STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION  2022-2023

**Samsel Upper Elementary School**

District: SAYREVILLE BORO

County: MIDDLESEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 234660085

# 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 | Stacey Coglianese | Yes | Yes | Yes | | |
| Vice Principal | Richard Tola | Yes | Yes | Yes | | |
| LAL/SS Teacher | Josephine Tutela | Yes | Yes | Yes | | |
| Special Education Teacher | Margaret Tibbitt | Yes | Yes | Yes | | |
| Special Education Teacher | Kerry Fleschner | Yes | Yes | Yes | | |
| ASI Teacher | Barbara Coyle | Yes | Yes | Yes | | |
| Math/Science Teacher | Dawn Schwartz | Yes | Yes | No | | |
| PTO Presidents | Serigenese/Sprague-Lee | No | No | Yes | | |

## ASP Development Team Meetings

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|---|---|---|---|
| 11/09/2022 | Progress Monitoring,Comprehensive Data Analysis and Needs Assessment | No | No |
| 05/25/2022 | Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis, | Yes | Yes |
| 05/05/2022 | Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment | Yes | Yes |

## Evaluation of Prior Year Interventions and Data Analysis

| PRIOR YEAR INTERVENTIONS | | | | | | |
|---|---|---|---|---|---|---|
| Analysis of Key Interventions | Content Area | Target Populations | Was this key intervention implemented as planned? | Do you plan to continue with this intervention? | Do you have evidence this intervention was effective? | Measurable Outcomes (state the data that supports the continuation of this intervention) |
| 2021-2022 Morning Academies | LAL and Math | Tier 1 students | Yes | Yes | Yes | Benchmarks, Start Strong, NJSLA |
| Tier 3 instruction | Tier 2 LAL and Math | Tier 2 LAL and Math students that continue to experience | Yes | Yes | Yes | Tier 3 RTI data.  1:1 or 2:1 ratio |

| 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. <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 |
| SGP* | Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level. | | 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 |
|---|---|---|---|---|---|---|---|---|
| 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 | | | | | Linkit Benchmark Year: 2021-2022 | Only population that did not take the Benchmark was the Multiply Disabled students. |
| | | 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 | 97.5% | 96% | 96.8% | 0% | | |
| | | 5 | 97.6% | 95% | 98% | 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 | Cyclle 2 | Cycle 3 | Cycle 4 | | |
| | | 12 | 0% | 0% | 0% | 0% | | |
| | | Math | | | | | | |
| | | Grade | Cycle 1 | Cycle 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 | 98.5% | 97.2% | 99% | 0% | | |
| | | 5 | 98.5% | 95.5% | 98% | 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 | Linkit Benchmark Year: 2021-2022 | The decrease from Linkit A to C is something that administrators are looking at. Both assessments were done near Start Strong and NJSLA respectively. |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 42% | 46% | 40% | 0% | | |
| | | 5 | 59% | 54% | 47% | 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 |
|---|---|---|---|---|---|---|---|---|
| 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 | Linkit Benchmark Year: 2021-2022 | Growth in math was significant in grade 5. Strong growth was demonstrated in Grade 4. |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 42% | 40% | 53% | 0% | | |
| | | 5 | 28% | 36% | 53% | 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 |
|---|---|---|---|---|---|
| ACCESS for ELL's | Student progress to English Language Proficiency (Grades K-12). | Percent of English Learners Making Expected Growth to | 47.4% | Year: 2021-2022 | Strong percentage for ELL students. |

| 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 | 832 | Oncourse | Oncourse |
| | | 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 | 93.77% | Oncourse | Oncourse<br>No identifiable patters with grade or teacher. Students with higher absentee rate experience family situations where assistance is provided. Illness from Covid and vacations also add to the increase in absences. |
| | | 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 (Students)* | Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Chronic Absenteeism | 16.55% | Oncourse | Oncourse<br>No identifiable patters with grade or teacher. Students with higher absentee rate experience family situations where assistance is provided. Illness from Covid and vacations also add to the increase in absences. |
| | | Subgroup 1 YTD Chronic | 0.00% | | |
| | | Subgroup 2 YTD Chronic Absenteeism | 0.00% | | |
| | | | | | |
| Attendance Rate (Staff)* | The average daily attendance for staff<br>*Identify patterns by grade<br>*Identify chronic absenteeism<br>*Identify reasons for absenteeism | Staff Attendance YTD | 92.92% | Frontline | Frontline<br><br>No identifiable pattern for grade.  Teachers experienced covid symptoms and illness. |
| | | | | | |

| 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 | 0.41% | Oncourse | Oncourse |
| | | Student Suspension YTD Average - In School for Subgroup 1 | 0.00% | | |
| | | Student Suspension YTD Average - In School for Subgroup 2 | 0.00% | | |
| | | Student Suspension YTD Average - Out of School | 0.00% | | |
| | | Student Suspension YTD Average - Out of School for Subgroup 1 | 0.00% | | |
| | | Student Suspension YTD Average - Out of School for Subgroup 2 | 0.29% | | |

