

Christopher Columbus Middle School

District: CLIFTON CITY

County: PASSAIC

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 310900035

Annual School Planning 2021-2022

ASP Development Team Members

| Stakeholder Representative Title | Name | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|----------------------------------|-----------------------|----------------------------------|---------------------|------------------------|-----------|------|
| Principal | Vanessa Gaba | Yes | Yes | Yes | | |
| Vice Principal | Andrew Jaeger | Yes | Yes | Yes | | |
| Vice Principal | Justin Swisher | Yes | Yes | Yes | | |
| ELA Supervisor | Dr. Valerie Kropinack | Yes | Yes | Yes | | |
| Mathematics Supervisor | Erin Zmuda | Yes | Yes | Yes | | |
| Teacher | Jeffrey Labriola | Yes | Yes | Yes | | |
| Teacher | Michele Trigo | Yes | Yes | Yes | | |
| ELA Coach | Kimberly DeStefano | Yes | Yes | Yes | | |

ASP Development Team Meetings

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|------------|--|-----------------|------------------|
| 07/06/2021 | Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis, | No | No |

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

| Analysis of Key Interventions | Content Area | Target Populations | Was this key intervention implemented as planned? | Do you plan to continue with this intervention? | Do you have evidence this intervention was effective? | Measurable Outcomes (state the data that supports the continuation of this intervention) |
|--|-----------------------|---------------------------|---|---|---|--|
| <p>ASP plan was reviewed by the SINI and ASP committees to determine implementation and professional development for staff. LAL coach: provided star reading training for all new teachers; met monthly with LAL coach to discuss common planning; used data for classroom grouping; taught model lessons and facilitated common planning meetings. LAL teachers worked with outside consultant several times during the year modeling close reading, guided</p> | <p>ELA, Math, SEL</p> | <p>Staff and Students</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>There has been improvement across all grade levels in the Median Scaled Score in STAR Reading assessment from the fall to spring. The total population; general education, special education, and ELL population all showed growth. Walkthrough trends shows an increase in the amount to co-teaching teams that have implemented varying models of instruction as opposed to simply one teach, one support. More teachers are incorporating "Choice Menu's" as part of their everyday instruction. More teachers are incorporating various methods of assessment into their everyday repertoire.</p> |

| Analysis of Key Interventions | Content Area | Target Populations | Was this key intervention implemented as planned? | Do you plan to continue with this intervention? | Do you have evidence this intervention was effective? | Measurable Outcomes (state the data that supports the continuation of this intervention) |
|---|--------------|--------------------|---|---|---|--|
| <p>reading using poetry and other pre-chosen pieces for teachers to observe. UDL training has been offered as a part of two part series of workshops and staff turn-keyed information to other staff. Teachers are sharing choice boards across grade level content areas</p> | | | | | | |

| Analysis of Key Interventions | Content Area | Target Populations | Was this key intervention implemented as planned? | Do you plan to continue with this intervention? | Do you have evidence this intervention was effective? | Measurable Outcomes (state the data that supports the continuation of this intervention) |
|--|------------------|---------------------------|---|---|---|--|
| <p>Lessons were presented in the classrooms under the guidance of outside math consultant and with our middle school math coach with focus on more student engagement. Walkthrough trends show evidence of team teaching and small group instruction. Teachers met with the math coach four times a year to discuss placement tests, quarterlies, and unit test using the data from LinkIt. Linkit data continued to drive instruction within the math classrooms.</p> | <p>Math/ ELA</p> | <p>Staff and Students</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>There has been improvement across all grade levels in the Median Scaled Score in STAR Reading assessment from the fall to spring. The total population; general education, special education, and ELL population all showed growth. Walkthrough trends shows an increase in the amount to co-teaching teams that have implemented varying models of instruction as opposed to simply one teach, one support. More teachers are incorporating "Choice Menu's" as part of their everyday instruction. More teachers are incorporating various methods of assessment into their everyday repertoire.</p> |

| STUDENT ACHIEVEMENT | | | | |
|---------------------|---------------------|-------------------|---|-----------------------|
| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data) | Observations / Trends |

