HORACE MANN COMMUNITY SCHOOL

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

# Annual School Planning 2021-2022

## ASP Development Team Members

| Stakeholder Representative Title | Name | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|---|---|---|---|---|---|---|
| Special Education Teacher | Tracey Napier | Yes | Yes | Yes | | |
| HMCS Parent | Cheryl Gaetani | Yes | Yes | Yes | | |
| Guidance Counselor | Ashley Buchanan | Yes | Yes | Yes | | |
| Grade 8 Math Teacher | Dr. Jamie Smith | Yes | Yes | Yes | | |
| Grade 8 ELA Teacher | Mrs. Kristen Mulroy | Yes | Yes | Yes | | |
| Grade 4 ELA Teacher | Mrs. Jennifer O'Flaherty | Yes | Yes | Yes | | |
| Grade 4 Social Studies / Science | Mrs. Barbara McCann | Yes | Yes | Yes | | |
| Technology Teacher | Ms. Bessa Wahba | Yes | Yes | Yes | | |

| Stakeholder Representative Title | Name | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|---|---|---|---|---|---|---|
| Special Education Teacher | Mrs. Kathleen Bull | Yes | Yes | Yes | | |
| Paraprofessional | Nicole Schafer | Yes | Yes | Yes | | |

## ASP Development Team Meetings

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|------|-------|-----------------|------------------|
| 03/17/2021 | Prior Year Evaluation | Yes | Yes |
| 03/25/2021 | Comprehensive Data Analysis and Needs Assessment | Yes | Yes |
| 03/31/2021 | Priority Performance Needs and Root Cause Analysis | Yes | Yes |
| 04/01/2021 | 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 &amp; 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. |
| 100 Book Challenge | ELA | K-2 | No | No | No | This program was not implemented in the 2020-2021 School Year due to remote learning challenges. Typically in the past, students entered the program at a certain reading level. Over a period of time reading levels were tracked and overall growth was demonstrated. This program was beneficial in-person. |
| iReady Assessment | ELA &amp; Math | K-3 | Yes | Yes | Yes | Students are assessed with iReady Assessment through a series of 3 tests. |
| Fundations | ELA | K-2 | Yes | Yes | Yes | Fundations is phonics program that provides students with a mutlisensory approach to learning. |

| 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) |
|---|---|---|---|---|---|---|
| Differentiated Instruction | All content areas | Pre-K-8 | Yes | Yes | Yes | Provides students with both enrichment and remediation. |
| IR&amp;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. |

| 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) |
|---|---|---|---|---|---|---|
| ARMS Tutoring | ELA &amp; Math | 3-8 | Yes | Yes | Yes | Increased scores on the state assessment, NJSLA. |
| Newsela | ELA | 3-8 | Yes | 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 &amp; 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 &amp; 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.<br><a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports. | <table><tr><td>Student Group</td><td>ELA</td><td>Math</td><td>Alg1</td><td>Alg2</td><td>Geo</td></tr><tr><td>Schoolwide</td><td>47.2%</td><td>36.8%</td><td>*</td><td></td><td></td></tr><tr><td>White</td><td>51.6%</td><td>42.1%</td><td>*</td><td></td><td></td></tr><tr><td>Hispanic</td><td>40.5%</td><td>29.9%</td><td>*</td><td></td><td></td></tr><tr><td>Black or African American</td><td>28.6%</td><td>14.3%</td><td></td><td></td><td></td></tr><tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td>64.7%</td><td>50%</td><td>*</td><td></td><td></td></tr><tr><td>American Indian or Alaska Native</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Two or More Races</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Female</td><td>55%</td><td>38%</td><td>*</td><td></td><td></td></tr><tr><td>Male</td><td>38.8%</td><td>35.5%</td><td>*</td><td></td><td></td></tr><tr><td>Economically Disadvantaged Students</td><td>33.3%</td><td>28.4%</td><td></td><td></td><td></td></tr><tr><td>Non-Economically Disadvantaged Students</td><td>57.6%</td><td>43.1%</td><td>*</td><td></td><td></td></tr><tr><td>Students with Disabilities</td><td>12%</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Students without Disabilities</td><td>53.2%</td><td>*</td><td>*</td><td></td><td></td></tr><tr><td>English Learners</td><td>22.7%</td><td>21.7%</td><td></td><td></td><td></td></tr><tr><td>Non-English Learners</td><td>48.9%</td><td>37.9%</td><td>*</td><td></td><td></td></tr><tr><td>Homeless Students</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Students in Foster Care</td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | There is no additional data at this time. | On a school wide level the target score for ELA & Math was below state average for 18-19 school year.<br><br>However student growth met the standard for ELA & Math using the SGP.<br><br>The following subgroups met the standard for NJSLA in ELA & Math for the 18-19 school year:<br>White<br>Hispanic<br>Economically Disadvantaged<br><br>Exceeded standards for ELA & Math: Asian, Native Hawaiian / Pacific Islander<br><br>Students with disabilities did not meet the standard for 18-19 school year. |

