## School #12

| | | | |
|---|---|---|---|
| District: | CLIFTON CITY | School Identification: | NA |
| County: | PASSAIC | Targeted Subgroup | |
| Team: | NA | CDS: | 310900170 |

# Annual School Planning 2022-2023

| Stakeholder Representative Title | Name | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|---|---|---|---|---|---|---|
| Teacher | Michelle De Haven | Yes | Yes | Yes | | |
| Parent | Kyrstal Morales | Yes | Yes | Yes | | |

# ASP Development Team Meetings

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|------|-------|-----------------|------------------|
| 09/15/2021 | Smart Goal Development | Yes | Yes |
| 10/28/2021 | Priority Performance Needs and Root Cause Analysis | Yes | Yes |
| 11/16/2021 | Comprehensive Data Analysis and Needs Assessment | Yes | Yes |

| PRIOR YEAR INTERVENTIONS | | | |
|---|---|---|---|
| Analysis of Key Interventions | Content Area | Target Populations | Was this key intervention implemented as |

| | | 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.<br><a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports. | | Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank. | Not Applicable |
| Science* | NJSLA Science Homepage, https:/measinc-nj-science.com/ | | Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank. | Not Applicable |

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

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|---|---|---|
| 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 | | | | | | |
| | | 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 | | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|---|---|---|
| | | Grade | Cycle 1 | Cyclle 2 | Cycle 3 | Cycle 4 | | |
| | | 12 | 0% | 0% | 0% | 0% | | |
| | | Math | | | | | | |
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 0% | 0% | 92% | 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 | |
|-------------|---------------------|-------------------|---|
| | | | |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | Grade 4    298   223<br>    398   354   464<br>    448   225   166<br>Grade 5    454   387<br>    521   488   577<br>    541   154   123<br><br>    Overall Average<br>Growth    177   163 | 168   92   226<br>   160   158<br>   151<br>Grade 2   239<br>   204   355<br>   306   441<br>   402   198<br>   202<br>Grade 3   209<br>   206   296<br>   256   365<br>   329   123<br>   156<br>Grade 4   298<br>   223   398<br>   354   464<br>   448   225<br>   166<br>Grade 5   454<br>   387   521<br>   488   577<br>   541   154<br>   123<br><br>   Overall Average<br>Growth<br>   177   163 |

| 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 | 52.3% | 52.3 | 52.3 |

## 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<br>*Identify overall enrollment trends<br>*Identify enrollment by grade and subgroup | Overall YTD Student Enrollment Average | 0 | | |
| | | 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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Student Attendance Average | 0.00% | | |
| | | 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 |
|---|---|---|---|---|---|
| Discipline* | The number of suspensions, expulsions, and incident reports<br>*Identify types of incidents<br>*Identify patterns by subgroup<br>*Identify chronic offenders | Student Suspension YTD Average - In School | 0.00% | | |
| | | Student Suspension YTD Average - In School for Subgroup 1 | 0.00% | | |
| | | Student Suspension YTD Average - In School for Subgroup 2 | 0.00% | | |
| | | Student Suspension YTD Average - Out of School | | | |

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

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

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| Post-Secondary Rates | % of students that enroll in post-secondary institution. | | | |
| College Readiness Test Participation | Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT | | | |
| Algebra | Previous year's data provided. Please provide current year's data if possible. | | | |

## EVALUATION INFORMATION

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data | Observations / Trends |
|---|---|---|---|---|
| Classroom Observations | Teacher practice as measured on state-approved teacher practice instrument<br>*Identify % of teachers on CAP in the previous school year<br>*Identify instructional trends<br>*Identify professional development needs | | Charlotte Danielson For Effective Teacher ( 2013)<br><br>No<br><br>59<br><br>9<br><br>5<br><br>0<br><br>4th & 5th Grade Teachers<br><br>132<br><br>59<br><br>132<br><br>59<br><br>132<br><br>13<br><br>46<br><br>0 | |

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data | Observations / Trends |
|---|---|---|---|---|
| | | | 0 | |

## OTHER INDICATORS
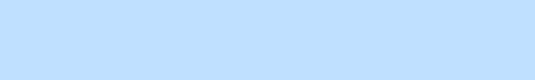
# Priority Performance Needs and Root Cause Analysis

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most |
|---|---|---|
| | | |

