STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION   2023-2024

HORACE MANN COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: North

School Identification: ATSI

Targeted Subgroup   Black or African American

CDS: 170220060

Annual School Planning
2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Dr. Catherine Quinn	Yes	Yes	Yes		
Assistant Prinicpal	Mr. Evan Wexler	Yes	Yes	Yes		
School Counselor	Sara Dokghan	Yes	Yes	Yes		
School Administrative	Mrs. Jennifer Tarantino	Yes	Yes	Yes		
Grade 4 Language Arts Teacher	Mrs. Jennifer O'Flaherty	Yes	Yes	Yes		
Grade 8 Language Arts Teacher	Mrs. Kristen Mulroy	Yes	Yes	Yes		
Parent/Guardian	Mrs. Valerie Yurchak	Yes	Yes	Yes		
Grade 8 Mathematics	Dr. Jamie Smith	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
School Counselor	Rebecca Schiff	Yes	Yes	Yes		
Community Member	Mr. Richard Dwyer	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/27/2023	Prior Year Evaluation,Smart Goal Development	No	No
03/29/2023	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
04/03/2023	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
04/17/2023	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
04/19/2023	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
04/21/2023	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	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)
Track individual development by using data driven instruction by utilizing IXL student growth reports.	Math & ELA	K-8	Yes	Yes	Yes	Classroom student achievement and student tracking reports from online platforms (IXL) were reviewed. Classroom student achievement and student tracking reports from online platforms (IXL) were reviewed. Students had on average monthly IXL Math growth of +15 points. Students had on average monthly IXL ELA growth of +20 points.
Track individual development with small group instruction.	Math & ELA	3-8	Yes	Yes	Yes	Link it! NJSLA Data demonstrates grade level growth for teachers to organize and analyze data for instruction. The data also drives ARMS instruction.

		STUDENT ACHIEVEMENT		
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		Data Grade Level Results: Spring 2022 NJSLA - ELA Grade 3 % Level 4: 21% Met Expectations Grade 4 % Level 4: 18% Met Expectations Spring 2022 NJSLA - Math Grade 3 % Level 4: 25 % Met Expectations Grade 7 % Level 4: 26% Met Expectations	Ultimately, the Covid-19 impacts are lasting especially for the current 2nd and 3rd grade students who were home from March 2020 until Spring of 2021, students received virtual instruction as a result of a global pandemic. Starting from Spring 2021 until the conclusion of the 2020-2021 school year, students were given the choice between virtual or in-person learning. In September 2021, we transitioned to exclusively offering in-person instruction, but switched back to the virtual learning option after the winter break. Additionally, students were provided virtual learning alternatives if they were exposed to Covid-19 or received a

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				positive test result during this period. Adhering to CDC guidelines, the attendance of students and staff was influenced by the protocols outlined in the daily health screening. Other factors by that might have contributed to the testing results include teacher absences: Grade 2- D. Keselica: Maternity Leave Grade 3 – L. Doherty: FMLA Grade 3- M. Burger: FMLA Grade 8: A. Lucia: FMLA We also had three new Title 1 Teachers. In addition to the above listed changes, our

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				Principal and Assistant Principal were both on short term medical leave. We also tackled the challenges of Covid-19 restrictions. Several teachers were absent as required by State regulations.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		The results suggest that Grade 5 had 2% of students achieve a 4. Grade 8 had no students achieve a score of a 4.	From March 2020 until Spring of 2021, students received virtual instruction as a result of a global pandemic. Starting from Spring 2021 until the conclusion of the 2020-2021 school year, students were given the choice between virtual or in-person learning. In September 2021, we transitioned to exclusively offering in-person instruction, but switched back to the virtual learning option after the winter break. Additionally, students were provided virtual learning alternatives if they were exposed to Covid-19 or received a positive test result during this period. Adhering to CDC guidelines, the attendance of students and staff was influenced by the protocols outlined in the daily health screening.

