School #4

District: CLIFTON CITY

County: PASSAIC

Team: NA

School Identification: Targeted Support

Targeted Subgroup: White

CDS: 310900110

Annual School Planning 2022-2023

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Tracy Morigi	Yes	Yes	Yes		
Teacher	Lisa SmithLisa Smith					

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

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/24/2022	Comprehensive Data Analysis and Needs Assessment	No	No
06/03/2022	Smart Goal Development	No	No
06/07/2022	Smart Goal Development	No	No

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
William Paterson Professional Development Network	All subject areas					

	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.	

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math		

Data Source	Factors to Consider	Prepopulated Data

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%				

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
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
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	K	11%	55%	78%			

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%		

CLIMATE & CULTURE

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	159	consistent	
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	92.19%		
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			
College Readiness Test Participation				

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	The Danielson Framework		
		Observation Waiver?	No		
		# Teachers to Evaluate	13		
		# Non-tenure teachers (years 1 & 2)	6		
		# Non-tenure teachers (years 3 & 4)	1		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	33		
		# Completed	27		
		# Highly Effective	2		
		# Effective	25		

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

< 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	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.	
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		

2022-2023

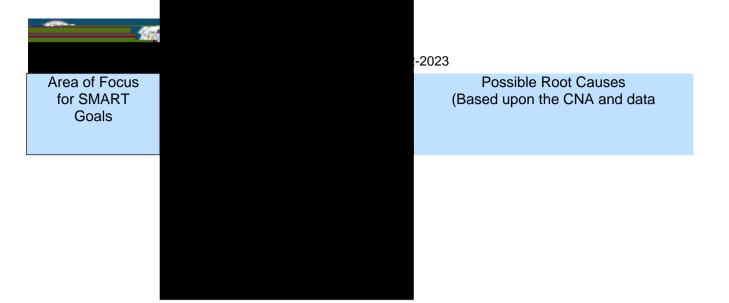| Descriptor	Overall Strengths Summary	Areas of Focus Summary
4-Sustaining		
4-Sustaining		
4-Sustaining		
4-Sustaining		
4-Sustaining		
Developing		
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Priority Performance Needs and Root Cause Analysis

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?)

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 (2018-19) 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

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		Possible Root Causes (Based upon the CNA and data

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

SMART Goal 1

By June 2023, an increase in student mastery of reading literature and reading informational text by providing targeted strategy instruction in daily reading groups, as measured by STAR Reading Assessment with moderate growth of +60 scaled score points for General Education Students, +50 scaled score points for ESL Students and +40 for Special Education Students will be achieved.

Priority Performance	Review of benchmark data reveals insufficient progress in the number of students performing in the "approaching", "meeting", or "exceeding" assessment range on district benchmarks.
	Review of data from the last NJSLA testing year (2018-19) reveals insufficient progress in the number of students performing in Level 4 and Level 5 of NJSLA.
Strategy 1:	Embedded Coaching and High-Quality Professional Development in the priority standard areas to make certain a consistent implementation of instructional practice across grade level and subgroups, specific to the deficiencies on the Model Benchmark Assessments.
Strategy 2:	Implement multiple research-based ELA strategies and interventions to tier support and remediation for students who scored between Level 2 (Partially Met) and Level 3 (Approaching) on the (2018) NJSLA language arts Assessment.
Strategy 3:	Monitor student progress with interim STAR assessment of students (data to measure growth and inform flexible grouping as well as after school and Saturday programs) by October 15, December 19, April 10 and June 15. Assess progress after each STAR implementation, share data with SINI committee, adjust program as needed (6.2)
Target Population:	White

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Professional Development in the priority standards (RL, RI, RF, L), a review of teacher schedules to ensure correct instructional time is delivered, Vertical and Horizontal Articulation. Star and Benchmark Assessments will be administered and both formal and information observations will take place.	Reflective feedback from staff, administration, and reading coach. Admin walk throughs will provide staff with immediate feedback. STAR and benchmark assessment data will be reviewed by SINI & Data team.
Feb 15		

Action Steps

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Use UDL strategies and implement student choice in class to meet individual needs of student learners and increase differentiated strategies.	9/8/22	11/15/22	
1	1	Develop lesson plans that align to NJSLS and lead to effective instruction of ELA.	9/8/22	11/15/22	
1	3	Administer STAR Placement Assessment. Review student data during PLCs with administration and ASP team. Develop small group instruction stations based on instructional needs.	9/8/22	11/15/22	
2	2	Develop lesson plans that align to NJSLS and lead to effective instruction of ELA.	9/8/22	11/15/22	
2	3	Two PLC meetings per grade level to review student progress. Analyze benchmark assessments, STAR data, and AR/myOn reports.	9/8/22	11/15/22	
2	1	Administrative walk throughs. Administration will provide immediate and constructive feedback.	9/8/22	11/15/22	
3	2	Guided reading groups at least 3 times a week. Skills and concepts for each group depend on student level and need.	9/8/22		

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

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

Action Steps

SMART Goal 2

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

Budget Items

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Benefits- BSI	SUPPORT SERVICES - Personnel Services -		

SMART Goal 3

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

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

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

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

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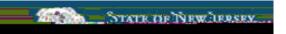
Target Population: White

Interim Goals

SMART Goal 3

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

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

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

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

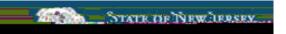|	
Priority Performance	Chronic absenteeism has steadily improved; however consistent attendance continues to impact our target subgroup. Inconsistent attendance has an impact on academics and student assessment.
Strategy 1:	Continued professional development and support for the Universal Team.
Strategy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

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022 the PBSIS universal team will provide lessons to reinforce "Be a School 4 STAR." Lessons will be designed to teach behavior expectations for designated areas throughout the building. Students will be encouraged to make Smart Choices, be thoughtful, ambitious, and respectful. Anm0nister student and parent surveys.	PBSIS implementation manual. Reflective feedback from staff, students and parents. Review survey results (students and staff).
Feb 15	By February 2023 the PBSIS universal team will host 2 STAR Rallies to reinforce STAR expectations.	Reflective feedback from staff, students, and parents. Review and analyze attendance reports.

2022-2023

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

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School

Intervention

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	$459,261	$0	$0	$459,261
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$459,261	$0	$0	$459,261

| 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

Certified By: Mike Ucci

Title: Business Administrator

Date: 07/27/2022

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