

School #4

District: CLIFTON CITY

County: PASSAIC

Team: NA

School Identification: Targeted Support

Targeted Subgroup: White

CDS: 310900110

# 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	Tracy Morigi	Yes	Yes	Yes		
Teacher	Lisa Smith	Yes	Yes	Yes		
Teacher	Adrienne Simmons	Yes	Yes	Yes		
Counselor	Corinne Miskowsky	Yes	Yes	Yes		
Special Education Teacher	Nicole DeStefano	Yes	Yes	Yes		
District Supervisor	Valerie Kropinack	Yes	Yes	Yes		
District Supervisor	Erin Zmuda	Yes	Yes	Yes		
Director Curriculum and Instruction	Janina Kusuliewicz	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Community Partnership/WPUNJ/	Darleen Rankin	Yes	Yes	Yes		
Parent/ HSA	Sabrina Wellins	Yes	Yes	Yes		
Parent/ Community City Council	Rosemary Pino	No	No	Yes		

## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/24/2022	Comprehensive Data Analysis and Needs Assessment	No	No
06/03/2022	Smart Goal Development	No	No
06/07/2022	Smart Goal Development	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)
William Paterson Professional Development Network	All subject areas	Kdg - 5	Yes	Yes	Yes	Professional Development sessions were held after school, remotely this year due to covid restrictions. Teacher participation increased over the past year.
Academic Support	Math & Language Arts	Grades K-2	Yes	Yes	Yes	Academic support provided small group targeted instruction to "at-risk students. The program provided a review of skills and concepts taught in class. Students gained confidence while working in the program.
Homework Program	Math & Language Arts	Grades 3-5	Yes	Yes	Yes	Homework program assisted students in grades 3-5 with a review of concepts learned in the class. Students benefitted from the homework support.
Small Group Targeted Instruction (Additional BSI support)	Math & Language Arts	General Education	Yes	Yes	Yes	BSI staff provided small group targeted instruction in grades K-5. BSI reinforced daily skills and provided solid 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)
PBSIS	Culture & Climate/Absenteeism	Grades K-5	Yes	Yes	Yes	Our "Be a School 4 STAR" program continued to impact our students in a positive way. Students continued to be excited to come to school and looked forward to different events. As a result, our chronic absenteeism rate remained below the state average.
Reading Recovery	Reading Foundation	Grades 1 & 2				Reading recovery continues to be a strong intervention at School 4. Our first graders ranged in reading levels from 0-12 in September and ended the year with a range of levels from 7-26.
William Paterson Professor In Residence	ELA/Math? SEL	Kdg - 5	Yes	Yes	Yes	It is difficult to provide quantitative data to support the PIRs success. Teacher feedback following lunch and learn and PD sessions indicate positive teacher response.
Imagine Math	Math	3,4,5	Yes	Yes	Yes	

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. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> 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					ELA benchmark assessment participation rate exceeded 95% in all grades. Cycle 2 grade 1 participation rate was entered incorrectly and therefore indicates 0% participation.. Participation rate in Mathematics varied from cycle to cycle, grade to grade due to interruptions created due to high volume of Covid absences/quarantines.	
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	100%		
		1	100%	0%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	97%		
		5	100%	100%	100%	100%		
		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%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	96%	100%	100%		
		1	100%	75%	100%	100%		
		2	91%	95%	100%	100%		
		3	70%	82%	97%	100%		
		4	100%	100%	100%	97%		
		5	100%	95%	100%	100%		
		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	Exceptional growth in ELA was demonstrated in grades K-4. There was a significant decline in grade 5. Principal, District Supervisor and teachers conducted an in depth data analysis of the results to determine the cause of this decline and plan for interventions/remediation focused on enhancing student mastery.  Although there appears to be growth in grades k, 2, 3, and 5 in Mathematics, Grades 3,4, and particularly grade 5 still lag behind their peers according to district assessment data. District coaches continue to work with these grade levels. Follow up on instructional practices through walkthroughs and teacher evaluation occurred consistently..	
		K	11%	55%	78%	80.1%		
		1	38%	0%	94.1%	91.5%		
		2	17%	23%	27%	29%		
		3	22%	18%	42%	52%		
		4	34%	38%	50%	43%		
		5	42%	37%	26%	32%		
		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	3%	100%	95%	95%		
		1	14%	100%	84%	84%		
		2	15%	81%	85%	85%		
		3	4%	48%	60%	60%		
		4	20%	61%	50%	50%		
		5	5%	16%	49%	49%		
		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	-2%		

