



2022-2023

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		



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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		



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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>						

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>



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Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math		
		Schoolwide				
		White				
		Hispanic				



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Data
Source



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Data
Source



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Data
Source

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



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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)	



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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	



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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	



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< 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		



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Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
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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.



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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
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?)
				<p>2</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 third round of observations for non-tenured staff and second round of tenured staff. Continue targeted PD using trends from data.</p>



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Area of Focus
for SMART

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By June 2023, to increase student mastery of reading liste4e9vune mPgy 1:

- 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



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Action Steps

Step
Numbe



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Budget Items

Corresponding Action Step	Resource / Description	Funding Category / Object Code		Funding Source
3	BSI Salaries	INSTRUCTION - Personnel Services -		



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	



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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 referenc 1 0 0 ofheNJSLS			



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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)



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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

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.

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	



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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	d 2 J 0.5 w 0 J 0 0 0 RG [] 0 d 521.75 450 m	

< SMART Goal 3 - Budget Items: NO DATA >



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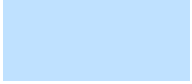
Strategy 3: Administrators continue to complete a minimum of 1 walkthrough per staff member each marking period (with at least two of them being conducted in the first or last ten minutes of class as to monitor bell to bell instruction. Administration will share



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Interim Goals

SMART Goal 4





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 g ET BTL0u/F1 11 Tf nds via email blasts. StaffStairation will share trends vfT BT h 172 IO c</p>	

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	





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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		SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
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2022-2023

Budget Category	Sub Category	Function & Object Code		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
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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
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2022-2023

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



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



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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