School #4

District:	CLIFTON CITY		School Identification:	Targeted Support
County:	PASSAIC		Targeted Subgroup	White
Team:	NA		CDS:	310900110

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	Joelle Rosetti	Yes	Yes	Yes		
Teacher	Michele King	Yes	Yes	Yes		
Teacher	Jennifer Fantry	Yes	Yes	Yes		
Teacher	Lisa Smith	Yes	Yes	Yes		
Teacher	Adrienne Simmons	Yes	Yes	Yes		
Counselor	Corinne Miskowsky	Yes	Yes	Yes		
Special Ed Teacher	Nicole DeStefano	Yes	Yes	Yes		
Supervisor of Language Arts	Valerie Kropinack	No	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Supervisor of Mathematics	Erin Zmuda	No	Yes	Yes		
Assistant Superintendent of	Janina Kusielewicz	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
02/01/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/26/2021	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)
Academic Support	Math & Language Arts	Grades K-2	Yes	No	No	Academic Support occurred virtually due to COVID19 guidelines this year. Students met twice a week in small group. We were not able to provide in person instruction for the homework program, as originally planned. Attendance was inconsistent; therefore, we have limited data to support this intervention this year.
Homework Program	Math & Language Arts	Grades 3-5	Yes	No	No	Homework program occurred virtually due to COVID19 guidelines this year. Students met twice a week in small group. We were not able to provide in person instruction for the homework program, as originally planned. Attendance was inconsistent; therefore, we have limited data to support this intervention this year.
Small Group Targeted Instruction (Additional BSI support)	Math & Language Arts	General Education	Yes	No	Yes	Small group, targeted instruction continues to be a strong intervention; however, this year BSI staff utilized breakout rooms to provide instruction virtually. BSI did not provide in class support as originally planned.

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	Yes	Yes	Yes	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.

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.	Student Group	ELA	Math	Alg1	Alg2	Geo	Due to COVID-19 state assessments were not administered this year.	Teachers have transitioned from a predominately teacher directed instructional approach to a more student centered approach, allowing more student choice and flexibility. This year presented several challenges with instruction. Teachers utilized breakout rooms to provide small group, targeted instruction. During this time, 1 or more groups would be led by student leaders. Administrative walk-throughs continue to show limited use of differentiated strategies and use of date to generate targeted small group instruction.

Based on the data, students continue to struggle mastering or retaining standards and |
		Schoolwide	37%	37%					
		White	42.5%	45%					
		Hispanic	32.1%	32.1%					
		Black or African American	*	*					
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native							
		Two or More Races							
		Female	42.3%	32.7%					
		Male	31.3%	41.7%					
		Economically Disadvantaged Students	32.9%	32.9%					
		Non-Economically Disadvantaged Students	48.1%	48.1%					
		Students with Disabilities	20.8%	25%					
		Students without Disabilities	42.1%	40.8%					
		English Learners	46.7%	33.3%					
		Non-English Learners	35.3%	37.6%					
		Homeless Students	*	*					
		Students in Foster Care							

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		concepts from the lower grades. Students struggle applying concepts taught daily to assessments. There is a marked drop off in results between the grade spans of K-2 and 3-5
		Military-Connected Students							
		Migrant Students							Note: students have not completed the NJSLA the last two years due to Covid-19.

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				Due to COVID-19 state assessments were not administered this year.	The district pacing continues to provide a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. Science concepts are infused throughout daily curriculum.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	12%				
		White					
		Hispanic	8%				
		Black or African					
		Asian, Native					
		American Indian or	*				
		Two or More Races	*				
		Female	13%				
		Male	12%				
		Economically	9%				
		Non-Economical	16%				
		Students with					

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					
		English Learners	*				
		Non-English	12%				
		Homeless Students					
		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	Due to COVID-19 state assessments were not administered this year.	Due to the pandemic SGP were not applied to staff evaluations the last two years.
		Schoolwide	39%	34%		
		White	44.5%	45%		
		Hispanic	37%	27%		
		Black or African American	*	*		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races				
		Female	39%	39%		
		Male	37.5%	27.5%		
		Economically Disadvantaged	41%	35%		
		Non-Economically Disadvantaged				
		Students with Disabilities	41%	29%		
		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					Due to COVID-19 and the impact the global pandemic had on our families, 52% of our student population remained virtual learners for the entire year. This directly impacted student growth throughout the 2020-2021 school year. The completion of student work, benchmarks, and other assessments was inconsistent across all grade levels. Despite daily phone calls and/or emails to both student and parents, it was a tremendous struggle to obtain 100% participation in all grade levels.