| Data Source | Factors to Consider | Prepopulated Data | | | | | | Your Data (Provide any additional data) | Observations / Trends | | |
|-----------------------------|---|---|--------|-------|------|------|-----|---|---|--|--|
| NJSLA Proficiency* | Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <th data-bbox="770 280 996 347">Student Group</th> <th data-bbox="996 280 1075 347">ELA</th> <th data-bbox="1075 280 1164 347">Math</th> <th data-bbox="1164 280 1243 347">Alg1</th> <th data-bbox="1243 280 1332 347">Alg2</th> <th data-bbox="1332 280 1408 347">Geo</th> <td data-bbox="1408 280 1807 1422" rowspan="18"></td> <td data-bbox="1807 280 2181 1422" rowspan="18"> To increase student participation and performance on the NJSLA, CCMS will continue to host an NJSLA night which is designed to educate students and families about the NJSLA. CCMS will continue to have multiple grade level meetings to teach appropriate testing expectations in the classroom when testing, as well as appropriate "home schedules" when taking the assessment. </td> | Student Group | ELA | Math | Alg1 | Alg2 | Geo | | To increase student participation and performance on the NJSLA, CCMS will continue to host an NJSLA night which is designed to educate students and families about the NJSLA. CCMS will continue to have multiple grade level meetings to teach appropriate testing expectations in the classroom when testing, as well as appropriate "home schedules" when taking the assessment. | | |
| | | Schoolwide | 45.3 % | 33.3% | 93% | | | | | | |
| | | White | 54.6 % | 47.5% | 92% | | | | | | |
| | | Hispanic | 41.2 % | 27.5% | 95% | | | | | | |
| | | Black or African American | 31.7 % | 25% | * | | | | | | |
| | | Asian, Native Hawaiian, or Pacific Islander | 70.2 % | 50.9% | * | | | | | | |
| | | American Indian or Alaska Native | * | * | | | | | | | |
| | | Two or More Races | * | * | | | | | | | |
| | | Female | 55.6 % | 33.3% | 89% | | | | | | |
| | | Male | 36.5 % | 33.2% | 95% | | | | | | |
| | | Economically Disadvantaged Students | 39.9 % | 27.6% | 94% | | | | | | |
| | | Non-Economically Disadvantaged Students | 54.1 % | 42.3% | 92% | | | | | | |
| | | Students with Disabilities | 10.6 % | * | | | | | | | |
| | | Students without Disabilities | 52.8 % | * | 93% | | | | | | |
| | | English Learners | 21.2 % | 16.2% | | | | | | | |
| | | Non-English Learners | 49.7 % | 36.3% | 93% | | | | | | |
| | | Homeless Students | 26.3 % | 10.5% | | | | | | | |
| | | Students in Foster Care | * | * | | | | | | | |
| Military-Connected Students | | | | | | | | | | | |
| Migrant Students | | | | | | | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---|--------------------|---------|---------|----------|---|-----------------------|
| Science* | NJSLA Science Homepage, https://measinc-nj-science.com/ | NJSLA-S | | | | | |
| | | Student Group | Grade 5 | Grade 8 | Grade 11 | | |
| | | Schoolwide | | 8% | | | |
| | | White | | 10% | | | |
| | | Hispanic | | 7% | | | |
| | | Black or African | | 0% | | | |
| | | Asian, Native | | 21% | | | |
| | | American Indian or | | | | | |
| | | Two or More Races | | | | | |
| | | Female | | 7% | | | |
| | | Male | | 9% | | | |
| | | Economical ly | | 3% | | | |
| | | Non-Economical | | 15% | | | |
| | | Students with | | 2% | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---------------------|-------------------------|---------|---------|----------|---|-----------------------|
| | | Student Group | Grade 5 | Grade 8 | Grade 11 | | |
| | | Students without | | 9% | | | |
| | | English Learners | | 0% | | | |
| | | Non-English | | 9% | | | |
| | | Homeless Students | | 0% | | | |
| | | Students in Foster Care | | * | | | |
| | | Military-Connected | | * | | | |
| | | Migrant Students | | * | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | 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 | | |
| | | Schoolwide | 45% | 42% | | |
| | | White | 43% | 51% | | |
| | | Hispanic | 45% | 38% | | |
| | | Black or African American | 45% | 37% | | |
| | | Asian, Native Hawaiian, or Pacific | 44% | 40.5% | | |
| | | American Indian or Alaska Native | * | * | | |
| | | Two or More Races | * | * | | |
| | | Female | 50% | 43% | | |
| | | Male | 41% | 40.5% | | |
| | | Economically Disadvantaged | 47% | 38% | | |
| | | Non-Economically Disadvantaged | | | | |
| | | Students with Disabilities | 35% | 35.5% | | |
| Students without Disabilities | | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---------------------|-----------------------------|-----|------|---|-----------------------|
| | | Student Group | ELA | Math | | |
| | | English Learners | 54% | 40% | | |
| | | Non-English Learners | | | | |
| | | Homeless Students | 61% | * | | |
| | | Students in Foster Care | * | * | | |
| | | Military-Connected Students | | | | |
| | | Migrant Students | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data) | Observations / Trends | | |
|-------------------------------------|---|-------------------|---------|----------|---------|---------|---|-----------------------|--|--|
| Benchmark Assessment Participation* | Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade | ELA | | | | | | | | |
| | | Grade | Cycle 1 | Cyclle 2 | Cycle 3 | Cycle 4 | | | | |
| | | K | 0% | 0% | 0% | 0% | | | | |
| | | 1 | 0% | 0% | 0% | 0% | | | | |
| | | 2 | 0% | 0% | 0% | 0% | | | | |
| | | 3 | 0% | 0% | 0% | 0% | | | | |
| | | 4 | 0% | 0% | 0% | 0% | | | | |
| | | 5 | 0% | 0% | 0% | 0% | | | | |
| | | 6 | 0% | 0% | 0% | 0% | | | | |
| | | 7 | 0% | 0% | 0% | 0% | | | | |
| | | 8 | 0% | 0% | 0% | 0% | | | | |
| | | 9 | 0% | 0% | 0% | 0% | | | | |
| | | 10 | 0% | 0% | 0% | 0% | | | | |
| 11 | 0% | 0% | 0% | 0% | | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---------------------|-------------------|---------|---------|---------|---------|---|-----------------------|
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| | | 12 | 0% | 0% | 0% | 0% | | |
| | | Math | | | | | | |
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 0% | 0% | 0% | 0% | | |
| | | 6 | 0% | 0% | 0% | 0% | | |
| | | 7 | 0% | 0% | 0% | 0% | | |
| | | 8 | 0% | 0% | 0% | 0% | | |
| | | 9 | 0% | 0% | 0% | 0% | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---------------------|-------------------|---------|---------|---------|---------|---|-----------------------|
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| | | 10 | 0% | 0% | 0% | 0% | | |
| | | 11 | 0% | 0% | 0% | 0% | | |
| | | 12 | 0% | 0% | 0% | 0% | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data) | Observations / Trends |
|---|--|-------------------|---------|---------|---------|---------|---|-----------------------|
| Benchmark Assessment (Proficiency) ELA Rates* | Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 0% | 0% | 0% | 0% | | |
| | | 6 | 0% | 0% | 0% | 0% | | |
| | | 7 | 0% | 0% | 0% | 0% | | |
| | | 8 | 0% | 0% | 0% | 0% | | |
| | | 9 | 0% | 0% | 0% | 0% | | |
| | | 10 | 0% | 0% | 0% | 0% | | |
| | | 11 | 0% | 0% | 0% | 0% | | |
| 12 | 0% | 0% | 0% | 0% | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data) | Observations / Trends | | |
|--|--|-------------------|---------|---------|---------|---------|---|-----------------------|--|--|
| Benchmark Assessment (Proficiency) Math Rates* | Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | | | |
| | | K | 0% | 0% | 0% | 0% | | | | |
| | | 1 | 0% | 0% | 0% | 0% | | | | |
| | | 2 | 0% | 0% | 0% | 0% | | | | |
| | | 3 | 0% | 0% | 0% | 0% | | | | |
| | | 4 | 0% | 0% | 0% | 0% | | | | |
| | | 5 | 0% | 0% | 0% | 0% | | | | |
| | | 6 | 0% | 0% | 0% | 0% | | | | |
| | | 7 | 0% | 0% | 0% | 0% | | | | |
| | | 8 | 0% | 0% | 0% | 0% | | | | |
| | | 9 | 0% | 0% | 0% | 0% | | | | |
| | | 10 | 0% | 0% | 0% | 0% | | | | |
| | | 11 | 0% | 0% | 0% | 0% | | | | |
| 12 | 0% | 0% | 0% | 0% | | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data) | Observations / Trends |
|-------------------------------------|---|---|-------|---|-----------------------|
| English Language Proficiency (ELP)* | Student progress to English Language Proficiency (Grades K-12). | Percent of English Learners Making Expected Growth to | 58.5% | | |
| | | | | | |