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	159	consistent	
		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	92.19%		
		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	3.84%		
		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	92.39%		



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	0.85%		

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	Evaluation framework	The Danielson Framework		
		Observation Waiver?	No		
		# Teachers to Evaluate	13		
		# Non-tenure teachers (years 1 & 2)	6		
		# Non-tenure teachers (years 3 & 4)	1		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		<b>Observations</b>	<b>Total</b>		
		# Scheduled	33		
		# Completed	27		
		# Highly Effective	2		
		# Effective	25		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	0		
		# Ineffective	0		

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< Other Indicators - NO DATA >

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## 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	<p>Pacing guides and district curriculum are closely aligned to state standards and are developed to promote student success. Content supervisors provide staff with a variety of resources and tools to effectively implement curriculum. District coaching staff provide both in class support as well as professional development opportunities. Intervention teachers are used to provide in class and pull out support in both ELA and Math.</p>	<p>Increasing the level of student engagement and differentiating curriculum to meet the needs of all student learners. Using student data to effectively plan daily lessons and organize student groups; ultimately using student data to drive instruction.</p>
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	<p>District assessments are closely aligned to state standards and are developed to monitor student success. Benchmark assessments are consistent throughout each grade level. Use of data from assessments assist to create student centered work</p>	<p>Utilizing pre assessments to use strategies to support all learners. Novice teachers need more training in analyzing data</p>
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	<p>The School 4 data team, I&amp;RS team, and Literacy Committee work collaboratively to identify at-risk students. Identifying strengths, challenges, and patterns enable the staff to effectively brainstorm strategies and interventions for success.</p>	<p>School 4 is unique and collaboration occurs with BSI and Reading recovery teachers. there is not a designated time</p>
	2	A	1-Not Addressed		
	3	A	4-Sustaining		
	4	A	4-Sustaining		



Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Excellent communication with all stakeholders. District fully supports the implementation of our school wide PBSIS initiative. The district provided extensive training for our universal team. The implementation of PBSIS, "Be a School Four STAR" continues to have a tremendous impact on school climate and culture. Student expectations are clear and consistent. This has resulted in a decrease in our chronic absenteeism rate, as well as a decrease in office conduct referrals.	PTO meetings. Funding to support PBSIS implementation and sustainability.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	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	The principal and teachers work collaboratively to address the strengthes, challenges, and trends at School 4. District provides external consultant to work with school administrator in order to provide staff training and support. District also provided in-class support coach to work with teachers.	Time to collaborate continues to be a challenge.

