

**HORACE MANN COMMUNITY SCHOOL**

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220060

# Annual School Planning 2022-2023

## ASP Development Team Members

| Stakeholder Representative Title | Name                     | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|----------------------------------|--------------------------|----------------------------------|---------------------|------------------------|-----------|------|
| Dr. Catherine Quinn              | Principal                | Yes                              | Yes                 | Yes                    |           |      |
| Mr. Evan Wexler                  | Assistant Principal      | Yes                              | Yes                 | Yes                    |           |      |
| Ms. Jennifer Tarantino           | Administrative Secretary | Yes                              | Yes                 | Yes                    |           |      |
| Ms. Sara Dokhgan                 | Academic Counselor       | Yes                              | Yes                 | Yes                    |           |      |
| Dr. Jamie Smith                  | Grade 8 Mathematics      | Yes                              | Yes                 | Yes                    |           |      |
| Mrs. Kristen Mulroy              | Grade 8 Language Arts    | Yes                              | Yes                 | Yes                    |           |      |
| Mrs. Barbara McCann              | Grade 4 Science Teacher  | Yes                              | Yes                 | Yes                    |           |      |
| Mrs. Tracey Napier               | Inclusion Teacher        | Yes                              | Yes                 | Yes                    |           |      |

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

## ASP Development Team Meetings

| Date       | Topic  | Agenda Uploaded | Minutes Uploaded |
|------------|--|-----------------|------------------|
| 05/03/2022 | Prior Year Evaluation                              | Yes             | Yes              |
| 05/10/2022 | Comprehensive Data Analysis and Needs Assessment   | Yes             | Yes              |
| 05/12/2022 | Priority Performance Needs and Root Cause Analysis | Yes             | Yes              |
| 05/24/2022 | Smart Goal Development                             | Yes             | Yes              |

## Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

| Analysis of Key Interventions | Content Area      | Target Populations | Was this key intervention implemented as planned? | Do you plan to continue with this intervention? | Do you have evidence this intervention was effective? | Measurable Outcomes (state the data that supports the continuation of this intervention)                                   |
|-------------------------------|-------------------|--------------------|---|---|---|--|
| 1.2 Title 1 Teachers          | ELA & Math        | K-8                | Yes   | Yes   | Yes   | Several sub-groups are below the ELA and math statewide median according the New Jersey School Performance Summary Report. |
| iReady Assessment             | ELA & Math        | K-3                | Yes   | Yes   | Yes   | Students are assessed with iReady Assessment through a series of 3 tests.  |
| Foundations                   | ELA               | K-2                | Yes   | Yes   | Yes   | Foundations is phonics program that provides students with a mutlisensory approach to learning.                            |
| Differentiated Instruction    | All content areas | Pre-K-8            | Yes   | Yes   | Yes   | Provides students with both enrichment and remediation.  |

| Analysis of Key Interventions                       | Content Area              | Target Populations | Was this key intervention implemented as planned? | Do you plan to continue with this intervention? | Do you have evidence this intervention was effective? | Measurable Outcomes (state the data that supports the continuation of this intervention)                   |
|---|---------------------------|--------------------|---|---|---|--|
| IR&S  | All content areas         | K-8                | Yes   | Yes   | Yes   | Provides students with necessary support such as 504 plans, action plans and referral to child study team. |
| New Jersey Bar Association Bully Busting Curriculum | All content areas         | Pre-K-8            | Yes   | Yes   | Yes   | Students are exposed to topics such as: I messages, Drugs and Alcohol, Coping vs. Moping, and Self-Esteem. |
| Counselor created lessons                           | Social Emotional Learning | PRE-K-8            | Yes   | Yes   | Yes   | Lesson Plans   |
| Math AM Tutorial                                    | Math                      | 4-8                | Yes   | Yes   | Yes   | Students are recommended for this math program to reinforce and reintroduce math skills.                   |
| ARMS Tutoring                                       | ELA & Math                | 3-8                | Yes   | Yes   | Yes   | Increased scores on the state assessment, NJSLA.   |

| Analysis of Key Interventions | Content Area      | Target Populations | Was this key intervention implemented as planned? | Do you plan to continue with this intervention? | Do you have evidence this intervention was effective? | Measurable Outcomes (state the data that supports the continuation of this intervention)  |
|-------------------------------|-------------------|--------------------|---|---|---|---|
| Newsela                       | ELA               | 3-8                | No  | Yes   | Yes   | Exposes students to informational text.   |
| Counselor created lessons     | All content areas | K-8                | Yes   | Yes   | Yes   | Our school counselor visits classrooms regularly and conducts various lessons catered to the needs of the students.   |
| Start Strong Assessment       | ELA & Math        | 3-8                | Yes   | Yes   | Yes   | NJ Start Strong was administered in Fall 2020 to gather standards based data and provide information regarding support that students would likely need in ELA & Math. |

