Union High School

District:	UNION TWP	School Identification:	NA
County:	UNION	Targeted Subgroup	
Team:	NA	CDS:	395290050

Annual School Planning
2025-2026

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	TBD	Yes	Yes	Yes		
Community Member	TBD	Yes	Yes	Yes		
Student Representative	TBD	Yes	Yes	Yes		
Director of Instruction and	Isabella Scocozza	Yes	Yes	Yes		
Principal	Althea Bossard	Yes	Yes	Yes		
Vice Principal	Desmond Stapleton	Yes	Yes	Yes		
Vice Principal	Cheryl Fiske	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Vice Principal	Wiliam Eichert	Yes	Yes	Yes		
Vice Principal	Shawn Paterno	Yes	Yes	Yes		
Coordinator	Stephanie White	Yes	Yes	Yes		
Data Counselor	Julia Saladino	Yes	Yes	Yes		
Data Counselor	Robert Dally	Yes	Yes	Yes		
SAC Counselor	Jill Hill	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/24/2025	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Algebra/Math Lab Courses will be scheduled during the high school for students in need based on a review of the assessment data. Implement targeted instructional strategies, provide additional practice opportunities and offer support through tutoring and intervention services.	Mathematics	9-12	Yes	Yes	Yes	Measurable outcomes include: Link It data, Title I Beyond the Bell data, Credit Recovery data and report card grades	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Continue with the implementation of restorative practices and social emotional learning integration within Union High School for all students.	Social Emotional Learning	9-12	Yes	Yes	Yes	Measurable outcomes include: SILAS pre and post assessments, mentoring logs and counseling logs	Yes
ELA Lab Courses will be scheduled during the high school for students in need based on a review of the assessment data. Implement targeted instructional strategies, provide additional practice opportunities and offer support through tutoring and intervention services.	ELA	9-12	Yes	Yes	Yes	Measurable outcomes include: Link It data, Title I Beyond the Bell data, Credit Recovery data and report card grades	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population(s) / Subgroup(s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Data counselors in ELA and Math will work with a targeted population to provide intervention and resources for students that require these interventions. Data counselors will analyze all ELA and Math assessments and benchmarks to aid teachers in differentiating instruction and providing those interventions and supports.	ELA and Mathematics	9-12	Yes	Yes	Yes	Measurable outcomes include: Link It data, Title I Beyond the Bell data, Credit Recovery data and report card grades, data counselor spreadsheets, NJSCI Climate Survey	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment 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.	Student Group	ELA	Math	Alg1	Alg2	Geo	According to the NJ School Performance Report, the following data for Union High School states: ELA Participation Rate 98.8% Math Participation Rate 98.7% Proficiency Rate for ELA Federal Accountability 43.9% Proficiency Rate for Math Federal Accountability 16.4% Annual Target for ELA 44.8% Annual Target for Math 32.3% Met target in ELA Did not meet target in Math Statewide Proficiency Rate for Federal Accountability in ELA 52.2% Statewide Proficiency Rate for Federal Accountability in Math 40.2%	N/A
