

Hannah Caldwell Elementary

District: UNION TWP

County: UNION

Team: 105

School Identification: ATSI

Targeted Subgroup Hispanic;

CDS: 395290083

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		
Isabella Scocozza	Director of Instruction and	Yes	Yes	Yes		
Principal	Dave Shaw	Yes	Yes	Yes		
Vice Principal	Gina McDowell	Yes	Yes	Yes		
Instructional Coach	Joana Glaser	Yes	Yes	Yes		
RTI Replacement	TBD	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Counselor Replacement	TBD	Yes	Yes	Yes		
Coordinator	Alison Brehm	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
04/03/2025	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
Students will receive personalized instruction tailored to their needs based on the diagnostic results from IREADY.	ELA/Mathematics	K-4	Yes	Yes	Yes	Measurable outcomes include:	Yes
Pre and Post SILAS Assessments	SILAS Social Emotional Learning Tool	K-4	Yes	Yes	Yes	Measurable outcomes include:	Yes
Students will receive personalized instruction tailored to their needs based on the diagnostic results from IREADY.	ELA/Mathematics	K-4	Yes	Yes	Yes	Measurable outcomes include:	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
Pre and Post SILAS Assessments Review of all Genesis Conduct Reports per marking period. Creation of tiered interventions	SILAS Social Emotional Learning Tool	K-4	Yes	Yes	Yes	Measurable outcomes include:	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 Hannah Caldwell Elementary School states: ELA Participation Rate 98.6% Math Participation Rate 98.6% Proficiency Rate for ELA Federal Accountability 41.4% Proficiency Rate for Math Federal Accountability 29.6% Annual Target for ELA 41.4% Annual Target for Math 34.4% ELA Growth 40 Math Growth 38 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% ELA Proficiency Rate for Federal Accountability Participation Rate 99.5% Proficiency Rate for Federal	N/A	
		Schoolwide	41.4 %	29.6%						
		White	44%	48%						
		Hispanic	39.3 %	23%						
		Black or African American	36.3 %	26.1%						
		Asian, Native Hawaiian, or Pacific Islander	85.7 %	57.1%						
		American Indian or Alaska Native	*	*						
		Two or More Races	*	*						
		Female	43.6 %	24.5%						
		Male	39.4 %	34.3%						
		Economically Disadvantaged Students	37.8 %	24.4%						
		Non-Economically Disadvantaged Students	44.4 %	33.9%						
		Students with Disabilities	*	*						
		Students without Disabilities	48.5 %	33.7%						
		English Learners	25%	12%						
		Non-English Learners	43.7 %	32.2%						

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	Accountability 39.1% Annual Target 52.2% Not Met Statewide Proficiency Rate for Federal Accountability 51.3% Math Proficiency Rate for Federal Accountability Participation Rate 99.5% Proficiency Rate for Federal Accountability 34.2% Annual Target 50.3% Not Met Statewide Proficiency Rate for Federal Accountability 49%	
		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 statewide results are not available.	N/A
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide					
		White					
		Hispanic					
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female					
		Male					
		Economical ly					

