

BURNET MIDDLE SCHOOL

District: UNION TWP

County: UNION

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 395290060

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		
Director of Instruction and	Isabella Scocozza	Yes	Yes	Yes		
Principal	Benjamin Kloc	Yes	Yes	Yes		
Vice Principal/Coordinato	Andrea Korb	Yes	Yes	Yes		
Vice Principal	Delfin Santiago	Yes	Yes	Yes		
Vice Principal	Terrell Rutty	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
ELA Instructional Coach	Dana Bobertz	Yes	Yes	Yes		
Mathematics Instructional Coach	Lauren Whitford	Yes	Yes	Yes		
Teacher/Coordinator	Jennie Pullano	Yes	Yes	Yes		
SAC	Tara Colandrea	Yes	Yes	Yes		
Special Education Supervisor	Christopher Carew	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
Instructional ELA Coach will collaborate with staff members during the PLC time and analyze benchmark data to determine modifications to lessons and curriculum. Focus on evidenced based ELA interventions during the day school, after school and summer programs.	ELA	6-8	Yes	Yes	Yes	Measurable outcomes include: IXL diagnostics, pre and post assessment of Beyond the Bell After School Program and Summer Scholar Program, Report Card Grades, Link It Data	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
Instructional Coach/Supervisors will collaborate with staff members during the PLC time and analyze benchmark data to determine modifications to lessons and curriculum. Focus on evidenced based Math interventions during the day school, after school and summer programs.	Mathematics	6-8	Yes	Yes	Yes	Measurable outcomes include: IXL diagnostics, pre and post assessment of Beyond the Bell After School Program and Summer Scholar Program, Report Card Grades, Link It Data	Yes
Integrate social and emotional learning activities in the school day by integrating Positive Behavior Support in Schools.	Social Emotional Learning	6-8	Yes	Yes	Yes	Measurable outcomes include: NJSCI Climate Survey for students, parents and staff, Pre and Post SILAS assessment, counseling logs and mentoring sheets	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 Burnet Middle School states: ELA Participation Rate 99.3% Math Participation Rate 98.8% Proficiency Rate for ELA Federal Accountability 43% Proficiency Rate for Math Federal Accountability 28.1% Annual Target for ELA 40.4% Annual Target for Math 25.9% Met ELA Annual Target Met Math Annual Target Statewide Proficiency Rate for Federal Accountability in ELA 52.2% Statewide Proficiency Rate for Federal Accountability in Math 40.2%	N/A	
		Schoolwide	43%	28.1%	80%					
		White	50.5 %	38.8%	71%					
		Hispanic	44.9 %	24.9%	86%					
		Black or African American	35.9 %	22.4%	78%					
		Asian, Native Hawaiian, or Pacific Islander	64.7 %	65.2%	87%					
		American Indian or Alaska Native	*	*	*					
		Two or More Races	58.1 %	23.3%	*					
		Female	49.1 %	27.4%	75%					
		Male	36.9 %	28.8%	86%					
		Economically Disadvantaged Students	40.3 %	21.2%	83%					
		Non-Economically Disadvantaged Students	45.3 %	34%	79%					
		Students with Disabilities	14.7 %	11.1%	*					
		Students without Disabilities	49%	31.7%	81%					
		English Learners	21.6 %	17%	*					
		Non-English Learners	45.2 %	29.3%	80%					

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				According to the NJ School Performance Report/NJSLA Science Assessment Grade 8 Summary: Level 1 34% Level 2 52% Level 3 13% Level 1 1%	N/A
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide		14%			
		White		6%			
		Hispanic		11%			
		Black or African		13%			
		Asian, Native		53%			
		American Indian or					
		Two or More Races		27%			
		Female		13%			
		Male		16%			
		Economical ly		12%			