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.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					We had 100% participation in our benchmark assessments.	Our students and teachers work together to make sure that assessments are completed in a timely manner.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	0%		
		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	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	The results from each cycle are shown.	Many factors may have impacted the cycles as we have had teacher absences/leaves and student absences.
		K	22%	24%	87%	0%		
		1	15%	17%	78%	0%		Grades K-2 is on a trimester schedule and has demonstrated a significant increase in their scores.
		2	33%	38%	69%	0%		
		3	55%	62%	62%	0%		
		4	37%	55%	79%	85%		What made the most impact on these scores was that we had regular attendance, not impacted by COVID. This was our second year with IXL and we continued our regular coaching cycles.
		5	50%	60%	79%	96%		
		6	83%	84%	77%	94%		
		7	52%	59%	88%	68%		
		8	85%	80%	91%	81%		
		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	We had 100% participation in our benchmark assessments.	Our students and teachers work together to make sure that assessments are completed in a timely manner. We also implemented SAVAS, Go Math and IXL to supplement instruction and provide differentiation.
		K	12%	15%	67%	0%		
		1	15%	20%	58%	0%		
		2	8%	10%	42%	0%		
		3	60%	64%	70%	0%		
		4	85%	83%	92%	96%		
		5	55%	59%	45%	70%		
		6	58%	62%	80%	66%		
		7	59%	66%	56%	62%		
		8	45%	54%	74%	78%		
		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
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	See populated data	N/A

CLIMATE & CULTURE

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	650	As of the 2021-2022 data, we had 650 students enrolled at Horace Mann Community school. Enrollment by subgroup is as follows: Females: 50% Males: 50% Non-Binary: =1% Economically Disadvantaged: 41.4% Students with disabilities: 11.9% ELL:1.2% White: 49.3% Hispanic: Black or African American: 11.1% Asian:12.1% Native/Hawaiian/Pacific Islander: 0.3% 2 or more races: 3.7%	Our enrollment has increased and appears to increase yearly.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	92.33%	2021-2022 Attendance Data: K- 92.02% 1-94.3% 2- 95.04% 3- 94.96% 4- 94.01% 5-94.89% 6- 93.23% 7-93.65% 8-93.64%	The student attendance rate has increased overall.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	28.88%	2021-2022 Attendance Data: The following students were identified as chronically absent by grade level: K- 28 % 1- 16% 2- 10% 3- 10% 4- 18% 5- 8% 6- 19% 7- 20% 8- 26%	In reviewing the school performance report, our percentage of student chronically absent was higher than the state in the following grade levels: Grade 8, Grade 6, Grade 4 and Kindergarten. We have addressed parents by sending letters home to inform parents of student absences. Absences have somewhat reduced.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	93.78%	In 2021-2022, the staff average daily attendance rate was 93.78.	The staff attendance rate has decreased from last year.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	in 2021-2022, there were 12 unique incidents.	This number is reflective of the continued repercussions from the Covid-19 pandemic. This number is being addressed by the School Safety and Climate Committee.
		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	0.41%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		The Panorama Student and Staff was administered in the Fall of 2022. Response Rates show: 23 staff members 282/379 students in grades 3-8 completed the survey. 100% 179/179 of surveys for teacher perception of students were completed. Action Plan: (SAC Initiated) SAC will enter 5th grade classrooms for counseling lessons throughout the year with lessons on mindfulness, impulse control, social skills, and empathy. By improving these skills, engagement and self management will increase. Small group interventions with students identified in grade k-2 targeting emotion regulation, impulse control, and social skills. SAC will enter grade targeted grade level (8th grade Lucia's, 2nd grade Keselica) homerooms throughout the year implementing second step brain builder activities to reinforce and supplement SEL lessons.	Our school, Climate and Culture / Safety Team which consists of the Principal, Assistant Principal, School Counselor, SAC, School Nurse, Secretary, Special Education Teacher, Grade 5 & 6 teachers, Kindergarten teacher and a parent. The main goals are to reduce the number of conflicts that require adult assistance, to improve student conflict resolution skills, and to reduce the number of HIB cases.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Counseling team will screen identified students with SEL Score of 0 for counseling groups. These groups target social skills and aim to increase social awareness among students. Groups with 6-8th grade students during lunch/recess. Whole school Culture day to target social awareness planned by Take a Step.	

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)		N/A	N/A
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

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	7	In 2021-2022, students demonstrated success by 100% meeting expectations.	N/A
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	The Charlotte Danielson Framework is used to evaluate teachers in Horace Mann Community School.	Based on the Realtime DOE Observation Counts (2022-2023) date*: # Formal Observations:118 # Non-Tenured R1: 12 # Non-Tenured R2: 11 # Non-Tenured R3: 10 # Tenured R1:31 # Tenured R2:26	N/A
		# Teachers to Evaluate	43		
		# Teachers on CAP	0	# Teachers on a CAP: 0 # Teachers recieving a mSGP: 16 # Scheduled: 0 # Completed: All	
		# Teachers receiving mSGP		#Highly Effective: 26 #Effective:24 # Partially Effective: 0 #Ineffective: 0	