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					
		Students with					
		Students without					
		English Learners					
		Non-English					
		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 Assessment Reports ELA District: 528 Valid Scores 744 Mean 14 L1 percent 13.4 L2 percent 26.1 L3 percent 34.7 L4 percent 11.7 L5 percent Math District: 536 Valid Scores 736 Mean 15.3 L1 percent 20.7 L2 percent 29.5 L3 percent 21.2 L4 percent 2.4 L5 percent	N/A
		Schoolwide	40%	37.5%		
		White	48%	37%		
		Hispanic	44%	34%		
		Black or African American	28%	38%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	45%	38%		
		Male	33%	37%		
		Economically Disadvantaged	29.5%	39.5%		
		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	23.5%	37.5%		
		Students without Disabilities				
		English Learners	56.5%	54%		
		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					ESSA Accountability Indicator ELA Participation Rate 98.6% Math Participation Rate 98.6% Proficiency Rate for ELA Federal Accountability 41.4% Proficiency Rate for Math Federal Accountability 29.6% Annual Target for ELA 41.4% Annual Target for Math 34.4% ELA Growth 40 Math Growth 38 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	Cycle 2	Cycle 3	Cycle 4		
		K	0%	96%	96%	0%		
		1	93%	100%	100%	0%		
		2	94%	100%	100%	0%		
		3	98%	99%	99%	0%		
		4	96%	94%	94%	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	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%	97%	97%	0%		
		1	90%	99%	99%	0%		
		2	94%	100%	100%	0%		
		3	98%	97%	97%	0%		
		4	98%	95%	95%	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	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	Students at Hannah Caldwell Elementary School take the three diagnostics of I-Ready in both ELA and Mathematics.	N/A
		K	0%	64%	64%	0%		
		1	20%	39%	39%	0%	Recent i-Ready suggests a 98% rate in participation rate overall in ELA and 97% rate in participation of Mathematics.	
		2	24%	50%	50%	0%		
		3	38%	57%	57%	0%		
		4	25%	35%	35%	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		
		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	Students at Hannah Caldwell Elementary School take the three diagnostics of I-Ready in both ELA and Mathematics.	N/A
		K	0%	39%	39%	0%	Total 476 students out of 484 students participated	
		1	8%	20%	20%	0%	122 students 26% are mid or above grade level 105 students 22% are early on grade level 190 students 40% are one grade level below 37 students 8% are two grade levels below 22 students 5% are three or more grade levels below	
		2	6%	18%	18%	0%		
		3	9%	26%	26%	0%		
		4	9%	20%	20%	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		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
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				40.7%	Students at Hannah Caldwell Elementary School take the three diagnostics of I-Ready in both ELA and Mathematics. Total 479 students out of 484 students participated 52 students 11% are mid or above grade level 63 students 13% are early on grade level 276 students 58% are one grade level below 74 students 15% are two grade levels below 14 students 3% are three or more grade levels below	N/A

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).		<p>English Language Proficiency Test Participation and Performance:</p> <p>0-2 Years in district 28 students tested >90% students with overall score below 4.5 <10% students with overall score 4.5 or above</p> <p>3-4 Years in district 14 students tested >90% students with overall score below 4.5 <10% students with overall score 4.5 or above</p>	

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	769	According to the NJ School Performance Report, Hannah Caldwell Elementary School has a total of 836 students in grades PreK through Fourth Grade. Below contains the following breakdown: Pre K 290 K 101 1st 110 2nd 118 3rd 119 4th 98 50% are Female and 50% are Male Economically Disadvantages 39.1% Students with Disabilities 15.9% Multilingual Learners 6.1% Homeless 0.8% Foster Care 0.6% Military Connected 0.2% Migrant Students 0% Enrollment by Racial and Ethnic Group: White 13.9%	N/A
		Subgroup 1 YTD Student Enrollment Average	248		
		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
				Hispanic 32.3% African American 41% Asian 8.3% Native Hawaiian 0.5% American Indian 0.2% Two or More Races 3.8%	
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	92.32%	Number of days the students were absent in the school year: Chronic Absenteeism Rates 13% ESSA Target (State Average for Grades Served) 14.3% 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	0.67%	Number of days the students were absent in the school year:	N/A
		Subgroup 1 YTD Chronic	0.00%	Chronic Absenteeism Rates 13%	
		Subgroup 2 YTD Chronic Absenteeism	0.00%	ESSA Target (State Average for Grades Served) 14.3% Statewide Chronic Absenteeism Rate (All Grades) 14.9%	
				Percentage of Days Absent: 0% (6.3%) 0% to 6.9% (69.3%) 7% to 9.9% (11.3%) 10% to 12.9% (5.8%) 13 to 19.9% (3.9%) 20% or higher (3.3%) Chronic Absenteeism by Grade: 29% Pre K 33% state level 19% K 19% state level 17% 1st 15% state level 7% 2nd 13% state level 11% 3rd 12% state level 13% 4th 12% state level Chronic Absenteeism school- wide 70 students and 13% who are considered	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>chronically absent. The ESSA target is 14.3% and it met the target level.</p> <p>Breakdown:</p> <p>White 15.4%</p> <p>Hispanic 15.8%</p> <p>African American 9.5%</p> <p>Asian, Native Hawaiian 15.7%</p> <p>Two or More Races 15.8%</p> <p>Female 12.6%</p> <p>Male 13.4%</p> <p>Economically Disadvantaged 15%</p> <p>Students with Disabilities 17.2%</p> <p>Multilingual Learners 14.3%</p>	