| Data Source | Factors to Consider | Prepopulated Data | | | | | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|---|---|---|---|
| | | Student Group | ELA | Math | Alg1 | Alg2 | Geo | | |
| | | Military-Connected Students | * | * | | | | | |
| | | Migrant Students | | | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|---|---|
| Science* | NJSLA Science Homepage, https:/measinc-nj-science.com/ | NJSLA-S | | | | There is no additional data at this time. | There is no additional data to support or analyze. |
| | | Student Group | Grade 5 | Grade 8 | Grade 11 | | |
| | | Schoolwide | 19% | 7% | | | |
| | | White | 20% | 4% | | | |
| | | Hispanic | 25% | 10% | | | |
| | | Black or African | | | | | |
| | | Asian, Native | | | | | |
| | | American Indian or | * | * | | | |
| | | Two or More Races | | | | | |
| | | Female | 13% | 9% | | | |
| | | Male | 25% | 6% | | | |
| | | Economically | 9% | 7% | | | |
| | | Non-Economical | 27% | 7% | | | |
| | | Students with | | 0% | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|---|---|
| | | Student Group | Grade 5 | Grade 8 | Grade 11 | | |
| | | Students without | | 10% | | | |
| | | English Learners | * | | | | |
| | | Non-English | 19% | | | | |
| | | Homeless Students | * | * | | | |
| | | Students in Foster Care | * | * | | | |
| | | Military-Connected | * | * | | | |
| | | Migrant Students | * | * | | | |

| 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 | There is no additional data at this time. | There is no additional data at this time. |
| | | Schoolwide | 53% | 49% | | |
| | | White | 58% | 58% | | |
| | | Hispanic | 45% | 41% | | |
| | | Black or African American | 46% | 49% | | |
| | | Asian, Native Hawaiian, or Pacific | 63.5% | 71% | | |
| | | American Indian or Alaska Native | | | | |
| | | Two or More Races | * | * | | |
| | | Female | 58% | 53% | | |
| | | Male | 50% | 46% | | |
| | | Economically Disadvantaged | 50% | 51% | | |
| | | Non-Economically Disadvantaged | | | | |
| | | Students with Disabilities | 37% | 28.5% | | |
| | | Students without Disabilities | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|---|
| | | Student Group | ELA | Math | | |
| | | English Learners | 62% | 52% | | |
| | | 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 | | | | | There is no additional data at this time. | In 2020-2021 Districtwide benchmarks were given for marking periods 1 and 2. This data monitored by the individual classroom teacher. |
| | | Grade | Cycle 1 | Cyclle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 0% | 0% | 0% | 0% | | |
| | | 6 | 0% | 0% | 0% | 0% | | |
| | | 7 | 0% | 0% | 0% | 0% | | |
| | | 8 | 0% | 0% | 0% | 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 | Cyclle 2 | Cycle 3 | Cycle 4 | | |
| | | 12 | 0% | 0% | 0% | 0% | | |
| | | Math | | | | | | |
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 0% | 0% | 0% | 0% | | |
| | | 6 | 0% | 0% | 0% | 0% | | |
| | | 7 | 0% | 0% | 0% | 0% | | |
| | | 8 | 0% | 0% | 0% | 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.<br>*Identify patterns by grade/subgroups<br>*Identify patterns by chronic absenteeism<br>*Identify patterns by students with chronic disciplinary infractions | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | There is no additional data at this time. | In 2020-2021 Districtwide benchmarks were given for marking periods 1 and 2. This data monitored by the individual classroom teacher. |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 0% | 0% | 0% | 0% | | |
| | | 6 | 0% | 0% | 0% | 0% | | |
| | | 7 | 0% | 0% | 0% | 0% | | |
| | | 8 | 0% | 0% | 0% | 0% | | |
| | | 9 | 0% | 0% | 0% | 0% | | |
| | | 10 | 0% | 0% | 0% | 0% | | |
| | | 11 | 0% | 0% | 0% | 0% | | |
| | | 12 | 0% | 0% | 0% | 0% | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | | 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 | There is no additional data at this time. | In 2020-2021 Districtwide benchmarks were given for marking periods 1 and 2. This data monitored by the individual classroom teacher. |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 0% | 0% | 0% | 0% | | |
| | | 6 | 0% | 0% | 0% | 0% | | |
| | | 7 | 0% | 0% | 0% | 0% | | |
| | | 8 | 0% | 0% | 0% | 0% | | |
| | | 9 | 0% | 0% | 0% | 0% | | |
| | | 10 | 0% | 0% | 0% | 0% | | |
| | | 11 | 0% | 0% | 0% | 0% | | |
| | | 12 | 0% | 0% | 0% | 0% | | |

