HORACE MANN COMMUNITY SCHOOL

District:	BAYONNE CITY	School Identification:	NA
County:	HUDSON	Targeted Subgroup	
Team:	NA	CDS:	170220060

Annual School Planning 2024-2025

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	Lynn Klimkowski	Yes	Yes	Yes		
Community Member	Richard Dwyer	Yes	Yes	Yes		
Principal	Dr. Catherine Quinn	Yes	Yes	Yes		
Assistant Prinicpal	Mr. Evan Wexler	Yes	Yes	Yes		
Guidance Counselor	Cailey Kirby	Yes	Yes	Yes		
Guidance Counselor	Kara Nitkowski	Yes	Yes	Yes		
Grade 8 Mathematics	Dr. Jamie Smith	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Grade 8 Language Asts Teacher	Kristen Mulroy	Yes	Yes	Yes		
Grade 4 Language Arts Teacher	Jennifer O'Flaherty	Yes	Yes	Yes		
General Education Teacher	Megan Nolan	Yes	Yes	Yes		
Administrative Assistant	Jennifer Tarantino	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
05/21/2024	Prior Year Evaluation	Yes	Yes
05/21/2024	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/04/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
06/06/2024	Smart Goal Development	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
Support student learning and growth with differentiated instruction.	ELA & Mathematics	All students, specifically the African American and	Yes	Yes	Yes	Differentiated instruction has proven to be effective for small group learning as students were able to obtain proficency through data driven instruction as shown by Link It Data, IXL and IReady reports.	Yes
Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction.	Cross Curricular	All students, specifically the African American and	Yes	Yes	Yes	Teachers have been supported with Professional Development through the district as well as school based Professional Learning Communities with topics designed to provide opportunities that promote a positive instructional learning community that fosters student growth.	Yes
To support the growth of Language Arts (ELA), it is crucial to implement IXL and iREADY which targets comprehension and writing development.	ELA & Mathematics	All students, specifically the African American and	Yes	Yes	Yes	Each grade level implemented IXL and IReady programs for 25 minutes and 40 minutes per week respectively.	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
Incorporate SEL Lessons: Second Step: Social Emotional Learning and New Jersey Bar Anti-Bullying: Conflict Resolution in order to promote Casel's wheel of "Self Awareness and Self-Management".	ELA & Mathematics	All students, specifically new students at HMCS.	Yes	Yes	Yes	The SEL program implementation has proven to demonstrate continued success for students as evidenced by the Panorama survey. This past year survey results have shown a marked improvement overall.	Yes
Positive Reward System: Provide students with recognition for positive character traits.	Cross Curricular	All students, specifically new students at HMCS.	Yes	Yes	Yes	Our positive reward system, "Caught Being Kind", is made daily by our counselors to recognize our students for their kind actions. Students are presented with a certificate of recognition and a treat.	Yes
Restorative Practices in and outside of school: Student & family engagement.	Cross Curricular	All students, specifically new students at HMCS.	Yes	Yes	Yes	Restorative practices help build a bond and trust and apply consequences in a meaningful way that will allow the students to thrive.	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
Identify a Data Coach. Identify students who are chronically absent. Attendance committee will review data with homeroom teachers.	Cross Curricular	All students, specifically the African American and	Yes	Yes	Yes	The attendance committee has continually monitored student attendance. There has been a marked improvement in student attendance.	Yes
Parent Engagement: Send a notice home to parents to schedule meetings if necessary. Host parent meetings to ensure success of student.	Cross Curricular	All students, specifically the African American and	Yes	Yes	Yes	Parent engagement is alway a priority. Teachers host parent meeting regulary to ensure proper and timely communication.	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**	Data Grade Level Results: The data demonstrates growth from the previous year: ELA: was 38.6 VS current 48.8 Math: 20% to 29.10%	It is clear that in person instruction has been successful as we come out of the Covid-19 pandemic. Students have returned to traditional learning and their success rates are evident.
		Schoolwide	46.8%	29.1%	*				
		White	44.3%	32.8%	*				
		Hispanic	44.8%	25.6%	*				
		Black or African American	43.6%	17.5%	*				
		Asian, Native Hawaiian, or Pacific Islander	65.1%	37.2%	*				
		American Indian or Alaska Native	*	*	*				
		Two or More Races	53.8%	23.1%	*				
		Female	52%	25.1%	*				
		Male	41.6%	33.2%	*				
		Economically Disadvantaged Students	41.1%	29%	*				
		Non-Economically Disadvantaged Students	51.9%	29.2%	*				
		Students with Disabilities	18.6%	17.1%	*				
		Students without Disabilities	52.7%	31.6%	*				
		English Learners	29.2%	20%	*				
		Non-English Learners	47.9%	29.7%	*				

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/	NJSLA-S				Science has also shown growth in both grades 5 and 8 from 19% and 10% respectively.	It is clear that in person instruction has been successful as we come out of the Covid-19 pandemic. Students have returned to traditional learning and their success rates are evident.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	22%	11%			
		White	25%	16%			
		Hispanic	13%	8%			
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	16%	5%			
		Male	29%	19%			
		Economically	21%	14%			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical	24%	8%			
		Students with	27%				
		Students without	21%	14%			
		English Learners					
		Non-English	22%	11%			
		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
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	N/A	N/A
		Schoolwide	58%	54%		
		White	52%	57.5%		
		Hispanic	62%	44%		
		Black or African American	49%	38%		
		Asian, Native Hawaiian, or Pacific	69%	64%		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	59%	53.5%		
		Male	55.5%	55%		
		Economically Disadvantaged	57%	54%		
		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	37.5%	43%		
		Students without Disabilities				
		English Learners	29%	52%		
		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
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 100% participation in our benchmark assessment.	Our students and teachers work together to make sure that assessments are completed in a timely manner.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	100%		
		1	100%	100%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	0%		