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most |
|---|---|---|

## Interim Goals

SMART Goal 1

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | By the end of MP 1, professional development in Fundations, Close Reading and Writer's Workshop implementation. STAR and benchmark assessments will be | |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Apr 15: | By the end of MP3, teachers will monitor and collect data (K-1 RAZ kids, 2-5 STAR reports) on a biweekly basis to be submitted in conjunction with plan books for administrative review. | Data reports submitted with plan books |
| Jul 1 | School 12 will provide targeted instruction in reading literature, reading informational text and foundational skills in daily guided reading groups, resulting, by June 2023,  an increase of +80 scale score points in general education, +70 scale score points for Special Education and +50 scale score points for LE students in corresponding strands of STAR Reading assessment from Fall to Spring. | |

## Action Steps

SMART Goal 1

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 3 | Assign BSI teachers, Reading Specialist and Targeted At-Risk teachers based on student needs | 9/8/22 | 11/18/22 | |
| 1 | 2 | Implement guided reading with flexible groups in classroom supported by reading specialist and BSI teachers | 9/8/22 | 10/28/22 | |
| 1 | 1 | Professional development to further enhance teachers' abilities to differentiated instruction and collaboration with one another | 9/8/22 | 11/18/22 | |
| 2 | 3 | Implement guided reading with flexible groups in classroom, supported by reading specialist and BSI teachers | 9/8/22 | 11/18/22 | |
| 3 | 3 | Present reading goals to parent at back to school night along with information regarding STAR and AR360 | 9/20/22 | 10/28/22 | |

# Budget Items

SMART Goal 1

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1 | Assign teacher salary Reading Recovery Teacher | INSTRUCTION - Personnel Services - Salaries / 100-100 | $102,024 | Federal Title I (School Allocation) |
| 1 | Assign teacher salary Reading Recovery Teacher | INSTRUCTION - Personnel Services - Salaries / 100-100 | $89,785 | Federal Title I (School Allocation) |
| 1 | Assign teacher salary Reading Recovery Teacher | INSTRUCTION - Personnel Services - Salaries / 100-100 | $102,024 | Federal Title I (School Allocation) |
| 1 | Assign teacher benefits Reading Recovery Teacher | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $54,195 | Federal Title I (School Allocation) |
| 1 | Assign teacher benefits Reading Recovery Teacher | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $47,694 | Federal Title I (School Allocation) |
| 1 | Assign teacher benefits Reading Recovery Teacher | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $54,195 | Federal Title I (School Allocation) |

Priority Performance

Strategy 1:          PLC's twice a marking period to review data with students with the K-8 math supervisor and elementary math coach

Strategy 2:          Embedded math coaching and professional development to ensure consistent implementation

Strategy 3:          Implemented best practices for mastering math content

Target Population:

# Interim Goals
SMART Goal 2

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | Professional development will continue to be provided for grades 3-5. Math coach will provide targeted PD for each grade level. | Reflective feedback from staff and math coach. Imagine Math, data review, Linkit summary sheets and district benchmark |
| Feb 15 | Observations both formal and informal. District topic tets will include model curriculum questions. Math supervisor and math coach will continue to support staff members | Reflective feedback from staff and math coach. Imagine Math, data review, Linkit summary sheets and district benchmark District review of Linkit reports. |
| Apr 15: | Teachers will monitor and collect data (K-5 Imagine Math) on a biweekly basis to be submitted with plan books for administrative review | Data reports with plan books |

# Budget Items

SMART Goal 2

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1 | Assign teacher salary for BSI teacher | INSTRUCTION - Personnel Services - Salaries / 100-100 | $44,893 | Federal Title I (School Allocation) |
| 1 | Assign teacher salary for BSI teacher | INSTRUCTION - Personnel Services - Salaries / 100-100 | $47,944 | Federal Title I (School Allocation) |
| 1 | Assign teacher salary for BSI teacher | INSTRUCTION - Personnel Services - Salaries / 100-100 | $95,888 | Federal Title I (School Allocation) |
| 1 | Assign teacher salary for BSI teacher | INSTRUCTION - Personnel Services - Salaries / 100-100 | $102,024 | Federal Title I (School Allocation) |
| 1 | Assign teacher benefits for BSI teacher | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $23,847 | Federal Title I (School Allocation) |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1 | | | | |

