

**HORACE MANN COMMUNITY SCHOOL**

District: BAYONNE CITY

School Identification: NA

County: HUDSON

Targeted Subgroup

Team: NA

CDS: 170220060

# Annual School Planning 2025-2026

## ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Mrs. Lynn Kilmkowski	Yes	Yes	Yes		
Community Member	Mr. Richard Dwyer	Yes	Yes	Yes		
Interim Principal	Mr. Charles Costello	Yes	Yes	Yes		
Assistant Principal	Mr. Evan Wexler	Yes	Yes	Yes		
Administrative Assistant	Ms. Jennifer Tarantino	Yes	Yes	Yes		
Grade 8 Math Teacher	Dr. Jamie Smith	Yes	Yes	Yes		
Grade 8 ELA Teacher	Mrs. Kristen Mulroy	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Grade 4 ELA Teacher	Mrs. Jennifer O'Flaherty	Yes	Yes	Yes		

### ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/15/2025	Prior Year Evaluation	Yes	Yes
04/15/2025	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
05/15/2025	Smart Goal Development	Yes	Yes
05/20/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes

## Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Support student learning and growth with differentiated instruction.	ELA & Math	All students	Yes	Yes	Yes	Differentiated instruction supports small group learning. Students gained proficiency through data-driven instruction based on Link It Data and i-Ready reports.	Yes
Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction.	Cross Curricular	All students	Yes	Yes	Yes	Teachers received PD through the district and school-based PLCs. Topics promote a positive instructional learning environment that fosters student growth.	Yes
To support the growth of Language Arts (ELA & Math), it is crucial to implement iREADY which targets comprehension and writing development.	ELA and Math	All students	Yes	Yes	Yes	i-Ready were implemented at each grade level for 25 minutes and 40 minutes per week, respectively.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Incorporate SEL Lessons: Second Step: Social Emotional Learning and New Jersey Bar Anti-Bullying: Conflict Resolution in order to promote Casel's wheel of "Self Awareness and Self-Management".	Cross Curricular	All students, specifically new students at HMCS.	Yes	Yes	Yes	SEL implementation shows continued success, supported by Panorama survey results indicating marked improvement over the past year.	Yes
Positive Reward System: Provide students with recognition for positive character traits.	Cross Curricular	All students, specifically new students at HMCS.	Yes	Yes	Yes	"Caught Being Kind" reward system recognizes students' kind actions with certificates and treats, administered daily by school counselors.	Yes
Restorative Practices in and outside of school: Student & family engagement.	Cross Curricular	All students, specifically new students at HMCS.	Yes	Yes	Yes	These practices build trust and help apply consequences in meaningful ways, allowing students to thrive.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Support student learning and growth with differentiated instruction.	Cross Curricular	All students	Yes	Yes	Yes	The attendance committee consistently monitors attendance. Data shows marked improvement in student attendance.	Yes
Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction.	Cross Curricular	All students	Yes	Yes	Yes	Teachers received PD through the district and school-based PLCs. Topics promote a positive instructional learning environment that fosters student growth.	Yes
To support the growth of Language Arts (Math), it is crucial to implement IXL and iREADY which targets mathematics development.	ELA & Math	All students	No	No	No	Differentiated instruction supports small group learning. Students gained proficiency through data-driven instruction based on Link It Data and i-Ready reports.	Yes
Identify a Data Coach. Identify students who are chronically absent. Attendance committee will review data with homeroom teachers.	Cross Curricular	All students, Chronically Absent students	Yes	Yes	Yes	The attendance committee consistently monitors attendance. Data shows marked improvement in student attendance.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Parent Engagement: Send a notice home to parents to schedule meetings if necessary. Host parent meetings to ensure success of student.	Cross Curricular	All students, Chronically Absent students	Yes	Yes	Yes	Teachers hold meetings with parents as needed to help students reach success.	Yes
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, and ST Math	Cross Curricular	All students, Chronically Absent students	Yes	Yes	Yes	The positive reinforcement helps students achieve success in their attendance and academically/	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends		
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	Data Grade Level Results: The data demonstrates growth from the previous year on 23-24 NJSLA:  ELA: was 48.8 VS current 50.9 Math: 29.10% VS current 35.2	It is clear that in person instruction has been successful as we come out of the Covid-19 pandemic. Students have returned to traditional learning and their success rates are evident.		
		Schoolwide	50.9 %	35.2%	100%						
		White	49%	38.7%	*						
		Hispanic	51%	28.7%	*						
		Black or African American	37.5 %	25%	*						
		Asian, Native Hawaiian, or Pacific Islander	72.1 %	53.5%	*						
		American Indian or Alaska Native	*	*	*						
		Two or More Races	56.3 %	12.5%	*						
		Female	61.1 %	32.5%	*						
		Male	40.1 %	38.1%	*						
		Economically Disadvantaged Students	48.6 %	27%	*						
		Non-Economically Disadvantaged Students	52.8 %	42.1%	100%						
		Students with Disabilities	20.9 %	20.9%	*						
		Students without Disabilities	54.5 %	36.9%	100%						
		English Learners	25.9 %	21.1%	*						
Non-English Learners	52.7 %	36.7%	100%								