| Data Source | Factors to Consider | Prepopulated Data | | 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 no additional data at this time. | In 2020-2021 Districtwide benchmarks were given for marking periods 1 and 2. This data monitored by the individual classroom teacher. |

| 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<br>*Identify overall enrollment trends<br>*Identify enrollment by grade and subgroup | Overall YTD Student Enrollment Average | 0 | 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 Enrollment Average | 0 | | |
| | | Subgroup 2 YTD Student Enrollment Average | 0 | | |
| Attendance Rate (Students)* | The average daily attendance for students in your building<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Student Attendance Average | 0.00% | 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 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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Chronic Absenteeism | 0.00% | N/A | Teachers maintain accurate attendance records. They are responsible for open communication with families to address patterns of poor attendance.<br>If a student demonstrates chronic absenteeism, an attendance officer will investigate. |
| | | Subgroup 1 YTD Chronic | 0.00% | | |
| | | Subgroup 2 YTD Chronic Absenteeism | 0.00% | | |
| | | | | | |
| Attendance Rate (Staff)* | The average daily attendance for staff<br>*Identify patterns by grade<br>*Identify chronic absenteeism<br>*Identify reasons for absenteeism | Staff Attendance YTD | 0.00% | N/A | N/A |
| | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|
| Discipline* | The number of suspensions, expulsions, and incident reports<br>*Identify types of incidents<br>*Identify patterns by subgroup<br>*Identify chronic offenders | Student Suspension YTD Average - In School | 0.00% | N/A | 0 suspensions as of 4/15/2021 |
| | | 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 | 0.00% | | |

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

## 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: <br> * under credited <br> * chronically absent <br> * frequent suspension <br> (* - 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 | 6 | N/A | 100% of the students enrolled in Algebra achieved academic success. |
| | | % of students with a C or better | | | |
| | | Count of students who took the Algrbra section of PARCC | * | | |
| | | % of students who scored 4 or 5 on the PARCC assessment | * | | |

| EVALUATION INFORMATION | | | | |
|---|---|---|---|---|
| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data | Observations / Trends |
| Classroom Observations | Teacher practice as measured on state-approved teacher practice instrument<br>*Identify % of teachers on CAP in the previous school year<br>*Identify instructional trends<br>*Identify professional development needs | | | |

## 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

<CNA:  NO DATA >

# 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?) | |
|---|---|---|---|---|---|
| Climate and Culture, including Social and Emotional Learning | Our students need Social Emotional Learning support in order to thrive and grow as it is a integral part of human development. | Our school community is diverse and our students have varying needs in regard to self-awareness, respect and responsible decision making. It is essential that students are provided with necessary support and tools to enhance their well-being. | All Students & teachers | 1 | Horace Mann Community School will establish a SEL Committee. |
| | | | | 2 | The SEL committee will provide teachers with support to help nurture students through the SEL learning process. |
| | | | | 3 | Implementation of SEL components in the district wide curriculums. |
| Effective Instruction | The Multi-Tiered System of Support is necessary for our students to grow and thrive as they journey to become life-long learners. It is our priority at Horace Mann to continue to provide all students the supports they need to be successful. | Students are challenged on a daily basis as they navigate the dynamics of academics, social emotional, and varying personal lives. | All Students | 1 | Horace Mann Community School will provide a variety students with equitable instruction for our diverse leaners. |
| | | | | 2 | Students will have access to a variety of platforms to diagnose, support and foster skills and abilities. |
| | | | | 3 | Students will tracked to continuously provide them with the best resources and best instructional methods for their needs. |