| STUDENT ACHIEVEMENT |   |                   |   |                       |
|---------------------|---|-------------------|---|-----------------------|
| Data Source         | Factors to Consider   | Prepopulated Data | Your Data (Provide any additional data)   | Observations / Trends |
| NJSLA Proficiency*  | Consider comparing previous year's and current year's NJSLA results in the noted subject areas.<br><a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports. |                   | Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank. | Not Applicable        |
| Science*            | NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>   |                   | Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank. | Not Applicable        |

| Data Source                   | Factors to Consider   | Prepopulated Data                  |     |      | Your Data (Provide any additional data)   | Observations / Trends |
|-------------------------------|---|------------------------------------|-----|------|---|-----------------------|
| SGP*                          | Student growth on state assessments. (Grades 4-8)<br>*Identify overall school wide growth performance by content.<br>*Identify interaction between student proficiency level. | Student Group                      | ELA | Math | Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank. | Not Applicable        |
|                               |   | Schoolwide                         |     |      |   |                       |
|                               |   | White                              |     |      |   |                       |
|                               |   | Hispanic                           |     |      |   |                       |
|                               |   | Black or African American          |     |      |   |                       |
|                               |   | Asian, Native Hawaiian, or Pacific |     |      |   |                       |
|                               |   | American Indian or Alaska Native   |     |      |   |                       |
|                               |   | Two or More Races                  |     |      |   |                       |
|                               |   | Female                             |     |      |   |                       |
|                               |   | Male                               |     |      |   |                       |
|                               |   | Economically Disadvantaged         |     |      |   |                       |
|                               |   | Non-Economically Disadvantaged     |     |      |   |                       |
|                               |   | Students with Disabilities         |     |      |   |                       |
| Students without Disabilities |   |                                    |     |      |   |                       |

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

| Data Source                         | Factors to Consider   | Prepopulated Data |         |          |         |         | Your Data (Provide any additional data)   | Observations / Trends   |
|-------------------------------------|---|-------------------|---------|----------|---------|---------|---|---|
| Benchmark Assessment Participation* | Please list any cycles where the 95% participation rate was not met. Please provide explanation.<br>*Identify patterns by subgroup<br>*Identify patterns by grade | ELA               |         |          |         |         | We had a strong participation with 100% in most classes with exception to Grades 4, 7, and 8 in MP 1. | In 2021-2022 Districtwide benchmarks were given for marking periods 1-4. This data monitored by the individual classroom teacher. |
|                                     |   | Grade             | Cycle 1 | Cyclle 2 | Cycle 3 | Cycle 4 |   |   |
|                                     |   | K                 | 100%    | 100%     | 100%    | 0%      |   |   |
|                                     |   | 1                 | 100%    | 100%     | 100%    | 0%      |   |   |
|                                     |   | 2                 | 100%    | 100%     | 100%    | 0%      |   |   |
|                                     |   | 3                 | 100%    | 100%     | 100%    | 0%      |   |   |
|                                     |   | 4                 | 98.6%   | 100%     | 100%    | 0%      |   |   |
|                                     |   | 5                 | 100%    | 100%     | 100%    | 0%      |   |   |
|                                     |   | 6                 | 100%    | 100%     | 100%    | 0%      |   |   |
|                                     |   | 7                 | 95.7%   | 100%     | 100%    | 0%      |   |   |
|                                     |   | 8                 | 98.1%   | 100%     | 100%    | 0%      |   |   |
|                                     |   | 9                 | 0%      | 0%       | 0%      | 0%      |   |   |
|                                     |   | 10                | 0%      | 0%       | 0%      | 0%      |   |   |
| 11                                  | 0%  | 0%                | 0%      | 0%       |         |         |   |   |

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

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

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

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

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

| CLIMATE & CULTURE           |   |   |        |   |  |
|-----------------------------|---|---|--------|---|--|
| Data Source                 | Factors to Consider   | Prepopulated Data                         |        | Your Data (Provide any additional data) | Observations / Trends  |
| Enrollment*                 | Number of students enrolled in your building<br>*Identify overall enrollment trends<br>*Identify enrollment by grade and subgroup                     | Overall YTD Student Enrollment Average    | 598    | N/A                                     | Student enrollment has been consistent with student enrollment.  |
|                             |   | Subgroup 1 YTD Student Enrollment Average | 0      |   |  |
|                             |   | Subgroup 2 YTD Student Enrollment Average | 0      |   |  |
| Attendance Rate (Students)* | The average daily attendance for students in your building<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Student Attendance Average    | 97.24% | N/A                                     | Student attendance at HMCS is very good. Students want to be in school because we make school a safe and welcoming place to be on a daily basis. |
|                             |   | Subgroup 1 YTD Student                    | 0.00%  |   |  |
|                             |   | Subgroup 2 YTD Student Attendance Average | 0.00%  |   |  |