| CLIMATE & CULTURE | | | | | |
|-----------------------------|---|---|-------|---|-----------------------|
| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data) | Observations / Trends |
| Enrollment* | Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup | Overall YTD Student Enrollment Average | 0 | | |
| | | Subgroup 1 YTD Student Enrollment Average | 0 | | |
| | | Subgroup 2 YTD Student Enrollment Average | 0 | | |
| Attendance Rate (Students)* | The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions | Overall YTD Student Attendance Average | 0.00% | | |
| | | Subgroup 1 YTD Student | 0.00% | | |
| | | Subgroup 2 YTD Student Attendance Average | 0.00% | | |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data) | Observations / Trends |
|---------------------------------|---|------------------------------------|-------|---|-----------------------|
| Chronic Absenteeism (Students)* | Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions | Overall YTD Chronic Absenteeism | 0.00% | | |
| | | Subgroup 1 YTD Chronic | 0.00% | | |
| | | Subgroup 2 YTD Chronic Absenteeism | 0.00% | | |
| | | | | | |
| Attendance Rate (Staff)* | The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism | Staff Attendance YTD | 0.00% | | |
| | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data) | Observations / Trends |
|-------------|--|---|-------|---|-----------------------|
| Discipline* | The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders | Student Suspension YTD Average - In School | 0.00% | | |
| | | Student Suspension YTD Average - In School for Subgroup 1 | 0.00% | | |
| | | Student Suspension YTD Average - In School for Subgroup 2 | 0.00% | | |
| | | Student Suspension YTD Average - Out of School | 0.00% | | |
| | | Student Suspension YTD Average - Out of School for Subgroup 1 | 0.00% | | |
| | | Student Suspension YTD Average - Out of School for Subgroup 2 | 0.00% | | |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data) | Observations / Trends |
|---------------------------|---|-------------------|---|-----------------------|
| Climate & Culture Surveys | Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family | | | |

| COLLEGE & CAREER READINESS | | | | | | |
|-----------------------------|--|---|-------------|-------------|---|-----------------------|
| Data Source | Factors to Consider | Prepopulated Data | | | Your Data (Provide any additional data) | Observations / Trends |
| Graduation Cohort (HS ONLY) | What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed) | 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 | | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data) | Observations / Trends |
|--------------------------------------|--|---|-----|---|-----------------------|
| Post-Secondary Rates | % of students that enroll in post-secondary institution. | | | | |
| College Readiness Test Participation | Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT | | | | |
| Algebra | Previous year's data provided. Please provide current year's data if possible. | # of 8th grade students enrolled in Algebra 1 | 0 | | |
| | | % of students with a C or better | | | |
| | | Count of students who took the Algebra section of PARCC | 41 | | |
| | | % of students who scored 4 or 5 on the PARCC assessment | 93% | | |

| EVALUATION INFORMATION | | | | |
|------------------------|--|---|---|---|
| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data) | Observations / Trends |
| Classroom Observations | Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs | | 0 teachers are on a CAP from the previous year. | 0 teachers are on a CAP for the 2021-2022 school year. Ongoing targeted PD supports professional outcomes for teaching. |

| OTHER INDICATORS | | | |
|--|---|--|--|
| Data Source | Factors to Consider | Your Data (Provide any additional data necessary) | Observations / Trends |
| Realtime, Staff survey, Staff feedback, SINI committee | full administrative team (Principal and 2 Vice Principals) and stakeholder SINI committee supports positive development of school culture. The current administrative team has a wealth of experience in CCMS/district. Consistency in the administrative team accompanied with consistent implementation of school wide rules and expectations has resulted the establishment of positive practices and expectations throughout our school. | There has been an ongoing decrease in Category 1 and 2 infractions. Administration and SINI team have increased parent/community outreach. | The goal of the administrative team continues to be remaining. |

Process Questions and Growth and Reflection Tool

| Component | Indicator Descriptor Level | | | Overall Strengths Summary | Areas of Focus Summary |
|--|----------------------------|---|--------------|---------------------------|------------------------|
| Standards, Student Learning Objectives (SLOs), and Effective Instruction | 1 | A | 3-Developing | | |
| | 2 | A | 3-Developing | | |
| | 3 | A | 4-Sustaining | | |
| | 4 | A | 4-Sustaining | | |
| | 5 | A | 3-Developing | | |
| Assessment | 1 | A | 4-Sustaining | | |
| | 2 | A | 4-Sustaining | | |
| | 3 | A | 4-Sustaining | | |
| Professional Learning Community (PLC) | 1 | A | 3-Developing | | |
| | 2 | A | 4-Sustaining | | |
| | 3 | A | 4-Sustaining | | |
| | 4 | A | 4-Sustaining | | |

| Component | Indicator Descriptor Level | | | Overall Strengths Summary | Areas of Focus Summary |
|-------------------------------------|----------------------------|---|--------------|---------------------------|------------------------|
| Culture | 1 | A | 4-Sustaining | | |
| | 2 | A | 4-Sustaining | | |
| | 3 | A | 4-Sustaining | | |
| | 4 | A | 4-Sustaining | | |
| | 5 | A | 4-Sustaining | | |
| | 6 | A | 4-Sustaining | | |
| | 7 | A | 4-Sustaining | | |
| | 8 | A | 4-Sustaining | | |
| | 9 | A | 4-Sustaining | | |
| | 10 | A | 4-Sustaining | | |
| | 11 | A | 4-Sustaining | | |
| | 12 | A | 4-Sustaining | | |
| | 13 | A | 4-Sustaining | | |
| | 14 | A | 4-Sustaining | | |
| Teacher and Principal Effectiveness | 1 | A | 4-Sustaining | | |
| | | | | | |