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		16%			
		Students with		0%			
		Students without		17%			
		English Learners		0%			
		Non-English		15%			
		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	NJGPA for Burnet Middle School: ELA Grade 6 Valid Score 287 Grade 6 Mean Score 743 Grade 7 Valid Score 333 Grade 7 Mean Score 739 Grade 8 Valid Score 317 Grade 8 Mean Score 741 Mathematics Grade 6 Valid Score 291 Grade 6 Mean Score 727 Grade 7 Valid Score 336 Grade 7 Mean Score 730 Grade 8 Valid Score 204 Grade 8 Mean Score 701	N/A
		Schoolwide	48%	50%		
		White	55%	55%		
		Hispanic	46%	52%		
		Black or African American	47%	46%		
		Asian, Native Hawaiian, or Pacific	46.5%	65.5%		
		American Indian or Alaska Native				
		Two or More Races	57%	69.5%		
		Female	51%	49%		
		Male	45%	51%		
		Economically Disadvantaged	48.5%	50%		
		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	34%	46%		
		Students without Disabilities				
		English Learners	54%	57.5%		
		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					According to the NJ School Performance Report, the following data for Burnet Middle School states: ELA Participation Rate 99.3% Math Participation Rate 98.8% Proficiency Rate for ELA Federal Accountability 43% Proficiency Rate for Math Federal Accountability 28.1% Annual Target for ELA 40.4% Annual Target for Math 25.9% Met ELA Annual Target Met Math Annual Target 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	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%		
		6	95%	99%	99%	0%		
		7	98%	96%	96%	0%		
		8	93%	96%	96%	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	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		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	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	93%	99%	99%	0%		
		7	95%	96%	96%	0%		
		8	94%	96%	96%	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 (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	Burnet Middle School utilizes the IXL diagnostic benchmarks in ELA and Mathematics.	N/A
		K	0%	0%	0%	0%	17,857 skills mastered to date in IXL for ELA 27,631 skills proficient to date in IXL for ELA	
		1	0%	0%	0%	0%	32,291 skills mastered to date in IXL for Mathematics 47,318 skills proficient to date in IXL for Mathematics	
		2	0%	0%	0%	0%	ELA Winter Flex Diagnostic Results in Grades 6-8 235 students above grade 166 students on grade 144 students below grade 28 students not pinpointed 410 students far below grade	
		3	0%	0%	0%	0%	Mathematics Winter Flex Diagnostic Results in Grades 6-8 59 students above grade 203 students on grade 240 students below grade 39 students not pinpointed 442 students far below grade	
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	37%	20%	20%	0%		
		7	42%	31%	31%	0%		
		8	41%	30%	30%	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		
		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 (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	Burnet Middle School utilizes the IXL diagnostic benchmarks in ELA and Mathematics.	N/A
		K	0%	0%	0%	0%	Burnet Middle School utilizes the IXL diagnostic benchmarks in ELA and Mathematics.	
		1	0%	0%	0%	0%	17,857 skills mastered to date in IXL for ELA 27,631 skills proficient to date in IXL for ELA	
		2	0%	0%	0%	0%	32,291 skills mastered to date in IXL for Mathematics 47,318 skills proficient to date in IXL for Mathematics	
		3	0%	0%	0%	0%	ELA Winter Flex Diagnostic Results in Grades 6-8 235 students above grade 166 students on grade 144 students below grade 28 students not pinpointed 410 students far below grade	
		4	0%	0%	0%	0%	Mathematics Winter Flex Diagnostic Results in Grades 6-8 59 students above grade 203 students on grade 240 students below grade 39 students not pinpointed	
		5	0%	0%	0%	0%		
		6	17%	20%	20%	0%		
		7	22%	31%	31%	0%		
		8	18%	30%	30%	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	442 students far below grade	