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

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	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		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 (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	The results from each cycle are shown.	Many factors may have impacted the cycles as we have had teacher absences/leaves and student absences. Grades K-2 is on a trimester schedule and has demonstrated a significant increase in their scores. What made the most impact on these scores was that we had regular attendance. This was our third year with IXL and we continued our regular coaching cycles. We also implemented IREADY and supported teachers with Professional Development opportunities.
		K	15%	82%	74%	68%		
		1	24%	82%	92%	77%		
		2	44%	61%	72%	50%		
		3	35%	63%	67%	72%		
		4	25%	75%	69%	84%		
		5	16%	61%	56%	65%		
		6	18%	73%	49%	70%		
		7	38%	69%	94%	82%		
		8	31%	60%	67%	75%		
		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) 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	The results from each cycle are shown.	Many factors may have impacted the cycles as we have had teacher absences/leaves and student absences.

Grades K-2 is on a trimester schedule and has demonstrated a significant increase in their scores.

What made the most impact on these scores was that we had regular attendance. This was our third year with IXL and we continued our regular coaching cycles. We also implemented IREADY and supported teachers with Professional Development opportunities. |
		K	35%	68%	61%	83%		
		1	43%	83%	67%	56%		
		2	52%	76%	70%	50%		
		3	35%	53%	79%	78%		
		4	24%	73%	78%	91%		
		5	17%	73%	73%	77%		
		6	5%	77%	67%	80%		
		7	18%	92%	78%	80%		
		8	0%	73%	89%	77%		
		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%		
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to				44%	Our ELL students have been integrated into our school this year. They are working hard to meet proficiency.	Our ELL students have been integrated into our school this year. They are working hard to meet proficiency.

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	654	As of 23-24 data we had 654 students enrolled at HMCS.	Our enrollment has increased and it appears to increase each year.
		Subgroup 1 YTD Student Enrollment Average	77		
		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	96.51%	There has been a slight improvement since activating our attendance committee.	The student attendance rate has increased.
		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
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	12.67%	Chronically Absent: K: 17% 1: 10.91% 2: 10% 3: 1.54% 4: 12.50% 5: 6.49 % 6: 15.48 % 7: 20% 8: 16.42%	In reviewing the data for chronic absenteeism: Grade K and 7 have the highest rates. Our attendance committee have met and sent home letters of concern and explaining the importance of being in school.
		Subgroup 1 YTD Chronic	23.17%		
		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	95.09%	We have improved our staff attendance rate from last year.	We have improved our staff attendance rate from last year.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			Detention and suspension have had improvement.	The School Safety and Climate committee continues to be proactive in supporting best practices to ensure the safety of everyone.
		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	0.75%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			The Panorama survey was conducted and results have shown several strengths.	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.									N/A	N/A
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Homeless Students									
		Students in Foster Care									
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
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	7	In 2023-2024 students demonstrated success by meeting expectations.	N/A
		% 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	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 / 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	The Charlotte Danielson Method	Based on the Realtime DOE Observation Counts (2023-2024) date*: # Formal Observations: 107 # Non-Tenured R1: 18 # Non-Tenured R2: 11 # Non-Tenured R3: 12 # Tenured R1: 25 # Tenured R2: 37 # Teachers on a CAP: 0 # Teachers who have a mSGP: # Scheduled: 0 # Completed: All There were no teachers who performed ineffectively.	N/A
		# Teachers to Evaluate	41		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	12		
		Cycle 2	8		
		Cycle 3	10		
		Cycle 4	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Take a Step Club	Students would benefit from this service provided by the guidance counselor.	Engagement will help the students thrive and be successful.	Students completed activities that benefited their social and
Title I Family and Parent Engagement	Students benefit from having supportive families to help them thrive in their learning environment.	Family engagement will help foster growth and help students thrive.	Teachers, Students and parents have worked together to

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 School Planning Team will disseminate the results of the Comprehensive Needs Assessment through the following: 1. The Data Team will analyze student data and report findings to the entire staff at faculty meetings and on Staff Development Days. 2. Grade Level and Content Area PLC Discussions will be held. 3. The Principal/Assistant Principal will make presentations at PTA Meetings. 4. The Principal/Assistant Principal will meet with the Assistant Superintendent, Dr. Ragland-Brown mid-year to review progress.

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

The Principal/Assistant Principal will meet with the PTA Executive Board and present our Comprehensive Needs Assessment. Discussions will be held as to how this organization can contribute to goal achievement. For Example: The PTA can sponsor and promote social activities that will contribute to the Social Emotional Learning (SEL) of the students - Trunk or Treat in the Schoolyard, Family Bingo Night, Brain Show Family Night, Valentine Parent/Student Social, Child-Centered Fundraiser Night, Family Fitness Night, and The Peer Leadership Senior Citizen Social.

