

School #12

District: CLIFTON CITY

County: PASSAIC

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 310900170

Annual School Planning 2022-2023

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Rosamunda Kenning	Yes	Yes	Yes		
Assistant Principal	Jennifer Rey	Yes	Yes	Yes		
Director of Curriculum and Math Supervisor	Janina Kusielewicz	Yes	Yes	Yes		
Language Arts Supervisor	Erin Zmuda	Yes	Yes	Yes		
WPU/PIR Community	Valerie Kropinack	Yes	Yes	Yes		
teacher	Darleen Rankin	Yes	Yes	Yes		
Teacher	Dana Murdoch	Yes	Yes	Yes		
	Luciana Camarneiro	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Michelle De Haven	Yes	Yes	Yes		
Parent	Kyrstal Morales	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/15/2021	Smart Goal Development	Yes	Yes
10/28/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/16/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/05/2021	Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
01/05/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Targeted instruction in reading literature and reading informational text in daily guided reading groups.	Language Arts	Gen. Ed., Sp. Ed., ELL Students				see report
Small group targeted interventions to increase mastery in Mathematics	Mathematics	Gen. Ed., Sp. Ed., ELL Students				See report
WPU Professor in Residence	Language Arts/ Mathematics	All teachers	Yes	Yes	Yes	It is difficult to provide quantitative data to support the PIRs success. Teacher feedback following lunch and learn and PD during GLM sessions indicate positive teacher response.
William Paterson University Professional Development Network	Cross curricular	All teachers	Yes	Yes	Yes	Professional Development sessions were held after school, remotely this year due to covid restrictions. Teacher participation increased over the past year.

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
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	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		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					School 12 shows a 5% overall decline in growth from 18-19. Special education students and general education subgroups have shown a slight decline. In contrast, ELL students have shown significant growth from 18-19! Imagine Math data shows that in K, 1, 4 and 5 grade levels, School 12 out performed district growth	School 12 shows a 5% overall decline in growth from 18-19. Special education students and general education subgroups have shown a slight decline. In contrast, ELL students have shown significant growth from 18-19! Imagine Math data shows that in K, 1, 4 and 5 grade levels, School 12 out performed district growth
		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%	92%	0%		
		1	0%	0%	96%	0%		
		2	0%	0%	97%	0%		
		3	0%	0%	99%	0%		
		4	0%	0%	96%	0%		
		5	0%	0%	80%	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	School 12 shows a 5% overall decline in growth from 18-19. Special education students and general education subgroups have shown a slight decline. In contrast, ELL students have shown significant growth from 18-19! Imagine Math data shows that in K, 1, 4 and 5 grade levels, School 12 out performed district growth 127191	School 12 shows a 5% overall decline in growth from 18-19. Special education students and general education subgroups have shown a slight decline. In contrast, ELL students have shown significant growth from 18-19! Imagine Math data shows that in K, 1, 4 and 5 grade levels, School 12 out performed district growth
		K	47%	0%	0%	0%		
		1	62%	0%	0%	0%		
		2	69%	0%	0%	0%		
		3	53%	0%	0%	0%		
		4	46%	0%	0%	0%		
		5	43%	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
		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%	School 12 shows a 5% overall decline in growth from 18-19. Special education students and general education subgroups have shown a slight decline. In contrast, ELL students have shown significant growth from 18-19! Imagine Math data shows that in K, 1, 4 and 5 grade levels, School 12 out performed district growth District BM1 School 12 BM1 District BM2 School 12 BM2 District BM3 School 12 BM3 School 12 Growth District Growth Kinder -143 -226 -30 -128 37 -24 202 180 Grade 1 75 2 168 92 226 160 158 151 Grade 2 239 204 355 306 441 402 198 202 Grade 3 209 206 296 256 365 329 123 156 District BM1 School 12 BM1 District BM2 School 12 BM2 District BM3 School 12 BM3 School 12 Growth District Growth Kinder -143 -226 -30 -128 37 -24 202 180 Grade 1 75 2	
		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		
			Grade 4	298	223	168	92	226
				398	354		160	158
				448	225		151	
			Grade 5	454	387	Grade 2		239
				521	488		204	355
				541	154		306	441
							402	198
				Overall Average			202	
			Growth	177	163	Grade 3		209
							206	296
							256	365
							329	123
							156	
						Grade 4		298
							223	398
							354	464
							448	225
							166	
						Grade 5		454
							387	521
							488	577
							541	154
							123	
							Overall Average	
						Growth		
							177	163

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	52.3%	52.3	52.3

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.			

