Gateway Regional High School

District: GATEWAY REGIONAL

County: GLOUCESTER

Team: NA

School Identification: Targeted Support

Targeted Subgroup   Economically Disadvantaged

CDS: 151715050

Annual School Planning 2022-2023

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Jeff Pierro	Yes	Yes	Yes		
C&I Director	Amy Mount	Yes	Yes	Yes		
Superintendent	Shannon Whalen	Yes	Yes	Yes		
Supervisor	Melanie Stewart	Yes	Yes	Yes		
Teacher	Melody Epley	Yes	Yes	Yes		
Teacher	Liz Buehler	Yes	Yes	Yes		
Teacher	Suzanne Lynch	Yes	Yes	Yes		
Teacher	Christina Gailliout	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Students	Student Surveys	Yes	No	No		
Parents	Parent Surveys	Yes	No	No		
Faculty/Staff	Faculty/Staff Surveys	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/09/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes
06/13/2022	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Extended Day Tutorials	all	all, especiall at-risk				Homework clinic attendance rates
PBIS	all	all				PBIS Rewards activity

		STUDENT ACHIEVEMENT		
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					Cycle 4 was NJSLA	Cycle 4 was NJSLA
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	100%	80%	90%	0%		
		8	100%	79%	84%	0%		
		9	100%	77%	84%	0%		
		10	0%	87%	89%	0%		
		11	0%	73%	70%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	100%	76%	91%	0%		
		8	100%	81%	87%	0%		
		9	100%	74%	66%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	100%	85%	97%	0%		
		11	100%	46%	50%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 4 was NJSLA	Cycle 4 was NJSLA
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	75%	37%	40%	0%		
		8	67%	42%	36%	0%		
		9	56%	21%	23%	0%		
		10	64%	21%	22%	0%		
		11	0%	6%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 4 was NJSLA	Cycle 4 was NJSLA
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	58%	0%	13%	0%		
		8	48%	0%	1%	0%		
		9	25%	0%	16%	0%		
		10	38%	0%	1%	0%		
		11	75%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	Cycle 4 was NJSLA	Cycle 4 was NJSLA

CLIMATE & CULTURE				
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	840	Enrollment is steady	Enrollment is steady
		Subgroup 1 YTD Student Enrollment Average	621		
		Subgroup 2 YTD Student Enrollment Average	85		
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	93.74%	Attendance is better than expected given COVID	Attendance is better than expected given COVID
		Subgroup 1 YTD Student	91.92%		
		Subgroup 2 YTD Student Attendance Average	92.93%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	1.49%	Attendance is better than expected given COVID	Attendance is better than expected given COVID
		Subgroup 1 YTD Chronic	1.48%		
		Subgroup 2 YTD Chronic Absenteeism	2.81%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	96.44%	Contractual issues apply	Contractual issues apply

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	2.84%	PBIS is effetive	PBIS is effetive
		Student Suspension YTD Average - In School for Subgroup 1	1.93%		
		Student Suspension YTD Average - In School for Subgroup 2	4.27%		
		Student Suspension YTD Average - Out of School	4.46%		
		Student Suspension YTD Average - Out of School for Subgroup 1	5.64%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.18%		

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

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)				
Post-Secondary Rates	% of students that enroll in post-secondary institution.				
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT	Test	% of Students in School		
		Participating in PSAT	48.8		
		Participating in SAT	32.9		
		Participating in ACT	1.3		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	139		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Stronge		
		Observation Waiver?	No		
		# Teachers to Evaluate	83		
		# Non-tenure teachers (years 1 & 2)	17		
		# Non-tenure teachers (years 3 & 4)	4		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		null	Total		
		# Scheduled	174		
		# Completed	270		
		# Highly Effective	11		
		# Effective	72		
		# Partially	0		
		# Ineffective	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

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?

Our ASP team includes admins and teachers on the ScIP panel. We regularly include shared-decision teams like EALC, which includes paraprofessionals, etc. We also regularly communicate with the Key Communicators team which includes parents and community members as well as the BOE Curriculum Committee. We include progress reports at board presentations.