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Take a Step Club	Students would benefit from this service provided by the guidance counselor.	Meetings and lessons are designed to promote social and emotional well-being of our students.	Students completed activités that benefited their social and
Title I Family and Parent Engaement	Students benefit from having supportive families to help them thrive in their learning environment.	Family engagement will help foster growth and help students thrive.	Teachers, Students and parents have worked together to

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

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

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A 3-Developing	We are working with our educational teams with a clear focus. Effective time management is vital for promoting collaboration and achieving educational objectives. These teams have a shared vision of providing high-quality education and fostering student success. Establishing specific goals, such as improving student learning outcomes or implementing innovative teaching strategies, helps guide the team's efforts and measure progress. Effective time management ensures that tasks and responsibilities are allocated efficiently, allowing for productive collaboration and timely completion of projects. Regular meetings and open communication within the team are crucial for sharing ideas, addressing challenges, and refining approaches. By developing strong educational teams with a focus on goals and efficient time management, educators can enhance the overall educational experience for students and contribute to continuous improvement in teaching and learning.	When addressing conflicts within our educational team, it is important that we approach them with an emerging mindset that fosters understanding, collaboration, and growth. Encouraging open and respectful communication is key to resolving conflicts effectively. Providing a safe and inclusive space for team members to express their perspectives and concerns helps to identify underlying issues and find mutually agreeable solutions. Emphasizing active listening and empathy allows team members to understand different viewpoints and work towards common goals. Establishing clear conflict resolution protocols and processes can help facilitate constructive discussions and prevent conflicts from escalating. By embracing an emerging approach to conflict resolution, educational teams can strengthen relationships, enhance teamwork, and create a supportive and harmonious working environment.
	2	A 3-Developing		
	3	A 1-Not Addressed		
	4	A 2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	We are working with our educational teams with a clear focus. Effective time management is vital for promoting collaboration and achieving educational objectives. These teams have a shared vision of providing high-quality education and fostering student success. Establishing specific goals, such as improving student learning outcomes or implementing innovative teaching strategies, helps guide the team's efforts and measure progress. Effective time management ensures that tasks and responsibilities are allocated efficiently, allowing for productive collaboration and timely completion of projects. Regular meetings and open communication within the team are crucial for sharing ideas, addressing challenges, and refining approaches. By developing strong educational teams with a focus on goals and efficient time management, educators can enhance the overall educational experience for students and contribute to continuous improvement in teaching and learning. We are doing very well implementing various elements that contribute to a positive school climate and a conducive learning environment. By establishing clear expectations for student behavior, we provide a framework for students to follow, promoting a respectful and inclusive atmosphere. Integrating social and emotional learning helps students develop important skills, such	We are working towards the development of a school climate plan that is a crucial step in creating a positive and inclusive learning environment. We have identified that we need input from various stakeholders, including students, parents, teachers, and administrators, to understand their perspectives and needs. Conducting surveys, focus groups, can provide valuable insights. We will continue to develop strategies and action steps to achieve the goals. These may include implementing social-emotional learning programs, enhancing the physical environment, fostering positive student-staff relationships, promoting inclusive practices, and providing professional development opportunities for staff. We will continue to develop a comprehensive school climate plan that promotes a positive, safe, and supportive learning environment for all.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	1-Not Addressed		
	14	A	2-Emerging		

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

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

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance 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	All students specifically those in Grades 2-5, are in need of support to increase their English Language Arts proficiency based upon the combination of their performance on the District Benchmark and NJSLA. The standards and skills vary based upon each child's needs.	Language and Literacy Gaps: African American students appear to have limited vocabulary development, insufficient reading fluency, and weak writing skills. These gaps hinder their overall ELA proficiency, including reading comprehension, writing ability, and effective expression of ideas. Limited exposure to a diverse range of words and concepts, along with a lack of reading practice or inadequate parental support, leads to challenges in vocabulary development and reading fluency. Additionally, insufficient practice in writing impedes their growth in ELA, affecting their organization, coherence, and clarity in expressing ideas effectively.	All students, specifically the African American and Chronically Absent students	1	Support student learning and growth with differentiated instruction.
				2	Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction.
				3	To support the growth of Language Arts (ELA), it is crucial to implement IXL and iREADY which targets comprehension and writing development.

