

HORACE MANN COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220060

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
Dr. Catherine Quinn	Principal	Yes	Yes	Yes		
Mr. Evan Wexler	Assistant Principal	Yes	Yes	Yes		
Ms. Jennifer Tarantino	Administrative Secretary	Yes	Yes	Yes		
Ms. Sara Dokhgan	Academic Counselor	Yes	Yes	Yes		
Dr. Jamie Smith	Grade 8 Mathematics	Yes	Yes	Yes		
Mrs. Kristen Mulroy	Grade 8 Language Arts	Yes	Yes	Yes		
Mrs. Barbara McCann	Grade 4 Science Teacher	Yes	Yes	Yes		
Mrs. Tracey Napier	Inclusion Teacher	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Mrs. Jennifer O'Flaherty	Grade 4 Language Arts	Yes	Yes	Yes		
Mrs. Kathy Bull	Inclusion Teacher	Yes	Yes	Yes		
Ms. Bessa Wahba	Technology	Yes	Yes	Yes		
Ms. Kaitlyn Palitto	Grade 4 Mathematics	Yes	Yes	Yes		
Ms. Nicole Shafer	Classroom Assistant	Yes	Yes	Yes		
Mrs. Chery Gaetani	Parent	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/03/2022	Prior Year Evaluation	Yes	Yes
05/10/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/12/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/24/2022	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)
1.2 Title 1 Teachers	ELA & Math	K-8	Yes	Yes	Yes	Several sub-groups are below the ELA and math statewide median according the New Jersey School Performance Summary Report.
iReady Assessment	ELA & Math	K-3	Yes	Yes	Yes	Students are assessed with iReady Assessment through a series of 3 tests.
Foundations	ELA	K-2	Yes	Yes	Yes	Foundations is phonics program that provides students with a mutlisensory approach to learning.
Differentiated Instruction	All content areas	Pre-K-8	Yes	Yes	Yes	Provides students with both enrichment and remediation.

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)
IR&S	All content areas	K-8	Yes	Yes	Yes	Provides students with necessary support such as 504 plans, action plans and referral to child study team.
New Jersey Bar Association Bully Busting Curriculum	All content areas	Pre-K-8	Yes	Yes	Yes	Students are exposed to topics such as: I messages, Drugs and Alcohol, Coping vs. Moping, and Self-Esteem.
Counselor created lessons	Social Emotional Learning	PRE-K-8	Yes	Yes	Yes	Lesson Plans
Math AM Tutorial	Math	4-8	Yes	Yes	Yes	Students are recommended for this math program to reinforce and reintroduce math skills.
ARMS Tutoring	ELA & Math	3-8	Yes	Yes	Yes	Increased scores on the state assessment, NJSLA.

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)
Newsela	ELA	3-8	No	Yes	Yes	Exposes students to informational text.
Counselor created lessons	All content areas	K-8	Yes	Yes	Yes	Our school counselor visits classrooms regularly and conducts various lessons catered to the needs of the students.
Start Strong Assessment	ELA & Math	3-8	Yes	Yes	Yes	NJ Start Strong was administered in Fall 2020 to gather standards based data and provide information regarding support that students would likely need in ELA & Math.

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

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional 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.	Student Group	ELA	Math	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
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