Priority Performance Needs and Root Cause Analysis

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this) | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|-------------------------------|---|---|-----------------------------|--|--|
| Effective Instruction | Review of data reveals insufficient progress in the number of students performing in Level 4 and Level 5 of NJSLA | Student weakness in the standards of reading literature, reading informational and language (vocabulary) lead to deficient application and understanding from grade to grade. | Total population, SPED, ELL | 1 | embedded coaching and PD instruction to the priority areas to make certain a consistent implementation of instructional practice across grade level and subgroups specific to the deficiencies on the model assessment quarterlies |
| | | | | 2 | continued text set writing for informational text and the integration into the content areas (Science and SS) supported by the Language Arts coach. |
| | | | | 3 | strengthen multiple research based ELA intervention strategies to tier support and remediation for students who scored between Level 2 and Level 3. Monitor student progress with interim STAR assessment of students by October 15, and June 15. Assess program after each STAR implementation share data with SINI committee adjust program as needed. |



| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|-------------------------------|--|--|-----------------------------|--|--|
| Effective Instruction | Review of data reveals insufficient progress in Math school wide | Student weaknesses in mathematics content mastery at grade level has led to a lack of retention in foundational concepts and skills. | Total Population, SPED, ELL | 1 | Professional development in area of New Jersey Student Learning Standards for Mathematics including the Mathematical Practices, student engagement, fostering student centered instruction and higher level questioning through the use of consultants and the Mathematics coach. Establish PLC's for grade level MA teachers to analyze data and identify targeted areas of remediation of common unit assessments and district quarterlies via LinkIt to meet at least three times a year. |
| | | | | 2 | Continue to implement using student voices as a way to assess understanding and increase student engagement in the classroom. |



| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) |
|-------------------------------|---------------------------|--|-----------------------|--|
| | | | | <p>3 Begin to implement Interactive Notebooks as a way to foster student understanding of the mathematics content and the NJSLs for mathematics at each grade level. Professional development on creating, effective utilization, and effective implementation of Interactive Notebooks for mathematics through the Mathematics Coach and consultants.</p> |

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|--|---|--|-----------------------------|--|--|
| Climate and Culture, including Social and Emotional Learning | Review of data specific to student tardiness and chronic absenteeism reveals significant decline. Review of data shows decrease in overall discipline across all discipline categories. | Consistent enforcement of school wide rules and expectations can result in the increase of Category 1 infractions which in turn might increase Category II infractions in the 2021-2022 school year (i.e: increase the frequency of hallway sweeps). | Total Population, SPED, ELL | 1 | Revision to discipline matrix specific to tardiness with PBSIS guidance. |
| | | | | 2 | Develop a communication log between teachers and families (calls home)to decrease the amount of special action referrals . Changes to the Master Schedule providing additional staff to support the chronically tardy/absent students. |
| | | | | 3 | Continued implementation of PBSIS/CHAMPS (year 5). Gather information from multiple data sources inclusive but not limited to Realtime and SWISS to identify trends in discipline and target them via PBSIS. Share data with all stakeholders in a variety of methods. |

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) |
|--|--|---|-----------------------|--|
| Climate and Culture, including Social and Emotional Learning | Formal and informal walkthrough data reflect classrooms struggling with fundamental management strategies and procedural processes to optimize student learning. | Formal and informal walk-through data reflect classrooms struggling with fundamental management strategies and procedural processes to optimize student learning. | STAFF | <p>1</p> <p>Administrators will develop walkthrough rubrics and Exit Tickets to target: Managing Classroom Procedures and Managing Student Behavior that are specific to the components within the Danielson framework. Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction. Administration will share trends via email blasts. Administrators will complete the first round of observations for non-tenured staff and staff on corrective action plans (if applicable). Administration will analyze Domain 2 and 3 data and walkthrough data. Administration will provide targeted PD to teachers using trends from data. Administrators and teachers will turn-key PD to other staff during designated PLCs.</p> |



| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) |
|-------------------------------|---------------------------|--|-----------------------|--|
| | | | | <p>2 Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction.) Administration will share trends via email blasts. Staff will be provided with Exit Tickets from each walk-through that are focused on a specific area of the Danielson Framework (2C/2D). Administrators will complete third round of observations for non-tenured staff and second round of tenured staff. Continue targeted PD using trends from data.</p> |
| | | | | |

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) |
|-------------------------------|---------------------------|--|-----------------------|---|
| | | | | <p>3</p> <p>Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction. Administration will share trends via email blasts. Staff will be provided with Exit Tickets from each walk-through that are focused on a specific area of the Danielson Framework (2C/2D). Administrators will complete final round of observations of all staff and final evaluations for non-tenured staff. Continue targeted PD using trends from data. Administration will begin completing final evaluations. Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school.</p> |

SMART Goal 1

By June 2022, to increase student mastery of reading literature and reading informational text by providing targeted strategy instruction in daily reading groups, high quality embedded professional learning and data driven instructional practices as measured by STAR Reading Assessment with moderate growth of +60 scaled score points for General Education Students, +50 scaled score points for ESL Students and +40 for Special Education Students.

Priority Performance Review of data reveals insufficient progress in the number of students performing in Level 4 and Level 5 of NJSLA

Strategy 1: embedded coaching and PD instruction to the priority areas to make certain a consistent implementation of instructional practice across grade level and subgroups specific to the deficiencies on the model assessment quarterlies

Strategy 2: continued text set writing for informational text and the integration into the content areas (Science and SS) supported by the Language Arts coach.

Strategy 3: strengthen multiple research based ELA intervention strategies to tier support and remediation for students who scored between Level 2 and Level 3. Monitor student progress with interim STAR assessment of students by October 15, and June 15. Assess program after each STAR implementation share data with SINI committee adjust program as needed.