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	82.05%	Chronic Absenteeism Rates 13% ESSA Target (State Average for Grades Served) 14.3% Statewide Chronic Absenteeism Rate (All Grades) 14.9%	
				Percentage of Days Absent: 0% (6.3%) 0% to 6.9% (69.3%) 7% to 9.9% (11.3%) 10% to 12.9% (5.8%) 13 to 19.9% (3.9%) 20% or higher (3.3%) Chronic Absenteeism by Grade: 29% Pre K 33% state level 19% K 19% state level 17% 1st 15% state level 7% 2nd 13% state level 11% 3rd 12% state level 13% 4th 12% state level Chronic Absenteeism school- wide 70 students and 13% who are considered	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>chronically absent. The ESSA target is 14.3% and it met the target level.</p> <p>Breakdown:</p> <p>White 15.4%</p> <p>Hispanic 15.8%</p> <p>African American 9.5%</p> <p>Asian, Native Hawaiian 15.7%</p> <p>Two or More Races 15.8%</p> <p>Female 12.6%</p> <p>Male 13.4%</p> <p>Economically Disadvantaged 15%</p> <p>Students with Disabilities 17.2%</p> <p>Multilingual Learners 14.3%</p>	

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 students to teacher ratio is 17:1 with the district ratio of 13:1. Teachers 49 Administrators 2 Librarian 1 Nurse 1 School Counselor 1 CST 6 School Psychologist 2 School Social Worker 1	N/A
		Student Suspension YTD Average - In School	0.00%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	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	0.13%		
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 4 Weapons 1 Vandalism 0 Substances 0 HIB 0 Total Unique Incidents 5 Incidents per 100 students enrolled 0.60	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			Hannah Caldwell Elementary School participated in the NJSCI Climate Survey during the 2024-2025 school year. The district coordinated student, 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	% 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	
		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			
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			
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 tenured 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	52		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	8		
		null	Total		
		Cycle 1	52		
		Cycle 2	10		
		Cycle 3	10		
		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 SIA 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 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 Hannah Caldwell Elementary 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 Hannah Caldwell Elementary 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 4 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 4 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 4 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 4 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 4 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 Hannah Caldwell Elementary School reviewed all i-Ready diagnostic assessments and report card grade data 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 and administrative turnover. It should be noted that Hannah Caldwell Elementary School closed in October due to mold remediation and they had to transfer to Kean University for the remainder of the school year.	K-4 ELA	1	Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher. 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 Program and embedded ELA personalized instruction. In addition, the principal will incorporate intervention in the day school classes by leveling the groups based on the i-Ready assessments.	Moderate	https://www.curriculumassociates.com/research-and-e0ff0icacy/i-ready-personalized-instruction-efficacy#:~:text=i%2DReady%20aims%20to%20support,did%20not%20use%20i%2DReady.
				2			Moderate	https://centralreach.com
				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
Social and Emotional Learning	Needs assessment at Hannah Caldwell Elementary School reviewed attendance data, conduct, and chronic absenteeism rates.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff and administrative turnover. It should be noted that Hannah Caldwell Elementary School closed in October due to mold remediation and they had to transfer to Kean University for the remainder of the school year.	K-4 Social Emotional Learning	1	Pre and Post SILAS Assessments	The school counselor will disseminate the pre and post SILAS student assessment survey and provide the results to all of the staff in order to develop SEL programming and interventions.	
				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 Hannah Caldwell Elementary School reviewed all i-Ready diagnostic assessments and report card grade data 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 and administrative turnover. It should be noted that Hannah Caldwell Elementary School closed in October due to mold remediation and they had to transfer to Kean University for the remainder of the school year.	K-4 Mathematics	1	Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics.	Evidenced Based Interventions include but not limited to ELA intervention Beyond the Bell Program and embedded ELA personalized instruction. In addition, the principal will incorporate intervention in the day school classes by leveling the groups based on the i-Ready assessments.	Moderate	https://www.curriculumassociates.com/research-and-efficacy/i-ready-personalized-instruction-efficacy#:~:text=i%2DReady%20aims%20to%20support,did%20not%20use%20i%2DReady.
				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 Hannah Caldwell Elementary School reviewed all i-Ready diagnostic assessments and report card grade data 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 and administrative turnover. It should be noted that Hannah Caldwell Elementary School closed in October due to mold remediation and they had to transfer to Kean University for the remainder of the school year.	K-4 ELA and Mathematics	1	Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher.	Evidenced Based Interventions include but not limited to ELA/Math intervention Beyond the Bell Program and embedded ELA/Math personalized instruction. Pre and post assessments in ELA and Mathematics will be coordinated in the Beyond the Bell After School Program. The school administration will level the classes based on the i-Ready diagnostic benchmarks.	Moderate	https://www.curriculumassociates.com/research-and-efficacy/i-ready-personalized-instruction-efficacy#:~:text=i%2DReady%20aims%20to%20support,did%20not%20use%20i%2DReady.
				2				
				3				