Technology challenges and internet issues had a huge impact on our remote learners, almost daily. | Virtual learning presented challenges. One of the biggest challenges was getting students to complete work independently.. Once virtual instruction ended for the day, phone calls would be made home to address missing assignments; however some students failed to complete given tasks; therefore we fell short of the 95% mark in a some grade levels. |
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	94%	91%		
		1	100%	100%	93%	93%		
		2	100%	100%	92%	100%		
		3	95%	90%	96%	97%		
		4	100%	95%	88%	83%		
		5	96%	92%	92%	92%		
		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	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	89%	100%		
		1	100%	95%	100%	100%		
		2	100%	96%	100%	85%		
		3	60%	72%	79%	65%		
		4	100%	83%	78%	88%		
		5	84%	69%	73%	80%		
		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	Due to COVID-19 and the impact the global pandemic had on our families, 52% of our student population remained virtual learners for the entire year. This directly impacted student growth throughout the 2020-2021 school year. The completion of student work, benchmarks, and other assessments was inconsistent across all grade levels. We also have evidence that shows students rushed through the STAR assessments (simply clicking answers) as the year went on.\n\nTechnology challenges and internet issues had a tremendous impact on our student growth as well.	Students continue to show weakness in the standards of Reading Literature, Reading Informational, Reading Foundation and Language (Vocabulary) lead to deficient application and understanding from grade to grade.\n\nThere was an increase in almost all grades. Especially noted is the increase in grade 3 from 30-61, grade 4 from 21 -87 and grade 5 from 17-64
		K	73%	93%	87%	90%		
		1	16%	40%	44%	48%		
		2	65%	50%	54%	54%		
		3	35%	67%	61%	31%		
		4	22%	56%	87%	74%		
		5	48%	80%	63%	71%		
		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	Due to COVID-19 and the impact the global pandemic had on our families, 52% of our student population remained virtual learners for the entire year. This directly impacted student growth throughout the 2020-2021 school year. The completion of student work, benchmarks, and other assessments was inconsistent across all grade levels. We also have evidence that shows students rushed through the STAR assessments (simply clicking answers) as the year went on.

Technology challenges and internet issues had a tremendous impact on our student growth as well. | Mathematics scored steadily declined. Kdg - 94-60, 2 48-44, 3) 44-26, 4) 28 - 17, 5) 29 - 27...Grade 1 was the only grade to show an increase; from 12 to 40 to 43. Grade 5 has remained static all year (due to differential of 4 pts)

Due to virtual learning limitations and safety guidelines within the classrooms, students were unable to use hands on manipulatives and work closely with one another. The structure of small group math stations was not as effective this year as it was in previous years. (Limitations were due to virtual learning and Covid-19) |
		K	5%	94%	60%	100%		
		1	12%	45%	43%	86%		
		2	40%	48%	44%	80%		
		3	8%	44%	26%	47%		
		4	21%	14%	14%	19%		
		5	29%	29%	27%	14%		
		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%	N/A	Family communication continues to be a challenge. More than half our student population speak another language other than English at home.

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	140	52% of our student population remain virtual learners for the entire year.	Student enrollment fluctuates throughout the year, as we gain and/or lose students over time. 66.5% of our student population is economically disadvantaged.
		Subgroup 1 YTD Student Enrollment Average	50		
		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	97.01%	We made huge strides in daily attendance. Our in person learners attended daily, while our virtual learners signed on daily at 9:00 am.	Attendance continues to improve with each year. The implementation of PBSIS has had a tremendous impact on our students. Students are excited to come to school and look forward to planned activities and events.
		Subgroup 1 YTD Student	96.67%		
		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	5.71%	Our chronic absenteeism dropped to 5%. Only 7 students had 10 or more absences this school year. 5 of the 7 students are in our subgroup 1.	Student attendance has continued to improve year after year. This results in a decline in our chronic absenteeism rate. We are currently on pace to complete the year with a chronic absenteeism rate below the state average. Many of our families travel over seas during the school year, this continues to affect our chronic absenteeism rate. It has also been observed that if 1 child is absent from school, his/her siblings will stay home as well. This also has had a negative impact on our absenteeism rate.
		Subgroup 1 YTD Chronic	9.80%		
		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	97.74%	Staff continues to maintain positive attendance rate with over 90% of our staff having near perfect attendance this school year.	The staff maintains a positive attendance rate. Staff is prepared and organized on a daily basis.

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%	No student were suspended this year school year. We averaged approximately 2-5 office conduct referrals a month. Most office conduct referrals were due to incomplete work. School 4 had one HIB investigation this school year.	Office conduct referrals continue to decline year after year. The implementation of PBSIS has been the driving factor behind this. Student expectations are clear and specific. Students know exactly what is expected day after day. Students work hard to meet daily expectations. Students are excited about STAR Bucks and various rewards available to them for meeting expectations
		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		Due to COVID-19 and the challenges this year presented, we did not complete the climate and culture survey as originally planned.	

