

Christopher Columbus Middle School

District: CLIFTON CITY

County: PASSAIC

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 310900035

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	Vanessa Gaba	Yes	Yes	Yes		
Vice Principal	Robert Bertolini	Yes	Yes	Yes		
Vice Principal	Nicole Turi	Yes	Yes	Yes		
ELA Supervisor	Dr. Valerie Kropinack	Yes	Yes	Yes		
MA Supervisor	Erin Zmuda	Yes	Yes	Yes		
Teacher/CHAMPS Coach	Jeff Labriola	Yes	Yes	Yes		
Teacher Math	Michele Trigo	Yes	Yes	Yes		
ELA Coach	Kimberly DeStefano	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Community Member	Jessica Farrell	No	No	Yes		
PIR WPU /Community	Erica Brentan	No	No	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
07/06/2022	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	No	No

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>ASP plan was reviewed by the SINI and ASP committees to determine implementation and professional development for staff. LAL coach: provided star reading training for all new teachers; met monthly with LAL coach to discuss common planning; used data for classroom grouping; taught model lessons and facilitated common planning meetings. LAL teachers worked with outside consultant several times during the year modeling close reading, guided</p>	<p>ELA, Math, SEL</p>	<p>Staff and Students</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>See attached data supporting outcomes: For the 21-22 School Year, classrooms followed district curriculum and pacing with fidelity. NJSLS was targeted through MyOn and Accelerated Reader, specific to students ZPD (Zone of Proximal Development). Students improved personal performance on Star Reading from baseline to end of the year.</p>

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

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>Lessons were presented in the classrooms under the guidance of outside math consultant and with our middle school math coach with focus on more student engagement. Walkthrough trends show evidence of team teaching and small group instruction. Teachers met with the math coach four times a year to discuss placement tests, quarterlies, and unit test using the data from LinkIt. Linkit data continued to drive instruction within the math classrooms.</p>	<p>Math/ ELA</p>	<p>Staff and Students</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>In the 21-22SY growth of the Christopher Columbus students out performed the district average percent correct in both the total population and general education subgroups. Additionally, the ESL and special education students performed in a similar manner. Imagine Math growth from the school outpaced the district in both the 6th and 8th grade. Growth was measured from Placement test, which measured prior grade level securely held content to the MP3 quarterly, which was a cumulative assessment on grade level math content</p>

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

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
Students without Disabilities						

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					Cycle 1 ELA Grade 6 90% Star Reading (Assessment) Grade 7 97% Star Reading (Assessment) Grade 8 89.2% Star Reading (Assessment) Cycle 2 ELA Grade 6 94% Star Reading (Assessment) Grade 7 98% Star Reading (Assessment) Grade 8 93% Star Reading (Assessment) Cycle 3 ELA Grade 6 96% Star Reading (Assessment) Grade 7 93% Star Reading (Assessment) Grade 8 88% Star Reading (Assessment) Cycle 4 ELA Grade 6 98% Star Reading (Assessment) Grade 7 95% Star Reading (Assessment) Grade 8 94% Star Reading (Assessment) SubGroups ELA SE Grade 6 100% Star Reading (Assessment) Grade 7 100% Star Reading (Assessment) Grade 8 100% Star Reading	Math While overall growth of the district and school total population dropped significantly from 18-19 to 21-22, the general education population had significant increase compared to 18-19. Similarly, the growth in the special education and ESL subgroups was approximately half of what it was in 18-19, those sub groups still had significant growth. Imagine Math growth from the school outpaced the district in both the 6th and 8th grade. Marking period 1 quarterly was not given due to Start Strong State testing.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	(Assessment)	
		12	0%	0%	0%	0%	ELL Grade 6 95% Star Reading (Assessment) Grade 7 90% Star Reading (Assessment) Grade 8 90% Star Reading (Assessment)	
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%	MATH Cycle 1 N/A (Not given due to Start Strong State Testing)	
		1	0%	0%	0%	0%	Cycle 2 Grade 6 97% Grade 7 80% Grade 8 95%	
		2	0%	0%	0%	0%	Cycle 3 Grade 6 97% Grade 7 98% Grade 8 96%	
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 1 ELA Grade 6 29% Star Reading (Assessment) Grade 7 36% Star Reading (Assessment) Grade 8 45% Star Reading (Assessment) Cycle 2 ELA Grade 6 22% Star Reading (Assessment) Grade 7 37% Star Reading (Assessment) Grade 8 43% Star Reading (Assessment) Cycle 3 ELA Grade 6 24% Star Reading (Assessment) Grade 7 38% Star Reading (Assessment) Grade 8 45% Star Reading (Assessment) Cycle 4 ELA Grade 6 34% Star Reading (Assessment) Grade 7 44% Star Reading (Assessment) Grade 8 50% Star Reading (Assessment) SubGroups SE Grade 6 43% Star Reading (Assessment) Grade 7 47% Star Reading (Assessment) Grade 8 43% Star Reading	MATH While overall growth of the district and school total population dropped significantly from 18-19 to 21-22, the general education population had significant increase compared to 18-19. Similarly, the growth in the special education and ESL subgroups was approximately half of what it was in 18-19, those sub groups still had significant growth. Imagine Math growth from the school outpaced the district in both the 6th and 8th grade. Marking period 1 quarterly was not given due to Start Strong State testing.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			(Assessment) ELL Grade 6 20% Star Reading (Assessment) Grade 7 31% Star Reading (Assessment) Grade 8 43% Star Reading (Assessment)	