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	We are focused on student learning which is crucial for creating an effective and enriching educational environment. By prioritizing student learning, our educators tailor their instructional strategies to meet the diverse needs and interests of their students. This involves employing active learning techniques, providing timely feedback, and fostering a supportive and engaging classroom climate. By continually assessing student progress and adjusting teaching approaches accordingly, the focus on student learning empowers learners to develop critical thinking skills, achieve academic success, and become lifelong learners. This consistently matches the student learning objectives and standards as well.	We are emerging in alignment, effective instruction, and career-ready practices. We are aware they are key components in preparing students for success in the ever-evolving job market. We are focusing on improving connecting educational objectives, standards, and assessments to ensure coherence and relevance in learning experiences. We are employing evidence-based teaching strategies, differentiated instruction, and technology integration to engage students and promote deep understanding to help foster effective instruction where we can. However, in 13 classrooms, we currently do not have the ability to use interactive technology. With career-ready practices we are working towards focusing on equipping students with the skills, knowledge, and mindset necessary for successful transition into the workforce. This includes fostering communication skills, critical thinking, problem-solving abilities, and real-world application of knowledge. By embracing these emerging practices, educators can better equip students with the competencies needed to thrive in their chosen careers and make meaningful contributions to society.
	2	A	4-Sustaining		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A	3-Developing	Students doing well on summative assessments, pre-assessments, and formative assessments is a testament to effective teaching and learning practices. Our well developed summative assessments, such as diagnostics, provide a comprehensive evaluation of student knowledge and skills at the end of a unit or course. When administering pre-assessments, it is helping gauge students' prior knowledge and identify knowledge gaps or misconceptions before instruction begins. This allows our educators to tailor their teaching to meet individual student needs. Our formative assessments, including quizzes, class discussions, and projects, provide ongoing feedback and monitor student progress throughout the learning process. By leveraging a combination of these assessment types, educators can guide instruction, identify areas for improvement, and ensure that students are achieving their learning goals. Ultimately, a balanced approach to assessments supports continuous learning and growth in students.	For improvement, our educators can reflect and focus on clear communication of expectations and learning goals, ensuring alignment between instruction and assessment, and providing timely and constructive feedback to students. For pre-assessments, teachers can refine the questions and tasks to accurately assess prior knowledge, identify common misconceptions, and inform instructional planning. When it comes to formative assessments, incorporating a variety of assessment methods, promoting student self-assessment and reflection, and using the results to guide instructional decisions can greatly enhance their effectiveness. Emphasizing the purpose of assessments as learning tools rather than just evaluation tools can foster a growth mindset and encourage students to actively engage in their own learning journey.
	2	A	3-Developing		
	3	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	3-Developing	We are working with our educational teams with a clear focus. Effective time management is vital for promoting collaboration and achieving educational objectives. These teams have a shared vision of providing high-quality education and fostering student success. Establishing specific goals, such as improving student learning outcomes or implementing innovative teaching strategies, helps guide the team's efforts and measure progress. Effective time management ensures that tasks and responsibilities are allocated efficiently, allowing for productive collaboration and timely completion of projects. Regular meetings and open communication within the team are crucial for sharing ideas, addressing challenges, and refining approaches. By developing strong educational teams with a focus on goals and efficient time management, educators can enhance the overall educational experience for students and contribute to continuous improvement in teaching and learning.	When addressing conflicts within our educational team, it is important that we approach them with an emerging mindset that fosters understanding, collaboration, and growth. Encouraging open and respectful communication is key to resolving conflicts effectively. Providing a safe and inclusive space for team members to express their perspectives and concerns helps to identify underlying issues and find mutually agreeable solutions. Emphasizing active listening and empathy allows team members to understand different viewpoints and work towards common goals. Establishing clear conflict resolution protocols and processes can help facilitate constructive discussions and prevent conflicts from escalating. By embracing an emerging approach to conflict resolution, educational teams can strengthen relationships, enhance teamwork, and create a supportive and harmonious working environment.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	We are working with our educational teams with a clear focus. Effective time management is vital for promoting collaboration and achieving educational objectives. These teams have a shared vision of providing high-quality education and fostering student success. Establishing specific goals, such as improving student learning outcomes or implementing innovative teaching strategies, helps guide the team's efforts and measure progress. Effective time management ensures that tasks and responsibilities are allocated efficiently, allowing for productive collaboration and timely completion of projects. Regular meetings and open communication within the team are crucial for sharing ideas, addressing challenges, and refining approaches. By developing strong educational teams with a focus on goals and efficient time management, educators can enhance the overall educational experience for students and contribute to continuous improvement in teaching and learning.

We are doing very well implementing various elements that contribute to a positive school climate and a conducive learning environment. By establishing clear expectations for student behavior, we provide a framework for students to follow, promoting a respectful and inclusive atmosphere. Integrating social and emotional learning helps students develop important skills, such | We are working towards the development of a school climate plan that is a crucial step in creating a positive and inclusive learning environment. We have identified that we need input from various stakeholders, including students, parents, teachers, and administrators, to understand their perspectives and needs. Conducting surveys, focus groups, can provide valuable insights. We will continue to develop strategies and action steps to achieve the goals. These may include implementing social-emotional learning programs, enhancing the physical environment, fostering positive student-staff relationships, promoting inclusive practices, and providing professional development opportunities for staff.
We will continue to develop a comprehensive school climate plan that promotes a positive, safe, and supportive learning environment for all. |
	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	2-Emerging		