SMART Goal 1

By June 2026, (60% of the students in grades K-1) and (70% of students in grades 20-4) will meet their typical growth in ELA as measured by the end of the i-Ready Diagnostic Three.

Area of Focus Effective Instruction

Content Area ELA

Priority Performance Needs assessment at Hannah Caldwell Elementary School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area.

Target Population: K-4 ELA

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th, 90% of students will participate in the i-Ready Diagnostic One Assessment in ELA. Assessment data will be distributed to instructional staff members and reviewed during the PLC time. Program administration will utilize the i-Ready data during the Beyond the Bell After School Program and day school leveled groups.	i-Ready Diagnostic Assessment Report Card Grades Link It Data
Feb 15	Staff will review all i-Ready and Link It data to plan for intervention related programming to support the students at the various tiered levels of instruction.	i-Ready Diagnostic Assessment Report Card Grades Link It Data PLC Schedule
Apr 15:	By April 15th, 90% of students will participate in the i-Ready Diagnostic Two Assessment in ELA. Assessment data will be distributed to instructional staff members and reviewed during the PLC time. Program administration will utilize the i-Ready data during the Beyond the Bell After School Program and day school leveled groups.	i-Ready Diagnostic Assessment Report Card Grades Link It Data

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, (60% of the students in grades K-1) and (70% of students in grades 20-4) will meet their typical growth in ELA as measured by the end of the i-Ready Diagnostic Three.	i-Ready Diagnostic Assessment Report Card Grades Link It Data Beyond the Bell Program Data

Strategy 1 - Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher. 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	Staff during the PLC designated time will review all assessment diagnostics to determine intervention, modify lessons and increase supports.	9/2/25	6/26/26	Administration
2	1	Instructional Coaches and RTI staff will coordinate personalized instruction tailored to individual needs based on the i-Ready diagnostic results.	9/2/25	6/26/26	Administration

< 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

Hannah Caldwell Elementary School students will see a ten percent decrease in conduct incidents in June 2026 when compared to June 2025.

Area of Focus	Social and Emotional Learning
Content Area	Social Emotional Learning
Priority Performance	Needs assessment at Hannah Caldwell Elementary School reviewed attendance data, conduct, and chronic absenteeism rates.

Target Population: K-4 Social Emotional Learning

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th, 90% of the students will take the Pre SiLAS Student Assessment Survey. Data will be reviewed with the stakeholder committee and disseminated to the instructional staff to plan for intervention related activities.	SILAS Assessments PBSIS Data Genesis Conduct Reports and Referrals
Feb 15	Small group intervention and mentoring sessions will be scheduled by the School Counselor to identify trends and patterns. The School Counselor will coordinate SEL lessons integrated during the school day.	SILAS Assessments PBSIS Data Genesis Conduct Reports and Referrals
Apr 15:	By April 15th, 90% of the students will take the Post SILAS Student Assessment Survey. Data will be reviewed with the stakeholder committee and disseminated to the instructional staff to plan for intervention related activities.	SILAS Assessments PBSIS Data Genesis Conduct Reports and Referrals
Jul 1	Hannah Caldwell Elementary School students will see a ten percent decrease in conduct incidents in June 2026 when compared to June 2025.	SILAS Assessments PBSIS Data Genesis Conduct Reports and Referrals