## 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?)
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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?)	
Curriculum and Standards	<p>Review of benchmark data reveals insufficient progress in the number of students performing in the "approaching", "meeting", or "exceeding" assessment range on district benchmarks.</p> <p>Review of data from the last NJSLA testing year (2018-19) reveals insufficient progress in the number of students performing in Level 4 and Level 5 of NJSLA.</p>	<p>Student weakness in the standards of Reading Literature, reading informational, Reading Foundation and Language (vocabulary) lead to deficient application and understanding from grade to grade.</p> <p>Lack of parent involvement and language barriers continue to possible factors as well.</p>	White	1	<p>Embedded Coaching and High-Quality Professional Development in the priority standard areas to make certain a consistent implementation of instructional practice across grade level and subgroups, specific to the deficiencies on the Model Benchmark Assessments.</p>
				2	<p>Implement multiple research-based ELA strategies and interventions to tier support and remediation for students who scored between Level 2 (Partially Met) and Level 3 (Approaching) on the (2018) NJSLA language arts Assessment.</p>
				3	<p>Monitor student progress with interim STAR assessment of students (data to measure growth and inform flexible grouping as well as after school and Saturday programs) by October 15, December 19, April 10 and June 15. Assess progress after each STAR implementation, share data with SINI committee, adjust program as needed (6.2)</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?)	
Curriculum and Standards	<p>Review of benchmark data reveals insufficient progress in the number of students performing in the "approaching", "meeting", or "exceeding" assessment range on district benchmarks.</p> <p>Review of data from the last NJSLA testing year reveals insufficient progress in the number of students performing in Level 4 and Level 5 of NJSLA.</p>	<p>There is a marked drop off in results between the grade spans of K-2 and 3-5. This is particularly prevalent in grades 4 and 5. Based on the data, students are not mastering or retaining standards and concepts from the lower grades. Review stations, spiral review of content, application type problems, and fluency practice are essential to make sure students master mathematics content.</p> <p>Lack of parent involvement and language barriers continue to possible factors as well.</p>	white	1	<p>Embedded Coaching and High-Quality Professional Development in the priority standard areas to make certain a consistent implementation of instructional practice across grade level and subgroups, specific to the deficiencies on the Model Benchmark Assessments</p>
				2	<p>Targeted instructional practice for small group instruction to reinforce taught skills and ensure adequate growth. Review stations, spiral review of content, application type problems, and fluency practice are essential to make sure students master mathematics content. Study Island assignments geared to student learning needs.</p>
				3	<p>Monthly PLCs to review student data (benchmarks, Study Island Reports, Topic Tests) in order to identify strengths, challenges, and grade level patterns to modify instruction.</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?)	
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	Differentiation of instruction is not implemented with fidelity. Low levels of student engagement and lack of rigor result in instructional concerns.	White	1	Continued use of UDL and SIOP in order to enhance differentiated instruction strategies.
		Student classroom performance and marking period grades do not align with benchmark or testing scores.		2	Targeted instructional practice for small group instruction to reinforce taught skills and ensure adequate growth. Review stations, spiral review of content, application type problems, and fluency practice are essential to make sure students master mathematics content. Study Island assignments geared to student learning needs.
				3	Continued professional development on using student data & assessments to identify instructional needs, plan and drive instruction.

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	Chronic absenteeism has steadily improved; however consistent attendance continues to impact our target subgroup. Inconsistent attendance has an impact on academics and student assessment.	Language barriers and demographic challenges continue to affect parental involvement.  Daily attendance has a significant impact on student learners.	White	1	Continued professional development and support for the Universal Team.
				2	PBSIS Universal Team will continue to enhance and implement "Be a School 4 STAR"
				3	Development of modalities to motivate and encourage parental involvement with school activities. Develop and host parent workshops to address the areas of basic skills remediation, study habits, and how to assist with daily homework.

## SMART Goal 1

By June 2023, an increase in student mastery of reading literature and reading informational text by providing targeted strategy instruction in daily reading groups, 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 will be achieved.

Priority Performance                      Review of benchmark data reveals insufficient progress in the number of students performing in the "approaching", "meeting", or "exceeding" assessment range on district benchmarks.

Review of data from the last NJSLA testing year (2018-19) reveals insufficient progress in the number of students performing in Level 4 and Level 5 of NJSLA.

Strategy 1:                      Embedded Coaching and High-Quality Professional Development in the priority standard areas to make certain a consistent implementation of instructional practice across grade level and subgroups, specific to the deficiencies on the Model Benchmark Assessments.

Strategy 2:                      Implement multiple research-based ELA strategies and interventions to tier support and remediation for students who scored between Level 2 (Partially Met) and Level 3 (Approaching) on the (2018) NJSLA language arts Assessment.