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					We had a strong participation with 100% in most classes with exception to Grades 4, 7, and 8 in MP 1.	In 2021-2022 Districtwide benchmarks were given for marking periods 1-4. This data monitored by the individual classroom teacher.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	98.6%	100%	100%	0%		
		5	100%	100%	100%	0%		
		6	100%	100%	100%	0%		
		7	95.7%	100%	100%	0%		
		8	98.1%	100%	100%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	98%	100%	0%		
		1	98.2%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	98%	100%	100%	0%		
		4	100%	97%	100%	0%		
		5	100%	100%	100%	0%		
		6	95.3%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	0%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Students have demonstrated growth in ELA in all grade levels from K-8.	In 2021-2022 Districtwide benchmarks were given for marking periods 1-4. This data monitored by the individual classroom teacher.
		K	17.54%	27%	80%	0%		
		1	20%	24%	49%	0%		
		2	26.42%	50%	70%	0%		
		3	7.84%	50%	64%	0%		
		4	19.44%	17%	53%	0%		
		5	34.43%	100%	85%	0%		
		6	1.56%	54%	74%	0%		
		7	6.06%	19%	35%	0%		
		8	5.88%	27%	50%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Student growth mostly has been demonstrated for each marking period.	In 2021-2022 Districtwide benchmarks were given for marking periods 1-4. This data monitored by the individual classroom teacher.
		K	17.54%	32%	56%	0%		
		1	9.26%	9%	27%	0%		
		2	7.55%	38%	48%	0%		
		3	6%	59%	76%	0%		
		4	16.44%	46%	58%	0%		
		5	18.03%	63%	52%	0%		
		6	1.64%	61%	58%	0%		
		7	2.9%	10%	38%	0%		
		8	1.92%	20%	27%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	There is limited growth in ELP.	There is limited growth in ELP.

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	598	N/A	Student enrollment has been consistent with student enrollment.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	97.24%	N/A	Student attendance at HMCS is very good. Students want to be in school because we make school a safe and welcoming place to be on a daily basis.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	19.69%	N/A	We currently have an attendance officer who manages student attendance based upon Realtime data. He visits the homes of students and may take action in serving parents court summons.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	95.44%	N/A	Teachers maintain accurate attendance records. They are responsible for open communication with families to address patterns of poor attendance. If a student demonstrates chronic absenteeism, an attendance officer will investigate.

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	0.00%	N/A	Suspension numbers have been low.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.28%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family	Domain	ES	MS/HS	Parents	Staff	N/A	NA
		Participation	94.5	0	0	34		

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)	Student Group	5 Year Rate	4 Year Rate	N/A	N/A
		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				
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			N/A	N/A
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	10		Students in the Algebra I program have demonstrated success.
		% 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			

EVALUATION INFORMATION					
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson's Framework for Teaching		
		Observation Waiver?	No		
		# Teachers to Evaluate	57		
		# Non-tenure teachers (years 1 & 2)	8		
		# Non-tenure teachers (years 3 & 4)	9		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	121		
		# Completed	29		
		# Highly Effective	12		
		# Effective	17		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	0		
		# Ineffective	0		

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Intervention Support	Additional Title 1 Support services for all grade levels.	While we are employing many interventions done by the staff, we are still understaffed when it comes to interventions. For example, we would benefit from a Reading Coach, Behaviorist, Orton-Gillingham Trained Professional and additional Title 1 teachers in all grade levels.	Yes, we believe that there more students entering the schools systems with behavioral issues that would benefit from having further support services in place.

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	It is evident that in regard to Standards, Student Learning Objectives (SLOs) and Effective Instruction as a school we are sustaining.	We are still emerging in our Career Ready Practices as we continue to prepare our students for their life-long goals.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	2-Emerging		
Assessment	1	A	4-Sustaining	In regard to Assessment we are mostly sustaining in our development of summative assessments.	We are still in the process of growing our formative assessments as a district.
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	As a school we are continually growing and emerging in regard to our PLC's as we engage in best practices for our school.	We are still growing professionally in our PLC's as we establish norms together as teams.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	We have an established culture in our school which promotes a positive rapport for faculty, staff and students.	We are continually still developing our school culture and climate to meet the needs of our diverse student population.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	We have an established culture in our school which promotes a positive rapport for faculty, staff and students.	We will continue to use our best practice for teacher and principal effectiveness to help support and grow leadership.