		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 (Proficiency) Math Rates*	<p>Please share results of analysis of % passing, including YTD analysis by grades and subgroups.</p> <p>*Identify patterns by grade/subgroups</p> <p>*Identify patterns by chronic absenteeism</p> <p>*Identify patterns by students with chronic disciplinary infractions</p>	Percent of English Learners Making Expected Growth to	20%	<p>Burnet Middle School utilizes the IXL diagnostic benchmarks in ELA and Mathematics.</p> <p>Burnet Middle School utilizes the IXL diagnostic benchmarks in ELA and Mathematics.</p> <p>17,857 skills mastered to date in IXL for ELA 27,631 skills proficient to date in IXL for ELA</p> <p>32,291 skills mastered to date in IXL for Mathematics 47,318 skills proficient to date in IXL for Mathematics</p> <p>ELA Winter Flex Diagnostic Results in Grades 6-8 235 students above grade 166 students on grade 144 students below grade 28 students not pinpointed 410 students far below grade</p> <p>Mathematics Winter Flex Diagnostic Results in Grades 6-8 59 students above grade 203 students on grade 240 students below grade 39 students not pinpointed</p>	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			442 students far below grade	
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K- 12).		<p>English Language Proficiency Test Participation and Performance:</p> <p>0-2 years in district 30 students tested 27 or 90% students with overall score below 4.5 3 or 10% of students with overall score 4.5 or above</p> <p>3-4 years in district 17 students tested 15 or 88.2% students with overall score below 4.5 2 or 11.8% students with overall score 4.5 or above</p>	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
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	952	According to the NJ School Performance Report, Burnet Middle School has a total of 969 students for grades 6-8. Below contains the following breakdown:	N/A
		Subgroup 1 YTD Student Enrollment Average	0	6th grade (306 students) 7th grade (343 students) 8th grade (320 students) 50% female and 50% male Economically Disadvantaged 55% Students with Disabilities 17.9% Multilingual Learners 6.8% Homeless 0.8% Foster Care 0.1% Military Connected 0.2% Migrant 0%	
		Subgroup 2 YTD Student Enrollment Average	0	Enrollment by Racial and Ethnic Group: White 10.3% Hispanic 30% African American 48.8% Asian 7.3% Native Hawaiian/Pacific Islander 0.3% American Indian 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 3.2%	
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	95.51%	Number of days the students were absent in the school year: Chronic Absenteeism Rates 17.9% ESSA Target State Average for grades served 13.3% Did not meet ESSA target Statewide Chronic Absenteeism Rate 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			Number of days the students were absent in the school year:	N/A
		Overall YTD Chronic Absenteeism	0.51%		
		Subgroup 1 YTD Chronic	0.00%	Chronic Absenteeism Rates 17.9% ESSA Target State Average for grades served 13.3% Did not meet ESSA target Statewide Chronic Absenteeism Rate 14.9%	
		Subgroup 2 YTD Chronic Absenteeism	0.00%	Percentage of Days Absent: 0% (4.9%) 0% to 6.9% (62%) 7% to 9.9% (15.2%) 10% to 12.9% (8.9%) 13% to 19.9% (6.5%) 20% or higher (2.6%) Chronically Absenteeism by Grade: 16% for Grade 6 19% for Grade 7 18% for Grade 8 Chronic Absenteeism school wide is 175 students or 17.9% who are considered chronically absent/ The ESSA target is 13.3% 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			Number of days the students were absent in the school year:	N/A
		Staff Attendance YTD	85.35%	Chronic Absenteeism Rates 17.9% ESSA Target State Average for grades served 13.3% Did not meet ESSA target Statewide Chronic Absenteeism Rate 14.9%	
				<p>Percentage of Days Absent:</p> <p>0% (4.9%) 0% to 6.9% (62%) 7% to 9.9% (15.2%) 10% to 12.9% (8.9%) 13% to 19.9% (6.5%) 20% or higher (2.6%)</p> <p>Chronically Absenteeism by Grade: 16% for Grade 6 19% for Grade 7 18% for Grade 8</p> <p>Chronic Absenteeism school wide is 175 students or 17.9% who are considered chronically absent/ The ESSA target is 13.3% and it did not meet the target level.</p>	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Breakdown: White 21.6% Hispanic 19.3% African American 17% Asian, Native Hawaiian 9.7% American Indian 0% Two or More Races 25.8% Female 18.4% Male 17.4% Economically Disadvantaged 20.9% Students with Disabilities 25.1% Multilingual Learners 16.7%	