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

Family engagement is included in Back to School Night, literacy events, invitations to participate in surveys, etc.

Component	Indicator		Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	Standards alignment, common instructional practices	Use of SLOs and tighter alignment, more common planning beyond just unit assessments
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
Assessment	1	A	3-Developing	Increasing focus on performance based assessment	Turning data into action
	2	A	1-Not Addressed		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	Several years of successful PLC	WOrking to integrate elective area PLCs during the day, inclusion of PBL student work analysis
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	PBIS working really well	Challenges from COVID and getting back to normal
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	4-Sustaining		
Teacher and Principal Effectiveness	1	A	3-Developing	Awareness of data, use of analysis	Tighter alignment between our created assessments and state results

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	Math Performance	Need for improved instructional strategies, alignment to standards/assessment, differentiated instruction	Eco Dis	1	Curriculum development and revision
				2	Teacher Prof Dev and PLCs
				3	Extended time for learning
Effective Instruction	ELA Performance	Need for improved instructional strategies, alignment to standards/assessment, differentiated instruction	Eco Dis	1	Curriculum development and revision
				2	Teacher Prof Dev and PLCs
				3	Extended time for learning
Climate and Culture, including Social and Emotional Learning	SEL, PBIS, Climate/Culture	COVID19, climate/culture needs	Eco Dis	1	Teacher PD, wellness
				2	Teacher PD for SEL needs
				3	PBIS Program
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

Increase proficiency level in Math to 47% for all students and 35% for eco dis students in NJSLA 2022-23

Priority Performance   Math Performance

Strategy 1:   Curriculum development and revision

Strategy 2:   Teacher Prof Dev and PLCs

Strategy 3:   Extended time for learning

Target Population: Eco Dis

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Increase proficiency level in Math to 27 % for all students and 15% for eco dis students on benchmarks	LinkIt Benchmarks
Feb 15	Increase proficiency level in Math to 37% for all students and 25% for eco dis students on benchmarks	LinkIt Benchmarks
Apr 15:	Increase proficiency level in Math to 47% for all students and 35% for eco dis students on benchmarks	LinkIt Benchmarks
Jul 1	Increase proficiency level in Math to 47% for all students and 35% for eco dis students in NJSLA 2022-23	NJSLA

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Design master schedule to include embedded weekly PLCs	7/1/22	6/16/23	
1	1	Revise curriclum in Embarc	7/1/22	9/1/22	
1	3	Plan Homework Clinic calendar, advertise, recruit	7/1/22	9/1/22	
2	1	Purchase and train on IntoMath	7/1/22	9/1/22	
2	2	Meet weekly to discuss instructional improvements, analyze data, etc.	9/7/22	6/16/23	
2	3	Implement Homework Clinic	9/7/22	6/16/23	
3	1	Implement IntoMath	9/7/22	6/16/23	
4	1	Engage in ongoing coaching and PD	9/7/22	6/16/23	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	HW Clinic Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	$13,367	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IntoMath	INSTRUCTION - Supplies & Materials / 100-600	$84,935	ESSER/ESSER II/ARP
1	Embarc	INSTRUCTION - Supplies & Materials / 100-600	$15,000	ESSER/ESSER II/ARP
2	HW clinic supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	$3,140	SIA

SMART Goal 2

Increase proficiency level in ELA to 69% for all students and 55% for eco dis students in NJSLA 2022-23

Priority Performance   ELA Performance

Strategy 1:   Curriculum development and revision

Strategy 2:   Teacher Prof Dev and PLCs

Strategy 3:   Extended time for learning

Target Population: Eco Dis

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Increase proficiency level in ELA to 39% for all students and 25% for eco dis students	LinkIt
Feb 15	Increase proficiency level in ELA to 49% for all students and 35% for eco dis students	LinkIt
Apr 15:	Increase proficiency level in ELA to 59% for all students and 45% for eco dis students	LinktIt
Jul 1	Increase proficiency level in ELA to 69% for all students and 55% for eco dis students in NJSLA 2022-23	NJSLA