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	Although STEM is evident in some classrooms, it is not implemented school wide which accounts for the lack of understanding students may have with the handling of STEM tools as well as expectations during STEM activities.	The goal of STEM is for students to utilize their reasoning skills to formulate, build, and test new products. STEM is hands-on and collaborative and promotes critical thinking and problem solving skills.	All Students and Teachers	1	Horace Mann Community School will continue to expand the STEM committee's goals. This committee will create goals, sample rubrics and lessons for other teachers to utilize.
				2	If funding is provided, the school would benefit from incorporating more STEM resources as well as allowing for further training for teachers and more time for teacher collaboration.
				3	Our teachers will be given opportunities to integrate STEM across the curriculum and will be responsible for creating one cross-curriculum unit per year. Teachers will share their ideas at grade-level PLC and at faculty meetings, which will focus on STEM lessons that can be used in other classrooms.

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	Students continue to need support in English Language Arts through high-quality classroom instruction in alignment with the New Jersey Student Learning Standards.	Provide students with high-quality instruction in regard to reading and writing. Employ strategies using the MTSS programs to help close achievement gap in each subgroup.	All students and teachers	1	Horace Mann Community School Literacy teachers will establish clear goals in regard to reading and writing to help foster academic growth.
				2	A number of literacy strategies will be employed throughout each marking period. Data will be analyzed to foster growth and to continue to develop best practices in the classroom to ensure success.
				3	Teachers will record data and best practices in a PLC collection for future reference to help support effective instruction.

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	To improve building wide overall Mathematics scores by providing students with high quality instruction as well as a multi-tiered system of support programs.	Students demonstrate low proficiency in regard to mathematical abilities. This in turn prevents them from establishing critical thinking skills and forming a strong foundation of necessary skills as they progress through the school system.	All students and teachers of mathematics	1	If funding is continued to be provided, the school would benefit from implementing enrichment and remedial mathematics programs.
				2	If enrichment and remedial programs were continued to be provided, students would perform better in all academic areas.
				3	If funding is provided, teachers would benefit from professional development that focuses on effective mathematics instructio
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

The goal of STEM is for students to utilize their reasoning skills to formulate, build, and test new products. STEM is hands-on and collaborative and promotes critical thinking and problem solving skills.

Specific / Strategic: STEM will be implemented and incorporated by all P-3 teachers and science/math teachers in 4-8. Teachers will utilize STEM tools provided by the district such as Ozobot, LEGO WeDo 2.0, LEGO kits, Drones.

Measurable: Yes.

Attainable: Yes.

Relevant: It is relevant because it provides students with the opportunity to collaborate, think creatively and critically, problem solve, and establish important lines of communication among peers and with teachers.

Priority Performance Although STEM is evident in some classrooms, it is not implemented school wide which accounts for the lack of understanding students may have with the handling of STEM tools as well as expectations during STEM activities.

Strategy 1: Horace Mann Community School will continue to expand the STEM committee's goals. This committee will create goals, sample rubrics and lessons for other teachers to utilize.

Strategy 2: If funding is provided, the school would benefit from incorporating more STEM resources as well as allowing for further training for teachers and more time for teacher collaboration.

Strategy 3: Our teachers will be given opportunities to integrate STEM across the curriculum and will be responsible for creating one cross-curriculum unit per year. Teachers will share their ideas at grade-level PLC and at faculty meetings, which will focus on STEM lessons that can be used in other classrooms.