| 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 | Domain | ES | MS/HS | Parents | Staff | Completed by staff and students via google document | Completed by students and staff via google document. |
| | | Participation | 38.5 | 0 | 0 | 49 | | |
| | | | | | | | | |

| 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: <br> * under credited <br> * chronically absent <br> * frequent suspension <br> (* - Data suppressed) | | | n/a |
| Post-Secondary Rates | % of students that enroll in post-secondary institution. | | | n/a |
| 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 | | | n/a |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| Algebra | Previous year's data provided. Please provide current year's data if possible. | | | n/a |

| EVALUATION INFORMATION | | | | | |
|---|---|---|---|---|---|
| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | | Your Data (Provide only additional data | Observations / Trends |
| Classroom Observations | Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs | Evaluation framework | Danielson | | |
| | | Observation Waiver? | No | | |
| | | # Teachers to Evaluate | 80 | | |
| | | # Non-tenure teachers (years 1 & 2) | 7 | | |
| | | # Non-tenure teachers (years 3 & 4) | 7 | | |
| | | # Teachers on CAP | 0 | | |
| | | # Teachers receiving mSGP | 0 | | |
| | | null | Total | | |
| | | # Scheduled | 254 | | |
| | | # Completed | 254 | | |
| | | # Highly Effective | 55 | | |
| | | # Effective | 199 | | |
| | | # Partially | 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 | District provides teachers opportunities to connect PLCs to areas of development such as new programs and/or updated curriculum. Teachers are provided with materials to assist in executing the above. | Continue to adjust instruction to meet the needs of students academically and implement the components of programs. Dive deeper into Linkit data and use this to drive instruction. 1.4 |
| | 2 | A | 4-Sustaining | | |
| | 3 | A | 3-Developing | | |
| | 4 | A | 3-Developing | | |
| | 5 | A | 3-Developing | | |
| | | | | | |
| Assessment | 1 | A | 4-Sustaining | Use BAS, Reading Records and Quick checks. | Common pre-assessments for specific units. 2.2 |
| | 2 | A | 2-Emerging | | |
| | 3 | A | 3-Developing | | |
| | | | | | |
| Professional Learning Community (PLC) | 1 | A | 3-Developing | Monthly department meetings and faculty meetings are held. | 3.2 PLC time is provided every other month. Monthly department meetings are held for updates, but not necessarily collaborative job-embedded professional learning. |
| | 2 | A | 2-Emerging | | |
| | 3 | A | 3-Developing | | |
| | 4 | A | 3-Developing | | |
| | | | | | |

| Component | Indicator Descriptor Level | | | Overall Strengths Summary | Areas of Focus Summary |
|---|---|---|---|---|---|
| Culture | 1 | A | 4-Sustaining | School is kept clean and teachers have necessary equipment and furniture. School security is a priority. | 4.3 and 4.5 Continue to develop the SEL program.  SEL and school safety committee meet during the year to review and reflect upon the culture and necessary changes. |
| | 2 | A | 3-Developing | | |
| | 3 | A | 3-Developing | | |
| | 4 | A | 4-Sustaining | | |
| | 5 | A | 3-Developing | | |
| | 6 | A | 3-Developing | | |
| | 7 | A | 3-Developing | | |
| | 8 | A | 3-Developing | | |
| | 9 | A | 3-Developing | | |
| | 10 | A | 3-Developing | | |
| | 11 | A | 3-Developing | | |
| | 12 | A | 3-Developing | | |
| | 13 | A | 3-Developing | | |
| | 14 | A | 2-Emerging | | |
| | | | | | |
| Teacher and Principal Effectiveness | 1 | A | 3-Developing | Use of Danielson Model through Oncourse | SGO development aligned to SLO. |

# 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?) |
|---|---|---|---|---|---|
| Climate and Culture, including Social and Emotional Learning | Increase the average daily attendance while decreasing the percent of chronic absenteeism by 3% | Pandemic, Covid, Family struggles, school avoidance | Chronically ill students | 1 | Contact made by teacher after 3 days of absence. Letters to be sent home at specific number of absences. Parent/Administrator meetings regarding absences. |
| | | | | 2 | School counselor check-ins with students who visit school nurse and/or display pattern of absenteeism. |
| | | | | 3 | Continue to disseminate attendance information (Samsel Send, Facebook/Twitter, Handbook, Back to School Night flyer, nurses' office letters, letters, etc.) |

| 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 | Increase academic performance on schoolwide assessments (Linkit Benchmarks) in the areas of language arts and math by at least 5% from BOY to EOY. | Loss of instruction during pandemic years. | All | 1 | Coordinate transition activities for students, parents and increase communication between elementary schools and UES (administration/supervisors/teachers) ex: Roadmap, unpack standards, Sayreville University trainings and Department Meetings. |
| | | | | 2 | Gather information from parents/guardians regarding ways to assist with helping their children.  Provide academic information.  Present information at PTO meetings and/or Family nights. |
| | | | | 3 | Plan and execute enrichment clubs (STEM, Communication Club), Academies, ASI instruction and Tier 3. |

| 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 | Effectively implement a Social-Emotional Learning program, aligned to Student Learning Objectives, which results in an 5% increase in the number of celebrations and/or recognitions of students and staff that demonstrate competency in SEL. | Lack of socialization in formative years and formal in-class instruction and routines have show us that students continue to have difficulty with socialization. | All | 1 | Promote competencies within the building through announcements, events, and activities.  Celebrate displays of SLOs for SEL. |
| | | | | 2 | Identify need for further training in SEL/Responsive Classroom. Provide training as needed during PD days and/or meetings. |
| | | | | 3 | |
| No option for the fourth SMART Goal was selected on the Root Cause page. | | | | 1 | |
| | | | | 2 | |
| | | | | 3 | |

# SMART Goal 1

Conduct outreach to families concerning the importance of regular attendance during the 2022-2023 school year that will result in a 3% decrease in the number of chronically absent 4th and 5th grade students for the school year.