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

| Data Source | Factors to Consider  | Prepopulated Data   |       | Your Data (Provide any additional data) | Observations / Trends             |
|-------------|--|---|-------|---|-----------------------------------|
| Discipline* | The number of suspensions, expulsions, and incident reports<br>*Identify types of incidents<br>*Identify patterns by subgroup<br>*Identify chronic offenders | Student Suspension YTD Average - In School                    | 0.00% | N/A                                     | Suspension numbers have been low. |
|             |  | Student Suspension YTD Average - In School for Subgroup 1     | 0.00% |   |                                   |
|             |  | Student Suspension YTD Average - In School for Subgroup 2     | 0.00% |   |                                   |
|             |  | Student Suspension YTD Average - Out of School                | 0.00% |   |                                   |
|             |  | Student Suspension YTD Average - Out of School for Subgroup 1 | 0.00% |   |                                   |
|             |  | Student Suspension YTD Average - Out of School for Subgroup 2 | 0.28% |   |                                   |

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

| COLLEGE & CAREER READINESS  |  |   |             |             |   |                       |
|-----------------------------|--|---|-------------|-------------|---|-----------------------|
| Data Source                 | Factors to Consider  | Prepopulated Data                           |             |             | Your Data (Provide any additional data) | Observations / Trends |
| Graduation Cohort (HS ONLY) | What interventions are in place for students at risk?<br>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           | 10 |   | Students in the Algebra I program have demonstrated success. |
|                                      |  | % of students with a C or better                        |    |   |  |
|                                      |  | Count of students who took the Algebra section of PARCC |    |   |  |
|                                      |  | % of students who scored 4 or 5 on the PARCC assessment |    |   |  |

EVALUATION INFORMATION

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

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

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

## Process Questions and Growth and Reflection Tool

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

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

## Priority Performance Needs and Root Cause Analysis

| Area of Focus for SMART Goals | Priority Performance Need   | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this   | Targeted Subgroup (s)     | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) |  |
|-------------------------------|---|--|---------------------------|--|--|
| Effective Instruction         | Although STEM is evident in some classrooms, it is not implemented school wide which accounts for the lack of understanding students may have with the handling of STEM tools as well as expectations during STEM activities. | The goal of STEM is for students to utilize their reasoning skills to formulate, build, and test new products. STEM is hands-on and collaborative and promotes critical thinking and problem solving skills. | All Students and Teachers | 1  | Horace Mann Community School will continue to expand the STEM committee's goals. This committee will create goals, sample rubrics and lessons for other teachers to utilize.   |
|                               |   |  |                           | 2  | If funding is provided, the school would benefit from incorporating more STEM resources as well as allowing for further training for teachers and more time for teacher collaboration.   |
|                               |   |  |                           | 3  | Our teachers will be given opportunities to integrate STEM across the curriculum and will be responsible for creating one cross-curriculum unit per year. Teachers will share their ideas at grade-level PLC and at faculty meetings, which will focus on STEM lessons that can be used in other classrooms. |

| Area of Focus for SMART Goals | Priority Performance Need  | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)  | Targeted Subgroup (s)     | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) |   |
|-------------------------------|--|--|---------------------------|--|---|
| Effective Instruction         | Students continue to need support in English Language Arts through high-quality classroom instruction in alignment with the New Jersey Student Learning Standards. | Provide students with high-quality instruction in regard to reading and writing. Employ strategies using the MTSS programs to help close achievement gap in each subgroup. | All students and teachers | 1  | Horace Mann Community School Literacy teachers will establish clear goals in regard to reading and writing to help foster academic growth.  |
|                               |  |  |                           | 2  | A number of literacy strategies will be employed throughout each marking period. Data will be analyzed to foster growth and to continue to develop best practices in the classroom to ensure success. |
|                               |  |  |                           | 3  | Teachers will record data and best practices in a PLC collection for future reference to help support effective instruction.  |

| Area of Focus for SMART Goals  | Priority Performance Need   | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this  | Targeted Subgroup (s)                    | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) |  |
|--|---|---|--|--|--|
| Effective Instruction  | To improve building wide overall Mathematics scores by providing students with high quality instruction as well as a multi-tiered system of support programs. | Students demonstrate low proficiency in regard to mathematical abilities. This in turn prevents them from establishing critical thinking skills and forming a strong foundation of necessary skills as they progress through the school system. | All students and teachers of mathematics | 1  | If funding is continued to be provided, the school would benefit from implementing enrichment and remedial mathematics programs. |
|  |   |   |  | 2  | If enrichment and remedial programs were continued to be provided, students would perform better in all academic areas.          |
|  |   |   |  | 3  | If funding is provided, teachers would benefit from professional development that focuses on effective mathematics instructio    |
| No option for the fourth SMART Goal was selected on the Root Cause page. |   |   |  | 1  |  |
|  |   |   |  | 2  |  |
|  |   |   |  | 3  |  |