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
		as self-awareness, empathy, and conflict resolution, fostering their overall well-being. Creating a positive social environment through activities and initiatives encourages healthy relationships among students, leading to a supportive and collaborative community. Our physical environment plays a crucial role in student engagement and comfort, so ensuring it is conducive to learning is essential. Establishing rules and norms for students helps maintain order and a sense of belonging. Effective teaching and learning strategies, along with innovative programs and initiatives, continue to enrich the educational experience and meet diverse student needs. Aligning these efforts with the school's mission ensures a clear vision and purpose. Fostering a collegial environment among staff members promotes collaboration, shared learning, and professional growth. Clear expectations for professional behavior set the tone for professionalism and mutual respect. Shared leadership empowers teachers to contribute to decision-making processes, creating a sense of ownership and a culture of collaboration. Effective communication of connections between stakeholders helps build trust and strengthens the school community. By focusing on these various aspects, we have created a positive school climate that supports both students and staff, ultimately enhancing the teaching and learning experience.	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	4-Sustaining	We are sustaining a strong connection between student learning and evaluation which is essential for meaningful and effective educational practices.	We are sustaining a strong connection between student learning and evaluation which is essential for meaningful and effective educational practices.

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link(s) or URLS

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	All students specifically those in Grades 2-5, are in need of support to increase their English Language Arts proficiency based upon the combination of their performance on the District Benchmark and NJSLA.	Language and Literacy Gaps: African American students appear to have limited vocabulary development, insufficient reading fluency, and weak writing skills. These gaps hinder their overall ELA proficiency, including reading comprehension, writing ability, and effective expression of ideas. Limited exposure to a diverse range of words and concepts, along with a lack of reading practice or inadequate parental support, leads to challenges in	All students				

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link(s) or URLS
		vocabulary development and reading fluency. Additionally, insufficient practice in writing impedes their growth in ELA, affecting their organization, coherence, and clarity in expressing ideas effectively.		1	Support student learning and growth with differentiated instruction.	Learning walks and teacher observations would be marked indicators of progress to demonstrate student growth and achievement.	Moderate	https://www.researchgate.net/profile/Stavroula-Valiandes/publication/262566283_Valiandes_S_Koutselini_M_Kyriakides_L_2011_Investigating_the_Impact_of_Differentiated_Instruction_in_Mixed_Ability_Classrooms_its_impact_on_the_Quality_and_Equity_Dimensions_of_Education_Effectiveness/links/5b4b768145851519b4c01955/Valiandes-S-Koutselini-M-Kyriakides-L-2011-Investigating-the-Impact-of-Differentiated-Instruction-in-Mixed-Ability-Classrooms-its-impact-on-the-Quality-and-Equity-Dimensions-of-

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
								Education-Effect. pdf
				2	Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction.	Professional development completion will enhance teacher practices and will be evidenced in learning walks and teacher observations.	Moderate	https: //learningpolicyinsti tute. org/sites/default/fil es/product-files/Effective_Teac her_Professional_D evelopment_BRIEF. pdf
				3	To support the growth of Language Arts (ELA), it is crucial to implement IXL and iREADY which targets comprehension and writing development.	IXL and iReady will foster growth and enhance teacher data driven instruction.	Moderate	https://www.ixl. com/research/ESSA -Research-Report. pdf

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	Referrals to counselor for this school year (mental health/ SEL counseling) demonstrate that Conflict Resolution Skills is an area where students require support. Teacher referrals- K- One 1- Four 2- Four 3- One 4- 0 5- Two 6- Five 7- One 8- Three Self referrals K- 0 1- 0 2- 0 3- 0 4- 0 5- One 6- One	Lack of social emotional skill development and less exposure to SEL lessons and class activities.	All students, specifically new students at HMCS.	1	Incorporate SEL Lessons: Second Step: Social Emotional Learning and New Jersey Bar Anti-Bullying: Conflict Resolution in order to promote Casel's wheel of "Self Awareness and Self-Management".	Teachers will support Social Emotional learning with SEL Second Step lessons and support with NJ Bar Anti-Bullying curriculum.	Moderate	https://assets. ctfassets. net/98bcvzcrxclo/4f czeTrnDWUA0AU4 MwcWE4/701d2881 435ef0adbfd50a76 7f0e4623/sel-has-positive-lasting-impact-for-k-12-students-2017.pdf
				2	Positive Reward System: Provide students with recognition for positive character traits.	Select a student from each class for student of the month. Provide supportive comments for students for their selection. Provide a enjoyable reward for incentive and recognition.	Moderate	https://files.eric.ed. gov/fulltext/EJ1167 262.pdf

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
	7- 0 8- Two Parent Referrals K- One 1- One 2- 0 3- One 4- 0 5- One 6- One 7- 0 8- One			3	Restorative Practices in and outside of school: Student & family engagement.	Parent / teacher communication and conferences for students who are at risk or showing limited growth	Moderate	https://assets. ctfassets. net/98bcvzcrxclo/3 hG7VTPKbIGzdNdY 8CL2c0/83605a5b0 11ec7aeeffb12b52 6241c79/durlak-weissberg-et-al-sb-meta-analysis-2011.pdf

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	All students specifically those in Grades 2-5, are in need of support to increase their Mathematics proficiency based upon the combination of their performance on the District Benchmark and NJSLA.