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?)	
Social and Emotional Learning	Referrals to counselor for this school year (mental health/ SEL counseling) demonstrate that Conflict Resolution Skills is an area where students require support. Teacher referrals- K- 3 1-3 2- 5 3-2 4-1 5-0 6-0 7-1 8-1 Self referrals K-0 1-0 2-0 3-0 4-1 5-1 6-6 7-1 8-2 Parent Referrals K-3 1-1 2-2 3-2 4-4 5-1	Lack of social emotional skill development and less exposure to SEL lessons and class activities.	All students, specifically new students at HMCS.	1	Incorporate SEL Lessons: Second Step: Social Emotional Learning and New Jersey Bar Anti-Bullying: Conflict Resolution in order to promote Casel's wheel of "Self Awareness and Self-Management".
				2	Positive Reward System: Provide students with recognition for positive character traits.
				3	Restorative Practices in and outside of school: Student & family engagement.

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?)
	6-2 7-3 8-0				
Climate & Culture - Attendance/Behavior	Our CA rate is 28.8% School wide: Grade break down: K- 28 % 1- 16% 2- 10% 3- 10% 4- 18% 5- 8% 6- 19% 7- 20% 8- 26%	Diminish chronic absenteeism among all students, in particular the African American subgroup. Medical Issues, Parental Influence, and Stressful home environment can possibly correlate as a root cause of chronic absenteeism	All students, specifically the African American and Chronically Absent students	1	Identify a Data Coach. Identify students who are chronically absent. Attendance committee will review data with homeroom teachers.
				2	Parent Engagement: Send a notice home to parents to schedule meetings if necessary. Host parent meetings to ensure success of student.
				3	Incentives: Utilize Programs to address needs. Recognize and support positive attendance at Marking Period assemblies. Reward students with gift cards and treats. Incorporate ARMS Tutoring ELA & MATH, IReady, IXL and ST Math

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

The standards and skills vary based upon each child's needs. | Math Anxiety and Stereotype: African American students may experience math anxiety and stereotype, which can negatively impact their confidence, motivation, and performance in mathematics. These psychological barriers can create a cycle of underachievement and hinder their growth in the subject. | All students, specifically the African American and Chronically Absent students | 1 | Support student learning and growth with differentiated instruction. |
| | | | | 2 | Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction. |
| | | | | 3 | To support the growth of Language Arts (Math), it is crucial to implement IXL and iREADY which targets mathematics development. |

SMART Goal 1

By June 2024, 70% of the students enrolled in Horace Mann Community will increase their IXL ELA diagnostic assessment score by 80 points growth through data driven differentiation.