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends			
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	<b>NJSLA-S</b>			Science growth has declined from the previous year in grade 8 from 11% to 10% proficiency. 5th grade has stayed the same for proficiency.	N/A	
		<b>Student Group</b>	<b>Grade 5</b>	<b>Grade 8</b>			<b>Grade 11</b>
		Schoolwide	21%	10%			
		White	18%	11%			
		Hispanic	22%	17%			
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	8%	12%			
		Male	30%	9%			
		Economical ly	10%	11%			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical	30%	10%			
		Students with					
		Students without	22%	12%			
		English Learners					
		Non-English	23%	11%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	<a href="https://www.nj.gov/education/assessment/results/reports/2324/index.shtml" target="_blank">NJGPA Assessment Reports website</a>	Student Group	ELA	Math	N/A	N/A
		Schoolwide	59%	66%		
		White	59%	66%		
		Hispanic	58%	63%		
		Black or African American	54.5%	72%		
		Asian, Native Hawaiian, or Pacific	63%	77%		
		American Indian or Alaska Native				
		Two or More Races	76.5%	41%		
		Female	68%	68%		
		Male	49%	65%		
		Economically Disadvantaged	63%	63%		
		Non-Economically Disadvantaged				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		
		Students with Disabilities	35%	50%		
		Students without Disabilities				
		English Learners	82%	66%		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	ELA					N/A	N/A
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	100%		
		1	100%	100%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	We had 100% participation in our benchmark assessment.	Our students and teachers work together to make sure that assessments are completed in a timely manner.
		K	16%	48%	63%	63%		
		1	17%	50%	52%	52%		
		2	29%	50%	63%	63%		
		3	42%	50%	63%	63%		
		4	34%	78%	50%	50%		
		5	28%	61%	42%	42%		
		6	28%	57%	49%	49%		
		7	26%	71%	54%	54%		
		8	41%	65%	47%	47%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) 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.	<p>Many factors may have impacted the cycles as we have had teacher absences/leaves and student absences.</p> <p>All students are on a trimester schedule and has demonstrated a significant increase in their scores.</p> <p>What made the most impact on these scores was that we had regular attendance. This was our 2nd year with iReady and we continued our regular coaching cycles. We also implemented IREADY and supported teachers with Professional Development opportunities.</p>
		K	7%	32%	46%	46%		
		1	2%	27%	45%	45%		
		2	11%	27%	45%	45%		
		3	14%	30%	39%	39%		
		4	14%	30%	47%	47%		
		5	16%	29%	40%	40%		
		6	23%	42%	55%	55%		
		7	7%	32%	41%	41%		
		8	24%	46%	44%	44%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
<p>Benchmark Assessment (Proficiency) Math Rates*</p>	<p>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</p>	<p>Percent of English Learners Making Expected Growth to</p>	<p>45.5%</p>	<p>The results from each cycle are shown.</p>	<p>Many factors may have impacted the cycles as we have had teacher absences/leaves and student absences.</p> <p>All students are on a trimester schedule and has demonstrated a significant increase in their scores.</p> <p>What made the most impact on these scores was that we had regular attendance. This was our 2nd year with iReady and we continued our regular coaching cycles. We also implemented IREADY and supported teachers with Professional Development opportunities.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		Our ELL students have been integrated into our school this year. They are working hard to meet proficiency.	N/A