The standards and skills vary based upon each child's needs. | Math Anxiety and Stereotype: African American students may experience math anxiety and stereotype, which can negatively impact their confidence, motivation, and performance in mathematics. These psychological barriers can create a cycle of underachievement and hinder their growth in the subject. | All students | 1 | Support student learning and growth with differentiated instruction. | Learning walks and teacher observations would be marked indicators of progress to demonstrate student growth and achievement. | Moderate | https://files.eric.ed.gov/fulltext/EJ854351.pdf |
| | | | | 2 | Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction. | Professional development completion will enhance teacher practices and will be evidenced in learning walks and teacher observations. | Moderate | https://jscholarship.library.jhu.edu/bitstream/handle/1774.2/66937/Curriculum%20Associates%20Impacts%20of%20i-Ready%20on%20Math%20Achievement.pdf?sequence=1&isAllowed=y |

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3	To support the growth of Language Arts (Math), it is crucial to implement IXL and iREADY which targets mathematics development.	IXL and iReady will foster growth and enhance teacher data driven instruction.	Moderate	https://www.ixl.com/research/Impact-of-IXL-in-New-York.pdf

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link(s) or URLS
Climate & Culture - Attendance/ Behavior	Grade break down: K: 17% 1: 10.91% 2: 10% 3: 1.54% 4: 12.50% 5: 6.49 % 6: 15.48 % 7: 20% 8: 16.42%	Parental Involvement, Language/Communication Issues,	All students, Chronically Absent students	1	Identify a Data Coach. Identify students who are chronically absent. Attendance committee will review data with homeroom teachers.	Attendance Data Coach will review and analyze absent reports. Genesis Data	Moderate	https://soeonline. american. edu/blog/importanc e-of-school-attendance/
				2	Parent Engagement: Send a notice home to parents to schedule meetings if necessary. Host parent meetings to ensure success of student.	Collect Signed Attendance notices that are sent home after frequent absences, call parent in for a meeting to discuss any issues that may he hindering student attending school.	Moderate	https://www. attendanceworks. org/wp-content/uploads/20 17/09/Todd-postcard-Nudge-research-publis-REL_2017252.pdf

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) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3	Utilize Programs to address needs. Recognize and support positive attendance at Marking Period assemblies. Reward students with gift cards and treats. Incorporate ARMS Tutoring ELA & MATH, IReady, IXL and ST Math	Attendance Awards, Communicate to parents they can check grades and progress on Parent Portal.	Moderate	https://www. attendanceworks. org/wp-content/uploads/20 17/09/Epstein-Sheldon-Present-and-Accounted-For-2002.pdf

SMART Goal 1

By June 2025, 70% of the students enrolled in Horace Mann Community will demonstrate proficiency on 70% of their iReady ELA lessons through data-driven differentiation.

Area of Focus   Effective Instruction

Content Area   English Language Arts

Priority Performance   All students specifically those in Grades 2-5, are in need of support to increase their English Language Arts proficiency based upon the combination of their performance on the District Benchmark and NJSLA.

Target Population: All students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Review and analyze student data on iReady. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback	Diagnostic iReady Assessment Results Student Learning Plans for students who are not achieving academic proficiency. Administrator feedback for teacher observations. PLC logs

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Review and analyze student data on iReady Diagnostic. Compare data from the Fall to Winter. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iReady Assessment Results Administrator feedback for teacher observations. PLC logs
Apr 15:	Review and analyze student data on iReady. Compare data from the Winter to late Spring. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iReady Assessment Results Administrator feedback for teacher observations. PLC logs
Jul 1	By June 2025, 70% of the students enrolled in Horace Mann Community will demonstrate proficiency on 70% of their iReady ELA lessons through data-driven differentiation.	Teacher SGO's evidence charts, RealTime student records, LinkIt Data.

Strategy 1 - Support student learning and growth with differentiated instruction.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Administer comprehensive diagnostic assessments in English Language Arts using IXL and I-Ready to determine students' current proficiency levels.	9/1/24	6/14/25	Classroom Teachers
2	1	eachers will utilize technology and engagement strategies during instructional time and small group work to enhance engagement and growth.	9/1/24	6/14/25	Classroom Teachers
3	1	Teachers will create flexible grouping based on student needs from diagnostic results; teachers will change groupings, quarterly at minimum	9/1/24	6/14/25	Classroom Teachers
4	1	Implement IXL for at least 30 minutes per week during classroom instruction, integrating it into lesson plans across English language arts.	9/1/24	6/14/25	Classroom Teachers
5	1	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/24	6/14/25	Classroom teachers
6	1	6. Monthly faculty meetings focused on differentiated instruction and best practices in the classroom and strategies to implement at home with families	9/1/24	6/14/25	Principal and Assistant Principal
7	1	7th and 8th Grade ELA Department Grade Level Meetings on differentiated instruction and best practices in the classroom	9/1/24	6/14/25	Department Directors
8	1	Expand HMCS Data with content specific members.	9/1/24	6/14/25	Principal and Assistant Principal
9	1	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices; based on trends, coaching will occur.	9/1/24	6/14/25	Principal and Assistant Principal

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	N/A	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local