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		Charlotte Danielson For Effective Teacher (2013) No 59 9 5 0 4th & 5th Grade Teachers 132 59 132 59 132 13 46 0	

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
			0	

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Professional Capacity- Darleen Rankin	Darleen Rankin - Professor in Residence	Meet monthly with staff and admin	review ELA and Math data/Observational trends
Parent/Family Engagement -	Parent- Krystal Morales	Meet with HSA and School Admin/Staff	Discuss School Climate/Culture and Needs
Community Involvement /Family Engagement-	Power of One- Kim Castelano	Meet as needed for Community Events	Backpack distribution, /Food and Clothing Drives
Community / Parent/Family Engagement	Martha Orrok	PRIDE/FAST Grant programs	Meet as needed to discuss and coordinate events
Community/Parent/Family Engagement	Clifton Health Department	Community Outreach/Partnership with City Green for Community Gardens	Meet as needed
Community/Parent/Family Engagement	City Green	Partnership with Clifton Health Department for Community Gardens	Meet as needed for supplies and garden training

Process Questions and Growth and Reflection Tool

<CNA: NO DATA >

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	Priority Area: Subgroup populations are not demonstrating success in math and language arts as per data analysis due to an uneven implementation in the learning environment.	Students weakness in the areas of Reading Literature, Reading Informational and Language (Vocabulary) lead to deficient application and understanding from grade to grade.		1 Professional development on close reason (3-5) Foundations (k-2) integrated and writer's workshop and differentiation during center/station time
				2 Strengthen delivery of Foundations, close reading, reader's and writer's workshop and center/station
				3 Monitor student progress with quarterly STAR assessment, AR360 (close reading) and use data to measure growth.
Effective Instruction	Priority Area: Subgroup populations are not demonstrating success in math and language arts as per data analysis due to an uneven implementation in the learning environment.	Limited mathematical content mastery and mathematical fluency in the early grades translates to weaknesses that move up the grade levels. Additionally, there seems to be inconsistent implementation of the special education modified assessments for resource students.		1 PLC's twice a marking period to review data with students with the K-8 math supervisor and elementary math coach
				2 Embedded math coaching and professional development to ensure consistent implementation
				3 Implemented best practices for mastering math content

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	Instructional time is not always utilized to its maximum potential due to the lack of rigor, differentiation of instruction, and level of student engagement in the learning environment	<p>Differentiation of instruction is not implemented with fidelity. Low levels of student engagement and lack of rigor result in instructional concerns.</p> <p>Student classroom performance and marking period grades do not align with benchmark or testing scores.</p>		1	Continued use of UDL in order to enhance differentiated instruction strategies
				2	Targeted instructional practice for small group instruction to reinforce taught skills and ensure adequate growth.
				3	Continue professional development on using data and assessments to identify instructional needs and differentiate instruction
Assessment/Data Analysis	Teachers need to be able to correctly interpret data to appropriately address student learning needs. analysis of teacher evaluation results indicate that tiered system of support through differentiation is in need of support and professional development.	Although teachers are adept at acquiring data through multiple means of assessment, the transformation, utilization and implementation into daily practice is inconsistent.		1	Professional development on correctly analyzing data and implementing results into the delivery of instruction.
				2	Walkthroughs focused on ensuring the results of careful analysis of data and determined as a need is being addressed in the classroom.
				3	Continuation of dialog amongst staff during scheduled GLMs are utilized as peer support and collaboration.

SMART Goal 1

School 12 will provide targeted instruction in reading literature, reading informational text and foundational skills in daily guided reading groups, resulting, by June 2023, an increase of +80 scale score points in general education, +70 scale score points for Special Education and +50 scale score points for LE students in corresponding strands of STAR Reading assessment from Fall to Spring.

Priority Performance Priority Area: Subgroup populations are not demonstrating success in math and language arts as per data analysis due to an uneven implementation in the learning environment.