Target Population: All Students and Teachers

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	11/15: STEM is an important component of students learning. Learning in this way gives students different methods to understanding classroom ideas. Teachers who teach Science would be given training on how to incorporate STEM ideas into their classroom curriculum. These teachers would also devise a rubric of a “one size fits all” idea for grading. The committee will create a community education course for students to attend after school. A survey will be developed that will determine student engagement as a result of the addition of STEM lessons.	List of individuals participating in PLC Meeting dates and sign-in sheets. Outline of one community education course. LinkIT Data Review
Feb 15	2/15: P-3 classroom teachers and 4-8 Science teachers will analyze student assessment grades and complete a survey regarding student performance and growth. A survey will determine if students are able to retain content knowledge better with the enhancement of STEM lessons versus Science lessons without hands-on activities.	Meeting dates and sign-in sheets. Survey results. Community Education Course attendance and assessment records. Linkit Data Review
Apr 15:	4/15: Teachers will follow the NGSS Standards and Crosscutting Concepts to help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design.	Meeting dates and sign-in sheets. Lesson plans. Linkit Data Review
Jul 1	<p>The goal of STEM is for students to utilize their reasoning skills to formulate, build, and test new products. STEM is hands-on and collaborative and promotes critical thinking and problem solving skills.</p> <p>Specific / Strategic: STEM will be implemented and incorporated by all P-3 teachers and science/math teachers in 4-8. Teachers will utilize STEM tools provided by the district such as Ozobot, LEGO WeDo 2.0, LEGO kits, Drones. Measurable: Yes. Attainable: Yes. Relevant: It is relevant because it provides students with the opportunity to collaborate, think creatively and critically, problem solve, and establish important lines of communication among peers and with teachers.</p>	<p>STEM Committee binder with a compiled list of strategies and goals that were employed by each grade level. Student Artifacts: Pictures of their projects. Measurable: Yes. Linkit Data Review</p>

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	STEM Committee activities and organization of supplies	9/1/22	11/12/22	
1	3	STEM Committee activities and organization of supplies	9/1/22	11/12/22	
1	1	STEM Committee activities and organization of supplies	9/1/22	11/12/22	
2	2	Ensure STEM Lab is functioning, supplied, and accessible to all learners to foster students knowledge and growth.	11/15/22	2/11/23	
2	1	Ensure STEM Lab is functioning, supplied, and accessible to all learners to foster students knowledge and growth.	11/15/22	2/11/23	
2	3	Ensure STEM Lab is functioning, supplied, and accessible to all learners to foster students knowledge and growth.	11/15/22	2/11/23	
3	1	Continue to ensure STEM Lab is functioning, supplied, and accessible to all learners to foster students knowledge and growth.	2/14/23	4/14/23	
3	2	Continue to ensure STEM Lab is functioning, supplied, and accessible to all learners to foster students knowledge and growth.	2/14/23	4/15/23	
3	3	Continue to ensure STEM Lab is functioning, supplied, and accessible to all learners to foster students knowledge and growth.	2/14/23	4/14/23	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Ozobot Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	State/Local
1	Ozobot Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	State/Local
1	Ozobot Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	State/Local

SMART Goal 2

Specific / Strategic: The Literacy Committee will collaborate together to seamlessly provide as well as foster academic support and growth in the ELA classroom as measured by the NJSL Standards through effective means of classroom instruction.

Measurable: Yes.

Attainable: Yes.

Relevant: It is relevant because we are presented with many challenges in regard to our students abilities with reading and writing.

Priority Performance Students continue to need support in English Language Arts through high-quality classroom instruction in alignment with the New Jersey Student Learning Standards.

Strategy 1: Horace Mann Community School Literacy teachers will establish clear goals in regard to reading and writing to help foster academic growth.

Strategy 2: A number of literacy strategies will be employed throughout each marking period. Data will be analyzed to foster growth and to continue to develop best practices in the classroom to ensure success.

Strategy 3: Teachers will record data and best practices in a PLC collection for future reference to help support effective instruction.