Strategy 2 - Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices.	9/1/24	6/14/25	Principal and Assistant Principal
2	2	Utilize technology to showcase IXL activities, interactive lessons, and collaborative problem-solving sessions.	9/1/24	6/14/25	Classroom Teachers
3	2	Monitor and track student progress on IXL and iReady, providing ongoing feedback and interventions as needed.	9/1/24	6/14/25	Classroom Teachers
4	2	Implement IXL for at least 30 minutes per week during classroom instruction English language arts.	9/1/24	6/14/25	Classroom Teachers
5	2	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/24	6/14/25	Classroom Teachers

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
7	2	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/24	6/14/25	Principal and Assistant Principal
8	2	7th and 8th Grade ELA Department Grade Level Meetings.	9/1/24	6/14/25	Department Directors
9	2	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices, coaching will be offered based on trends	9/1/24	6/14/25	Principal and Assistant Principal

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

Strategy 3 - To support the growth of Language Arts (ELA), it is crucial to implement IXL and iREADY which targets comprehension and writing development.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices	9/1/24	6/14/25	Principal and Assistant Principal
2	3	Monitor and track student progress on IXL and iReady, providing ongoing feedback and interventions as needed.	9/1/24	6/14/25	Classroom Teacher
3	3	Implement iReady for at least 40 minutes or two lessons per week during classroom instruction English language arts.	9/1/24	6/14/25	Classroom Teacher
4	3	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/24	6/14/25	Classroom Teachers

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
5	3	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/24	6/14/25	Principal, Assistant Principal, & Classroom Teachers
6	3	ELA Department Grade Level Meetings	9/1/24	6/14/25	Classroom Teachers

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

SMART Goal 2

By the end of June 2025, all students in grades K-8 will have reduced disciplinary referrals by 2% compared to May 2024 data as evidenced by their ability to apply the concepts and strategies learned in the Second Step program with the New Jersey Bar Anti-Bullying curriculum.

Area of Focus   Social and Emotional Learning

Content Area   SEL

Priority Performance   Referrals to counselor for this school year (mental health/ SEL counseling) demonstrate that Conflict Resolution Skills is an area where students require support.

Teacher referrals-
K- One
1- Four
2- Four
3- One
4- 0
5- Two
6- Five
7- One
8- Three

Self referrals
K- 0
1- 0
2- 0
3- 0
4- 0
5- One
6- One
7- 0
8- Two

Parent Referrals
K- One
1- One
2- 0

3- One
4- 0
5- One
6- One
7- 0
8- One

Target Population: All students, specifically new students at HMCS.

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	IIdentify trusted individuals (School Counselors) for students outside of the classroom for support services. Review and analyze Second Step and New Jersey Bar Anti-Bullying curriculum material. Begin utilizing these lessons and worksheets within the classes. Introduce and model school motto, ¿Be Kind, Respectful, & Responsible¿ through classroom management within the first few weeks of school. Administer Panorama Survey if available. Administrators will support teachers through observational feedback.	Code of Conduct Assembly introducing District and School policies. School counselors will attend to ensure support for students' social-emotional well being and academic journey. Create clear classroom expectations reflecting the school motto based upon District Mission Statement; to provide a positive school climate and culture which fosters learning, inclusivity, and positive youth development that results in productive and fulfilling lives for every student. Lesson plans

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Continue Second Step Lessons in K-8 classroom. Counselor school involvement/meetings Review past lessons' success. Parent Involvement to support students¿ social emotional growth Teachers will use a wide variety of platforms to communicate with parents. Administrators will support teachers through observational feedback.	Completion of Second Step Lessons; student artifacts. Counselors lessons & evidence logs Counselor:student private and group sessions Parent Involvement: PTA Commitment and Open House attendance.
Apr 15:	Implement Second Step Lessons in K-8 classroom. Continue counselor school involvement Encourage students to use what they have learned and apply to daily life. Review past lessons' success. Parent Involvement to support students social emotional growth Administrators will support teachers through observational feedback.	Completion of Second Step Lessons; student artifacts. Counselors lessons & evidence logs Counselor:student private and group sessions Parent Involvement: PTA Commitment and Open House attendance.
Jul 1	By the end of June 2025, all students in grades K-8 will have reduced disciplinary referrals by 2% compared to May 2024 data as evidenced by their ability to apply the concepts and strategies learned in the Second Step program with the New Jersey Bar Anti-Bullying curriculum.	Student Artifacts Teacher Reflection Survey Responses Counselor input and feedback Final Panorama Survey

Strategy 1 - Incorporate SEL Lessons: Second Step: Social Emotional Learning and New Jersey Bar Anti-Bullying:
Conflict Resolution in order to promote Casel's wheel of "Self Awareness and Self-Management".

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Conduct a staff training session to familiarize teachers, counselors, and administrators with the Second Step program and New Jersey Bar Anti-Bullying curriculum.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
2	1	Provide resources and materials to all staff members for effective implementation of the programs.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
3	1	Communicate with students and parents about the goals and benefits of the programs through newsletters, parent-teacher meetings, and school-wide announcements.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
4	1	Introduce the Second Step program and New Jersey Bar Anti-Bullying curriculum to students, highlighting the importance of social-emotional learning.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
5	1	Begin delivering lessons from the Second Step program and integrating the New Jersey Bar Anti-Bullying curriculum into existing classroom activities.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
6	1	Encourage teachers to create a positive and inclusive classroom environment that fosters social-emotional growth.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
7	1	Schedule regular check-ins with students to gauge their understanding and progress.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	N/A	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local

Strategy 2 - Positive Reward System: Provide students with recognition for positive character traits.