Strategy 3:                      Monitor student progress with interim STAR assessment of students (data to measure growth and inform flexible grouping as well as after school and Saturday programs) by October 15, December 19, April 10 and June 15. Assess progress after each STAR implementation, share data with SINI committee, adjust program as needed (6.2)

Target Population:              White

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Professional Development in the priority standards (RL, RI, RF, L), a review of teacher schedules to ensure correct instructional time is delivered, Vertical and Horizontal Articulation. Star and Benchmark Assessments will be administered and both formal and information observations will take place.	Reflective feedback from staff, administration, and reading coach. Admin walk throughs will provide staff with immediate feedback. STAR and benchmark assessment data will be reviewed by SINI & Data team.
Feb 15	Continued Professional Development in the priority areas including one-to-one coaching cycles to solidify instructional mechanisms and a Linkit Data review with Supervisor of ELA . Star and Benchmark Assessments will be administered and both formal and information observations will take place.	Reflective feedback from staff, administration, and reading coach. Admin walk throughs will provide staff with immediate feedback. STAR and benchmark assessment data will be reviewed by SINI team. Documentation of professional development and coaching (sign in sheets and meeting agendas).
Apr 15:	Continued Professional Development in the priority areas including one-to-one coaching cycles to solidify instructional mechanisms and a Linkit Data review with Supervisor of ELA . Star and Benchmark Assessments will be administered and both formal and information observations will take place.	Reflective feedback from staff, administration, and reading coach. Admin walk throughs will provide staff with immediate feedback. STAR and benchmark assessment data will be reviewed by SINI team. Documentation of professional development and coaching (sign in sheets and meeting agendas).
Jul 1	By June 2023, an increase in student mastery of reading literature and reading informational text by providing targeted strategy instruction in daily reading groups, 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 will be achieved.	STAR Reading assessment third quarter progress.



## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Use UDL strategies and implement student choice in class to meet individual needs of student learners and increase differentiated strategies.	9/8/22	11/15/22	
1	1	Develop lesson plans that align to NJSLs and lead to effective instruction of ELA.	9/8/22	11/15/22	
1	3	Administer STAR Placement Assessment. Review student data during PLCs with administration and ASP team. Develop small group instruction stations based on instructional needs.	9/8/22	11/15/22	
2	2	Develop lesson plans that align to NJSLs and lead to effective instruction of ELA.	9/8/22	11/15/22	
2	3	Two PLC meetings per grade level to review student progress. Analyze benchmark assessments, STAR data, and AR/myOn reports.	9/8/22	11/15/22	
2	1	Administrative walk throughs. Administration will provide immediate and constructive feedback.	9/8/22	11/15/22	
3	2	Guided reading groups at least 3 times a week. Skills and concepts for each group depend on student level and need.	9/8/22	5/19/23	
3	1	Assign BSI literacy intervention teacher to grades K-5.	9/8/22	11/15/22	
3	3	Monthly Data meeting with Data Team. Reading Recovery teacher will lead monthly literacy team meetings with k-2 teachers to review literacy strategies and techniques. BSI staff will meet with grades 3-5 teachers.	9/8/22	11/15/22	
4	1	After school Homework Support (Grades 3-5). After school Academic Support (Grades K-2)	9/8/22	11/15/22	
4	3	Two PLC meetings per grade level to review student progress. Analyze benchmark assessments, STAR data, and AR/myOn reports.	11/16/22	2/14/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	2	Assign Reading Recovery intervention teachers to grades K-2.	9/8/22	11/15/22	
5	2	After school Homework Support (Grades 3-5). After school Academic Support (Grades K-2)	11/18/22	5/31/23	
5	3	Monthly Data meeting with Data Team. Reading Recovery teacher will lead monthly literacy team meetings with k-2 teachers to review literacy strategies and techniques. BSI staff will meet with grades 3-5 teachers	11/16/22	2/14/23	