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	687	As of 24-25 data we had 701 students enrolled at HMCS.	N/A
		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	93.57%	There has been a slight improvement since activating our attendance committee.	N/A
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) *Note: Data rolled over from ASP Reporting tab	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			N/A	N/A
		Overall YTD Chronic Absenteeism	20.57%		
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
FEDERAL Chronic Absenteeism (Students) *Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports			N/A	N/A
		Staff Attendance YTD	93.77%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			We have improved our staff attendance rate from last year.	N/A
		Student Suspension YTD Average - In School	0.38%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.39%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			Detention and suspension have had improvement.	N/A
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 LINK IT survey was conducted and results have shown several strengths.	N/A

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)				N/A	N/A
		Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	N/A	N/A
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		Homeless Students									
		Students in Foster Care									
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT									N/A	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1	14	N/A	N/A
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	14		
		% of students who scored 4 or 5 on the PARCC assessment	100%		
Algebra	Previous year's data provided. Please provide current year's data if possible.			N/A	N/A

EVALUATION INFORMATION					
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or 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	Charlotte Danielson Framework	N/A	N/A
		# Teachers to Evaluate	68		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	11		
		null	Total		
		Cycle 1	13		
		Cycle 2	13		
		Cycle 3	15		
		Cycle 4	16		

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

## Comprehensive Needs Assessment Process Questions

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

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

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

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

## Reflection and Growth Rubric

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	<p>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.</p>	<p>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.</p>
	2	A	4-Sustaining		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	2-Emerging		
	Average		2.60		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A	3-Developing	<p>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.</p>	<p>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.</p>
	2	A	3-Developing		
	3	A	3-Developing		
	Average	3.00			

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Professional Learning Community (PLC)	1	A	4-Sustaining	<p>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.</p>	<p>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.</p>
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	3-Developing		
	Average	3.50			

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	<p>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.</p> <p>We will continue to develop a comprehensive school climate plan that promotes a positive, safe, and supportive learning environment for all.</p>
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	4-Sustaining	
	5	A	4-Sustaining	
	6	A	3-Developing	
	7	A	3-Developing	
	8	A	4-Sustaining	
	9	A	3-Developing	
	10	A	4-Sustaining	
	11	A	4-Sustaining	
	12	A	3-Developing	
	13	A	3-Developing	
	14	A	2-Emerging	
	Average		3.36	

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
		<p>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.</p> <p>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.</p>	

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.
	Average	4.00		

## Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	All students specifically those in Grades 2-5, are in need of support to increase their English Language Arts proficiency based upon the combination of their performance on the District Benchmark and NJSLA.	Language and Literacy Gaps: African American students appear to have limited vocabulary development, insufficient reading fluency, and weak writing skills. These gaps hinder their overall ELA proficiency, including reading comprehension, writing ability, and effective expression of ideas.	All students				