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Teachers will monitor and track attendance records, progress, and student achievements for 3 marking periods.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
2	2	Recognize and celebrate students' progress and achievements in social-emotional learning through school-wide events, assemblies, or certificates of accomplishment.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
3	2	Analyze overall data for the year and plan based on successes and revise where necessary	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty

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

Strategy 3 - Restorative Practices in and outside of school: Student & family engagement.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Organize a meeting with staff members to reflect on the successes and challenges faced during the implementation of the programs.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
2	3	Teachers will communicate with parents using a variety of platforms.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
3	3	Seek feedback from students, parents, and staff to continuously improve the effectiveness of the programs.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
4	3	Host a PLC for Teaching Staff at Faculty Meeting on Restorative Practices.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty
5	3	Host Back to School Night and Parent Conferences in the Fall and Midyear to engage families on restorative practices in the school.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
6	3	Monitor discipline data to note impact of trainings	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Counselors, Faculty

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

SMART Goal 3

By June 2025, 70% of the students enrolled in Horace Mann Community will demonstrate proficiency on 70% of their iReady Math lessons through data-driven differentiation.

Area of Focus   Effective Instruction

Content Area   Mathematics

Priority Performance   All students specifically those in Grades 2-5, are in need of support to increase their Mathematics proficiency based upon the combination of their performance on the District Benchmark and NJSLA.

The standards and skills vary based upon each child's needs.

Target Population: All students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Review and analyze student data on iReady. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iReady Assessment Results Student Learning Plans for students who are not achieving academic proficiency. Administrator feedback for teacher observations. PLC logs

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Review and analyze student data on iReady Diagnostic. Compare data from the Fall to Winter. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iReady Assessment Results Administrator feedback for teacher observations. PLC logs
Apr 15:	Review and analyze student data on iReady. Compare data from the Winter to late Spring. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iReady Assessment Results Administrator feedback for teacher observations. PLC logs
Jul 1	By June 2025, 70% of the students enrolled in Horace Mann Community will demonstrate proficiency on 70% of their iReady Math lessons through data-driven differentiation.	Teacher SGO's evidence charts, RealTime student records, LinkIt Data.

Strategy 1 - Support student learning and growth with differentiated instruction.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Administer comprehensive diagnostic assessments in English Language Arts using I-Ready to determine students' current proficiency levels	9/1/24	6/14/25	Classroom Teachers
2	1	Teachers will utilize technology and engagement strategies during instructional time and small group work to enhance engagement and growth.	9/1/24	6/14/25	Classroom Teachers
3	1	Teachers will create flexible grouping based on student needs from diagnostic results; teachers will change groupings, quarterly at minimum	9/1/24	6/14/25	Classroom Teachers
4	1	Implement iReady for at least 40 minutes or 2 lessons per week during classroom instruction, integrating it into lesson plans across Mathematics.	9/1/24	6/14/25	Classroom Teachers
5	1	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/24	6/14/25	Classroom Teachers
6	1	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom and strategies to implement at home with families	9/1/24	6/14/25	Principal & Assistant Principal
7	1	Grade Level Meetings on differentiated instruction and best practices in the classroom	9/1/24	6/14/25	Classroom Teachers
8	1	Expand HMCS Data with content specific members.	9/1/24	6/14/25	Classroom Teachers
9	1	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices; based on trends, coaching will occur.	9/1/24	6/14/25	Classroom Teacher

Budget Items

SMART Goal 3 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	N/A	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local

Strategy 2 - Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction.

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices.	9/1/24	6/14/25	Principal & Assistant Principal
2	2	Utilize technology to showcase iReady activities, interactive lessons, and collaborative problem-solving sessions.	9/1/24	6/14/25	Classroom Teachers
3	2	Monitor and track student progress on iReady, providing ongoing feedback and interventions as needed.	9/1/24	6/14/25	Classroom Teacher/Data Teams
4	2	Implement iReady for at least 40 minutes per week during classroom instruction Mathematics	9/1/24	6/14/25	Classroom Teacher
5	2	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/24	6/14/25	Classroom Teachers
6	2	Schedule Professional Development on the logistics of the iReady Program Progress.	9/1/24	6/14/25	Principal and Assistant principal

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
7	2	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/24	6/14/25	Principal and Assistant Principal
8	2	7th and 8th Grade Math Department Grade Level Meetings.	9/1/24	6/14/25	Classroom Teachers
9	2	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices, coaching will be offered based on trends	9/1/24	6/14/25	Principal and Assistant Principal

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

Strategy 3 - To support the growth of Language Arts (Math), it is crucial to implement IXL and iREADY which targets mathematics development.