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 12:1 with a district ratio of 13:1. Teachers 78 Administrators 4 Librarian 1 Nurse 1 School Counselor 3 CST 7 School Psychologist 1 School Social Worker 4 SAC 1	N/A
		Student Suspension YTD Average - In School	0.10%		
		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	3.00%		
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 21 Weapons 6 Vandalism 4 Substances 17 HIB 33 Total Unique Incidents 81 Incidents per 100 students enrolled 8.36	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			Burnet Middle School participated in the NJSCI Climate Survey during the 2024-2025 school year. The district coordinated state, 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)				N/A	N/A
		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				

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		
		English Learners				
		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.	Student Group	% Enrolle d in Any Instituti on	% Enrolled in 2- Year Instituti on	% Enroll ed in 4-Year Institu tion	% Enrolled in Public Instituti on	% Enroll ed in Privat e Institu tion	% Enrolle d in In- State Instituti on	% Enrolle d in Out-of- State Institu tion	N/A	N/A
		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 Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	
		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 Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		Homeless Students									
		Students in Foster Care									
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	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation			N/A	N/A
		# of 8th grade students enrolled in Algebra 1	117		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	115		
		% of students who scored 4 or 5 on the PARCC assessment	80%		
Algebra	Previous year's data provided. Please provide current year's data if possible.			N/A	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 tenure teachers receive three observations. 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	77		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	36		
		null	Total		
		Cycle 1	77		
		Cycle 2	20		
		Cycle 3	20		
		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 a quarterly basis throughout the 2025-2026 school year. The Director of Instruction and Funded Programs will meet with the administration 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 Burnet Middle 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 Burnet Middle School for the 2025-2026 school year. The comprehensive needs assessment consisted of both qualitative and quantitative data such as surveys, feedback forms, 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

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 Burnet Middle School reviewed all of the IXL diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area. In addition, school administration worked closed with the instructional coach to plan for interventions needed specific to standard and grade level.	Possible root causes include: transient population, increase in enrollment, change in curriculum, change in administration, staff turnover.	6-8th grade	1	Students will receive personalized instruction tailored to their needs based on the diagnostic results from IXL with the assistance of the instructional coaches. The Beyond the Bell After School Program will focus on intervention strategies within ELA. During the day embedded intervention during the WIN period will be coordinated to meet the various needs of all students.	Evidenced based interventions include but not limited to ELA intervention Beyond the Bell After School Program and embedded ELA personalized instruction. The school administration will incorporate intervention in the day school classes based on the IXL assessments. Pre and post assessments within the Beyond the Bell After School Program will be reviewed and analyzed.	Moderate	https://www.ixl.com/ESSA	
				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 Burnet Middle School reviewed all of the IXL diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area. In addition, school administration worked closed with the instructional coach to plan for interventions needed specific to standard and grade level.	Possible root causes include: transient population, increase in enrollment, change in curriculum, change in administration, staff turnover.	6-8th grade	1	Students will receive personalized instruction tailored to their needs based on the diagnostic results from IXL with the assistance of the instructional coaches. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics. During the day embedded intervention during the WIN period will be coordinated to meet the various needs of all students.	Evidenced based interventions include but not limited to Mathematics intervention Beyond the Bell After School Program and embedded Mathematics personalized instruction. The school administration will incorporate intervention in the day school classes based on the IXL assessments. Pre and post assessments within the Beyond the Bell After School Program will be reviewed and analyzed.	Moderate	https://www.ixl.com/ESSA
				2				

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
				3				
Social and Emotional Learning	Needs assessment at Burnet Middle School reviewed all conduct reports, discipline data, attendance records, HIBster reports, and chronic absenteeism reports.	Possible root causes include: transient population, increase in enrollment, change in curriculum, change in administration, staff turnover.	Social Emotional Learning	1	Students will participate in schoolwide PBSIS initiatives spearheaded by the SAC and School Counseling team at Burnet Middle School.	Evidenced based interventions include: mentoring groups, counseling sessions, SEL interventions and classes, SEL during the Beyond the Bell After School Program and SILAS pre and post assessments.	Moderate	https://centralreach.com/blog/centralreach-announces-acquisition-of-silas-a-rapidly-growing-new-jersey-based-provider-of-sel-and-behavior-solutions-for-prek-12-students-in-any-type-of-classroom/
				2				
				3				
No option for the fourth SMART Goal was selected on the Root Cause page.				1				
				2				
				3				

SMART Goal 1

Upon completion of the Spring 2026 IXL benchmark, 70% of all students in grades 6-8 will grow 80 points compared to the Fall 2025 IXL benchmark or on/above grade level for ELA.