		Schoolwide	43.9%	16.4%	13%	*	21%		
		White	51.2%	25.9%	23%	*	33%		
		Hispanic	39.5%	12%	11%	*	11%		
		Black or African American	39.2%	12.8%	11%	*	17%		
		Asian, Native Hawaiian, or Pacific Islander	66%	32.7%	29%	*	36%		
		American Indian or Alaska Native	*	*	*	*	*		
		Two or More Races	52.9%	16.7%	*	*	*		
		Female	47.2%	12.8%	10%	*	16%		
		Male	40.6%	20%	16%	*	27%		
		Economically Disadvantaged Students	41.2%	15.5%	13%	*	21%		
		Non-Economically Disadvantaged Students	46%	17.1%	14%	*	22%		
		Students with Disabilities	*	*	*	*	*		
		Students without Disabilities	49.8%	17.7%	15%	*	21%		
		English Learners	14.8%	11.1%	*	*	*		
		Non-English Learners	45.4%	16.8%	14%	*	22%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*	*	*	*		
		Students in Foster Care	*	*	*	*	*		
		Military-Connected Students	*	*	*	*	*		
		Migrant Students	*	*	*	*	*		
		Non-Binary / Undesignated Gender	*	*	*	*	*		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/	NJSLA-S				NJSLA breakdown:	N/A
		Student Group	Grade 5	Grade 8	Grade 11	School Level 1 50% Level 2 28% Level 3 18% Level 4 3%	
		Schoolwide			21%		
		White			39%	State Level 1 45% Level 2 27% Level 3 19% Level 4 9%	
		Hispanic			15%		
		Black or African			16%		
		Asian, Native			37%		
		American Indian or					
		Two or More Races			26%		
		Female			24%		
		Male			20%		
		Economical ly			19%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical			24%		
		Students with			4%		
		Students without			25%		
		English Learners			0%		
		Non-English			23%		
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	 NJGPA Assessment Reports website 	Student Group	ELA	Math	ELA Grade 9 549 Valid Scores 741 Mean L1% 15.8 L2% 16.9 L3% 23.9 L4% 22.8 L5% 10.6 Algebra I 425 Valid Scores 717 Mean L1% 28.2 L2% 31.1 L3 27.3 L4 13.2 L5 2	N/A
		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				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		
		Students with Disabilities				
		Students without Disabilities				
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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.	ELA					ELA Participation Rate 98.8% Math Participation Rate 98.7% Proficiency Rate for ELA Federal Accountability 43.9% Proficiency Rate for Math Federal Accountability 16.4% Annual Target for ELA 44.8% Annual Target for Math 32.3% Met target in ELA Did not meet target in Math Statewide Proficiency Rate for Federal Accountability in ELA 52.2% Statewide Proficiency Rate for Federal Accountability in Math 40.2%	N/A
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	100%	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	0%	0%	0%	0%		
		5	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	100%	100%	100%	0%		
		10	100%	100%	100%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Based on the Link It data from Union High School: English 1 Cut scores proficiency Total 374 Form A 13% Exceeding 27% Meeting 17%Bubble 31% Approaching 12% Partially Meeting Form B 24% Exceeding 24% Meeting 11% Bubble 32% Approaching 13%Partially Meeting English 2 Cut scores proficiency Total 362 Form A 24% Exceeding 27% Meeting 19%Bubble 23% Approaching 8% Partially Meeting Form B 14% Exceeding 19% Meeting 19% Bubble	N/A
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	29% Approaching 18%Partially Meeting 3% Not Meeting	
		11	0%	0%	0%	0%	English 3 Cut scores proficiency Total 306	
		12	0%	0%	53%	0%		