Strategy 1: Professional development on close reason (3-5) Foundations (k-2) integrated and writer's workshop and differentiation during center/station time

Strategy 2: Strengthen delivery of Foundations, close reading, reader's and writer's workshop and center/station

Strategy 3: Monitor student progress with quarterly STAR assessment, AR360 (close reading) and use data to measure growth.

Target Population:

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of MP 1, professional development in Foundations, Close Reading and Writer's Workshop implementation. STAR and benchmark assessments will be administered and both formal and informal observations will take place	Reflective feedback from staff and professional developer, STAR reading summary reports and model assessments scores in LINKIT will all provide sources of evidence.
Feb 15	By the end of MP2 we will continue to conduct formal and informal observation with timely and meaningful feedback provided.	Model assessments scores in LINKIT observation trends from Teachscape and walkthrough data will all provide sources of evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of MP3, teachers will monitor and collect data (K-1 RAZ kids, 2-5 STAR reports) on a biweekly basis to be submitted in conjunction with plan books for administrative review.	Data reports submitted with plan books
Jul 1	School 12 will provide targeted instruction in reading literature, reading informational text and foundational skills in daily guided reading groups, resulting, by June 2023, an increase of +80 scale score points in general education, +70 scale score points for Special Education and +50 scale score points for LE students in corresponding strands of STAR Reading assessment from Fall to Spring.	

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Assign BSI teachers, Reading Specialist and Targeted At-Risk teachers based on student needs	9/8/22	11/18/22	
1	2	Implement guided reading with flexible groups in classroom supported by reading specialist and BSI teachers	9/8/22	10/28/22	
1	1	Professional development to further enhance teachers' abilities to differentiated instruction and collaboration with one another	9/8/22	11/18/22	
2	3	Implement guided reading with flexible groups in classroom, supported by reading specialist and BSI teachers	9/8/22	11/18/22	
3	3	Present reading goals to parent at back to school night along with information regarding STAR and AR360	9/20/22	10/28/22	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Assign teacher salary Reading Recovery Teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	\$102,024	Federal Title I (School Allocation)
1	Assign teacher salary Reading Recovery Teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	\$89,785	Federal Title I (School Allocation)
1	Assign teacher salary Reading Recovery Teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	\$102,024	Federal Title I (School Allocation)
1	Assign teacher benefits Reading Recovery Teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$54,195	Federal Title I (School Allocation)
1	Assign teacher benefits Reading Recovery Teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$47,694	Federal Title I (School Allocation)
1	Assign teacher benefits Reading Recovery Teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$54,195	Federal Title I (School Allocation)

SMART Goal 2

By June 2023 School 12 students will participate in standards based instruction and small group targeted instruction to increase mastery of the NJSLs in mathematics as measured by 15% increase from placement test to post test for targeted subgroups.

Priority Performance Priority Area: Subgroup populations are not demonstrating success in math and language arts as per data analysis due to an uneven implementation in the learning environment.

Strategy 1: PLC's twice a marking period to review data with students with the K-8 math supervisor and elementary math coach

Strategy 2: Embedded math coaching and professional development to ensure consistent implementation

Strategy 3: Implemented best practices for mastering math content

Target Population:

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Professional development will continue to be provided for grades 3-5. Math coach will provide targeted PD for each grade level.	Reflective feedback from staff and math coach. Imagine Math, data review, Linkit summary sheets and district benchmark
Feb 15	Observations both formal and informal. District topic tets will include model curriculum questions. Math supervisor and math coach will continue to support staff members	Reflective feedback from staff and math coach. Imagine Math, data review, Linkit summary sheets and district benchmark District review of Linkit reports.
Apr 15:	Teachers will monitor and collect data (K-5 Imagine Math) on a biweekly basis to be submitted with plan books for administrative review	Data reports with plan books

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2023 School 12 students will participate in standards based instruction and small group targeted instruction to increase mastery of the NJSLS in mathematics as measured by 15% increase from placement test to post test for targeted subgroups.	