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
				1 Support student learning and growth with differentiated instruction.	Learning walks and teacher observations would be marked indicators of progress to demonstrate student growth and achievement.	Moderate	<a href="https://www.researchgate.net/profile/Stavroula-Valiandes/publication/262566283_Valiandes_S_Koutselini_M_Kyriakides_L_2011_Investigating_the_Impact_of_Differentiated_Instruction_in_Mixed_Ability_Classrooms_its_impact_on_the_Quality_and_Equity_Dimensions_of_Education_Effectiveness/links/5b4b768145851519b4c01955/Valiandes-S-Koutselini-M-Kyriakides-L-2011-Investigating-the-Impact-of-Differentiated-Instruction-in-Mixed-Ability-Classrooms-its-impact-on-the-Quality-and-Equity-Dimensions-of-">https://www.researchgate.net/profile/Stavroula-Valiandes/publication/262566283_Valiandes_S_Koutselini_M_Kyriakides_L_2011_Investigating_the_Impact_of_Differentiated_Instruction_in_Mixed_Ability_Classrooms_its_impact_on_the_Quality_and_Equity_Dimensions_of_Education_Effectiveness/links/5b4b768145851519b4c01955/Valiandes-S-Koutselini-M-Kyriakides-L-2011-Investigating-the-Impact-of-Differentiated-Instruction-in-Mixed-Ability-Classrooms-its-impact-on-the-Quality-and-Equity-Dimensions-of-</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
							Education-Effect.pdf
							<a href="https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf</a>
							<a href="https://www.ixl.com/research/ESSA-Research-Report.pdf">https://www.ixl.com/research/ESSA-Research-Report.pdf</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
Effective Instruction	<p>All students specifically those in Grades 2-5, are in need of support to increase their Mathematics proficiency based upon the combination of their performance on the District Benchmark and NJSLA.</p> <p>The standards and skills vary based upon each child's needs.</p>	<p>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.</p>	All students	1	Support student learning and growth with differentiated instruction.	Moderate	<a href="https://files.eric.ed.gov/fulltext/EJ854351.pdf">https://files.eric.ed.gov/fulltext/EJ854351.pdf</a>
				2	Support teachers with Professional Development of best practices in the classroom in regard to differentiated instruction.	Moderate	<a href="https://jscholarship.library.jhu.edu/bitstream/handle/1774.2/66937/Curriculum%20Associates%20Impacts%20of%20i-Ready%20on%20Math%20Achievement.pdf?sequence=1&amp;isAllowed=y">https://jscholarship.library.jhu.edu/bitstream/handle/1774.2/66937/Curriculum%20Associates%20Impacts%20of%20i-Ready%20on%20Math%20Achievement.pdf?sequence=1&amp;isAllowed=y</a>
				3	To support the growth of Math it is crucial to implement iREADY which targets mathematics development.	Moderate	<a href="https://www.ixl.com/research/Impact-of-IXL-in-New-York.pdf">https://www.ixl.com/research/Impact-of-IXL-in-New-York.pdf</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
Climate & Culture - Attendance/ Behavior	Grade break down: K: 19 1: 10 2: 9 3: 15 4: 9 5: 16 6: 17 7: 9 8: 11	Parental Involvement, Language/Communication Issues,	All students, Chronically Absent students	1 Identify a Data Coach. Identify students who are chronically absent. Attendance committee will review data with homeroom teachers.	Attendance Data Coach will review and analyze absent reports. Genesis Data	Moderate	<a href="https://soeonline.american.edu/blog/importance-of-school-attendance/">https://soeonline.american.edu/blog/importance-of-school-attendance/</a>
				2 Parent Engagement: Send a notice home to parents to schedule meetings if necessary. Host parent meetings to ensure success of student.	Collect Signed Attendance notices that are sent home after frequent absences, call parent in for a meeting to discuss any issues that may be hindering student attending school.	Moderate	<a href="https://www.attendanceworks.org/wp-content/uploads/2017/09/Todd-postcard-Nudge-research-publis-REL_2017252.pdf">https://www.attendanceworks.org/wp-content/uploads/2017/09/Todd-postcard-Nudge-research-publis-REL_2017252.pdf</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3 Utilize Programs to address needs. Recognize and support positive attendance at Marking Period assemblies. Reward students with gift cards and treats. Incorporate ARMS Tutoring ELA & MATH, IReady, and ST Math	Attendance Awards, Communicate to parents they can check grades and progress on Parent Portal.	Moderate	<a href="https://www.attendanceworks.org/wp-content/uploads/2017/09/Epstein-Sheldon-Present-and-Accounted-For-2002.pdf">https://www.attendanceworks.org/wp-content/uploads/2017/09/Epstein-Sheldon-Present-and-Accounted-For-2002.pdf</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	Referrals to counselor for this school year (mental health/ SEL counseling) demonstrate that Conflict Resolution Skills is an area where students require support.  Teacher Referrals:  2- 2 3- 1 4- 3 5- 2 6- 2 7-2 8- 1  Parent Referrals-  2- 2 3- 2 4- 2 5- 2 6- 2 7-1 8- 2	Lack of social emotional skill development and less exposure to SEL lessons and class activities.	All students, specifically new students at HMCS.	1 Incorporate SEL Lessons: Second Step: Social Emotional Learning and New Jersey Bar Anti-Bullying: Conflict Resolution in order to promote Casel's wheel of "Self Awareness and Self-Management".	Teachers will support Social Emotional learning with SEL Second Step lessons and support with NJ Bar Anti-Bullying curriculum.	Moderate	<a href="https://assets.ctfassets.net/98bcvzcrxclo/4fczeTrnDWUA0AU4MwcWE4/701d2881435ef0adbfd50a767f0e4623/sel-has-positive-lasting-impact-for-k-12-students-2017.pdf">https://assets.ctfassets.net/98bcvzcrxclo/4fczeTrnDWUA0AU4MwcWE4/701d2881435ef0adbfd50a767f0e4623/sel-has-positive-lasting-impact-for-k-12-students-2017.pdf</a>
				2 Positive Reward System: Provide students with recognition for positive character traits.	Select a student from each class for student of the month. Provide supportive comments for students for their selection. Provide a enjoyable reward for incentive and recognition.	Moderate	<a href="https://files.eric.ed.gov/fulltext/EJ1167262.pdf">https://files.eric.ed.gov/fulltext/EJ1167262.pdf</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
	Self Referrals-  2- 2 3- 4 4- 1 5- 1 6- 3 7- 9 8- 4			3 Restorative Practices in and outside of school: Student & family engagement.	Parent / teacher communication and conferences for students who are at risk or showing limited growth	Moderate	<a href="https://assets.ctfassets.net/98bcvzcrxclo/3hG7VTPKbIGzdNdY8CL2c0/83605a5b011ec7aeffb12b526241c79/durlak-weissberg-et-al-sb-meta-analysis-2011.pdf">https://assets.ctfassets.net/98bcvzcrxclo/3hG7VTPKbIGzdNdY8CL2c0/83605a5b011ec7aeffb12b526241c79/durlak-weissberg-et-al-sb-meta-analysis-2011.pdf</a>