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	MATH Growth Rate % Placement to Post	MATH While overall growth of the district and school total population dropped significantly from 18-19 to 21-22, the general education population had significant increase compared to 18-19. Similarly, the growth in the special education and ESL subgroups was approximately half of what it was in 18-19, those sub groups still had significant growth. Imagine Math growth from the school outpaced the district in both the 6th and 8th grade. Marking period 1 quarterly was not given due to Start Strong State testing
		K	0%	0%	0%	0%	TOTAL POPULATION	
		1	0%	0%	0%	0%	Grade 6: 77 Grade 6 RR: 66 Grade 7: 70 Grade 7RR: 73	
		2	0%	0%	0%	0%	Grade 7 ACC: 161 Grade 8: 91 Grade 8RR: -3	
		3	0%	0%	0%	0%	Grade 8 Algebra: 131 Average Growth WITHOUT Algebra 76	
		4	0%	0%	0%	0%	Average Growth WITH Algebra 82	
		5	0%	0%	0%	0%	General ED ONLY Growth Rate % Placement to Post	
		6	0%	0%	0%	0%	Grade 6: 70 Grade 7: 79	
		7	0%	0%	0%	0%	Grade 7 ACC: 161 Grade 8: 85	
		8	0%	0%	0%	0%	Grade 8 Algebra: 118 Average Growth WITHOUT Algebra 99	
		9	0%	0%	0%	0%	Average Growth WITH Algebra 103	
		10	0%	0%	0%	0%	ESL Growth Rate % Placement to Post	
		11	0%	0%	0%	0%	Grade 6: 76 Grade 7: 52 Grade 8: 73	
12	0%	0%	0%	0%	Average Growth 67			

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
				Sp Ed Growth Rate % Placement to Post Grade 6 INC:76 Grade 6 RR: 81 Grade 7 INC:61 Grade 7 RR:80 Grade 8 INC:96 Grade 8 RR:43	
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	58.5%	Despite covid interruptions 58% of ELLs increased as indicated on ACCESS assessment	

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		Danielson, no waiver Observation Waiver No # of Teachers to Evaluate 128 # of Non Tenure Teachers YR1/2 19 # of Non Tenure Teachers YR 3/4 14 # of Teachers on CAP 0 # of Teachers of mSGP 23 Total number of Observations 279 # Scheduled 128 # Completed 128 # High Effective 18 # Effective 110 # Partially Effective 0 # Ineffective 0	

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

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

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

Priority Performance Needs and Root Cause Analysis

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



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



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

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	Review of data specific to student tardiness and chronic absenteeism reveals significant decline. Review of data shows decrease in overall discipline across all discipline categories.	Consistent enforcement of school wide rules and expectations can result in the increase of Category 1 infractions which in turn might increase Category II infractions in the 2022-2023 school year (i.e: increase the frequency of hallway sweeps).	Total Population, SPED, ELL	1	Revision to discipline matrix specific to tardiness with PBSIS guidance.
				2	Develop a communication log between teachers and families (calls home)to decrease the amount of special action referrals . Changes to the Master Schedule providing additional staff to support the chronically tardy/absent students.
				3	Continued implementation of PBSIS/CHAMPS . Gather information from multiple data sources inclusive but not limited to Realtime and SWISS to identify trends in discipline and target them via PBSIS. Share data with all stakeholders in a variety of methods.

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



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



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

SMART Goal 1

By June 2023, to increase student mastery of reading literature and reading informational text by providing targeted strategy instruction in daily reading groups, high quality embedded professional learning and data driven instructional practices as measured by STAR Reading Assessment with moderate growth of +60 scaled score points for General Education Students, +50 scaled score points for ESL Students and +40 for Special Education Students.