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Plan Homework Clinic calendar, advertise, recruit	7/1/22	9/1/22	
1	2	Design master schedule to include embedded weekly PLCs	7/1/22	9/1/22	
1	1	Revise Curriculum in Embarc	7/1/22	9/1/22	
2	1	Embed and implement NewsELA, including special collections, across content areas	9/7/22	6/16/23	
2	3	Implement HW Clinic	9/7/22	6/16/23	
2	2	Meet weekly to discuss instructional improvements, analyze data, etc.	9/7/22	6/16/23	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	HW Clinic Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$13,367	Federal Title I (Intervention Reserve)
1	Embarc	INSTRUCTION - Supplies & Materials / 100-600	$15,000	ESSER/ESSER II/ARP
2	NewsELA	INSTRUCTION - Supplies & Materials / 100-600	$14,360	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	HW Clinic Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	$3,140	SIA

SMART Goal 3

At least 92% of students will respond to tiered intervention supports for behavior and SEL as evidenced by office discipline referrals by receiving one referral or less in the 2022-23

Priority Performance   SEL, PBIS, Climate/Culture

Strategy 1:   Teacher PD, wellness

Strategy 2:   Teacher PD for SEL needs

Strategy 3:   PBIS Program

Target Population: Eco Dis

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 90% of students will respond to tiered intervention supports for behavior and SEL as evidenced by office discipline referrals by receiving one referral or less	front office reports
Feb 15	At least 90% of students will respond to tiered intervention supports for behavior and SEL as evidenced by office discipline referrals by receiving one referral or less	front office reports
Apr 15:	At least 90% of students will respond to tiered intervention supports for behavior and SEL as evidenced by office discipline referrals by receiving one referral or less	front office reports

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	At least 92% of students will respond to tiered intervention supports for behavior and SEL as evidenced by office discipline referrals by receiving one referral or less in the 2022-23	final reports

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Implement PBIS program, including 2 day review in the fall, ongoing PBIS rewards throughout the schoolyear	7/1/22	6/16/23	
1	2	Plan PD to include teacher wellness, support, and climate/culture throughout the school year	7/1/22	9/16/22	
1	1	Plan PD to include teacher wellness, support, and climate/culture throughout the school year	7/1/22	6/16/23	
2	1	Conduct climate/culture surveys, reflect on data, make adjustments	10/3/22	12/16/22	
2	2	Conduct climate/culture surveys, reflect on data, make adjustments	10/3/22	12/16/22	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	PBIS Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	$2,500	SIA

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals
SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

2022-2023

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
McCarthy = $58368	9/1/22	6/16/23	Payroll	INSTRUCTION - Personnel Services - Salaries / 100-100	$58,368.00	Federal Title I (School
Admin Reserve	7/1/22	6/30/23	Payroll	INSTRUCTION - Personnel Services - Salaries / 100-100	$3,000.00	Federal Title I (School
Homeless Reserve	9/1/22	6/16/23	McKinney Vento Coordinator	INSTRUCTION - Supplies & Materials / 100-600	$1,200.00	Federal Title I (School
Misc Supplies	7/1/22	6/30/23	Director of C&I	INSTRUCTION - Supplies & Materials / 100-600	$44.00	Federal Title I (School
McCarthy TPAF	9/1/22	6/16/23	Payroll	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$29,768.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$13,367	$13,367	$0	$0	$0	$0	$0	$26,734
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	$114,935	$0	$14,360	$0	$129,295
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$13,367	$13,367	$0	$114,935	$0	$14,360	$0	$156,029
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$8,780	$0	$8,780
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	$8,780	$0	$8,780
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			$0	$13,367	$13,367	$0	$114,935	$0	$23,140	$0	$164,809

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	$13,367	$13,367	$0	$26,734
Other Title 1 Expenditures	$0	$92,380	$0	$92,380
Total	$13,367	$105,747	$0	$119,114

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
		No option for the fourth SMART Goal was selected on the Root Cause page.
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Amy Mount

Title: Director of C&I

Date: 07/14/2022

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: Amy Mount

Title: Director of C&I

Date: 07/14/2022

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and

x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Amy Mount

Title: Director of C&I

Date: 07/14/2022