## SMART Goal 1

By June 2026, 70% of the students enrolled in Horace Mann Community will demonstrate proficiency on 70% of their iReady ELA lessons through data-driven differentiation.

Area of Focus                      Effective Instruction

Content Area                      ELA

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

Target Population:              All students

### Interim Goals

#### SMART Goal 1

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

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Review and analyze student data on iReady. Compare data from the Winter to late Spring. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iReady Assessment Results  Administrator feedback for teacher observations. PLC logs
Jul 1	By June 2026, 70% of the students enrolled in Horace Mann Community will demonstrate proficiency on 70% of their iReady ELA lessons through data-driven differentiation.	Teacher SGOs evidence charts, RealTime student records, LinkIt Data.

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

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Administer comprehensive diagnostic assessments in English Language Arts using I-Ready to determine students' current proficiency levels.	9/1/25	6/12/26	Classroom teachers
2	1	Teachers will utilize technology and engagement strategies during instructional time and small group work to enhance engagement and growth.	9/1/25	6/12/26	Classroom teachers
3	1	Teachers will utilize technology and engagement strategies during instructional time and small group work to enhance engagement and growth.	9/1/25	6/12/26	Classroom Teachers
4	1	Teachers will create flexible grouping based on student needs from diagnostic results; teachers will change groupings, quarterly at minimum	9/1/25	6/12/26	Classroom Teachers
5	1	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/25	6/12/26	Classroom Teachers