Priority Performance

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

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

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

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

Target Population: Total population, SPED, ELL

Interim Goals

SMART Goal 1

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

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Grade Level Common Planning conducted by the ELA Supervisor and ELA Coach to support PD Initiatives and review school benchmark data. Targeted and embedded PD by teacher and grade level Star and Benchmark Assessments will be administered and both formal and information observations will take place.	Lesson Plans, Formal and Informal Observations, Walkthroughs, Professional Development Evaluations
Apr 15:	Targeted instruction in reading literature, reading informational text and vocabulary in daily differentiated instructional structures; resulting in an increase of +60 scaled score points for general education, +40 scaled score points for special education and +50 scaled score points for ELLs in the corresponding strands of the Star Reading assessment from Fall to Spring.	Lesson Plans, Formal and Informal Observations, Walkthroughs, Professional Development Evaluations
Jul 1	By June 2023, to increase student mastery of reading literature and reading informational text by providing targeted strategy instruction in daily reading groups, high quality embedded professional learning and data driven instructional practices as measured by STAR Reading Assessment with moderate growth of +60 scaled score points for General Education Students, +50 scaled score points for ESL Students and +40 for Special Education Students.	Lesson Plans, Formal and Informal Observations, Walkthroughs, Professional Development Evaluations

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Create STAR Reading Benchmark Schedule	7/19/22	8/31/22	
1	1	Contract with Professional Developer for ELA	7/19/22	9/30/22	
2	1	Ensure Reading Specialist, and ELA ESI teachers have appropriate schedules	9/1/22	9/30/22	
2	1	Provide PD in LINK IT, Star Reading, AR 360 to new staff	9/1/22	11/30/22	

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Provide PD to Science and SS teachers to support cross content text sets and the delivery of Close Reading Activities	9/1/22	9/30/22	
3	1	Ensure ELA coach has a schedule that supports grade level PD	7/19/22	8/31/22	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	BSI Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$103,005	Federal Title I (Intervention Reserve)
3	BSI Benefits	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$54,716	Federal Title I (Intervention Reserve)

SMART Goal 2

By June 2023, students in a grade levels will increase content mastery of mathematics as a results of hands-on standards based instruction and small group targeted intervention as measured by at least 15% overall student growth increase from Placement Test to the third marking period quarterly.

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

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

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

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

Target Population: Total Population, SPED, ELL

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Conduct placement test, observations (formal and informal), walk-throughs, PD and job embedded coaching; analyze placement test to target skills and students for remediation; and collect and analyze Study Island. LINK IT item analysis for Placement test, Study Island results, Walkthrough check lists, observations-formal and informal	LINK IT item analysis for Placement test, Study Island pre-test results, Walkthrough check lists, observations-formal and informal
Feb 15	Conduct second MP quarterlies and unit tests, observations (formal/informal), Walkthroughs, PD and job embedded coaching; analyze first MP Quarterlies and unit tests and identify students for remediation. Study Island assignments for practice and remediation will be conducted. LINK IT item analysis for Placement test, Study Island results, Walkthrough check lists, observations-formal and informal	LINK IT item analysis for Placement test, Study Island pre-test results, Walkthrough check lists, observations-formal and informal
Apr 15:	Conduct third MP quarterlies and unit tests, observations (formal/informal), Walkthroughs, PD and job embedded coaching; analyze second MP Quarterlies and unit tests and identify students for remediation. Study Island assignments for practice and remediation will be conducted	LINK IT item analysis for Placement test, Study Island pre-test results, Walkthrough check lists, observations-formal and informal
Jul 1	By June 2023, students in a grade levels will increase content mastery of mathematics as a results of hands-on standards based instruction and small group targeted intervention as measured by at least 15% overall student growth increase from Placement Test to the third marking period quarterly.	LINK IT item analysis for Placement test, Study Island pre-test results, Walkthrough check lists, observations-formal and informal