| 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?) |
|---|---|---|---|---|---|
| College and Career Readiness | 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. | 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. | 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 | The STEM committee will establish activities for learning opportunities and enrichment. |
| | | | | 3 | The STEM committee will ensure that the STEM lab is available and functioning for all learners in our school community. |
| No option for the fourth SMART Goal was selected on the Root Cause page. | | | | 1 | |
| | | | | 2 | |
| | | | | 3 | |

# SMART Goal 1

Specific / Strategic: SEL is a important part of students lives. It is imperative that we foster students self-awareness,respect for one's self and others, responsible decision making and help them grow as academic achievers. Educators, students, families, and community members will work together to support the healthy development of students in our school.

Measurable: Yes.

Attainable: Yes.

Relevant: It is relevant because we are presented with many challenges in regard to our students and their social emotional awareness.

Priority Performance          Our students need Social Emotional Learning support in order to thrive and grow as it is a integral part of human development.

Strategy 1:          Horace Mann Community School will establish a SEL Committee.

Strategy 2:          The SEL committee will provide teachers with support to help nurture students through the SEL learning process.

Strategy 3:          Implementation of SEL components in the district wide curriculums.

Target Population:          All Students & teachers

## Interim Goals

SMART Goal 1

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | The SEL committee (led by our Guidance Counselor) will devise a plan in regard to the implementation of monthly SEL activities to develop students self-awareness; care and respect, and foster responsible decision making. The committee will communicate the SEL program implementation with the entire school community. | List of individuals participating in SEL Committee Meeting dates and sign-in sheets. List of monthly themed SEL Goals |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Feb 15 | Our Guidance Counselor will regularly share information about the school's SEL programming and celebrate successes with staff, families, students, and community members. Teachers will reflect on their implementation of monthly SEL activities. They will review progress and complete a survey regarding the instructional and implementation process of SEL activities. If necessary, adaptations to SEL program will be made. | List of individuals participating in SEL Committee Meeting dates and sign-in sheets. Teacher Survey of Reflection on SEL Survey Results SEL Committee updates for the school community (Positive Publicity) |
| Apr 15 | Continue with the integration of the SEL program to cultivate a environment of support for students' social and emotional development. SEL will be embedded into a variety of school activities which will provides multiple opportunities for students to practice and reinforce the SEL skills they are learning in the classroom. | List of individuals participating in SEL Committee Meeting dates and sign-in sheets. Incorporation of SEL into school activities SEL Committee updates for the school community (Positive Publicity) |
| Jul 1 | Specific / Strategic: SEL is a important part of students lives. It is imperative that we foster students self-awareness,respect for one's self and others, responsible decision making and help them grow as academic achievers. Educators, students, families, and community members will work together to support the healthy development of students in our school.

Measurable: Yes.

Attainable: Yes.

Relevant: It is relevant because we are presented with many challenges in regard to our students and their social emotional awareness. | Committee digital brief-case with a compiled list of strategies and goals that were employed Student Artifacts to support SEL program |

## Action Steps

SMART Goal 1

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 3 | Implementation of SEL through student activities. | 2/9/22 | 4/15/22 | |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 1 | Implementation of the HMCS SEL Committee. Creation of monthly themed SEL goals to support the program. | 9/1/21 | 11/9/21 | |
| 1 | 2 | Review SEL Goals and Teacher survey. Make changes to the program if necessary. | 11/12/21 | 2/8/22 | |

## Budget Items

SMART Goal 1

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 2 | SEL SUPPLIES | INSTRUCTION - Supplies & Materials / 100-600 | $500 | ESSER/ESSER II/ARP |
| 1 | SEL CURRICULUM | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | $8,000 | ESSER/ESSER II/ARP |

# SMART Goal 2

Specific / Strategic: A Multi-Tiered System of Support will continue to be expanded to provide support to all learners.