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
6	1	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom and strategies to implement at home with families	9/1/25	6/12/26	Principals and Assistant Principals
7	1	7th and 8th Grade ELA Department Grade Level Meetings on differentiated instruction and best practices in the classroom	9/1/25	6/12/26	Department Directions
8	1	Expand HMCS Data with content specific members.	9/1/25	6/12/26	Principals and Assistant Principals
9	1	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices; based on trends, coaching will occur.	9/1/25	6/12/26	Principals and Assistant Principals

## Budget Items

### SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i Ready Platform	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,000	State/Local

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

## Action Steps

### SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices.	9/1/25	6/12/26	Principal & assistant principals
2	2	Utilize technology to showcase iReady, interactive lessons, and collaborative problem-solving sessions.	9/1/25	6/12/26	Classroom Teachers
3	2	Monitor and track student progress on iReady, providing ongoing feedback and interventions as needed.	9/1/25	6/12/26	Classroom Teachers
4	2	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/25	6/12/26	Classroom Teachers
5	2	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/25	6/12/26	Principal & assistant principals
6	2	7th and 8th Grade ELA Department Grade Level Meetings.	9/1/25	6/12/26	Directors
7	2	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices, coaching will be offered based on trends	9/1/25	6/12/26	Principal & assistant principals

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

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

## Action Steps

### SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices	9/1/25	6/12/26	Principal and Assistant Principal
2	3	Monitor and track student progress on iReady, providing ongoing feedback and interventions as needed.	9/1/25	6/12/26	Classroom Teachers
3	3	Implement iReady for at least 40 minutes or two lessons per week during classroom instruction in English language arts.	9/1/25	6/12/26	Classroom Teachers
4	3	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/25	6/12/26	Classroom Teachers
5	3	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/25	6/12/26	Principal, Assistant Principal, Classroom Teachers

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

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## SMART Goal 2

By June 2026, 70% of the students enrolled in Horace Mann Community will demonstrate proficiency on 70% of their iReady Math lessons through data-driven differentiation.

Area of Focus                      Effective Instruction

Content Area                      Math

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

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

Target Population:                All students

## Interim Goals

### SMART Goal 2

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

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Review and analyze student data on iReady. Compare data from the Winter to late Spring. Identify at-risk students. Provide students with small group instruction. Provide staff members with common preparation periods to discuss student growth and mastery of grade level standards. Administrators will support teachers through observational feedback.	Diagnostic iReady Assessment Results  Administrator feedback for teacher observations. PLC logs
Jul 1	By June 2026, 70% of the students enrolled in Horace Mann Community will demonstrate proficiency on 70% of their iReady Math lessons through data-driven differentiation.	Teacher SGOs evidence charts, RealTime student records, LinkIt Data.

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

### Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Administer comprehensive diagnostic assessments in Mathematics using I-Ready to determine students' current proficiency levels	9/1/25	6/12/26	Classroom Teachers
2	1	Teachers will utilize technology and engagement strategies during instructional time and small group work to enhance engagement and growth.	9/1/25	6/12/26	Classroom Teachers
3	1	Teachers will create flexible grouping based on student needs from diagnostic results; teachers will change groupings, quarterly at minimum.	9/1/25	6/12/26	Classroom Teachers
4	1	Implement iReady for at least 40 minutes or 2 lessons per week during classroom instruction, integrating it into lesson plans across Mathematics.	9/1/25	6/12/26	Classroom Teachers

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
5	1	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/25	6/12/26	Classroom Teachers
6	1	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom and strategies to implement at home with families	9/1/25	6/12/26	Principal & Assistant Principal
7	1	Grade Level Meetings on differentiated instruction and best practices in the classroom	9/1/25	6/12/26	Classroom Teachers
8	1	Expand HMCS Data with content specific members.	9/1/25	6/12/26	Classroom Teachers
9	1	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices; based on trends, coaching will occur.	9/1/25	6/12/26	Principal & Assistant Principal