Priority Performance	All students specifically those in Grades 2-5, are in need of support to increase their English Language Arts proficiency based upon the combination of their performance on the District Benchmark and NJSLA. The standards and skills vary based upon each child's needs.
Strategy 1:	Support student learning and growth with differentiated instruction.
Strategy 2:	Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction.
Strategy 3:	To support the growth of Language Arts (ELA), it is crucial to implement IXL and iREADY which targets comprehension and writing development.
Target Population:	All students, specifically the African American and Chronically Absent students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Review and analyze student data on iXL. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iXL Assessment Results Student Learning Plans for students who are not achieving academic proficiency. Administrator feedback for teacher observations. PLC logs
Feb 15	Review and analyze student data on iXL Diagnostic. Compare data from the Fall to Winter. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iXL Assessment Results Student Learning Plans for students who are not achieving academic proficiency. Administrator feedback for teacher observations. PLC logs
Apr 15:	Review and analyze student data on iXL. Compare data from the Winter to late Spring. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iXL Assessment Results Student Learning Plans for students who are not achieving academic proficiency. Administrator feedback for teacher observations. PLC logs
Jul 1	By June 2024, 70% of the students enrolled in Horace Mann Community will increase their IXL ELA diagnostic assessment score by 80 points growth through data driven differentiation.	Teacher SGO's evidence charts, RealTime student records, LinkIt Data.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer comprehensive diagnostic assessments in English Language Arts using IXL and I-Ready to determine students' current proficiency levels.	9/1/23	6/28/24	
1	3	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices.	9/1/23	6/28/24	
1	2	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices.	9/1/23	6/28/24	
2	1	Teachers will utilize technology and engagement strategies during instructional time and small group work to enhance engagement and growth.	9/1/23	6/28/24	
2	3	Utilize technology to showcase IXL activities, interactive lessons, and collaborative problem-solving sessions.	9/1/23	6/28/24	
2	2	Utilize technology to showcase IXL activities, interactive lessons, and collaborative problem-solving sessions.	11/15/23	2/15/24	
3	3	Monitor and track student progress on IXL and iReady, providing ongoing feedback and interventions as needed.	2/16/24	6/28/24	
3	2	Monitor and track student progress on IXL and iReady, providing ongoing feedback and interventions as needed.	9/1/23	6/28/24	
3	1	Teachers will create flexible grouping based on student needs from diagnostic results; teachers will change groupings, quarterly at minimum	9/1/23	6/28/24	
4	1	Implement IXL for at least 30 minutes per week during classroom instruction, integrating it into lesson plans across English language arts.	9/1/23	6/28/24	
4	3	Implement IXL for at least 30 minutes per week during classroom instruction English language arts.	9/1/23	6/28/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	2	Implement IXL for at least 30 minutes per week during classroom instruction English language arts.	9/1/23	6/28/24	
5	1	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/23	6/28/24	
5	2	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/23	6/28/24	
5	3	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/23	6/28/24	
6	2	iReady Consultant, Kathy McCormick, will schedule Professional Development on the logistics of the IReady Program Progress.	9/1/23	6/28/24	
6	1	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom and strategies to implement at home with families	9/1/23	6/28/24	
6	3	iReady Consultant, Kathy McCormick, will schedule Professional Development on the logistics of the IReady Program Progress.	9/1/23	6/28/24	
7	3	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/23	6/28/24	
7	2	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/23	6/28/24	
7	1	7th and 8th Grade ELA Department Grade Level Meetings on differentiated instruction and best practices in the classroom	9/1/23	6/28/24	
8	1	Expand HMCS Data with content specific members.	9/1/23	6/28/24	
8	3	7th and 8th Grade ELA Department Grade Level Meetings.	9/1/23	6/28/24	
8	2	7th and 8th Grade ELA Department Grade Level Meetings.	9/1/23	6/28/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
9	1	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices; based on trends, coaching will occur.	10/3/23	6/28/24	
9	3	teachers will engage in a summer program to learn best implementation of Iready	8/1/23	8/31/23	
9	2	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices, coaching will be offered based on trends	10/3/23	6/28/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iREADY Student Program for ELA and math	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$38,824	SIA
6	Newsela to supplement instruction	INSTRUCTION - Supplies & Materials / 100-600	$8,910	SIA
6	Scholastic Story Works for Grades 3 & 4	INSTRUCTION - Supplies & Materials / 100-600	$1,405	SIA
6	Epic for K-8 - leveled libraries to promote at home reading with families	INSTRUCTION - Supplies & Materials / 100-600	$7,200	SIA
1	K-8 General Education Teachers and 5 Special Education/ Inclusion Teachers (1 meeting per month)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$7,820	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	FICA for Summer Program	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$317	SIA
1	iReady Professional Development for teacher to implement program for ELA and Math	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$14,000	SIA
9	Summer Institute for teachers to be trained in iReady and data instruction 30 teachers/ 6 hours per day / 1 Day	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$4,140	SIA
1	Horace Mann Data Coaches to support teachers in use of data to drive instruction and newly implemented programs (IReady, etc.)	SUPPORT SERVICES - Other Purchased Services / 200-500	$9,200	SIA

SMART Goal 2

By the end of May 2024, all students in grades K-8 will have reduced disciplinary referrals by 5% compared to May 2023 data as evidenced by their ability to apply the concepts and strategies learned in the Second Step program on the and New Jersey Bar Anti-Bullying curriculum.

Priority Performance

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

Teacher referrals-
K- 3
1-3
2- 5
3-2
4-1
5-0
6-0
7-1
8-1

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

Parent Referrals
K-3
1-1
2-2
3-2
4-4
5-1

6-2
7-3
8-0

Strategy 1:	Incorporate SEL Lessons: Second Step: Social Emotional Learning and New Jersey Bar Anti-Bullying: Conflict Resolution in order to promote Casel's wheel of "Self Awareness and Self-Management".
Strategy 2:	Positive Reward System: Provide students with recognition for positive character traits.
Strategy 3:	Restorative Practices in and outside of school: Student & family engagement.
Target Population:	All students, specifically new students at HMCS.