Target Population: Total population, SPED, ELL

Interim Goals

SMART Goal 1

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|--|
| Nov 15 | Grade Level Common Planning conducted by the ELA Supervisor and ELA Coach to support PD Initiatives and review school benchmark data. Targeted and embedded PD by teacher and grade level Star and Benchmark Assessments will be administered and both formal and information observations will take place. | Lesson Plans, Formal and Informal Observations, Walkthroughs, Professional Development Evaluations |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--|--|
| Feb 15 | Grade Level Common Planning conducted by the ELA Supervisor and ELA Coach to support PD Initiatives and review school benchmark data. Targeted and embedded PD by teacher and grade level Star and Benchmark Assessments will be administered and both formal and information observations will take place. | Lesson Plans, Formal and Informal Observations, Walkthroughs, Professional Development Evals |
| Apr 15 | Targeted instruction in reading literature, reading informational text and vocabulary in daily differentiated instructional structures; resulting in an increase of +60 scaled score points for general education, +40 scaled score points for special education and +50 scaled score points for ELLs in the corresponding strands of the Star Reading assessment from Fall to Spring. | Lesson Plans, Formal and Informal Observations, Walkthroughs, Professional Development Evals |
| Jul 1 | By June 2022, to increase student mastery of reading literature and reading informational text by providing targeted strategy instruction in daily reading groups, high quality embedded professional learning and data driven instructional practices as measured by STAR Reading Assessment with moderate growth of +60 scaled score points for General Education Students, +50 scaled score points for ESL Students and +40 for Special Education Students. | Lesson Plans, Formal and Informal Observations, Walkthroughs, Professional Development Evals |

Action Steps

SMART Goal 1

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|----------------|
| 1 | 1 | Contract with Professional Developer for ELA | 7/6/21 | 9/30/21 | ELA Supervisor |
| 2 | 3 | Ensure ELA coach has a schedule that supports grade level PD | 7/6/21 | 8/31/21 | Principal |
| 3 | 3 | Ensure Reading Specialist and ELA BSI teachers have appropriate schedules | 9/1/21 | 9/30/21 | Principal |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|---------------------------|
| 4 | 1 | Create STAR Reading Benchmark Schedule | 7/6/21 | 8/31/21 | ELA Supervisor |
| 5 | 2 | Provide PD in LINK IT, STAR Reading, AR 360 to new staff | 9/1/21 | 11/30/21 | ELA Supervisor, ELA Coach |
| 6 | 2 | Provide PD to Science and Social Studies teachers to support cross content text sets and the delivery of Close Reading Activities | 9/1/21 | 11/30/21 | ELA Supervisor, ELA Coach |

Budget Items

SMART Goal 1

| Correspondin g Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|-------------------------------|------------------------|--|----------------------|--|
| 3 | BSI Salaries | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$100,748 | Federal Title I (School Allocation) |
| 3 | BSI Benefits | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$16,178 | Federal Title I (School Allocation) |

SMART Goal 2

By June 2022, students in a grade levels will increase content mastery of mathematics as a results of hands-on standards based instruction and small group targeted intervention as measured by at least 15% overall student growth increase from Placement Test to the third marking period quarterly.

Priority Performance Review of data reveals insufficient progress in Math school wide

Strategy 1: Professional development in area of New Jersey Student Learning Standards for Mathematics including the Mathematical Practices, student engagement, fostering student centered instruction and higher level questioning through the use of consultants and the Mathematics coach. Establish PLC's for grade level MA teachers to analyze data and identify targeted areas of remediation of common unit assessments and district quarterlies via LinkIt to meet at least three times a year.

Strategy 2: Continue to implement using student voices as a way to assess understanding and increase student engagement in the classroom.

Strategy 3: Begin to implement Interactive Notebooks as a way to foster student understanding of the mathematics content and the NJSLs for mathematics at each grade level. Professional development on creating, effective utilization, and effective implementation of Interactive Notebooks for mathematics through the Mathematics Coach and consultants.

Target Population: Total Population, SPED, ELL

Interim Goals

SMART Goal 2

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--|--|
| Nov 15 | Conduct placement test, observations (formal and informal), walk-throughs, PD and job embedded coaching; analyze placement test to target skills and students for remediation; and collect and analyze Study Island. LINK IT item analysis for Placement test, Study Island results, Walkthrough check lists, observations-formal and informal | LINK IT item analysis for Placement test, Study Island pre-test results, Walkthrough check lists, observations-formal and informal |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|--|
| Feb 15 | Conduct second MP quarterlies and unit tests, observations (formal/informal), Walkthroughs, PD and job embedded coaching; analyze first MP Quarterlies and unit tests and identify students for remediation. Study Island assignments for practice and remediation will be conducted. LINK IT item analysis for Placement test, Study Island results, Walkthrough check lists, observations-formal and informal | LINK IT item analysis for Placement test, Study Island pre-test results, Walkthrough check lists, observations-formal and informal |
| Apr 15 | Conduct third MP quarterlies and unit tests, observations (formal/informal), Walkthroughs, PD and job embedded coaching; analyze second MP Quarterlies and unit tests and identify students for remediation. Study Island assignments for practice and remediation will be conducted | LINK IT item analysis for Placement test, Study Island pre-test results, Walkthrough check lists, observations-formal and informal |
| Jul 1 | By June 2022, students in a grade levels will increase content mastery of mathematics as a results of hands-on standards based instruction and small group targeted intervention as measured by at least 15% overall student growth increase from Placement Test to the third marking period quarterly. | LINK IT item analysis for Placement test, Study Island pre-test results, Walkthrough check lists, observations-formal and informal |