Additional Data column (continued):

29% Approaching
18%Partially Meeting
3% Not Meeting

English 3
Cut scores proficiency
Total 306

Form A
1% Exceeding
18% Meeting
13% Bubble
45% Approaching
23% Partially Meeting

Form B
19% Meeting
13% Bubble
31% Approaching
35%Partially Meeting
2% Not Meeting

Algebra 1 Union High School
Cut scores proficiency
Total 292
Form A
2% Meeting
3% Bubble
21% Approaching
66% Partially Meeting
7% Not Meeting

Form B

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			6% Meeting 3% Bubble 29% Approaching 50% Partially Meeting 12% Not Meeting Geometry Union High School Cut scores proficiency Total 387 Form A 3% Meeting 5% Bubble 49% Approaching 43% Bubble Form B 1% Exceeding 3% Meeting 4% Bubble 37% Approaching 53% Partially Meeting 3% Not Meeting	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	Based on the Link It data from Union High School:

English 1
Cut scores proficiency
Total 374
Form A
13% Exceeding
27% Meeting
17%Bubble
31% Approaching
12% Partially Meeting
Form B
24% Exceeding
24% Meeting
11% Bubble
32% Approaching
13%Partially Meeting

English 2
Cut scores proficiency
Total 362
Form A
24% Exceeding
27% Meeting
19%Bubble
23% Approaching
8% Partially Meeting

Form B
14% Exceeding
19% Meeting
19% Bubble | ELA |
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	7%	7%	59%	0%		
		10	9%	9%	63%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	29% Approaching 18%Partially Meeting 3% Not Meeting	
		11	0%	0%	0%	0%	English 3 Cut scores proficiency Total 306	
		12	0%	0%	0%	0%		
							Form A 1% Exceeding 18% Meeting 13% Bubble 45% Approaching 23% Partially Meeting	
							Form B 19% Meeting 13% Bubble 31% Approaching 35%Partially Meeting 2% Not Meeting	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	Percent of English Learners Making Expected Growth to	19.4%	Algebra 1 Union High School Cut scores proficiency Total 292 Form A 2% Meeting 3% Bubble 21% Approaching 66% Partially Meeting 7% Not Meeting Form B 6% Meeting 3% Bubble 29% Approaching 50% Partially Meeting 12% Not Meeting Geometry Union High School Cut scores proficiency Total 387 Form A 3% Meeting 5% Bubble 49% Approaching 43% Bubble Form B 1% Exceeding 3% Meeting 4% Bubble 37% Approaching 53% Partially Meeting	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			3% Not Meeting	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		English Language Proficiency Test Participation and Performance: 0-2 years in district 81 students tested >90% students with overall score below 4.5 <10% students with overall score 4.5 or above 3-4 years in the district 37 students tested >90% students with overall score below 4.5 <10% students with overall score 4.5 or above 5 or more years in the district 23 students tested >90% students with overall score below 4.5 <10% students with overall score 4.5 or above Schoolwide/Multilingual Learners 19.4% of English learners making expected growth to proficiency. The annual target is 22.7% and UHS met the target.	N/A

CLIMATE & CULTURE				
Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	2367	According to the NJ School Performance Report, Union High School has a total of 2351 students in grades 9-12. Below contains the following breakdown: Grade 9 (583 students) Grade 10 (585 students) Grade 11 (632 students) Grade 12 (551 students) 47% female and 53% male Economically Disadvantaged 47.6% Students with Disabilities 15.5% Multilingual Learners 6.5% Homeless 1.1% Foster Care 01% Military Connected 0.2% Migrant 0% Enrollment by Racial and Ethnic Group: White 13.2% Hispanic 28.7% African American 46.5% Asian 8.8% Native Hawaiian/Pacific Islander 0.2% American Indian 0.1%	N/A
		Subgroup 1 YTD Student Enrollment Average	403		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Two or More Races 2.6%	
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	94.40%	Number of days the students were absent in the school year:

Chronic Absenteeism Rate 22.1%
ESSA Target (State Average for Grades Served) 17.2%
Did not meet ESSA Target Statewide Chronic Absenteeism Rate (All Grades) 14.9% | N/A |
| | | Subgroup 1 YTD Student | 0.00% | | |
| | | Subgroup 2 YTD Student Attendance Average | 0.00% | | |