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	Identify trusted individuals (School Counselors) for students outside of the classroom for support services. Review and analyze Second Step and New Jersey Bar Anti-Bullying curriculum material. Begin utilizing these lessons and worksheets within the classes. Introduce and model school motto, "Be Kind, Respectful, & Responsible" through classroom management within the first few weeks of school. Administer Panorama Survey if available.	Code of Conduct Assembly introducing District and School policies. School counselors will attend to ensure support for students' social-emotional well being and academic journey. Create clear classroom expectations reflecting the school motto based upon District Mission Statement; to provide a positive school climate and culture which fosters learning, inclusivity, and positive youth development that results in productive and fulfilling lives for every student. Lesson plans
Feb 15	Continue Second Step Lessons in K-8 classroom. Counselor school involvement/meetings Review past lessons' success. Parent Involvement to support students' social emotional growth Teachers will use a wide variety of platforms to communicate with parents.	Completion of Second Step Lessons; student artifacts. Counselors lessons & evidence logs Counselor:student private and group sessions Parent Involvement: PTA Commitment and Open House attendance.
Apr 15:	Implement Second Step Lessons in K-8 classroom. Continue counselor school involvement Encourage students to use what they have learned and apply to daily life. Review past lessons' success. Parent Involvement to support students' social emotional growth	Completion of Second Step Lessons; student artifacts. Counselors lessons & evidence logs Counselor:student private and group sessions Parent Involvement: PTA Commitment and Open House attendance.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By the end of May 2024, all students in grades K-8 will have reduced disciplinary referrals by 5% compared to May 2023 data as evidenced by their ability to apply the concepts and strategies learned in the Second Step program on the and New Jersey Bar Anti-Bullying curriculum.	Student Artifacts Teacher Reflection Survey Responses Counselor input and feedback Final Panorama Survey

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Conduct a staff training session to familiarize teachers, counselors, and administrators with the Second Step program and New Jersey Bar Anti-Bullying curriculum.	9/1/23	6/28/24	
1	3	Organize a meeting with staff members to reflect on the successes and challenges faced during the implementation of the programs.	2/16/24	4/12/24	
1	2	Teachers will monitor and track attendance records, progress, and student achievements for 3 marking periods.	11/15/23	4/15/24	
2	1	Provide resources and materials to all staff members for effective implementation of the programs.	9/1/23	6/28/24	
2	3	Teachers will communicate with parents using a variety of platforms.	2/16/24	4/12/24	
2	2	Recognize and celebrate students' progress and achievements in social-emotional learning through school-wide events, assemblies, or certificates of accomplishment.	9/1/23	4/15/24	
3	2	Analyze overall data for the year and plan based on successes and revise where necessary	5/1/24	6/21/24	
3	1	Communicate with students and parents about the goals and benefits of the programs through newsletters, parent-teacher meetings, and school-wide announcements.	9/1/23	6/28/24	
3	3	Seek feedback from students, parents, and staff to continuously improve the effectiveness of the programs.	2/16/24	4/12/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	1	Introduce the Second Step program and New Jersey Bar Anti-Bullying curriculum to students, highlighting the importance of social-emotional learning.	9/1/23	6/28/24	
4	3	Host a PLC for Teaching Staff at Faculty Meeting on Restorative Practices	9/1/23	11/15/23	
5	3	Host Back to School Night and Parent Conferences in the Fall and Midyear to engage families on restorative practices in the school.	9/1/23	4/15/24	
5	1	Begin delivering lessons from the Second Step program and integrating the New Jersey Bar Anti-Bullying curriculum into existing classroom activities.	9/1/23	6/28/24	
6	3	monitor discipline data to note impact of trainings	11/16/23	6/21/24	
6	1	Encourage teachers to create a positive and inclusive classroom environment that fosters social-emotional growth.	9/1/23	6/28/24	
7	1	Schedule regular check-ins with students to gauge their understanding and progress.	9/1/23	6/28/24	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL Committee to review Panorama Data to drive implementation of Best Practices for student engagement, self-management, social awareness, and emotional regulation. (3 Counselors, One Teacher to represent each grade level cluster ; K-2, 3-5 and 6-8 and 1 Special Education Teacher. (Meeting 3 hours per month)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$4,830	SIA

SMART Goal 3

By May 2024 we will decrease chronic absenteeism in grade 4-8 by 3% as compared to May 2023 data through the method of communication with parents with utilization of a Data Coach.