Area of Focus Effective Instruction

Content Area ELA

Priority Performance Needs assessment at Burnet Middle School reviewed all of the IXL diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area. In addition, school administration worked closed with the instructional coach to plan for interventions needed specific to standard and grade level.

Target Population: 6-8th grade

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Instructional ELA coach will review IXL Diagnostic One with all staff members during the designated PLC time to analyze the information and make informed decisions regarding curriculum and lesson planning.	IXL Data Reports Link It Data Reports Assessment Benchmarks Report Card Grades
Feb 15	ELA staff members will meet during the PLC time to review all assessment and academic data to differentiate instruction. Regularly assess students' skills throughout common formative assessments, assignments and diagnostic benchmarks. ELA instructional coach will meet with the ELA teachers two times per week to analyze data and progress throughout the year.	IXL Data Reports Link It Data Reports Assessment Benchmarks Report Card Grades
Apr 15:	Instructional ELA Coach will review IXL Diagnostic Two with all staff members during the designated PLC time to analyze the information and make informed decisions regarding curriculum and lesson planning.	IXL Data Reports Link It Data Reports Assessment Benchmarks Report Card Grades

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Upon completion of the Spring 2026 IXL benchmark, 70% of all students in grades 6-8 will grow 80 points compared to the Fall 2025 IXL benchmark or on/above grade level for ELA.	IXL Data Reports Link It Data Reports Assessment Benchmarks Report Card Grades

Strategy 1 - Students will receive personalized instruction tailored to their needs based on the diagnostic results from IXL with the assistance of the instructional coaches. The Beyond the Bell After School Program will focus on intervention strategies within ELA. During the day embedded intervention during the WIN period will be coordinated to meet the various needs of all students.

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	Burnet Middle School will coordinate a Beyond the Bell After School Program that focuses on ELA interventions based on the IXL data throughout the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coordinator
2	1	Burnet Middle School will coordinate a Summer Scholars Program that focuses on ELA interventions based on the IXL data throughout the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coordinator
3	1	ELA Instructional coach will collaborate with administration and ELA teachers to review and analyze all data using IXL and Link It for the 2025-2026 school year.	9/1/25	6/30/26	Administration, 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

Upon completion of the Spring 2026 IXL benchmark, 70% of all students in grades 6-8 will grow 80 points compared to the Fall 2025 IXL benchmark or on/above grade level for Mathematics.

Area of Focus Effective Instruction

Content Area Mathematics

Priority Performance Needs assessment at Burnet Middle School reviewed all of the IXL diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area. In addition, school administration worked closed with the instructional coach to plan for interventions needed specific to standard and grade level.

Target Population: 6-8th grade

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Instructional Mathematics Coach will review IXL Diagnostic One with all staff members during the designated PLC time to analyze the information and make informed decisions regarding curriculum and lesson planning.	IXL Data Reports Link It Data Reports Assessment Benchmarks Report Card Grades
Feb 15	Mathematics staff members will meet during the PLC time to review all assessment and academic data to differentiate instruction. Regularly assess students' skills throughout common formative assessments, assignments and diagnostic benchmarks. Mathematics instructional coach will meet with the Mathematics teachers two times per week to analyze data and progress throughout the year.	IXL Data Reports Link It Data Reports Assessment Benchmarks Report Card Grades
Apr 15:	Instructional Mathematics Coach will review IXL Diagnostic Two with all staff members during the designated PLC time to analyze the information and make informed decisions regarding curriculum and lesson planning.	IXL Data Reports Link It Data Reports Assessment Benchmarks Report Card Grades

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Upon completion of the Spring 2026 IXL benchmark, 70% of all students in grades 6-8 will grow 80 points compared to the Fall 2025 IXL benchmark or on/above grade level for Mathematics.	IXL Data Reports Link It Data Reports Assessment Benchmarks Report Card Grades

Strategy 1 - Students will receive personalized instruction tailored to their needs based on the diagnostic results from IXL with the assistance of the instructional coaches. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics. During the day embedded intervention during the WIN period will be coordinated to meet the various needs of all students.