< SMART Goal 2 - Action Steps: NO DATA >

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Assign teacher salary for BSI teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	\$44,893	Federal Title I (School Allocation)
1	Assign teacher salary for BSI teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	\$47,944	Federal Title I (School Allocation)
1	Assign teacher salary for BSI teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	\$95,888	Federal Title I (School Allocation)
1	Assign teacher salary for BSI teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	\$102,024	Federal Title I (School Allocation)
1	Assign teacher benefits for BSI teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$23,847	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Assign teacher benefits for BSI teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$25,468	Federal Title I (School Allocation)
1	Assign teacher benefits for BSI teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$50,935	Federal Title I (School Allocation)
1	Assign teacher benefits for BSI teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$48,173	Federal Title I (School Allocation)

SMART Goal 3

By the end of cycle three of the Danielson Teachscape Evaluation model, 80% of identified teachers will be rated effective or highly effective in Domain 3, as a result of UDL implementation, aligned to NJSLS, rigorous leveled and tiered differentiated stations in Language Arts and Math.

Priority Performance Instructional time is not always utilized to its maximum potential due to the lack of rigor, differentiation of instruction, and level of student engagement in the learning environment

Strategy 1: Continued use of UDL in order to enhance differentiated instruction strategies

Strategy 2: Targeted instructional practice for small group instruction to reinforce taught skills and ensure adequate growth.

Strategy 3: Continue professional development on using data and assessments to identify instructional needs and differentiate instruction

Target Population:

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Develop walk through rubric and set baseline scores from 5 targeted walkthroughs per week. Announce observations will be initiated and data collected to analyze domain 2A and 3A data Provide targeted PD using trends from data.	
Feb 15		
Apr 15:		

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By the end of cycle three of the Danielson Teachscape Evaluation model, 80% of identified teachers will be rated effective or highly effective in Domain 3, as a result of UDL implementation, aligned to NJSL, rigorous leveled and tiered differentiated stations in Language Arts and Math.	

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Continue to support teachers on the differentiated process and procedures to increase the level of student engagement in Language Arts Literacy	9/8/22	2/17/23	
1	1	Continue to support and implement UDL	9/8/22	2/17/23	
2	3	Begin formal observations with specific focus on 2A and 3A in the Danielson model	10/3/22	12/1/22	

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

Priority Performance Teachers need to be able to correctly interpret data to appropriately address student learning needs. analysis of teacher evaluation results indicate that tiered system of support through differentiation is in need of support and professional development.

Strategy 1: Professional development on correctly analyzing data and implementing results into the delivery of instruction.

Strategy 2: Walkthroughs focused on ensuring the results of careful analysis of data and determined as a need is being addressed in the classroom.

Strategy 3: Continuation of dialog amongst staff during scheduled GLMs are utilized as peer support and collaboration.

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Develop walk through rubric and set baseline scores from 5 targeted walkthroughs per week. Announce observation	Frontline data observations summaries by teachers and administration
Feb 15	5 targeted walkthroughs per week will continue to be conducted by administration. Provided targeted PD using trends from data	Frontline data observations summaries by teachers and administration
Apr 15:	Continue to analyze and compare the data results from the student climate and culture pre and post surveys	Survey results
Jul 1		Teacher Evaluation Results

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	SINI core team meets for interim review of data	12/7/22	6/15/23	
1	1	Continue to support teachers on the differentiated process and procedures to increase the level of student engagement in Language Arts Literacy	9/8/22	6/15/23	
1	3	Develop master schedule to include common planning time weekly and PLCs as needed.	9/8/22	10/14/22	
2	1	Continue to support teachers on the differentiated process and procedures to increase the level of student engagement in Mathematics	9/8/22	6/15/23	
2	3	Select teacher teams will continue to use instructional choice menus to support differentiation	10/14/22	11/18/22	
2	2	Begin formal observations with specific focus on 2A and 3A in the Danielson model	10/5/22	4/28/23	
5	1	Provide PD to increase level of engagement during classroom instruction	11/17/22	2/17/23	

< 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 Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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Total Cost			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0	\$0
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0

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		Effective Instruction
x		Assessment/Data Analysis
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: Rosmunda Kenning

Title: Principal

Date: 09/23/2022

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.
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Certified By: Michael
 Title: Ucci
 Date: 09/23/2022

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 J Kusielewicz
Title: Assistant Superintendent for C and I
Date: 09/23/2022