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	Danielson Framework	Staff completed at least one portfolio observation this year. All staff fell into the effective or high effective range during observations. Adminstrative walk-throughs and teacher observations continue to display a need for professional development in the following areas: UDL implementation, use of data to drive small group, targeted instruction and classroom management strategies.	Teachers continue to implement more small group, student led activities. At times, there is still a limited use of differentiated strategies or groups are working on the same concept and/or skill. Student choice activities and flexibility has increased during instructional practices. Student data & I&RS interventions are used minimally when planning lessons or creating instructional groups. This continues to be an area of focus.
		Observation Waiver?	No		
		# Teachers to Evaluate	11		
		# Non-tenure teachers (years 1 & 2)	2		
		# Non-tenure teachers (years 3 & 4)	2		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	22		
		# Completed	26		
		# Highly Effective	3		
		# Effective	23		

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		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
PTO Meetings			Parent attendance is relatively low. Attendance tends to decline throughout the year. We had more success with Virtual Meetings rather than in person meeting. Attendance was slightly higher.
WPU/PIR			Participation in the PDS network

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	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.	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.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	District assessments are closely aligned to state standards and are developed to monitor student success. Benchmark assessments are consistent throughout each grade level.	Using benchmark assessment data to create small group target instruction and drive instruction.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	4-Sustaining	The School 4 data team, I&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.	Common planning/collaboration time continues to be a challenge.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	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.	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	4-Sustaining		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	4-Sustaining		
	13	A	4-Sustaining		
	14	A	3-Developing		
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?)

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	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.	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. Lack of parent involvement and language barriers continue to possible factors as well.	White	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.
				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 NJSLA language arts Assessment.
				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)

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	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.	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. Lack of parent involvement and language barriers continue to possible factors as well.	White	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
				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	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.

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.

Student classroom performance and marking period grades do not align with benchmark or testing scores. | white | 1 | Continued use of UDL and SIOP in order to enhance differentiated instruction strategies. |
| | | | | 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 develoment 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

To increase 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.

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:	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 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

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	To increase 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.	STAR Reading Assessment third quarter progress.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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.	9/14/21	10/29/21	Teachers
2	2	Develop lesson plans that align to NJSLS and lead to effective instruction of ELA.	9/14/21	12/31/21	Teachers
3	2	Use UDL strategies and implement student choice in class to meet individual needs of student learners and increase differentiated strategies.	10/1/21	1/31/22	Teachers
4	2	Create and implement school wide AR competitions. (1 per marking period)	9/30/21	6/1/22	Administration
5	1	Job embedded coaching to support effective implementation of reading strategies in the classroom.	11/1/21	5/31/22	Administration/District Coaches
6	3	Two PLC meetings per grade level to review student progress. Analyze benchmark assessments, STAR data, and AR/myOn reports.	10/1/21	5/31/22	Teachers/Administration
7	1	Administrative walk throughs. Administration will provide immediate and constructive feedback.	10/1/21	4/29/22	Administration
8	1	Guided reading groups at least 3 times a week. Skills and concepts for each group depend on student level and need.	10/1/21	5/31/22	Teachers/BSI
9	1	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.	11/1/21	5/31/22	Teachers/Administration
10	1	Assign BSI literacy intervention teacher to grades K-5.	9/1/21	10/29/21	Administration
11	1	Assign Reading Recovery intervention teachers to grades K-2.	9/1/21	10/29/21	Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
12	1	After school Homework Support (Grades 3-5). After school Academic Support (Grades K-2)	10/1/21	4/29/22	Administration/Teachers

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	Salary for BSI Literacy Instruction	INSTRUCTION - Personnel Services - Salaries / 100-100	$49,414	Federal Title I (School Allocation)
11	Salary for Reading Recovery	INSTRUCTION - Personnel Services - Salaries / 100-100	$81,643	Federal Title I (School Allocation)
10	Salary for BSI Literacy Instruction	INSTRUCTION - Personnel Services - Salaries / 100-100	$81,643	State/Local
12	Staff stipend for after school homework support.	INSTRUCTION - Personnel Services - Salaries / 100-100	$875	State/Local
10	Benefits for BSI Literacy Instruction	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$45,870	Federal Title I (School Allocation)

SMART Goal 2

By June 2022, 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
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.