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

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

### Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
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Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices.	9/1/25	6/12/26	Principal and Assistant Principal
2	2	Utilize technology to showcase iReady activities, interactive lessons, and collaborative problem-solving sessions.	9/1/25	6/12/26	Classroom Teachers
3	2	Monitor and track student progress on iReady, providing ongoing feedback and interventions as needed.	9/1/25	6/12/26	Classroom Teachers & Data Teams
4	2	Implement iReady for at least 40 minutes per week during classroom instruction Mathematics	9/1/25	6/12/26	Classroom Teachers
5	2	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/25	6/12/26	Classroom Teachers
6	2	Schedule Professional Development on the logistics of the iReady Program Progress.	9/1/25	6/12/26	Principal and Assistant Principal
7	2	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/25	6/12/26	Principal and Assistant Principal
8	2	7th and 8th Grade Math Department Grade Level Meetings.	9/1/25	6/12/26	Directors
9	2	Focused Walkthroughs to Support Teaching Staff with constructive feedback on best practices, coaching will be offered based on trends	9/1/25	6/12/26	Principal and Assistant Principal

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

Strategy 3 - To support the growth of Math it is crucial to implement iREADY which targets mathematics development.

### Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Promote positive pedagogy by providing professional development opportunities for teachers to enhance their competence and teaching practices.	9/1/25	6/12/26	Principal & Assistant Principal
2	3	Utilize technology to showcase iReady activities, interactive lessons, and collaborative problem-solving sessions.	9/1/25	6/12/26	Classroom Teachers
3	3	Monitor and track student progress on iReady, providing ongoing feedback and interventions as needed.	9/1/25	6/12/26	Classroom Teachers
4	3	Implement iReady for at least 40 minutes or two lessons per week during classroom instruction Mathematics.	9/1/25	6/12/26	Classroom Teachers
5	3	Teachers will meet weekly in PLC's to discuss student progress and instructional strategies used to differentiate and drive small group instruction.	9/1/25	6/12/26	Classroom Teachers
6	3	Schedule Professional Development on the logistics of the iReady Program Progress.	9/1/25	6/12/26	Principal and Assistant Principal
7	3	Monthly faculty meetings focused on differentiated instruction and best practices in the classroom.	9/1/25	6/12/26	Principal and Assistant Principal
8	3	7th and 8th Grade Mathematics Department Grade Level Meetings.	9/1/25	6/12/26	Directors

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

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## SMART Goal 3

By May 2026 we will decrease chronic absenteeism in grade 4-8 by 2% as compared to May 2026 data through the method of communication with parents with utilization of a Data Coach.

Area of Focus: Climate & Culture - Attendance/Behavior

Content Area: Chronic Absenteeism

Priority Performance: Grade break down:

- K: 19
- 1: 10
- 2: 9
- 3: 15
- 4: 9
- 5: 16
- 6: 17
- 7: 9
- 8: 11

Target Population: All students, 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.	Genesis student attendance records Create a master identifying chronically absent students Agenda for Attendance Committee Review Teacher-parent communication log Chronic Offender communication log

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Maintain Attendance committee to help Chronic Absenteeism in Horace Mann Community school, meeting monthly. The Data Coach will still continue to meet with each classroom teacher to develop a plan to help decrease those students who are chronically absent.	Genesis 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 the 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 Genesis 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 2026 we will decrease chronic absenteeism in grade 4-8 by 2% as compared to May 2026 data through the method of communication with parents with utilization of a Data Coach.	Evaluate Genesis 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

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

## Action Steps

### SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Establish a HMCS Data Coach, to meet monthly and develop a plan.	9/1/25	6/12/26	Principal & Assistant Principal
2	1	Run continuous attendance reports.	9/1/25	6/12/26	Data Team
3	1	Identify and create plans for chronically absent students - revise interventions as needed.	9/1/25	6/12/26	Data Team & Teachers
4	1	Communicate with parents to come up with a plan.	9/1/25	6/12/26	Data Team & Teachers
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	9/1/25	6/12/26	Data Team & Teachers