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) * Note: Data rolled over from ASP Reporting tab	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 *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.21%	Number of days the students were absent in the school year: Chronic Absenteeism Rate 22.1% ESSA Target (State Average for Grades Served) 17.2% Did not meet ESSA Target Statewide Chronic Absenteeism Rate (All Grades) 14.9% Percentage of Days Absent: 0% (4.9%) 0% to 6.9% (55.2%) 7% to 9.9% (17.8%) 10% to 12.9% (10.5%) 13% to 19.9% (7.2%) 20% or higher (4.4%) Chronic Absenteeism by Grade: 12% Ninth Grade 17% Tenth Grade 24% Eleventh Grade 35% Twelfth Grade Chronic Absenteeism school wide is 531 students or 22.1% who are considered chronically absent. The ESSA	N/A
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			target is 17.2% and it did not meet the target level.	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	87.18%	Number of days the students were absent in the school year: Chronic Absenteeism Rate 22.1% ESSA Target (State Average for Grades Served) 17.2% Did not meet ESSA Target Statewide Chronic Absenteeism Rate (All Grades) 14.9% Percentage of Days Absent: 0% (4.9%) 0% to 6.9% (55.2%) 7% to 9.9% (17.8%) 10% to 12.9% (10.5%) 13% to 19.9% (7.2%) 20% or higher (4.4%) Chronic Absenteeism by Grade: 12% Ninth Grade 17% Tenth Grade 24% Eleventh Grade 35% Twelfth Grade Chronic Absenteeism school wide is 531 students or 22.1% who are considered chronically absent. The ESSA	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			target is 17.2% and it did not meet the target level. Breakdown: White 22.6% Hispanic 26.6% African American 20.4% Asian, Native Hawaiian 17.5% Two or More Races 16.4% Female 22.8% Male 21.5% Economically Disadvantaged 25.7% Students with Disabilities 25.5% Multilingual Learners 21.9%	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			The student to teacher ratio is 14:1 with a district ratio of 13:1.

Teachers 168
Administrators 4
Librarian 1
Nurses 3
School Counselors 10
CST 7
School Psychologists 4
School Social Workers 3
SAC 2 | N/A |
		Student Suspension YTD Average - In School	1.86%		
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	1.06%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			According to the NJ School Performance Report: Violence 22 Weapons 4 Vandalism 7 Substances 53 HIB 30 Total Unique Incidents 114 Incidents per 100 students 4.85	N/A
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			Union High School participated in the NJSCI Climate Survey during the 2024-2025 school year. The district coordinated students, staff, and parent surveys and analyzed the data among all stakeholders.	N/A

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	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)				According to the NJ School Performance Report, Union High School has the following: Graduation Rate 93.8% Five Year Statewide Graduation Rate 92.6% Five Year 4 Year Graduation Cohort Profile: Schoolwide 88.3% graduates Continuing Students 9.1% Non Continuing Students 2.6% State: Graduates 91.3% State: Continuing Students 3.8% State: Non Continuing Students 4.9% 5 Year Graduation Cohort Profile: Schoolwide 93.8% graduates Continuing Students	N/A
		Student Group	5 Year Rate	4 Year Rate		
		Schoolwide	93%	81.6%		
		White	93%	84.1%		
		Hispanic	96%	77%		
		Black or African American	90.9%	84%		
		Asian, Native Hawaiian, or Pacific Islander	97.3%	79.5%		
		American Indian or Alaska Native	*			
		Two or More Races	*	75%		
		Economically Disadvantaged Students	92.6%	80.8%		
		Students with Disabilities	78.8%	36.9%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate	2.6% Non Continuing Students 3.7% State: Graduates 92.6% State: Continuing Students 1.7% State: Non Continuing Students 5.6% 6 Year Graduation Cohort Profile: Schoolwide 94.2% graduates Continuing Students 1.5% Non Continuing Students 4.2% High School Persistence (Graduates + Continuing) 95.8% State: Graduates 93.2% State: Continuing Students 1.0% State: Non Continuing Students 5.8% State: High School Persistence (Graduates + Continuing) 94.2%	
		English Learners	83.9%	75.6%		
		Homeless Students	*	*		
		Students in Foster Care	*	*		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.									According to the NJ School Performance Report, Union High School: Graduation Pathways Statewide Assessment 46.3% of graduates meeting ELA requirements by pathway Statewide Assessment 24% of graduates meeting Mathematics requirements by pathway	N/A
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institue	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		American Indian or Alaska Native									
		Two or More Races									
		Economically Disadvantaged Students									
		Students with Disabilities									
		English Learners									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Homeless Students									
		Students in Foster Care									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
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	**Test**	**% of Students in School**	According to the NJ School Performance Report, Union High School: 10th and 11th graders taking PSAT 10/NMSQT 93.6% school participation rate 12th graders taking SAT 49.2% school participation rate 12th graders taking ACT 3.4% school participation rate PSAT school average score 426 Reading and Writing PSAT school average score 421 Math SAT Reading and Writing school average score 518 SAT Math school average score 487 ACT Reading school average score 20 ACT English school average score 19 ACT Math school average score 18	N/A
		Participating in PSAT	93.6		
		Participating in SAT	49.2		
		Participating in ACT	3.4		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				ACT Science school average score 20	
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1	483	According to the NJ School Performance Report, Union High School: 29.1% students enrolled in one or more AP or IB course State average is 35.9% Students taking one or more AP or IB exam 27.6% schoolwide State average is 30.8% Dual enrollment coursework participation 2.5% schoolwide compared to state average of 26.9%	N/A
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	425		
		% of students who scored 4 or 5 on the PARCC assessment	13%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.		Total number of students enrolled in Algebra I: 396 (This includes students in Algebra Lab, also.) All other data is not available at the time of the Annual School Plan and will be inputted at the conclusion of the school year.	N/A