Priority Performance          Increase the average daily attendance while decreasing the percent of chronic absenteeism by 3%

Strategy 1:          Contact made by teacher after 3 days of absence. Letters to be sent home at specific number of absences. Parent/Administrator meetings regarding absences.

Strategy 2:          School counselor check-ins with students who visit school nurse and/or display pattern of absenteeism.

Strategy 3:          Continue to disseminate attendance information (Samsel Send, Facebook/Twitter, Handbook, Back to School Night flyer, nurses' office letters, letters, etc.)

Target Population:          Chronically ill students

## Interim Goals
SMART Goal 1

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | Conduct outreach to families concerning the importance of regular attendance during the 2022-2023 school year that will result in a 3% decrease in the number of chronically absent 4th and 5th grade students for the school year. | |
| Feb 15 | Conduct outreach to families concerning the importance of regular attendance during the 2022-2023 school year that will result in a 3% decrease in the number of chronically absent 4th and 5th grade students for the school year. | |
| Apr 15: | Conduct outreach to families concerning the importance of regular attendance during the 2022-2023 school year that will result in a 3% decrease in the number of chronically absent 4th and 5th grade students for the school year. | |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Jul 1 | Conduct outreach to families concerning the importance of regular attendance during the 2022-2023 school year that will result in a 3% decrease in the number of chronically absent 4th and 5th grade students for the school year. | |

< SMART Goal 1 - Action Steps: NO DATA >

< SMART Goal 1 -  Budget Items: NO DATA >

# SMART Goal 2

To increase LAL and Mathematics performance as evidenced by a 5% increase (Bubble/MS/ES) on the District's Assessments from the Beginning of the Year to the End of the Year.

Priority Performance        Increase academic performance on schoolwide assessments (Linkit Benchmarks) in the areas of language arts and math by at least 5% from BOY to EOY.

Strategy 1:        Coordinate transition activities for students, parents and increase communication between elementary schools and UES (administration/supervisors/teachers) ex: Roadmap, unpack standards, Sayreville University trainings and Department Meetings.

Strategy 2:        Gather information from parents/guardians regarding ways to assist with helping their children.  Provide academic information. Present information at PTO meetings and/or Family nights.

Strategy 3:         Plan and execute enrichment clubs (STEM, Communication Club), Academies, ASI instruction and Tier 3.

Target Population:        All

# Interim Goals

SMART Goal 2

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | | |
| Feb 15 | | |
| Apr 15: | | |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Jul 1 | To increase LAL and Mathematics performance as evidenced by a 5% increase (Bubble/MS/ES) on the District's Assessments from the Beginning of the Year to the End of the Year. | |

< SMART Goal 2 - Action Steps: NO DATA >

< SMART Goal 2 -  Budget Items: NO DATA >

# SMART Goal 3

To effectively implement a Social-Emotional Learning program, aligned to Student Learning Objectives, which results in a 5% increase in the number of programs, family nights, celebrations and/or recognition of students and staff that demonstrate competency in SEL.

Priority Performance          Effectively implement a Social-Emotional Learning program, aligned to Student Learning Objectives, which results in an 5% increase in the number of celebrations and/or recognitions of students and staff that demonstrate competency in SEL.

Strategy 1:          Promote competencies within the building through announcements, events, and activities.  Celebrate displays of SLOs for SEL.

Strategy 2:          Identify need for further training in SEL/Responsive Classroom.  Provide training as needed during PD days and/or meetings.

Strategy 3:

Target Population:          All

## Interim Goals
SMART Goal 3

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | | |
| Feb 15 | | |
| Apr 15: | | |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Jul 1 | To effectively implement a Social-Emotional Learning program, aligned to Student Learning Objectives, which results in a 5% increase in the number of programs, family nights, celebrations and/or recognition of students and staff that demonstrate competency in SEL. | |

< SMART Goal 3 - Action Steps: NO DATA >

< SMART Goal 3 -  Budget Items: NO DATA >

# SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

## Interim Goals
SMART Goal 4

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | | |
| Feb 15 | | |
| Apr 15: | | |
| Jul 1 | | |

< SMART Goal 4 - Action Steps: NO DATA >

< 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 | 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 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 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 | $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 |

School Level Certification Page

< NO DATA >

# District Business Administrator or District Federal Programs Administrator Certification

**< NO DATA >**

# ASP District CSA Certification and Approval Page

**< NO DATA >**