## SMART Goal 1

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

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

Measurable: Yes.

Attainable: Yes.

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

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

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

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

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

Target Population:                      All Students and Teachers

## Interim Goals

### SMART Goal 1

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

## Action Steps

### SMART Goal 1

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

## Budget Items

### SMART Goal 1

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|------------------------|--------------------------------|-------------------|----------------|
|---------------------------|------------------------|--------------------------------|-------------------|----------------|

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

## SMART Goal 2

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

**Measurable:** Yes.

**Attainable:** Yes.

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

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

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

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

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

**Target Population:**                      All students and teachers

## Interim Goals

### SMART Goal 2

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

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

## Action Steps

### SMART Goal 2

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

Budget Items

SMART Goal 2

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

## SMART Goal 3

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

**Measurable:** Yes.

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

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

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

**Priority Performance** To improve building wide overall Mathematics scores by providing students with high quality instruction as well as a multi-tiered system of support programs.

**Strategy 1:** If funding is continued to be provided, the school would benefit from implementing enrichment and remedial mathematics programs.

**Strategy 2:** If enrichment and remedial programs were continued to be provided, students would perform better in all academic areas.

**Strategy 3:** If funding is provided, teachers would benefit from professional development that focuses on effective mathematics instruction.

**Target Population:** All students and teachers of mathematics

Interim Goals

SMART Goal 3

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

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

## Action Steps

### SMART Goal 3

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

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

## Budget Items

### SMART Goal 3

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

## SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

### Interim Goals

SMART Goal 4

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

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< SMART Goal 4 - Action Steps: NO DATA >

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< SMART Goal 4 - Budget Items: NO DATA >

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### Other Title 1 Expenditures

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

## Budget Summary

| Budget Category  | Sub Category                                | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus 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                | \$6,156                       | \$0  | \$11,000                            | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$17,156 |
| INSTRUCTION      | Purchased Professional & Technical Services | 100-300                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| INSTRUCTION      | Other Purchased Services                    | 100-500                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| INSTRUCTION      | Supplies & Materials                        | 100-600                | \$9,156                       | \$0  | \$1,000                             | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$10,156 |
| INSTRUCTION      | Other Objects                               | 100-800                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| INSTRUCTION      | Sub-total                                   |                        | \$15,312                      | \$0  | \$12,000                            | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$27,312 |
| SUPPORT SERVICES | Personnel Services - Salaries               | 200-100                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| SUPPORT SERVICES | Personnel Services - Employee Benefits      | 200-200                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| SUPPORT SERVICES | Purchased Professional & Technical Services | 200-300                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| SUPPORT SERVICES | Purchased Property Services                 | 200-400                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |

| Budget Category  | Sub Category               | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL |
|------------------|----------------------------|------------------------|-------------------------------|--|-------------------------------------|-------------------------------------|-----------------------------|---|---|---------------|-------|
| SUPPORT SERVICES | Other Purchased Services   | 200-500                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Travel                     | 200-580                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Supplies & Materials       | 200-600                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Other Objects              | 200-800                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Indirect Costs             | 200-860                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Sub-total                  |                        | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| FACILITIES       | Buildings                  | 400-720                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| FACILITIES       | Instructional Equipment    | 400-731                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| FACILITIES       | Noninstructional Equipment | 400-732                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| FACILITIES       | Sub-total                  |                        | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SCHOOLWIDE       | Schoolwide Blended         | 520-930                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SCHOOLWIDE       | Sub-total                  |                        | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL    |
|-----------------|--------------|------------------------|-------------------------------|--|-------------------------------------|-------------------------------------|-----------------------------|---|---|---------------|----------|
| Total Cost      |              |                        | \$15,312                      | \$0  | \$12,000                            | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$27,312 |

## Overview of Total Title 1 Expenditures

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

## School Level Certification Page

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

Completed By: Dr. Catherine Quinn

Title: Principal

Date: 06/27/2022

## District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

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

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

## ASP District CSA Certification and Approval Page

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

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