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices.	9/1/24	6/14/25	Principal and Assistant Principal
2	3	Utilize technology to showcase iReady activities, interactive lessons, and collaborative problem-solving sessions.	9/1/24	6/14/25	Classroom Teachers
3	3	Monitor and track student progress on iReady, providing ongoing feedback and interventions as needed.	9/1/24	6/14/25	Classroom Teachers
4	3	Implement iReady for at least 40 minutes or two lessons per week during classroom instruction Mathematics.	9/1/24	6/14/25	Classroom Teachers

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
5	3	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/24	6/14/25	Classroom Teachers
6	3	Schedule Professional Development on the logistics of the iReady Program Progress.	9/1/24	6/14/25	Principal and Assistant Principal
7	3	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/24	6/14/25	Principal and Assistant Principal
8	3	7th and 8th Grade Mathematics Department Grade Level Meetings.	9/1/24	6/14/25	Classroom Teachers

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

SMART Goal 4

By June 2025 we will decrease chronic absenteeism in grade 4-8 compared to May 2024 data through the method of communication with parents with utilization of a Data Coach.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	Grade 4-8
Priority Performance	Grade break down: K: 17% 1: 10.91% 2: 10% 3: 1.54% 4: 12.50% 5: 6.49 % 6: 15.48 % 7: 20% 8: 16.42%
Target Population:	All students, Chronically Absent students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Establish Data Coach to help Chronic Absenteeism in Horace Mann Community school. The Committee will meet with each classroom teacher to develop a plan to help decrease those students who are chronically absent. Committee will meet at least once per month.	Real-Time student attendance records Create a master identifying chronically absent students Agenda for Attendance Committee Review Teacher-parent communication log Chronic Offender communication log

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Maintain Attendance committee to help Chronic Absenteeism in Horace Mann Community school, meeting monthly. The Data Coach will still continue to meet with each classroom teacher to develop a plan to help decrease those students who are chronically absent.	Real-Time student attendance records Create a master identifying chronically absent students Agenda for Attendance Committee Review Teacher-parent communication log Chronic Offender communication log
Apr 15:	Continue to maintain Attendance committee to help Chronic Absenteeism in Horace Mann Community school. The Data Coach will still continue to meet with each classroom teacher to develop a plan to help decrease those students who are chronically absent.	Evaluate Real-Time student attendance records Create a master identifying chronically absent students Share individualized list with homeroom teachers Meet with all homeroom teachers to review all students Review Nurse documentation of student sick notes
Jul 1	By June 2025 we will decrease chronic absenteeism in grade 4-8 compared to May 2024 data through the method of communication with parents with utilization of a Data Coach.	Completed data for students who have been chronically absent.

Strategy 1 - Identify a Data Coach. Identify students who are chronically absent. Attendance committee will review data with homeroom teachers.

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Establish a HMCS Data Coach, to meet monthly and develop a plan.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Classroom Teachers

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	1	Run continuous attendance reports.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Classroom Teachers
3	1	Identify and create plans for chronically absent students - revise interventions as needed.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Classroom Teachers
4	1	Communiate with parents to come up with a plan.	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Classroom
5	1	Host parent workshops that engage them in content-based hands-on activities i.e. STEM Workshops, Math Activities to do with Children. Reading with your Child	9/1/24	6/14/25	HMCS Principal, Assistant Principal, Classroom

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	N/A	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local

Strategy 2 - Parent Engagement: Send a notice home to parents to schedule meetings if necessary. Host parent meetings to ensure success of student.

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Teacher will ensure attendance is accurately taken.	9/1/24	6/14/25	Classroom Teachers
2	2	Compile a list every two weeks of student attendance chronically students will be identified.	9/1/24	6/14/25	Attendance Committee
3	2	School Nurse will confirm attendance accuracy.	9/1/24	6/14/25	School Nurse and Classroom Teachers
4	2	Homeroom Teachers will refer and identify at risk students, after three consecutive days.	9/1/24	6/14/25	Classroom Teachers
5	2	Marking Period attendance notification letters for all students.	9/1/24	6/14/25	Classroom Teachers
6	2	Attendance Hearings for students who are at-risk.	9/1/24	6/14/25	Attendance Committee and Classroom Teachers
7	2	Communication with the families to identify absence reasons.	9/1/24	6/14/25	Attendance Committee
8	2	Family meetings as necessary to help address chronically absent students.	9/1/24	6/14/25	Attendance Committee and Classroom Teachers

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

Strategy 3 - Utilize Programs to address needs. Recognize and support positive attendance at

Marking Period assemblies. Reward students with gift cards and treats. Incorporate ARMS Tutoring ELA & MATH, IReady, IXL and ST Math

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	HMCS Data Coach will be formed for the 2023-2024 school year.	9/1/24	6/14/25	Classroom Teachers
2	3	Students at risk for infringement of Attendance Policy will be referred to the attendance committee.	9/1/24	6/14/25	Attendance Committee
3	3	HMCS Data Coach will meet monthly to discuss at-risk students and identify trends.	9/1/24	6/14/25	Classroom Teachers
4	3	Thank you letter to parents to show acknowledgement of positive attendance.	9/1/24	6/14/25	Attendance Committee
5	3	Recognize and celebrate students' progress and achievements in social-emotional learning through school-wide events, assemblies, or certificates of accomplishment.	9/1/24	6/14/25	Attendance Committee & Classroom Teachers

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

Budget Summary

< NO DATA >

Overview of Total Title 1 Expenditures

< NO DATA >

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)	
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.	
x	Effective Instruction	
x	Social and Emotional Learning	
x	Effective Instruction	
x	Climate & Culture - Attendance/Behavior	
x	For CII, CSI, ATSI and TSI Schools Only: 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 strong, moderate or promising evidence tier as 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   Dr. Catherine Quinn   Title: HMCS School Principal

Date: 06/14/2024

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: Dr. Dennis C. Degnan   Title: Assistant Superintendent of Schools for Curriculum

Date: 07/30/2024

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: 08/20/2024