvement Committee, and Head Teachers along with faculty
10	1	Review the attendance sheets and feedback from the first two marking periods in order to analyze our performance goals and start planning marking period 3 events	1/14/19	1/22/19	Head Teachers and School Improvement Leaders
11	2	Plan the 3rd marking period parent involvement events and collaborate with high school improvement leaders.	1/22/19	2/1/19	Head Teachers and School Improvement Leaders



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Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
12	3	Hold two parent involvement events for marking period 3	2/5/19	4/9/19	School Improvement Committee, and Head Teachers along with faculty
13	1	Review attendance, and plan for the final two parental involvement events to be held	4/9/19	4/17/19	School Improvement Committee, and Head Teachers along with faculty
14	3	Hold two parent involvement events for marking period 4	4/17/19	5/17/19	School Improvement Committee, and Head Teachers along with faculty
15	1	School Improvement Committee to review all attendance sheets, parental feedback and minutes with administration to write in the school-wide plan.	5/17/19	6/6/19	School Improvement Team

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title 1 funds and this is accomplished by a 520-930 budget line in the ESEA application. The ASP does not provide a 520-930 line so this information cannot be represented in the submitted ASP. For purposes of submission only, the school is entering \$1 to represent the total amount of blended Title 1 money. Total amount blended equals \$1,642,803 in the ESEA application.	FACILITIES - Buildings / 400-720	\$1	Federal Title I (School Allocation)



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LONG BRANCH CITY

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Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focused Intervention Allocation)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	0	0	0	0	0
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	0	0	0	0	0
INSTRUCTION	Other Purchased Services	100-500	0	0	0	0	0	0
INSTRUCTION	Supplies & Materials	100-600	0	0	0	0	0	0
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	0	0	0	0	0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	0	0	0	0	0	0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Property Services	200-400	0	0	0	0	0	0
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	0	0	0	0
SUPPORT SERVICES	Travel	200-580	0	0	0	0	0	0



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Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focused Allocation)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
SUPPORT SERVICES	Supplies & Materials	200-600	0	0	0	0	0	0
SUPPORT SERVICES	Other Objects	200-800	0	0	0	0	0	0
SUPPORT SERVICES	Indirect Costs	200-860	0	0	0	0	0	0
SUPPORT SERVICES	Sub-total		0	0	0	0	0	0
FACILITIES	Buildings	400-720	0	0	4	0	0	4
FACILITIES	Instructional Equipment	400-731	0	0	0	0	0	0
FACILITIES	Noninstructional Equipment	400-732	0	0	0	0	0	0
FACILITIES	Sub-total		0	0	4	0	0	4
Total Cost			0	0	4	0	0	4



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Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School allocation) Total	TOTAL
Included in SMART Goal Pages	0	4	4
Other Title 1 Expenditures	0	0	0
Total	0	4	4



2018-2019

Confirmation Page

<input checked="" type="checkbox"/>	The results of the Comprehensive Data Analysis and Needs Assessment are included in the designated tabs. For Level II and III schools, the Comprehensive Data Analysis and Needs Assessment process should be completed in collaboration and with the concurrence of your Comprehensive Support and Improvement (CSI) Team.
<input checked="" type="checkbox"/>	The Annual School Plan includes no more than four (4) SMART goals. For Level III schools, a SMART goal must be developed for ELA, Math and two options of highest school need.
	Instruction & Program Math
	Instruction & Program ELA
	Operations - Climate & Culture
	Operations - Climate & Culture
	For Level II and III schools, the Annual School Plan includes interventions that address the performance of the targeted lowest-Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
	This plan has been reviewed by the District Superintendent and all purchases and uses of funds (all Title I, other federal, SIA and state/local) have been reviewed and approved by the District Business Administrator, Title I Coordinator or other designated

Completed By: James Brown

Date: 6/29/18



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Certification Page

<input checked="" type="checkbox"/>	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.
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Certified By:

Roberta Freeman

Title:

Chief Academic Officer

Date:

2018-06-29