Priority Performance	Our CA rate is 28.8% School wide:
	Grade break down: K- 28 % 1- 16% 2- 10% 3- 10% 4- 18% 5- 8% 6- 19% 7- 20% 8- 26%
Strategy 1:	Identify a Data Coach. Identify students who are chronically absent. Attendance committee will review data with homeroom teachers.
Strategy 2:	Parent Engagement: Send a notice home to parents to schedule meetings if necessary. Host parent meetings to ensure success of student.
Strategy 3:	Incentives: Utilize Programs to address needs. Recognize and support positive attendance at Marking Period assemblies. Reward students with gift cards and treats. Incorporate ARMS Tutoring ELA & MATH, IReady, IXL and ST Math
Target Population:	All students, specifically the African American and Chronically Absent students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Establish Data Coach to help Chronic Absenteeism in Horace Mann Community school. The Committee will meet with each classroom teacher to develop a plan to help decrease those students who are chronically absent. Committee will meet at least once per month.	Real-Time student attendance records Create a master identifying chronically absent students Agenda for Attendance Committee Review Teacher-parent communication log Chronic Offender communication log
Feb 15	Maintain Attendance committee to help Chronic Absenteeism in Horace Mann Community school, meeting monthly. The Data Coach will still continue to meet with each classroom teacher to develop a plan to help decrease those students who are chronically absent.	Real-Time student attendance records Create a master identifying chronically absent students Agenda for Attendance Committee Review Teacher-parent communication log Chronic Offender communication log
Apr 15:	Continue to maintain Attendance committee to help Chronic Absenteeism in Horace Mann Community school. The Data Coach will still continue to meet with each classroom teacher to develop a plan to help decrease those students who are chronically absent.	Evaluate Real-Time student attendance records Create a master identifying chronically absent students Share individualized list with homeroom teachers Meet with all homeroom teachers to review all students Review Nurse documentation of student sick notes Review Teacher-parent communication log School Communication: Attendance notification letters for all students In person parent meeting if a student is considered high risk for chronic absenteeism.
Jul 1	By May 2024 we will decrease chronic absenteeism in grade 4-8 by 3% as compared to May 2023 data through the method of communication with parents with utilization of a Data Coach.	Completed data for students who have been chronically absent.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	HMCS Data Coach will be formed for the 2023-2024 school year.	9/1/23	6/28/24	
1	2	Teacher will ensure attedance is accrualty taken.	9/1/23	6/28/24	
1	1	Establish a HMCS Data Coach, to meet monthly and develop a plan.	9/1/23	6/28/24	
2	3	Students at risk for infringement of Attendance Policy will be referred to the attendance committee.	9/1/23	6/28/24	
2	2	Compile a list every two weeks of student attendance chronically students will be identified.	9/1/23	6/28/24	
2	1	Run continuous attendance reports.	9/1/23	6/28/24	
3	2	School Nurse will confirm attendance accuracy.	9/1/23	6/28/24	
3	3	HMCS Data Coach will meet monthly to discuss at-risk students and identify trends.	9/1/23	6/28/24	
3	1	Identify and create plans for chronically absent students - revise interventions as needed.	9/1/23	6/28/24	
4	1	Communiate with parents to come up with a plan.	9/1/23	6/28/24	
4	2	Homeroom Teachers will refer and identify at risk students, after three consecutive days.	9/1/23	6/28/24	
4	3	Thank you letter to parents to show acknowledgement of positive attendance.	9/1/23	6/28/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	1	Host parent workshops that engage them in content-based hands-on activities i.e. STEM Workshops, Math Activities to do with Children. Reading with your Child	9/1/23	5/30/24	
5	3	Recognize and celebrate students' progress and achievements in social-emotional learning through school-wide events, assemblies, or certificates of accomplishment.	9/1/23	6/28/24	
5	2	Marking Period attendance notification letters for all students.	9/1/23	6/28/24	
6	2	Attendance Hearings for students who are at-risk.	9/1/23	6/28/24	
7	2	Communication with the families to identify absence reasons.	9/1/23	6/28/24	
8	2	Family meetings as necessary to help address chronically absent students.	9/1/23	6/28/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Committee (Meeting 2 hours per month)	INSTRUCTION - Personnel Services - Salaries / 100-100	$4,000	SIA
4	Supplies for Content Workshops	INSTRUCTION - Supplies & Materials / 100-600	$5,000	SIA
3	Content Teachers Salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$500	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$306	SIA

SMART Goal 4

By June 2024, 70% of the students enrolled in Horace Mann Community will increase their IXL Math diagnostic assessment score by 80 points growth.

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

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

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

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

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

Target Population: All students, specifically the African American and Chronically Absent students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Review and analyze student data on iXL. Identify at-risk students. Provide students with small group instruction.

Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards.