EVALUATION INFORMATION

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework	The Township of Union Public Schools utilizes the Danielson Framework for all teacher observations and evaluations. Tenured teachers receive two observations and non tenured teachers receive three observation. The observation schedule is on a rotating basis among all of the administration. The district recently developed a new learning walk template using Google Forms for all administrators. Each administrator is responsible for a minimum of five learning walks per month.	N/A
		# Teachers to Evaluate	161		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		null	Total		
		Cycle 1	161		
		Cycle 2	30		
		Cycle 3	25		
		Cycle 4	0		

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

The Title I Stakeholder Committee will meet at a minimum of quarterly basis throughout the 2025-2026 school year. The Director of Instruction and Funded Programs will meet with the administration monthly to review all of the smart goals, action steps, evaluation data, and budget to ensure that the Annual School Plan initiatives are being successfully met during the designated timeframe. All information regarding the Annual School Plan and designated smart goals will be disseminated to all of the Union High School staff and community.

2. How will the school's parent and family engagement program help to address the priority needs identified in the comprehensive needs assessment?

The committee will plan a parent and family engagement program to support the ongoing needs at Union High School for the 2025-2026 school year. The comprehensive needs assessment consisted of both qualitative and quantitative data such as surveys, feedback form, interviews etc.

Reflection and Growth Rubric

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		3.00		
Assessment	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	Average		3.00		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	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	3-Developing		
	Average		3.00		
Teacher and Principal Effectiveness	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	Average		3.00		

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Needs assessment at Union High School reviewed the Link It data and report card grades to determine a need for intervention related services in the subject area.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff turnover, administration change and lack of assessments.	9-12th Grade ELA	1	Students will received personalized instruction tailored to their needs based on the Link It data with the assistance of the ELA instructional coach. The Beyond the Bell After School Program will focus on intervention strategies within ELA.	Evidenced based interventions include but not limited to ELA Intervention Beyond the Bell After School Program and embedded ELA personalized instruction. The school administration and ELA instructional coach will develop and model intervention lessons embedded during the regular school day.	Moderate	https://www.linkit.com/products-services/assessment-solutions
				2				
				3				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s)/Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Needs assessment at Union High School reviewed the Link It data and report card grades to determine a need for intervention related services in the subject area.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff turnover, administration change and lack of assessments.	9-12th Grade Mathematics	1	Students will received personalized instruction tailored to their needs based on the Link It data with the assistance of the Mathematics instructional coach. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics.	Evidenced based interventions include but not limited to Mathematics Intervention Beyond the Bell After School Program and embedded Mathematics personalized instruction. The school administration and Mathematics instructional coach will develop and model intervention lessons embedded during the regular school day.	Moderate	https://www.linkit.com/products-services/assessment-solutions
				2				
				3				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Climate & Culture - Attendance/ Behavior	Needs assessment at Union High School reviewed the Genesis Conduct Reports and Data, Disciplinary Records, Attendance Records, and Chronic Absenteeism.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff turnover, administration change and lack of assessments.	9-12th Chronic Absenteeism / SEL	1	An attendance stakeholder team will be coordinated to track the chronic absenteeism rates at Union High School.	Evidenced based interventions include but not limited to parental notification for absent students, coordinate parent attendance meetings, and collaborate with the police department to complete well visits for students not present at school.	Moderate	https://www. attendanceworks. org/research/evide nce-based-solutions/
				2				
				3				
No option for the fourth SMART Goal was selected on the Root Cause page.				1				
				2				
				3				