Target Population: All students and teachers

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The Literacy PLC Committee will establish bi-weekly meetings to discuss academic and instructional concerns regarding reading and writing performance as per the 2021-2022 School Report and Diagnostic Assessment from September 2022. The committee will establish monthly goals based upon grade level deficiencies.	List of individuals participating in Language Arts PLC Meeting dates and sign-in sheets. List of established short and long term goals to establish ELA success. Linkit Data Review
Feb 15	Literacy teachers will analyze student assessment grades and gather data in regard to student performance and growth. They will review progress on short and long term reading and writing goals and continue working towards the NJSL Standards through the application of effective instruction.	Survey results of completion of performance and growth. Working chart of grades to show growth/tracking IXL Results I Ready Results Linkit Data Review
Apr 15:	The ELA PLC Committee teachers will utilize the results to revise and drive best practices in the classroom in accordance with NJSL Standards. The committee will review progress on reading and writing goals and make changes, if necessary.	PLC Binders. Survey results Revised monthly reading and writing goals. Linkit Data Review
Jul 1	<p>Specific / Strategic: The Literacy Committee will collaborate together to seamlessly provide as well as foster academic support and growth in the ELA classroom as measured by the NJSL Standards through effective means of classroom instruction.</p> <p>Measurable: Yes.</p> <p>Attainable: Yes.</p> <p>Relevant: It is relevant because we are presented with many challenges in regard to our students abilities with reading and writing.</p>	<p>Student completion certificates</p> <p>Committee binder with a compiled list of strategies and goals that were employed by each grade level.</p> <p>Survey Results</p> <p>Student Artifacts: Diagnostic Assessments & District Assessments as well as Community Education / Literacy Activity Samples student work samples</p> <p>Measurable: Yes.</p> <p>Linkit Data Review</p>

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Implementation of Teacher created Professional Development Plan to cater to the needs of Differentiation for all learners.	9/1/22	11/10/22	
1	2	Implementation of Teacher created Professional Development Plan to cater to the needs of Differentiation for all learners.	9/1/22	11/10/22	
1	3	Implementation of Teacher created Professional Development Plan to cater to the needs of Differentiation for all learners.	9/1/22	11/10/22	
2	3	Initiate review of data to help foster and drive grade level PLC and the continuation of MTSS through effective instruction with the implementation of intervention strategies.	11/11/22	2/10/23	
2	2	Initiate review of data to help foster and drive grade level PLC and the continuation of MTSS through effective instruction with the implementation of intervention strategies.	11/11/22	2/11/23	
2	1	Initiate review of data to help foster and drive grade level PLC and the continuation of MTSS through effective instruction with the implementation of intervention strategies.	11/11/22	2/11/23	
3	1	Incorporate the Data Team to help analyze student scores in respective interactive platforms.	2/14/23	4/14/23	
3	3	Incorporate the Data Team to help analyze student scores in respective interactive platforms.	2/14/23	4/14/23	
3	2	Incorporate the Data Team to help analyze student scores in respective interactive platforms.	2/14/23	4/14/23	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Teacher Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,500	Federal Title I (School Allocation)
3	IXL and Ready Intervention Programs	INSTRUCTION - Personnel Services - Salaries / 100-100	\$6,156	State/Local
2	ARMS Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)

SMART Goal 3

Specific / Strategic: To improve building wide overall Mathematics scores by providing students with high quality instruction as well as a multi-tiered system of support programs.

Measurable: Yes.

Attainable: Yes, additional programs and professional development are contingent upon funding.

Relevant: If the programs and professional development are provided, we would be able to support students to grow and thrive in their mathematical abilities.

Timed: Yes. Student levels will be measured at the beginning of the year and towards the end of the 2022-2023 school year.

Priority Performance	To improve building wide overall Mathematics scores by providing students with high quality instruction as well as a multi-tiered system of support programs.
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Strategy 1:	If funding is continued to be provided, the school would benefit from implementing enrichment and remedial mathematics programs.
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Strategy 2:	If enrichment and remedial programs were continued to be provided, students would perform better in all academic areas.
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Strategy 3:	If funding is provided, teachers would benefit from professional development that focuses on effective mathematics instructio
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Target Population:	All students and teachers of mathematics
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Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Teachers will identify students ability levels in mathematics utilizing iReady and/or district created Mathematics Diagnostic for each grade level.	List of students ability levels for mathematics with supporting data from iReady and/or the district created Mathematics Diagnostic for each grade level. Linkit Data Review
Feb 15	The school administrator(s) will provide teachers with the opportunity to attend professional development related to effective mathematics instruction.	List of professional development programs referred to teachers. Linkit Data Review
Apr 15:	Compile a list of all remedial and enrichment programs offered to students for improvement in their mathematical abilities.	Compile a list of all remedial and enrichment programs offered to students for improvement in their mathematical abilities. Linkit Data Review