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Teacher Salary- Reading Recovery	INSTRUCTION - Personnel Services - Salaries / 100-100	\$95,888	Federal Title I (Intervention Reserve)
3	Teacher Salary-BSI	INSTRUCTION - Personnel Services - Salaries / 100-100	\$51,012	Federal Title I (Intervention Reserve)
3	Teacher Salary-BSI	INSTRUCTION - Personnel Services - Salaries / 100-100	\$51,012	Federal Title I (Intervention Reserve)
3	Supplies to support individualized STEM embeded Reading itnterventions	INSTRUCTION - Supplies & Materials / 100-600	\$15,000	SIA
3	Teacher Benefits- Reading Recovery	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$50,935	Federal Title I (Intervention Reserve)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Teacher Benefits- BSI	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$27,097	Federal Title I (Intervention Reserve)
3	Teacher Benefits- BSI	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$27,097	Federal Title I (Intervention Reserve)
3	Job-Embedded Coaching Support PIR	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,000	SIA

## SMART Goal 2

By June 2023, students in a grade level will increase content mastery of mathematics as a result 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 3rd marking period quarterly.

Priority Performance                      Review of benchmark data reveals insufficient progress in the number of students performing in the "approaching", "meeting", or "exceeding" assessment range on district benchmarks.

Review of data from the last NJSLA testing year reveals insufficient progress in the number of students performing in Level 4 and Level 5 of NJSLA.

Strategy 1:                      Embedded Coaching and High-Quality Professional Development in the priority standard areas to make certain a consistent implementation of instructional practice across grade level and subgroups, specific to the deficiencies on the Model Benchmark Assessments

Strategy 2:                      Targeted instructional practice for small group instruction to reinforce taught skills and ensure adequate growth. Review stations, spiral review of content, application type problems, and fluency practice are essential to make sure students master mathematics content. Study Island assignments geared to student learning needs.

Strategy 3:                      Monthly PLCs to review student data (benchmarks, Study Island Reports, Topic Tests) in order to identify strengths, challenges, and grade level patterns to modify instruction.

Target Population:              white

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	All staff will receive professional development on differentiated strategies and small group targeted instruction. Math coach will provide targeted professional development for each grade level. Results of placement test will be used to create small groups in order to differentiate instruction effectively.	Reflective feedback from staff, administration, and math coach. Placement test data will be documented and reviewed in LinkIt. Admin walk throughs will provide staff with immediate feedback.
Feb 15	Both formal and informal observations will take place by administration. Continued professional development in the priority areas including one-to-one coaching cycles to solidify instructional mechanisms and a LinkIt Data review with Supervisor of Math. Staff will meet during monthly PLC's to review data, identify trends/patterns, and create goals for small group instruction. Benchmark assessments will be administered and both formal and informal observations will take place.	Admin walk throughs and observations will provide staff with immediate feedback. District benchmark tests and data reports will show student progress and challenges. PLC agendas will be submitted following meeting date for admin review.
Apr 15:	Teachers will monitor and collect benchmark data, topic tests, & study island reports on a biweekly basis to be submitted in conjunction with planbooks for administrative and I&RS team review. Data team will review student progress, identifying strengths, challenges, and patterns.	Data analysis in LinkIt of student benchmarks, as well as topic topics and Study Island Reports. Monthly Data & I&RS team meetings will identify trends and patterns based on data recorded in LinkIT.
Jul 1	By June 2023, students in a grade level will increase content mastery of mathematics as a result 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 3rd marking period quarterly.	Data analysis of student Post Test assessment.