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	Burnet Middle School will coordinate a Beyond the Bell After School Program that focuses on Mathematics interventions based on the IXL data throughout the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coordinator
2	1	Burnet Middle School will coordinate a Summer Scholars Program that focuses on Mathematics interventions based on the IXL data throughout the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coordinator
3	1	Mathematics Instructional Coach will collaborate with administration and Mathematics teachers to review and analyze all data using IXL and Link It for the 2025-2026 school year.	9/1/25	6/30/26	Administration, 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

By June 2026, Burnet Middle School will decrease the number of Harassment, Intimidation, and Bullying (HIB) reports by 15% compared to the total number reported in the 2024–2025 school year. This will be achieved through targeted prevention programming, PBSIS reinforcement strategies, expanded SEL supports, and controlled reporting procedures.

Area of Focus Social and Emotional Learning

Content Area Social Emotional Learning

Priority Performance Needs assessment at Burnet Middle School reviewed all conduct reports, discipline data, attendance records, HIBster reports, and chronic absenteeism reports.

Target Population: Social Emotional Learning

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Burnet Middle School will coordinate a PBSIS team to plan the 2025-2026 schoolwide activities and expectations to support all grades 6-8 students. Conduct a training session in September 2025 for all administrators and key staff on HIB and monitor trends quarterly to track progress and adjust as needed.	HIBster Reports Genesis Reports Counseling Logs PBSIS Events and Expectations
Feb 15	Burnet Middle School will participate in the SILAS Pre Student Survey and the data will be used to guide intervention planning. Align HIB reduction with PBSIS initiatives by: incentivizing positive behavior, launching student-led campaigns promoting kindness and empathy and highlighting weekly "kindness themes" rewarding students during Burnet Blitz events. Ensure PBSIS activities are tied to specific behaviors that counteract common HIB triggers.	HIBster Reports Genesis Reports Counseling Logs PBSIS Events and Expectations SILAS Pre Survey Data

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Burnet Middle School will participate in the SILAS Post Student Survey and the data will be used to guide intervention planning. Incorporate HIB focused modules into existing group counseling cycles.	HIBster Reports Genesis Reports Counseling Logs PBSIS Events and Expectations SILAS Post Survey Data
Jul 1	By June 2026, Burnet Middle School will decrease the number of Harassment, Intimidation, and Bullying (HIB) reports by 15% compared to the total number reported in the 2024–2025 school year. This will be achieved through targeted prevention programming, PBSIS reinforcement strategies, expanded SEL supports, and controlled reporting procedures.	HIBster Reports Genesis Reports Counseling Logs PBSIS Events and Expectations SILAS Data

Strategy 1 - Students will participate in schoolwide PBSIS initiatives spearheaded by the SAC and School Counseling team at Burnet Middle 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	SAC Counselor will coordinate a training for all administration and key staff members on: What qualifies as an HIB incident, When and how to file a report and Distinguishing between peer conflict and HIB>;	9/1/25	6/30/26	SAC Counselor
2	1	SAC Counselor will align HIB reduction with PBSIS initiatives and ensure that all activities are aligned to specific behaviors that counteract common HIB triggers (ex. respect for differences, social media/ text etiquette).	9/1/25	6/30/26	SAC Counselor, Administration

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	1	SAC Counselor will partner with Prevention Links to facilitate small group counseling sessions for students with repeated behavior issues and provide individual support for students identified at risk for bullying behaviors or victimization. Incorporate HIB focused modules into existing group counseling cycles.	9/1/25	6/30/26	SAC Counselor, Administration

< 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 FocusNo 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 >