Action Steps

SMART Goal 2

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|--|
| 1 | 2 | small group instruction as a targeted review strategy | 9/1/21 | 6/30/22 | teachers |
| 2 | 1 | Continue to support Math coach to ensure effective instructional strategies are being implemented in the classroom. The coach will provide support to new teachers and/or staff who have been assigned to different grade levels. The coach will also analyze data in order to provide teachers with necessary supports | 9/1/21 | 6/30/22 | Dir. Curriculum and Instructions, Math Supervisor. |
| 3 | 2 | Continue math EXCEL class based on data matrix and teacher recommendation | 9/1/21 | 6/30/22 | Principal, VP Math Supervisor |
| 4 | 1 | Assign an additional BSI Teacher | 9/1/21 | 11/16/21 | Dir. Curriculum and Instruction, Principapl |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|--|
| 5 | 1 | PLC's 3x a year to review data to drive instruction. | 9/1/21 | 6/30/22 | Principal, VP, Math Supervisor, Math Coach |
| 6 | 3 | Imagine Math Training for all new math staff | 9/1/21 | 2/15/22 | Math Supervisor, Math Coach |
| 7 | 3 | Continue to use Imagine math for homework and review targeted concepts and skills at least twice a month. PD for new and existing staff on CMP3 math program and NJSLs and co-teaching model | 9/1/21 | 6/30/22 | Teachers |
| 8 | 1 | Quarterly monitoring of all study hall assignments to increase areas of remediation by math coach. | 9/1/21 | 6/30/22 | Math Supervisor, Math Coach, Principal, VP's |
| 9 | 1 | PD for new and existing staff on CMP3 math program and NJSLs and co-teaching model. | 9/1/21 | 6/30/22 | Math Supervisor |
| 10 | 1 | Use LINK IT to facilitate data driven instruction to create small groups for remediation and review | 9/1/21 | 6/30/22 | Teachers, Math supervisor, Math coach, Principal, VP's |
| 11 | 2 | Schedule PLC's for math excel, BSI, and SPED teachers that target instructional needs. | 9/1/21 | 6/30/22 | Math Supervisor, SPED supervisor, Principal, VP's Math Coach |
| 12 | 3 | Family math/STEM/NSLA nights to introduce NJSLs Standards, Connected math, and Imagine math. | 9/1/21 | 4/15/22 | Math Supervisor, Math Coach, Principal, VP's |
| 13 | 2 | Monitor implementation of teacher data use through weekly administrative electronic plan book with effective referencing of the NJSLs. | 9/1/21 | 6/30/22 | Math Supervisor |
| 14 | 1 | Administer fall assessment, collect and analyze data to establish students' baseline scores and instructional groupings | 9/1/21 | 11/16/21 | Math Supervisor, Teachers |
| 15 | 1 | Administer spring assessment, collect data and analyze data to establish students' comparative scores. | 2/15/22 | 4/15/22 | Teachers, Math Supervisor |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|---|
| 16 | 1 | Reappoint math coach to provide embedded Math PD | 9/1/21 | 11/16/21 | Dir. of Curr. and Instr. , Principal, Math Supervisor |
| 17 | 2 | Reappoint BSI math teachers | 9/1/21 | 11/16/21 | Math Supervisor, Principal |

Budget Items

SMART Goal 2

| Correspondin g Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|----------------------------|------------------------|---|-------------------|--|
| 17 | BSI Salaries | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$358,835 | Federal Title I (Intervention Reserve) |
| 17 | BSI Benefits | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$197,242 | Federal Title I (School Allocation) |

SMART Goal 3

By June of 2022 there will be a continued decrease of Category II infractions by 5% in total population across all grade levels as measured by O.C.R. data. A decrease in tardiness and chronic absenteeism will continue as a result of the interventions proposed in the SIP (six teachers tracking attendance-two per grade, hand scheduling chronically tardy students Golden CHAMPS tickets and consistent contact home to parents). A check-in system will be established with the targeted chronic absentee students to ensure consistent attendance to school. Staff will be in continuous contact with parents, students to receive Golden CHAMPS tickets to reward compliance. An anticipated increase in Category I infractions may occur due to the enforcement of school rules and procedures (specific to: tardiness to class, behavior in hallway/cafeteria, and other school wide expectations) proposed by the SINI committee.

Address improving student engagement and attendance by creating and enhancing after school and summer offerings to promote both engagement and attendance with robust STEM, Arts Integration and SEL components

| | |
|----------------------|--|
| Priority Performance | Review of data specific to student tardiness and chronic absenteeism reveals significant decline. Review of data shows decrease in overall discipline across all discipline categories. |
| Strategy 1: | Revision to discipline matrix specific to tardiness with PBSIS guidance. |
| Strategy 2: | Develop a communication log between teachers and families (calls home)to decrease the amount of special action referrals . Changes to the Master Schedule providing additional staff to support the chronically tardy/absent students. |
| Strategy 3: | Continued implementation of PBSIS/CHAMPS (year 5). Gather information from multiple data sources inclusive but not limited to Realtime and SWISS to identify trends in discipline and target them via PBSIS. Share data with all stakeholders in a variety of methods. |
| Target Population: | Total Population, SPED, ELL |

Interim Goals

SMART Goal 3

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--|---|
| Nov 15 | Continue staff PD training at the beginning of the school year. Meet with students within the first week of school and review school wide expectations, procedures and consequences. Present behavioral expectations to families through the student agenda and Back to School night presentation. Improve upon our secondary tier intervention program to target habitually tardy student as well as the chronically absent student. Create "Pause for a Cause" weekly schedule at the beginning of the year for the entire school year. Meet with habitually late/chronically absent 7th and 8th grade students a minimum of two times per month. Begin to track habitually late 6th grade students and meet with them after MP 1. | Posters, Student Agenda, Monthly Universal Team Meetings, Faculty SC meeting, Student Assemblies, Parent Conferences. Realtime discipline data. |
| Feb 15 | Continue to review behavioral expectations (in large and small group settings), recognize outstanding student and staff participation in PBSIS, celebrate positive student behaviors. Special PBSIS ticket blitz to focus on compliance of school wide expectations (ID, agenda, independent reading book, arriving on time).Continue to meet with habitually late/chronically absent 7th and 8th grade students a minimum of two times per month and contact families. Begin to meet with habitually late 6th grade students. | Posters, Student Agenda, Monthly Universal Team Meetings, Faculty SC meeting, Student Assemblies, Parent Conferences. Realtime discipline data. |
| Apr 15 | Continue to review behavioral expectations (in large and small group settings), recognize outstanding student and staff participation in PBSIS, celebrate positive student behaviors. Special PBSIS ticket blitz to focus on compliance of school wide expectations (ID, agenda, independent reading book, arriving on time).Continue to meet with habitually late/chronically absent 6th, 7th, and 8th grade students a minimum of two times per month and contact families. | Posters, Student Agenda, Monthly Universal Team Meetings, Faculty SC meeting, Student Assemblies, Parent Conferences. Realtime discipline data. |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|--|
| Jul 1 | <p>By June of 2022 there will be a continued decrease of Category II infractions by 5% in total population across all grade levels as measured by O.C.R. data. A decrease in tardiness and chronic absenteeism will continue as a result of the interventions proposed in the SIP (six teachers tracking attendance-two per grade, hand scheduling chronically tardy students Golden CHAMPS tickets and consistent contact home to parents). A check-in system will be established with the targeted chronic absentee students to ensure consistent attendance to school. Staff will be in continuous contact with parents, students to receive Golden CHAMPS tickets to reward compliance. An anticipated increase in Category I infractions may occur due to the enforcement of school rules and procedures (specific to: tardiness to class, behavior in hallway/cafeteria, and other school wide expectations) proposed by the SINI committee.</p> <p>Address improving student engagement and attendance by creating and enhancing after school and summer offerings to promote both engagement and attendance with robust STEM, Arts Integration and SEL components</p> | <p>Posters, Student Agenda, Monthly Universal Team Meetings, Faculty SC meeting, Student Assemblies, Parent Conferences. Realtime discipline data.</p> |