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	1	Assign an additional BSI teacher	9/1/22	6/23/23	
5	1	PLC's 3 x a year to review data to drive instruction	9/1/22	6/23/23	
6	1	Imagine math Training for all new Matt Staff	9/1/22	2/16/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Continue to use Imagine Math for homework and review targeted concepts and skills at least 2x a month, PD for new and existing staff on CMP3math program and NJSLs and co-teaching model	9/1/22	6/30/23	
8	1	Quarterly monitoring of all study hall assignments to increase areas of remediation by Math Coach	9/1/22	6/23/23	
9	1	PD for new and existing staff on CMP3 math program and co-teaching model	9/1/22	6/30/23	
10	1	Use LINK IT to facilitate data driven instruction to create small groups for remediation and review	9/1/22	6/30/23	
11	1	Schedule PLCs for Math excel, BSI and SPED teachers that target instructional needs	9/1/22	6/30/23	
12	1	Family Math Night/STEM/NSLA nights to introduce parents to NJSLs Standards, Connected math and Imagine Math	9/1/22	6/30/23	
13	1	Monitor Implementation of Teacher data use through weekly plan book with effective referencing of the NJSLs	9/1/22	6/30/23	
14	1	Administer Fall assessment, collect and analyze data to establish students' comparative scores	9/1/22	11/16/22	
15	1	Administer Spring assessment, collect and analyze data to establish students' comparative scores	2/15/23	4/14/23	
16	1	Reappoint Math Coach to provided embedded math PD	9/1/22	11/16/22	
17	1	ReAppoint BSI math Teachers	9/1/22	11/16/22	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	BSI Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$413,521	Federal Title I (Intervention Reserve)
2	BSI Benefits	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$219,655	Federal Title I (Intervention Reserve)

SMART Goal 3

By June of 2023 there will be a continued decrease of Category II infractions by 5% in total population across all grade levels as measured by O.C.R. data. A decrease in tardiness and chronic absenteeism will continue as a result of the interventions proposed in the SIP (six teachers tracking attendance-two per grade, hand scheduling chronically tardy students Golden CHAMPS tickets and consistent contact home to parents). A check-in system will be established with the targeted chronic absentee students to ensure consistent attendance to school. Staff will be in continuous contact with parents, students to receive Golden CHAMPS tickets to reward compliance. An anticipated increase in Category I infractions may occur due to the enforcement of school rules and procedures (specific to: tardiness to class, behavior in hallway/cafeteria, and other school wide expectations) proposed by the SINI committee.

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

Priority Performance Review of data specific to student tardiness and chronic absenteeism reveals significant decline. Review of data shows decrease in overall discipline across all discipline categories.

Strategy 1: Revision to discipline matrix specific to tardiness with PBSIS guidance.

Strategy 2: Develop a communication log between teachers and families (calls home)to decrease the amount of special action referrals .
Changes to the Master Schedule providing additional staff to support the chronically tardy/absent students.

Strategy 3: Continued implementation of PBSIS/CHAMPS . Gather information from multiple data sources inclusive but not limited to Realtime and SWISS to identify trends in discipline and target them via PBSIS. Share data with all stakeholders in a variety of methods.

Target Population: Total Population, SPED, ELL

Interim Goals

SMART Goal 3

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

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	<p>By June of 2023 there will be a continued decrease of Category II infractions by 5% in total population across all grade levels as measured by O.C.R. data. A decrease in tardiness and chronic absenteeism will continue as a result of the interventions proposed in the SIP (six teachers tracking attendance-two per grade, hand scheduling chronically tardy students Golden CHAMPS tickets and consistent contact home to parents). A check-in system will be established with the targeted chronic absentee students to ensure consistent attendance to school. Staff will be in continuous contact with parents, students to receive Golden CHAMPS tickets to reward compliance. An anticipated increase in Category I infractions may occur due to the enforcement of school rules and procedures (specific to: tardiness to class, behavior in hallway/cafeteria, and other school wide expectations) proposed by the SINI committee.</p> <p>Address improving student engagement and attendance by creating and enhancing after school and summer offerings to promote both engagement and attendance with robust STEM, Arts Integration and SEL components</p>	<p>Posters, Student Agenda, Monthly Universal Team Meetings, Faculty SC meeting, Student Assemblies, Parent Conferences. Realtime discipline data.</p>