Measurable: Yes.

Attainable: Yes.

Relevant: It is relevant because we would like for our students to strive in all academic areas and have the necessary support to thrive.

| | |
|---|---|
| Priority Performance | The Multi-Tiered System of Support is necessary for our students to grow and thrive as they journey to become life-long learners. It is our priority at Horace Mann to continue to provide all students the supports they need to be successful. |
| Strategy 1: | Horace Mann Community School will provide a variety students with equitable instruction for our diverse leaners. |
| Strategy 2: | Students will have access to a variety of platforms to diagnose, support and foster skills and abilities. |
| Strategy 3: | Students will tracked to continuously provide them with the best resources and best instructional methods for their needs. |
| Target Population: | All Students |

# Interim Goals

SMART Goal 2

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | Teachers will create and implement a Professional Development Plan that includes Differentiation for all learners. Teachers will introduce and incorporate interactive platforms to assist in diagnosing and supporting student growth; IXL, Moby Max, iReady, Raz Kids. Teachers will conduct grade level PLC's and devise action plans to help foster the MTSS. | Teacher PDP Creation and Implementation Student skill analysis in interactive platforms Grade Level PLC Logs |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Feb 15 | Implement an expansion of the ARMS program to include a remote setting opportunity. Teachers will complete the PDP mid-year check-in to reflect and identify if changes are necessary. | Identification of ARMS Students Student & Teacher Commitment to ARMS Program Complete Teacher PDP Mid-Year Check-In |
| Apr 15 | Teachers will continue to conduct grade level PLC's and reflect on interventions using the MTSS. ARMS Teachers will complete a reflection survey after the program has concluded. | Grade Level PLC Logs ARMS Teacher Survey Reflection |
| Jul 1 | Specific / Strategic: A Multi-Tiered System of Support will continue to be expanded to provide support to all learners.<br><br>Measurable: Yes.<br><br>Attainable: Yes.<br><br>Relevant: It is relevant because we would like for our students to strive in all academic areas and have the necessary support to thrive. | Completed Teacher PDP for the 2021-2022 School Year Grade Level PLC Logs |

## Action Steps

SMART Goal 2

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 3 | Initiate review of data to help foster and drive grade level PLC and the continuation of MTSS | 2/15/22 | 4/12/22 | |
| 1 | 1 | Implementation of Teacher created Professional Development Plan to cater to the needs of Differentiation for all learners. | 9/1/21 | 11/8/21 | |
| 1 | 2 | Incorporate the Data Team to help analyze student scores in respective interactive platforms. | 11/12/21 | 2/8/22 | |

## Budget Items

SMART Goal 2

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1 | ARMS Teachers Salaries | INSTRUCTION - Personnel Services - Salaries / 100-100 | $8,500 | Federal Title I (School Allocation) |
| 2 | ARMS Supplies | INSTRUCTION - Supplies & Materials / 100-600 | $500 | Federal Title I (School Allocation) |

# SMART Goal 3

Specific / Strategic: Provide STEM enrichment and opportunities for learners that foster critical thinking and problem solving skills.

Measurable: Yes.

Attainable: Yes.

Relevant: It is relevant because we would like for our students to synthesize, gather and analyze data and ultimately, be career ready for their futures.

| | |
|---|---|
| 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: | The STEM committee will establish activities for learning opportunities and enrichment. |
| Strategy 3: | The STEM committee will ensure that the STEM lab is available and functioning for all learners in our school community. |
| Target Population: | All Students  and Teachers |