End of Cycle	Interim Goal	Source(s) of Evidence
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 2022, 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	Administer math placement test and analyze data during PLCs with administration. Develop small group instruction stations based on data results and instructional needs.	9/21/21	10/29/21	Teachers
2	2	Develop lesson plans that are aligned to NJSLS and lead to effective instruction of mathematics.	9/14/21	11/30/21	Teachers
3	2	Implement UDL strategies in class to differentiate instruction and meet the needs of all student learners.	11/1/21	5/31/22	Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	1	Job embedded coaching to support effective implementation of the math curriculum.	11/1/21	5/31/22	Administration/District Coach
5	3	Two meetings per grade level with the K-8 math supervisor and/or district math coach to review data.	10/1/21	4/30/22	Administration/District Supervisor
6	1	Administrative walk throughs. Administration will provide immediate and constructive feedback to staff.	10/1/21	4/30/22	Administration
7	3	Analyze data from Topic Tests and district benchmarks looking for 10% or less deviation in class average.	11/1/21	5/31/22	Teachers
8	2	Assign BSI instructor to grades k-5. Small group, targeted instruction with BSI teacher.	9/7/21	10/31/21	Administration
9	2	After school homework tutoring/support for at-risk students.	10/1/21	5/31/22	Teachers

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	BSI Math Instruction Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	$49,415	Federal Title I (Intervention Reserve)
8	BSI Math Instruction Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	$32,929	State/Local
9	After school hw support/tutoring staff stipend	INSTRUCTION - Personnel Services - Salaries / 100-100	$875	State/Local

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	BSI Math Instruction Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$17,295	Federal Title I (Intervention Reserve)
2	Administrator Content/Student Engagement Consultant	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$4,000	SIA

SMART Goal 3

By June 2022, 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 develoment 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 2021, 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 2022, 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 coaching staff. Administrative walk throughs will provide immediate and constructive feedback. Data analysis of student benchmarks.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By April 2022, 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 coaching staff. Administrative walk throughs will provide immediate and constructive feedback. PLC agendas will be reviewed by administration.
Jul 1	By June 2022, 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	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.	9/7/21	10/31/21	Administration
2	2	Provide professional development to continue to increase the level of student engagement, rigor, and differentiated strategies in the classroom.	11/1/21	4/30/22	Administration/District Coaches
3	1	Effective lesson planning to support UDL and SIOP. Reflect on student data to drive lesson planning and instruction.	9/7/21	12/31/21	Teachers
4	1	Additional BSI will support student learners with small group, targeted instruction.	9/1/21	11/30/21	Administration
5	3	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.	10/1/21	4/30/22	Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	2	Continue to support teachers on the differentiated process and best practices to increase the level of student engagement in mathematics.	10/1/21	3/31/22	Administration/District Coach
7	2	Continue to support teachers on the differentiated process and best practices to increase the level of student engagement in language arts.	10/1/21	3/31/22	Administration/District Coach
8	3	Data analysis review with BSI team and I&RS committee.	10/30/21	5/31/22	Administration/Teachers

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 2022, 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 2021 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 2022 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.
Apr 15	By April 2022, 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.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2022, 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	1	Continued professional development for the PBSIS Universal Team.	10/1/21	5/31/22	Administration/PBSIS District Coach
2	1	Review and update Instructional Manual. Hand out to staff and review expectations.	9/1/21	9/30/21	PBSIS Universal Team
3	2	"Be a School 4 STAR" instructional roll out. Review and reinforce student expectations in designated areas of the building.	9/14/21	10/30/21	PBSIS Universal Team
4	2	Administer student and parent surveys. (beginning and mid year)	10/1/21	2/28/22	Administration/PBSIS Universal Team
5	2	Distribute PBSIS Parent Manual to parents.	9/7/21	9/30/21	Administration
6	2	Monthly PTO meetings. Review homework strategies, attendance policy, study techniques)	9/14/21	5/31/22	PTO/Administration
7	2	Implement attendance competitions and initiatives.	9/1/21	5/31/22	Administration
8	3	Continue to provide professional development to address cultural norms and parent involvement.	11/1/21	4/30/22	Administration
9	1	School wide morning meetings to celebrate successes, overcome challenges, and reinforce expectations.	9/7/21	5/31/22	Administration/Staff

< 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	$116,322	$49,415	$131,057	$0	$0	$0	$0	$0	$296,794
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		$116,322	$49,415	$131,057	$0	$0	$0	$0	$0	$296,794
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	$17,295	$45,870	$0	$0	$0	$0	$0	$63,165
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$4,000	$0	$4,000
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	$17,295	$45,870	$0	$0	$0	$4,000	$0	$67,165
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			$116,322	$66,710	$176,927	$0	$0	$0	$4,000	$0	$363,959

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	$66,710	$176,927	$0	$243,637
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$66,710	$176,927	$0	$243,637

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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: Joelle Rosetti

Title: Principal

Date: 06/28/2021

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.

Certified By: Janina J Kusielewicz

Title: Assistant Superintendent for Curriculum and Instruction /

Date: 02/08/2022

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: Mike Ucci

Title: Business Administrator

Date: 02/08/2022