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Improve and continue multi faceted year long program in an effort to reach chronically late students. Chronically late students will be identified and tracked.	9/1/22	7/28/23	
2	1	Continue to utilize the strengths of the Climate and Culture Coach to input and analyze date to ensure the current strategies within the ASP are effective . The Climate and Culture Coach will lead the PBIS (CHAMPS) team.	9/1/22	6/30/23	
3	1	Continue to monitor and update current method of identifying, tracking and speaking with late students.	9/1/22	6/30/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	1	Implement a system to disseminate information to parents about the success of the PBSIS framework	9/1/22	6/30/23	
5	1	Adhere to the CHAMPS recognition system plan and routinely reflect on the quality of implementation by evaluating the ticket distribution patterns and student discipline.	9/1/22	6/30/23	
6	1	Continue to provide building based training on PBSIS and revised discipline procedures at the staff re-opening meetings at the beginning of the school year.	9/1/22	11/15/22	
7	1	Make revisions to discipline matrix in an effort to provide age appropriate discipline with PBIS guidance.	9/1/22	2/15/23	
8	1	Train staff members on how to navigate through and use Realtime to get necessary data.	9/1/22	2/15/23	
9	1	Make revisions to the master schedule to provide support for new initiatives.	9/1/22	11/15/22	
10	1	Provide support for overall SEL counselors to help students after school and summer. Be ready to learn and cope with negative external influences.	9/1/22	6/30/23	
11	1	School 2nd Tier of PBIS will meet with teams of teachers selected to oversee second tried intervention	9/1/22	6/30/23	
12	1	Add SEL/ARTS integration/STEAM activities to all after-school and summer programs to increase student attendance and engagement.	10/3/22	7/28/23	

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 2023, CCMS teachers will improve upon areas and strategies specific to managing student behavior, classroom procedures and overall student engagement (bell to bell instruction). CCMS teachers will continue to use differentiated instruction, SIOP, and UDL strategies to meet the needs of all learners, including subgroup populations Performance Challenge.

Priority Performance

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

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

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

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

Target Population: STAFF

Interim Goals

SMART Goal 4

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

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	<p>Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction. Administration will share trends via email blasts. Staff will be provided with Exit Tickets from each walk-through that are focused on a specific area of the Danielson Framework (2C/2D). Administrators will complete final round of observations of all staff and final evaluations for non-tenured staff. Continue targeted PD using trends from data. Administration will begin completing final evaluations.</p> <p>Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school.</p>	Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school
Jul 1	<p>By June 2023, CCMS teachers will improve upon areas and strategies specific to managing student behavior, classroom procedures and overall student engagement (bell to bell instruction). CCMS teachers will continue to use differentiated instruction, SIOP, and UDL strategies to meet the needs of all learners, including subgroup populations Performance Challenge.</p>	Exit tickets and rubrics, Teachscape data, observation summaries by the teacher and the school

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Make revisions to the master schedule to provide support for new initiatives.	7/1/22	8/31/22	
2	1	Admin work to develop various targeted walkthrough templates to address effectiveness of managing classroom behaviors and managing student behavior in addition to the already DI, UDL, SIOP, co-teaching expectations as well as domains 2 and 3	7/19/22	9/30/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Admin develops a route sheet to ensure a walkthrough is conducted for each staff member at a minimum of once per marking period At least two of the scheduled walkthroughs will be conducted within the first or last ten minutes of class	7/19/22	9/15/22	
4	1	Admin develops a route sheet to ensure a walkthrough is conducted for each staff member at a minimum of once per marking period At least two of the scheduled walkthroughs will be conducted within the first or last ten minutes of class	9/1/22	11/15/22	
5	1	Admin develops a route sheet to ensure a walkthrough is conducted for each staff member at a minimum of once per marking period At least two of the scheduled walkthroughs will be conducted within the first or last ten minutes of class	9/1/22	2/15/23	
6	1	Admin/ASP comm. will work collaboratively to prepare videos/lessons that demonstrate effective methods of classroom management.	9/1/22	2/15/23	
7	1	Develop instructional template for DI process and procedures in ELA and Math	9/1/22	6/30/23	
8	1	Continue to train teachers on UDL and co-teaching strategies. Teachers will turn key PD to other staff during PLC's	9/1/22	6/30/23	
9	1	Admin, Math, ELA coaches develop a schedule for students to complete Imagine Math during study periods.	9/1/22	6/30/23	
10	1	SPED supervisor conducts department meetings two times per year	9/1/22	6/30/23	
11	1	SINI/ASP meets and reviews data three times per year.	9/1/22	6/30/23	
12	1	Review formal evaluation data to measure growth and plan for 2023-2024	9/1/22	6/30/23	

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$516,526	\$0	\$0	\$0	\$0	\$0	\$0	\$516,526
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$516,526	\$0	\$0	\$0	\$0	\$0	\$0	\$516,526
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$274,371	\$0	\$0	\$0	\$0	\$0	\$0	\$274,371
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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	\$274,371	\$0	\$0	\$0	\$0	\$0	\$0	\$274,371
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	\$790,897	\$0	\$0	\$0	\$0	\$0	\$0	\$790,897

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	\$790,897	\$0	\$0	\$790,897
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$790,897	\$0	\$0	\$790,897

School Level Certification Page

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

Completed By: Vanessa Gaba

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:

	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