# Interim Goals
SMART Goal 3

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | The STEM Committee will research and develop STEM Program and activities for the school year. Acquire and gather STEM supplies. | List of STEM Committee Members<br>Sign in Sheet & Minutes<br>STEM Activities<br>STEM supplies |
| Feb 15 | STEM committee will spearhead the incorporation of Lego Education and OzoBot into student learning. They will also provide enrichment activities for teachers to foster critical thinking and problem solving skills. | List of STEM Committee Members<br>Sign in Sheet & Minutes<br>OzoBot Demonstration & Lessons<br>Lego Education Demonstration & Lessons |
| Apr 15 | Utilize STEM lab with a set schedule to be inclusive to all learners. Provide supplies and  activities for visiting learners . Teachers will be provided with a survey to reflect on STEM activities in order to help grow our STEM goals for the next school year. | STEM Lab Schedule<br>Activity Lists<br>STEM Supply Log<br>STEM Teacher Survey |
| Jul 1 | Specific / Strategic: Provide STEM enrichment and opportunities for learners that foster critical thinking and problem solving skills.<br><br>Measurable: Yes.<br><br>Attainable: Yes.<br><br>Relevant: It is relevant because we would like for our students to synthesize, gather and analyze data and ultimately, be career ready for their futures. | STEM Course Completion Certificates for Students<br>STEM Supply Log and Schedule of visiting teachers/leaners<br>Reflective Survey Results |

## Action Steps

SMART Goal 3

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 3 | Ensure STEM Lab is functioning, supplied, and accessible to all learners to foster students knowledge and growth. | 2/12/22 | 4/12/22 | |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 1 | STEM Committee activities and organization of supplies | 9/1/21 | 11/9/21 | |
| 1 | 2 | Provide teachers with STEM activities and the use of Lego Education &amp; OzoBots resources | 11/12/21 | 2/8/22 | |

## Budget Items

SMART Goal 3

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1 | STEM OZOBOTS SUPPLIES | INSTRUCTION - Supplies & Materials / 100-600 | $1,000 | 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 | 9/1/21 | 6/30/22 | BUILDING | INSTRUCTION - Personnel Services - Salaries / 100-100 | $179,210.00 | Federal Title I (School |
| TITLE 1 INSTRUCTIONAL SUPPLIES | 9/1/21 | 6/30/22 | BUILDING | INSTRUCTION - Supplies & Materials / 100-600 | $14,492.00 | Federal Title I (School |
| TITLE 1 NON INSTRUCTIONAL SUPPLIES | 9/1/21 | 6/30/22 | BUILDING | SUPPORT SERVICES - Supplies & Materials / 200-600 | $6,656.00 | Federal Title I (School |

# Budget Summary

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| INSTRUCTION | Personnel Services - Salaries | 100-100 | $0 | $0 | $164,000 | $0 | $0 | $0 | $0 | $0 | $164,000 |
| INSTRUCTION | Purchased Professional & Technical Services | 100-300 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| INSTRUCTION | Other Purchased Services | 100-500 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| INSTRUCTION | Supplies & Materials | 100-600 | $0 | $0 | $15,000 | $0 | $0 | $0 | $0 | $0 | $15,000 |
| INSTRUCTION | Other Objects | 100-800 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| INSTRUCTION | Sub-total | | $0 | $0 | $179,000 | $0 | $0 | $0 | $0 | $0 | $179,000 |
| SUPPORT SERVICES | Personnel Services - Salaries | 200-100 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Personnel Services - Employee Benefits | 200-200 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Purchased Professional & Technical Services | 200-300 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Purchased Property Services | 200-400 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SUPPORT SERVICES | Other Purchased Services | 200-500 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Travel | 200-580 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Supplies & Materials | 200-600 | $0 | $0 | $22,000 | $0 | $0 | $0 | $0 | $0 | $22,000 |
| 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 | $22,000 | $0 | $0 | $0 | $0 | $0 | $22,000 |
| FACILITIES | Buildings | 400-720 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| FACILITIES | Instructional Equipment | 400-731 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| FACILITIES | Noninstructional Equipment | 400-732 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| FACILITIES | Sub-total | | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SCHOOLWIDE | Schoolwide Blended | 520-930 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SCHOOLWIDE | Sub-total | | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Cost | | | $0 | $0 | $201,000 | $0 | $0 | $0 | $0 | $0 | $201,000 |

# 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 | $201,000 | $0 | $201,000 |
| Other Title 1 Expenditures | $0 | $0 | $0 | $0 |
| Total | $0 | $201,000 | $0 | $201,000 |

## 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 | | Climate and Culture, including Social and Emotional Learning | |
| x | | Effective Instruction | |
| x | | College and Career Readiness | |
| | | 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:              05/14/2021

# 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:     Dennis C. Degnan

Title:               Assistant Superintendent of Schools for Federal and State

Date:              07/19/2021

# 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:               07/20/2021