Action Steps

SMART Goal 3

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|---------------------------------------|
| 1 | 1 | <p>Improve upon multi-faceted year long program in an effort to reach chronically absent students. Chronically absent 7th and 8th students will be identified over the summer. Incoming 6th grade students who demonstrate a pattern of absences will be identified by the end of October.</p> | 7/6/21 | 6/30/22 | Principal, VP's, PBSIS comm. Guidance |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|------------------------------------|
| 2 | 1 | continue to utilize the strengths of the climate and culture coach to input and analyze data to ensure that current strategies within the ASP are effective. The climate and culture coach will also lead the PBSIS (CHAMPS) initiative | 9/1/21 | 6/30/22 | Principal, VP's ASP committee |
| 3 | 2 | continue with current and more effective method of assigning teacher detentions. | 9/1/21 | 6/30/22 | Principal, VP's ASP Comm. |
| 4 | 2 | Distribute a flowchart of classroom management versus office conduct referral to staff and provide PD with focus on intervention strategies. | 9/1/21 | 6/30/22 | Principal, VP's ASP Comm. |
| 5 | 3 | Continue PBSIS instructional events to reinforce implementation of school wide expectations and PBSIS framework. | 9/1/21 | 6/30/22 | Principal, VP, Staff |
| 6 | 3 | Implement a system to disseminate information to parents about the successes of PBSIS framework. | 9/1/21 | 6/30/22 | Principal, VP, Staff, ASP comm. |
| 7 | 3 | adhere to the recognition system plan and routinely reflect on the quality of implementation by evaluating the ticket distribution patterns and student disciplinary infraction via Realtime. | 9/1/21 | 6/30/22 | Principal, VP, Sini, ASP comm. |
| 8 | 3 | continue to provide building based training on PBSIS and revised discipline procedures at the summer staff retreat at the beginning of the school year. | 7/6/21 | 9/30/21 | Principal, VP, ASP, PBSIS teams. |
| 9 | 1 | Make revisions to discipline matrix in an effort to provide age appropriate discipline with PBSIS guidance | 7/6/21 | 10/15/21 | Principal, VP |
| 10 | 3 | train selected staff members on how to navigate through and use realtime. | 9/1/21 | 2/15/22 | Principal/VP |
| 11 | 1 | Make revisions to the master schedule to provide support for new initiatives. Three teachers (one per grade level) will be assigned the responsibility of meeting with habitually absent/tardy students. | 9/1/21 | 6/30/22 | Principal, VP, ASP and PBSIS teams |
| 12 | 3 | Provide support for overall SEL by counselors to help students after school and summer. Be ready to learn and cope with negative external influences. | 3/31/22 | 7/29/22 | Program Coordinator, VP |
| 13 | 3 | School SAC will meet with team of teachers selected to oversee second tier intervention to proved them with effective strategies when working with students. | 9/1/21 | 6/30/22 | Principal, VP, SAC |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------------------|
| 14 | 3 | Add SEL/ARTS integration/STEAM activities to all after school and summer programs to increase student attendance and engagement. | 3/31/22 | 7/29/22 | Program coordinator, VP |

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 2022, CCMS teachers will improve upon areas and strategies specific to managing student behavior, classroom procedures and overall student engagement (bell to bell instruction). CCMS teachers will continue to use differentiated instruction, SIOP, and UDL strategies to meet the needs of all learners, including subgroup populations Performance Challenge.

Priority Performance Formal and informal walkthrough data reflect classrooms struggling with fundamental management strategies and procedural processes to optimize student learning.

Strategy 1: Administrators will develop walkthrough rubrics and Exit Tickets to target: Managing Classroom Procedures and Managing Student Behavior that are specific to the components within the Danielson framework. Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction. Administration will share trends via email blasts. Administrators will complete the first round of observations for non-tenured staff and staff on corrective action plans (if applicable). Administration will analyze Domain 2 and 3 data and walkthrough data. Administration will provide targeted PD to teachers using trends from data. Administrators and teachers will turn-key PD to other staff during designated PLCs.

Strategy 2: Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction.) Administration will share trends via email blasts. Staff will be provided with Exit Tickets from each walk-through that are focused on a specific area of the Danielson Framework (2C/2D). Administrators will complete third round of observations for non-tenured staff and second round of tenured staff. Continue targeted PD using trends from data.

Strategy 3: Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction. Administration will share trends via email blasts. Staff will be provided with Exit Tickets from each walk-through that are focused on a specific area of the Danielson Framework (2C/2D). Administrators will complete final round of observations of all staff and final evaluations for non-tenured staff. Continue targeted PD using trends from data. Administration will begin completing final evaluations. Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school.

Target Population: STAFF

Interim Goals

SMART Goal 4

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|---|
| Nov 15 | <p>Administrators will develop walkthrough rubrics and Exit Tickets to target: Managing Classroom Procedures and Managing Student Behavior that are specific to the components within the Danielson framework. Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction. Administration will share trends via email blasts. Administrators will complete the first round of observations for non-tenured staff and staff on corrective action plans (if applicable). Administration will analyze Domain 2 and 3 data and walkthrough data. Administration will provide targeted PD to teachers using trends from data. Administrators and teachers will turn-key PD to other staff during designated PLCs.</p> | <p>Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school</p> |
| Feb 15 | <p>Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction.) Administration will share trends via email blasts. Staff will be provided with Exit Tickets from each walk-through that are focused on a specific area of the Danielson Framework (2C/2D). Administrators will complete third round of observations for non-tenured staff and second round of tenured staff. Continue targeted PD using trends from data.</p> | <p>Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school</p> |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|--|
| Apr 15 | <p>Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction. Administration will share trends via email blasts. Staff will be provided with Exit Tickets from each walk-through that are focused on a specific area of the Danielson Framework (2C/2D). Administrators will complete final round of observations of all staff and final evaluations for non-tenured staff. Continue targeted PD using trends from data. Administration will begin completing final evaluations.</p> <p>Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school.</p> | Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school |
| Jul 1 | <p>By June 2022, CCMS teachers will improve upon areas and strategies specific to managing student behavior, classroom procedures and overall student engagement (bell to bell instruction). CCMS teachers will continue to use differentiated instruction, SIOP, and UDL strategies to meet the needs of all learners, including subgroup populations Performance Challenge.</p> | Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school |