Administrators will support teachers through observational feedback. | Diagnostic iXL Assessment Results.
Student Learning Plans for students who are not achieving academic proficiency.
Administrator feedback for teacher observations.
PLC logs |

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Review and analyze student data on iXL. Compare data from the Fall to Winter. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards.	Diagnostic iXL Assessment Results Student Learning Plans for students who are not achieving academic proficiency. Administrator feedback for teacher observations. PLC logs Academic Counselor support from Guidance counselor Ms. Dokhgan. Review/Create Student Learning Plans for students who are not achieving academic proficiency.
Apr 15:	Review and analyze student data on iXL. Compare data from the Winter to late Spring. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards.	Diagnostic iXL Assessment Results Student Learning Plans for students who are not achieving academic proficiency. Administrator feedback for teacher observations. PLC logs
Jul 1	By June 2024, 70% of the students enrolled in Horace Mann Community will increase their IXL Math diagnostic assessment score by 80 points growth.	Diagnostic iXL Assessment Results Student Learning Plans for students who are not achieving academic proficiency. Administrator feedback for teacher observations. PLC logs

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Promote culturally responsive pedagogy by providing professional development opportunities for teachers to enhance their cultural competence and teaching practices.	9/1/23	6/28/24	
1	1	Administer comprehensive diagnostic assessments in Mathematics using IXL and I-Ready to determine students' current proficiency levels.	9/1/23	6/28/24	
1	3	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices.	9/1/23	6/28/24	
2	1	Utilize newly purchased Promethean boards during instructional time and small group work to enhance engagement and growth.	9/1/23	11/15/23	
2	2	Utilize Promethean Boards to showcase IXL activities, interactive lessons, and collaborative problem-solving sessions.	9/1/23	6/28/24	
2	3	Utilize Promethean Boards to showcase IXL activities, interactive lessons, and collaborative problem-solving sessions.	9/1/23	6/28/24	
3	1	Teachers will create flexible grouping based on student needs from diagnostic results.	9/1/23	6/28/24	
3	2	Monitor and track student progress on IXL and iReady, providing ongoing feedback and interventions as needed.	9/1/23	6/28/24	
3	3	Monitor and track student progress on IXL and iReady, providing ongoing feedback and interventions as needed.	9/1/23	6/28/24	
4	1	Implement IXL for at least 30 minutes per week during classroom instruction, integrating it into lesson plans across Mathematics	9/1/23	6/28/24	
4	3	Implement IXL for at least 30 minutes per week during classroom instruction English language arts.	9/1/23	6/28/24	
4	2	Implement IXL for at least 30 minutes per week during classroom instruction English language arts.	9/1/23	6/28/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/23	6/28/24	
5	2	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/23	6/28/24	
5	1	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/23	6/28/24	
6	3	iReady Consultant, Kathy McCormick, will schedule Professional Development on the logistics of the IReady Program Progress.	9/1/23	6/28/24	
6	2	iReady Consultant, Kathy McCormick, will schedule Professional Development on the logistics of the IReady Program Progress.	11/15/23	2/15/24	
6	1	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/23	6/28/24	
7	1	7th and 8th Grade ELA Department Grade Level Meetings.	9/1/23	6/28/24	
7	3	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/23	6/28/24	
7	2	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/23	6/28/24	
8	2	7th and 8th Grade Math Department Grade Level Meetings.	9/1/23	6/28/24	
8	1	Expand HMCS Data with content specific members.	9/1/23	11/15/23	
8	3	7th and 8th Grade Mathematics Department Grade Level Meetings.	9/1/23	6/28/24	
9	1	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices	10/3/23	6/28/24	

< SMART Goal 4 - Budget Items: NO DATA >

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	$0	$0	$0	$0	$4,000	$0	$4,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$38,824	$0	$38,824
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$22,515	$0	$22,515
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$65,339	$0	$65,339
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$13,150	$0	$13,150
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$623	$0	$623
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$18,140	$0	$18,140
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	$9,200	$0	$9,200
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	$41,113	$0	$41,113
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	$0	$0	$0	$0	$106,452	$0	$106,452

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	$0	$0	$0
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$0	$0	$0

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools)	
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.	
x		Effective Instruction
x		Social and Emotional Learning
x		Climate & Culture - Attendance/Behavior
x		Effective Instruction
x	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Dr. Catherine Quinn

Title: Principal

Date: 06/28/2023

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:

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

Certified By: Dennis C. Degnan

Title: Assistant Superintendent

Date: 06/29/2023

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 Niesz

Title: Superintendent of Schools

Date: 06/29/2023