SMART Goal 1

By the end of the 2025-2026 academic year, our goal is to improve the average ELA scores on the NJSLA standardized tests for students in grades 9-12 by 12% compared to the previous year's results.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	Needs assessment at Union High School reviewed the Link It data and report card grades to determine a need for intervention related services in the subject area.
Target Population:	9-12th Grade ELA

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	ELA instructional coach and administrative team will review all of the Link It A diagnostic assessment. ELA instructional coach and data counselors will review and analyze the data assessments and benchmarks to provide the academic staff strategies for differentiated instruction and intervention implementation.	Link It Data and Benchmarks Report Card Grades
Feb 15	ELA instructional coach and administrative team will review all of the Link It B diagnostic assessment. ELA instructional coach and data counselors will analyze data in the designated PLC times to differentiate instruction and develop an individualized program for their students.	Link It Data and Benchmarks Report Card Grades
Apr 15:	ELA instructional coach and administrative team will review all of the Link It C diagnostic assessment. Instructional coach and academic teachers will regularly assess students' reading comprehension and written expression skills through formative assessments, assignments and standardized tests. Analyze data and progress throughout the year to ensure that the students are making consistent improvements towards the goals and adjust instructional strategies and interventions as needed to meet the designated target.	Link It Data and Benchmarks Report Card Grades

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By the end of the 2025-2026 academic year, our goal is to improve the average ELA scores on the NJSLA standardized tests for students in grades 9-12 by 12% compared to the previous year's results.	Link It Data and Benchmarks Report Card Grades NJSLA Assessment Data

Strategy 1 - Students will received personalized instruction tailored to their needs based on the Link It data with the assistance of the ELA instructional coach. The Beyond the Bell After School Program will focus on intervention strategies within ELA.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	After School/Summer School/Day School Intervention Programs will be coordinated during the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coordinator
2	1	ELA Instructional Coach will coordinate PLCs to review all assessment data and modify instruction as needed for all students.	9/1/25	6/30/26	Administration, Coordinator, Coach
3	1	ELA Instructional Coach will collaborate with the ELA academic teachers to develop common assessments.	9/1/25	6/30/26	Administration, Coordinator, Coach

< SMART Goal 1, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 1, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 1, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 3 - Budget Items: NO DATA >

SMART Goal 2

By the end of the 2025-2026 academic year, our goal is to improve the average Mathematics scores on the NJSLA standardized tests in grades 9-12 by 12% compared to the previous year's results.

Area of Focus   Effective Instruction

Content Area   Mathematics

Priority Performance   Needs assessment at Union High School reviewed the Link It data and report card grades to determine a need for intervention related services in the subject area.