Strategy 1 - Pre and Post SILAS Assessments

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	Pre and Post SILAS assessments will be distributed and collected.	9/2/25	6/26/26	Administration

< 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, (60% of the students in grades K-1) and (70% of students in grades 2-4) will meet their typical growth in Mathematics as measured by the end of the i-Ready Diagnostic Three.

Area of Focus Effective Instruction

Content Area Mathematics

Priority Performance Needs assessment at Hannah Caldwell Elementary School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area.

Target Population: K-4 Mathematics

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th, 90% of students will participate in the i-Ready Diagnostic One Assessment in Mathematics. Assessment data will be distributed to instructional staff members and reviewed during the PLC time. Program administration will utilize the i-Ready data during the Beyond the Bell After School Program and day school leveled groups.	i-Ready Diagnostic Assessment Report Card Grades Link It Data
Feb 15	Staff will review all i-Ready and Link It data to plan for intervention related programming to support the students at the various tiered levels of instruction.	i-Ready Diagnostic Assessment Report Card Grades Link It Data PLC Schedule
Apr 15:	By November 15th, 90% of students will participate in the i-Ready Diagnostic One Assessment in Mathematics. Assessment data will be distributed to instructional staff members and reviewed during the PLC time. Program administration will utilize the i-Ready data during the Beyond the Bell After School Program and day school leveled groups.	i-Ready Diagnostic Assessment Report Card Grades Link It Data

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, (60% of the students in grades K-1) and (70% of students in grades 2-4) will meet their typical growth in Mathematics as measured by the end of the i-Ready Diagnostic Three.	i-Ready Diagnostic Assessment Report Card Grades Link It Data Beyond the Bell Program Data

Strategy 1 - Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics.

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	Staff during the PLC designated time will review all assessment diagnostics to determine intervention, modify lessons and increase supports.	9/2/25	6/26/26	Administration
2	1	Staff during the PLC designated time will review all assessment diagnostics to determine intervention, modify lessons and increase supports.	9/2/25	6/26/26	Administation

< 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

Hannah Caldwell Elementary School students will show ELA and Mathematics growth by an increase of ten percent when compared to the pre and post assessments from the Beyond the Bell After School Program.

Area of Focus Effective Instruction

Content Area ELA and Mathematics

Priority Performance Needs assessment at Hannah Caldwell Elementary School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area.

Target Population: K-4 ELA and Mathematics

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The pre assessment for ELA and Mathematics will be disseminated to all Beyond the Bell After School students and data will be used to incorporate the student intervention groups.	Pre Assessment in ELA Pre Assessment in Mathematics Beyond the Bell Data i-Ready Diagnostic Benchmarks
Feb 15	ELA and Mathematics standards of focus will be created, with consultation of C&I, to provide intervention strategies for after school students based on the areas of need.	Pre Assessment in ELA Pre Assessment in Mathematics Beyond the Bell Data i-Ready Diagnostic Benchmarks
Apr 15:	The post assessment for ELA and Mathematics will be disseminated to all Beyond the Bell After School students and data will be used to incorporate the student intervention groups.	Post Assessment in ELA Pre Assessment in Mathematics Beyond the Bell Data i-Ready Diagnostic Benchmarks
Jul 1	Hannah Caldwell Elementary School students will show ELA and Mathematics growth by an increase of ten percent when compared to the pre and post assessments from the Beyond the Bell After School Program.	Pre/Post Comparison Assessment in ELA Pre Assessment in Mathematics Beyond the Bell Data i-Ready Diagnostic Benchmarks

Strategy 1 - Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher.

Action Steps

SMART Goal 4 - 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	Beyond the Bell After School Program will be coordinated and student participants will receive intervention services in both ELA and Mathematics.	9/2/25	6/26/26	Administration

< 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 >