Action Steps

SMART Goal 4

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|-------------------------------|
| 1 | 1 | make revisions to the master schedule to provide support for new initiatives. | 7/6/21 | 8/31/21 | Principal, VP, Central Admin. |
| 2 | 3 | Admin work to develop various targeted walkthrough templates to address effectiveness of managing classroom behaviors and managing student behavior in addition to the already DI, UDL, SIOP, co-teaching expectations as well as domains 2 and 3 | 7/6/21 | 9/30/21 | Principal, VP |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|---|
| 3 | 3 | Admin develops a route sheet to ensure a walkthrough is conducted for each staff member at a minimum of once per marking period. At least two of the scheduled walkthroughs will be conducted within the first or last ten minutes of class. | 9/1/21 | 10/15/21 | Principal, VP, Supervisors |
| 4 | 3 | Administration and Dir. of Curr. and Instruction will create a schedule for a walkthrough "blitz" | 9/1/21 | 10/15/21 | Principal, VP, Supervisors |
| 5 | 3 | Admin will modify format of staff meetings to review effective methods of classroom management. | 9/1/21 | 2/15/22 | Principal, VP's |
| 6 | 3 | Admin/ASP comm. will work collaboratively to prepare videos/lessons that demonstrate effective methods of classroom management. | 9/1/21 | 2/15/22 | Principal, VP, Dir. Curr and Inst. ASP Team |
| 7 | 2 | Develop instructional template for DI process and procedures in ELA and Math | 9/1/21 | 6/30/22 | Principal, VP, Supervisors |
| 8 | 3 | Continue to train teachers on UDL and co-teaching strategies. Teachers will turn key PD to other staff during PLC's | 9/1/21 | 6/30/22 | Admin, staff |
| 9 | 3 | Admin, Math, ELA coaches develop a schedule for students to complete Imagine Math during study periods. | 9/1/21 | 6/30/22 | Coaches, Admin |
| 10 | 3 | SPED supervisor conducts department meetings two times per year | 9/1/21 | 6/30/22 | Sped Supervisor |
| 11 | 3 | SINI/ASP meets and reviews data three times per year. | 9/1/21 | 6/30/22 | Admin, Dir. of Curr. and Inst. ASP Team |
| 12 | 1 | Review formal evaluation data to measure growth and plan for 2022-2023 | 9/1/21 | 6/30/22 | Admin, ASP TEam |

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL |
|------------------|---|------------------------|-------------------------------|--|-------------------------------------|-------------------------------------|-----------------------------|---|---|---------------|-----------|
| INSTRUCTION | Personnel Services - Salaries | 100-100 | \$0 | \$358,835 | \$100,748 | \$0 | \$0 | \$0 | \$0 | \$0 | \$459,583 |
| INSTRUCTION | Purchased Professional & Technical Services | 100-300 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| INSTRUCTION | Other Purchased Services | 100-500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| INSTRUCTION | Supplies & Materials | 100-600 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| INSTRUCTION | Other Objects | 100-800 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| INSTRUCTION | Sub-total | | \$0 | \$358,835 | \$100,748 | \$0 | \$0 | \$0 | \$0 | \$0 | \$459,583 |
| SUPPORT SERVICES | Personnel Services - Salaries | 200-100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Personnel Services - Employee Benefits | 200-200 | \$0 | \$0 | \$213,420 | \$0 | \$0 | \$0 | \$0 | \$0 | \$213,420 |
| SUPPORT SERVICES | Purchased Professional & Technical Services | 200-300 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Purchased Property Services | 200-400 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL |
|------------------|----------------------------|------------------------|-------------------------------|--|-------------------------------------|-------------------------------------|-----------------------------|---|---|---------------|-----------|
| SUPPORT SERVICES | Other Purchased Services | 200-500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Travel | 200-580 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Supplies & Materials | 200-600 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Other Objects | 200-800 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Indirect Costs | 200-860 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Sub-total | | \$0 | \$0 | \$213,420 | \$0 | \$0 | \$0 | \$0 | \$0 | \$213,420 |
| FACILITIES | Buildings | 400-720 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| FACILITIES | Instructional Equipment | 400-731 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| FACILITIES | Noninstructional Equipment | 400-732 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| FACILITIES | Sub-total | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SCHOOLWIDE | Schoolwide Blended | 520-930 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SCHOOLWIDE | Sub-total | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL |
|-----------------|--------------|------------------------|-------------------------------|--|-------------------------------------|-------------------------------------|-----------------------------|---|---|---------------|-----------|
| Total Cost | | | \$0 | \$358,835 | \$314,168 | \$0 | \$0 | \$0 | \$0 | \$0 | \$673,003 |

Overview of Total Title 1 Expenditures

| | Federal Title 1 (Priority/Focus Interventions) | Federal Title 1 (School Allocation) Total | Federal Title 1 (Reallocated Funds) | TOTAL |
|------------------------------|---|--|--|-----------|
| Included in SMART Goal Pages | \$358,835 | \$314,168 | \$0 | \$673,003 |
| Other Title 1 Expenditures | \$0 | \$0 | \$0 | \$0 |
| Total | \$358,835 | \$314,168 | \$0 | \$673,003 |

School Level Certification Page

| | | |
|---|---|--|
| x | The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team. | |
| x | The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP. | |
| x | | Effective Instruction |
| x | | Effective Instruction |
| x | | Climate and Culture, including Social and Emotional Learning |
| x | | Climate and Culture, including Social and Emotional Learning |
| x | For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA). | |
| x | The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages. | |
| x | This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved. | |

Completed By: Andrew J Jaeger

Title: CCMS VP

Date: 04/05/2022

District Business Administrator or District Federal Programs Administrator Certification

| | |
|---|--|
| x | The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200. |
| x | I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs. |

For Comprehensive Support and Targeted Support schools only:

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

Certified By: Mike Ucci
 Title: Business Administrator
 Date: 04/06/2022

ASP District CSA Certification and Approval Page

| | |
|---|---|
| x | The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and |
| x | I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs. |

Certified By: Janina Kusielewicz
Title: Assistant Superintendent for C and I
Date: 04/06/2022