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	<p>Specific / Strategic: To improve building wide overall Mathematics scores by providing students with high quality instruction as well as a multi-tiered system of support programs.</p> <p>Measurable: Yes.</p> <p>Attainable: Yes, additional programs and professional development are contingent upon funding.</p> <p>Relevant: If the programs and professional development are provided, we would be able to support students to grow and thrive in their mathematical abilities.</p> <p>Timed: Yes. Student levels will be measured at the beginning of the year and towards the end of the 2022-2023 school year.</p>	<p>List of programs offered</p> <p>List of professional development offerings</p> <p>Student attendance records</p> <p>Beginning and end of year student ability level records</p> <p>Linkit Data Review</p>

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Implementation of Teacher created Professional Development Plan to cater to the needs of Differentiation for all learners.	9/1/22	11/11/22	
1	2	Implementation of Teacher created Professional Development Plan to cater to the needs of Differentiation for all learners.	9/1/22	11/12/22	
1	3	Implementation of Teacher created Professional Development Plan to cater to the needs of Differentiation for all learners.	9/1/22	11/12/22	
2	3	Initiate review of data to help foster and drive grade level PLC and the continuation of MTSS through effective instruction with the implementation of intervention strategies.	11/15/22	2/11/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Initiate review of data to help foster and drive grade level PLC and the continuation of MTSS through effective instruction with the implementation of intervention strategies.	11/15/22	2/11/23	
2	1	Initiate review of data to help foster and drive grade level PLC and the continuation of MTSS through effective instruction with the implementation of intervention strategies.	11/15/22	2/11/23	
3	1	Incorporate the Data Team to help analyze student scores in respective interactive platforms.	2/14/23	4/14/23	
3	3	Incorporate the Data Team to help analyze student scores in respective interactive platforms.	2/14/23	4/14/23	
3	2	Incorporate the Data Team to help analyze student scores in respective interactive platforms.	2/14/23	4/14/23	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,500	Federal Title I (School Allocation)
2	ARMS Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)
1	iReady and IXL	INSTRUCTION - Supplies & Materials / 100-600	\$6,156	State/Local

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 >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
TITLE I TEACHER SALARIES	9/1/22	6/30/23	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100- 100	\$118,587.00	Federal Title I (School
INSTRUCTIONAL SUPPLIES	9/1/22	6/30/23	BUILDING	INSTRUCTION - Supplies & Materials / 100- 600	\$11,384.00	Federal Title I (School
NON INSTRUCTIONAL SUPPLIES	9/1/22	6/30/23	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200- 600	\$4,500.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s 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	\$6,156	\$0	\$11,000	\$0	\$0	\$0	\$0	\$0	\$17,156
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	\$9,156	\$0	\$1,000	\$0	\$0	\$0	\$0	\$0	\$10,156
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$15,312	\$0	\$12,000	\$0	\$0	\$0	\$0	\$0	\$27,312
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 Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicabl e) Allocated to School	SIA Carryove r	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	Noninstructi onal 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			\$15,312	\$0	\$12,000	\$0	\$0	\$0	\$0	\$0	\$27,312

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$12,000	\$0	\$12,000
Other Title 1 Expenditures	\$0	\$134,471	\$0	\$134,471
Total	\$0	\$146,471	\$0	\$146,471

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		Effective Instruction
		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: Dr. Catherine Quinn

Title: Principal

Date: 06/27/2022

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.
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Certified By: Dr. Dennis C. Degnan
 Title: Assistant Superintendent of Schools
 Date: 06/29/2022

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: John J. Niesz
Title: Superintendent of Schools
Date: 06/29/2022