Target Population: 9-12th Grade
                                             Mathematics

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Mathematics instructional coach and administrative team will review all of the Link It A diagnostic assessment. Math instructional coach and data counselors will review and analyze the data assessments and benchmarks to provide the academic staff strategies for differentiated instruction and intervention implementation.	Link It Data and Benchmarks Report Card Grades
Feb 15	Mathematics instructional coach and administrative team will review all of the Link It A diagnostic assessment. Math instructional coach and data counselors will analyze data in the designated PLC times to differentiate instruction and develop an individualized program for their students.	Link It Data and Benchmarks Report Card Grades
Apr 15:	Mathematics instructional coach and administrative team will review all of the Link It A diagnostic assessment. Math instructional coach and data counselors will regularly assess students' math skills and monitor their progress through formative assessments, quizzes and standardized tests. Analyze data and progress throughout the school year to ensure that students are making consistent improvements towards this goal.	Link It Data and Benchmarks Report Card Grades

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By the end of the 2025-2026 academic year, our goal is to improve the average Mathematics scores on the NJSLA standardized tests in grades 9-12 by 12% compared to the previous year's results.	Link It Data and Benchmarks Report Card Grades NJSLA Assessment Data

Strategy 1 - Students will received personalized instruction tailored to their needs based on the Link It data with the assistance of the Mathematics instructional coach. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	After School/Summer School/Day School Intervention Programs will be coordinated during the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coordinator
2	1	Mathematics Instructional Coach will coordinate PLCs to review all assessment data and modify instruction as needed for all students.	9/1/25	6/30/26	Administration, Coordinator, Coach
3	1	Mathematics Instructional Coach will collaborate with the ELA academic teachers to develop common assessments.	9/1/25	6/30/26	Administrator, Coordinator, Coach

< SMART Goal 2, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 2, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 2, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 2, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 2, Strategy 3 - Budget Items: NO DATA >

SMART Goal 3

Union High School will show a decrease in chronic absenteeism rates by 10% by June 2026 compared to the June 2025 data.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	Chronic Absenteeism/SEL
Priority Performance	Needs assessment at Union High School reviewed the Genesis Conduct Reports and Data, Disciplinary Records, Attendance Records, and Chronic Absenteeism.
Target Population:	9-12th Chronic Absenteeism/ SEL

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Attendance Stakeholder Committee will generate parent notifications on attendance for students who are absent at 4, 7, 9 and 10 absences in the 2025-2026 school year. Administration will review attendance policies during Back to School Night and Freshman Orientation.	Chronic Absenteeism Genesis Reports Attendance Reports
Feb 15	Attendance Stakeholder Committee will generate parent notifications on attendance for students who are absent at 4, 7, 9 and 10 absences in the 2025-2026 school year. Attendance meetings will be conducted by the administration and school counselors.	Chronic Absenteeism Genesis Reports Attendance Reports
Apr 15:	Attendance Stakeholder Committee will generate parent notifications on attendance for students who are absent at 4, 7, 9 and 10 absences in the 2025-2026 school year. Attendance meetings will be conducted by the central administration and school counselors.	Chronic Absenteeism Genesis Reports Attendance Reports
Jul 1	Union High School will show a decrease in chronic absenteeism rates by 10% by June 2026 compared to the June 2025 data.	Chronic Absenteeism Genesis Reports Attendance Reports

Strategy 1 - An attendance stakeholder team will be coordinated to track the chronic absenteeism rates at Union High School.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Coordination of an attendance team with various stakeholders to include administration, teachers, attendance monitors and school counselors.	9/1/25	6/30/26	Administration
2	1	Attendance team will develop a chronic absenteeism tracking form to identify students at risk and coordinate response initiatives.	9/1/25	6/30/26	Administration, Attendance Team
3	1	Attendance form letters will be created, generated on Genesis and distributed at 4, 7, 9, and 10 absent days per student.	9/1/25	6/30/26	Administration, Attendance Team

< SMART Goal 3, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 3, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 3, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 3, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 3, Strategy 3 - Budget Items: NO DATA >

SMART Goal 4

Area of Focus   No option for the fourth SMART Goal was selected on the Root Cause page.

Content Area

Priority Performance

Target Population:

Interim Goals

SMART Goal 4

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

Strategy 1 -

< SMART Goal 4, Strategy 1 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 3 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			$0	$0	$0	$0	$0	$0	$0	$0	$0

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$0	$0	$0
Other Title 1 Expenditures	$0	$0	$0
Total	$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 >