# SMART Goal 3

By the end of cycle three of the Danielson Teachscape Evaluation model, 80% of identified teachers will be rated effective or highly effective in Domain 3, as a result of UDL implementation, aligned to NJSLS, rigorous leveled and tiered differentiated stations in Language Arts and Math.

| | |
|---|---|
| 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 in order to enhance differentiated instruction strategies |
| Strategy 2: | Targeted instructional practice for small group instruction to reinforce taught skills and ensure adequate growth. |
| Strategy 3: | Continue professional development on using data and assessments to identify instructional needs and differentiate instruction |

Target Population:

## Interim Goals

SMART Goal 3

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | Develop walk through rubric and set baseline scores from 5 targeted walkthroughs per week. Announce observations will be initiated and data collected to analyze domain 2A and 3A data Provide targeted PD using trends from data. | |
| Feb 15 | | |
| Apr 15: | | |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Jul 1 | By the end of cycle three of the Danielson Teachscape Evaluation model, 80% of identified teachers will be rated effective or highly effective in Domain 3, as a result of UDL implementation, aligned to NJSLS, rigorous leveled and tiered differentiated stations in Language Arts and Math. | |

## Action Steps

SMART Goal 3

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 3 | Continue to support teachers on the differentiated process and procedures to increase the level of student engagement in Language Arts Literacy | 9/8/22 | 2/17/23 | |
| 1 | 1 | Continue to support and implement UDL | 9/8/22 | 2/17/23 | |
| 2 | 3 | Begin formal observations with specific focus on 2A and 3A in the Danielson model | 10/3/22 | 12/1/22 | |

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< SMART Goal 3 -  Budget Items: NO DATA >

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Priority Performance

Strategy 1:     Professional development  on correctly analyzing  data and implementing results into the delivery of instruction.

Strategy 2:     Walkthroughs focused on ensuring the results of careful analysis of data and determined as a need is being addressed in the classroom.

Strategy 3:      Continuation of dialog amongst staff during scheduled GLMs are utilized as peer support and collaboration.

Target Population:

# Interim Goals
SMART Goal 4

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | Develop walk through rubric and set baseline scores from 5 targeted walkthroughs per week. Announce observation | Frontline data observations summaries by teachers and administration |
| Feb 15 | 5 targeted walkthroughs per week will continue to be conducted by administration. Provided targeted PD using trends from data | Frontline data observations summaries by teachers and administration |
| Apr 15: | Continue to analyze and compare the data results from the student climate and culture pre and post surveys | Survey results |
| Jul 1 | | Teacher Evaluation Results |

# Action Steps

SMART Goal 4

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 2 | SINI core team meets for interim review of data | 12/7/22 | 6/15/23 | |
| 1 | 1 | Continue to support teachers on the differentiated process and procedures to increase the level of student engageent in Language Arts Literacy | 9/8/22 | 6/15/23 | |
| 1 | 3 | Develop master schedule to include common planning time weekly and PLCs as needed. | 9/8/22 | 10/14/22 | |
| 2 | 1 | Continue to support teachers on the differentiated process and procedures to increase the level of student engagement in Mathematics | 9/8/22 | 6/15/23 | |
| 2 | 3 | Select teacher teams will continue to use instructional choice menus to support differentiation | 10/14/22 | 11/18/22 | |
| 2 | 2 | Begin formal observations with specific focus on 2A and 3A in the Danielson model | 10/5/22 | 4/28/23 | |
| 5 | 1 | Provide PD to increase level of engagement during classroom instruction | 11/17/22 | 2/17/23 | |

< 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 Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| INSTRUCTION | Personnel Services - Salaries | 100-100 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 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 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Personnel Services - Salaries | 200-100 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Personnel Services - Employee Benefits | 200-200 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |

SUPPORT SERVICES

| 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 | | | | | | | | | | | |

| 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 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |

# 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 | $0 | $0 | $0 | $0 |
| Other Title 1 Expenditures | $0 | $0 | $0 | $0 |
| Total | $0 | $0 | $0 | $0 |

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

| x | |
| x | |
| x | |
| x | |
| x | |
| x | |

x

Completed By:   Rosmunda Kenning

Date:            09/23/2022

# 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. |
|---|---|

Certified By:     Michael

Title:                Ucci

Date:               09/23/2022

# 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 J Kusielewicz

Title:                   Assisstant Superintendent for C and I

Date:                  09/23/2022