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Develop lesson plans that are aligned to NJSLs and lead to effective instruction of mathematics.	9/8/22	11/15/22	
1	3	Assign BSI instructor to grades k-5. Small group, targeted instruction with BSI teacher.	9/8/22	11/15/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer math placement test and analyze data during PLCs with administration. Develop small group instruction stations based on data results and instructional needs.	9/8/22	11/15/22	
2	2	Implement UDL strategies in class to differentiate instruction and meet the needs of all student learners.	9/8/22	11/15/22	
2	3	After school homework tutoring/support for at-risk students.	11/15/22	4/14/23	
2	1	Job embedded coaching to support effective implementation of the math curriculum	9/8/22	11/15/22	
3	2	Analyze data from Topic Tests and district benchmarks looking for 10% or less deviation in class average.	11/15/22	2/15/23	
3	1	Administrative walk throughs. Administration will provide immediate and constructive feedback to staff.	9/8/22	11/15/22	
4	1	Two meetings per grade level with the K-8 math supervisor and/or district math coach to review data.	11/15/22	4/18/23	

## Budget Items

### SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Salary- BSI	INSTRUCTION - Personnel Services - Salaries / 100-100	\$51,012	Federal Title I (Intervention Reserve)
1	Teacher Salary- BSI	INSTRUCTION - Personnel Services - Salaries / 100-100	\$51,012	Federal Title I (Intervention Reserve)
1	Teacher Benefits- BSI	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$27,098	Federal Title I (Intervention Reserve)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Benefits- BSI	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$27,098	Federal Title I (Intervention Reserve)

## SMART Goal 3

By June 2023, 85% of identified teachers will be rated Effective or Highly Effective in Domain 3C as a result of strengthening differentiation of instruction strategies, increased rigor, and the implementation of UDL & SIOP throughout daily instruction.

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 and SIOP in order to enhance differentiated instruction strategies.

Strategy 2: Targeted instructional practice for small group instruction to reinforce taught skills and ensure adequate growth. Review stations, spiral review of content, application type problems, and fluency practice are essential to make sure students master mathematics content. Study Island assignments geared to student learning needs.

Strategy 3: Continued professional development on using student data & assessments to identify instructional needs, plan and drive instruction.

Target Population: White

### Interim Goals

#### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022, staff will receive continued professional development to support differentiated instruction strategies, UDL, and small group instruction. Benchmark assessments will be administered and both formal and informal observations will take place	Reflective feedback from staff, administration, and professional development instructors. Administrative walk throughs will provide immediate and constructive feedback.
Feb 15	By February 2023, staff will receive continued professional development to support best practices in the priority areas including one-to-one coaching cycles to solidify instructional mechanisms. Formal and informal observations will continue to take place.	Reflective feedback from staff, administration, and professional development instructors. Administrative walk throughs will provide immediate and constructive feedback.



End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By April 2023, all staff will implement UDL in at least 1 subject area and create activities that promote student choice. Staff will meet for monthly PLCs with colleagues to share strategies, successes, and challenges. Data & I&RS team will review student progress reports to identify successes, challenges, and trends.	Reflective feedback from staff, administration, and professional development instructors. Administrative walk throughs will provide immediate and constructive feedback.
Jul 1	By June 2023, 85% of identified teachers will be rated Effective or Highly Effective in Domain 3C as a result of strengthening differentiation of instruction strategies, increased rigor, and the implementation of UDL & SIOP throughout daily instruction.	End of year teacher evaluations will indicate if goal has been attained. Review of data analysis.

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Provide professional development to continue to increase the level of student engagement, rigor, and differentiated strategies in the classroom.	9/8/22	11/15/22	
1	2	Develop master schedule to include weekly common planning time as well as, PLC meeting times as needed. BSI staff will be assigned to help support small group, targeted instruction in math and language arts.	9/8/22	11/15/22	
1	1	Effective lesson planning to support UDL and SIOP. Reflect on student data to drive lesson planning and instruction.	9/8/22	11/15/22	
2	1	Continue to support teachers on the differentiated process and best practices to increase the level of student engagement in language arts.	11/18/22	6/15/23	
2	3	Continue to support teachers on the differentiated process and best practices to increase the level of student engagement in mathematics.	9/8/22	11/15/22	
2	2	Additional BSI will support student learners with small group, targeted instruction.	9/8/22	11/15/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Continue to support teachers on the differentiated process and best practices to increase the level of student engagement in language arts.	11/15/22	2/15/23	
3	2	Weekly review of student data reports, BSI and I&RS teams will continue to analyze data in order to develop groups for small group instruction.	9/8/22	11/15/22	
4	3	Data analysis review with BSI team and I&RS committee.	2/15/23	5/15/23	

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< SMART Goal 3 - Budget Items: NO DATA >

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## SMART Goal 4

By June 2023 PBSIS, ("Be a School 4 STAR") will continue to enhance school climate and culture and ultimately continue to decrease our chronic absenteeism percentage.

Priority Performance                      Chronic absenteeism has steadily improved; however consistent attendance continues to impact our target subgroup. Inconsistent attendance has an impact on academics and student assessment.

Strategy 1:                                      Continued professional development and support for the Universal Team.

Strategy 2:                                      PBSIS Universal Team will continue to enhance and implement "Be a School 4 STAR"

Strategy 3:                                      Development of modalities to motivate and encourage parental involvement with school activities. Develop and host parent workshops to address the areas of basic skills remediation, study habits, and how to assist with daily homework.

Target Population:                      White

## Interim Goals

### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022 the PBSIS universal team will provide lessons to reinforce "Be a School 4 STAR." Lessons will be designed to teach behavior expectations for designated areas throughout the building. Students will be encouraged to make Smart Choices, be thoughtful, ambitious, and respectful. Administer student and parent surveys.	PBSIS implementation manual. Reflective feedback from staff, students and parents. Review survey results (students and staff).
Feb 15	By February 2023 the PBSIS universal team will host 2 STAR Rallies to reinforce STAR expectations.	Reflective feedback from staff, students, and parents. Review and analyze attendance reports.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By April 2023, staff will develop strategies and interventions to motivate parental understanding and support of our attendance policy.	Parent implementation manual. Reflective feedback from staff, students, and parents. Parent survey.
Jul 1	By June 2023 PBSIS, ("Be a School 4 STAR") will continue to enhance school climate and culture and ultimately continue to decrease our chronic absenteeism percentage.	Daily attendance reports. Chronic absenteeism report.

## Action Steps

### SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Administer student and parent surveys. (beginning and mid year)	9/8/22	4/18/23	
1	2	"Be a School 4 STAR" instructional roll out. Review and reinforce student expectations in designated areas of the building.	9/8/22	11/18/22	
1	1	Continued professional development for the PBSIS Universal Team.	9/8/22	5/26/23	
2	1	Review and update Instructional Manual. Hand out to staff and review expectations.	9/8/22	11/15/22	
2	2	Continued professional development for the PBSIS Universal Team.	11/18/22	4/14/23	
2	3	School wide morning meetings to celebrate successes, overcome challenges, and reinforce expectations.	9/8/22	6/8/23	
3	2	Review and update Instructional Manual. Hand out to staff and review expectations.	9/8/22	11/18/22	

< 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	\$299,936	\$0	\$0	\$0	\$0	\$0	\$0	\$299,936
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	\$15,000	\$0	\$15,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$299,936	\$0	\$0	\$0	\$0	\$15,000	\$0	\$314,936
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	\$159,325	\$0	\$0	\$0	\$0	\$0	\$0	\$159,325
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	\$0	\$5,000
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	\$159,325	\$0	\$0	\$0	\$0	\$5,000	\$0	\$164,325
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	\$459,261	\$0	\$0	\$0	\$0	\$20,000	\$0	\$479,261



## 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	\$459,261	\$0	\$0	\$459,261
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$459,261	\$0	\$0	\$459,261

## 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		Curriculum and Standards
x		Curriculum and Standards
x		Effective Instruction
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: Tracy Morigi

Title: Principal

Date: 07/27/2022

## 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:

x	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Mike Ucci  
 Title: Business Administrator  
 Date: 07/27/2022

## 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 Curriculum and Instruction  
Date: 07/27/2022