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

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

## Action Steps

### SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Teacher will ensure attendance is accurately taken.	9/1/25	6/12/26	Teachers
2	2	Compile a list every two weeks of student attendance chronically students will be identified.	9/1/25	6/12/26	Data Team
3	2	School Nurse will confirm attendance accuracy.	9/1/25	6/12/26	School Nurse & Data Team
4	2	Homeroom Teachers will refer and identify at risk students, after three consecutive days.	9/1/25	6/12/26	Data Team & Teachers
5	2	Marking Period attendance notification letters for all students.	9/1/25	6/12/26	Data Team & Teachers
6	2	Attendance Hearings for students who are at-risk.	9/1/25	6/12/26	Attendance Officer
7	2	Communication with the families to identify absence reasons.	9/1/25	6/12/26	Classroom Teachers
8	2	Family meetings as necessary to help address chronically absent students.	9/1/25	6/12/26	Classroom Teachers

## Budget Items

### SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendace Committee Salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,000	Federal Title I (School Allocation)

Strategy 3 - Utilize Programs to address needs. Recognize and support positive attendance at Marking Period assemblies. Reward students with gift cards and treats. Incorporate ARMS Tutoring ELA & MATH, IReady, and ST Math

### Action Steps

#### SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	HMCS Data Coach will be formed for the 2025-2026 school year.	9/1/25	6/12/26	Principal & Assistance Principals
2	3	Students at risk for infringement of Attendance Policy will be referred to the attendance committee.	9/1/25	6/12/26	Data Team
3	3	HMCS Data Coach will meet monthly to discuss at-risk students and identify trends.	9/1/25	6/12/26	Data Team
4	3	Thank you letter to parents to show acknowledgement of positive attendance.	9/1/25	6/12/26	Data Team
5	3	Recognize and celebrate students' progress and achievements in social-emotional learning through school-wide events, assemblies, or certificates of accomplishment.	9/1/25	6/12/26	Data Team

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

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## SMART Goal 4

By the end of May 2026, all students in grades K-8 will have reduced disciplinary referrals by 3% compared to May 2025 data as evidenced by their ability to apply the concepts and strategies learned in the Second Step program with the New Jersey Bar Anti-Bullying curriculum.

Area of Focus Social and Emotional Learning

Content Area SEL

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

### Teacher Referrals:

2- 2

3- 1

4- 3

5- 2

6- 2

7-2

8- 1

### Parent Referrals-

2- 2

3- 2

4- 2

5- 2

6- 2

7-1

8- 2

### Self Referrals-

2- 2

3- 4

4- 1

5- 1

6- 3  
7- 9  
8- 4

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

### Interim Goals

#### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>Identify trusted individuals (School Counselors) for students outside of the classroom for support services.</p> <p>Review and analyze Second Step and New Jersey Bar Anti-Bullying curriculum material. Begin utilizing these lessons and worksheets within the classes.</p> <p>Introduce and model school motto, "Be Kind, Respectful, &amp; Responsible" through classroom management within the first few weeks of school.</p>	<p>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.</p> <p>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.</p> <p>Lesson plans</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>Continue Second Step Lessons in K-8 classroom.</p> <p>Counselor school involvement/meetings</p> <p>Review past lessons' success.</p> <p>Parent Involvement to support students' social emotional growth</p> <p>Teachers will use a wide variety of platforms to communicate with parents.</p>	<p>Completion of Second Step Lessons; student artifacts.</p> <p>Counselors lessons &amp; evidence logs</p> <p>Counselor:student private and group sessions</p> <p>Parent Involvement: PTA Commitment and Open House attendance.</p>
Apr 15:	<p>Implement Second Step Lessons in K-8 classroom.</p> <p>Continue counselor school involvement</p> <p>Encourage students to use what they have learned and apply to daily life.</p> <p>Review past lessons' success.</p> <p>Parent Involvement to support students social emotional growth</p>	<p>Completion of Second Step Lessons; student artifacts.</p> <p>Counselors lessons &amp; evidence logs</p> <p>Counselor:student private and group sessions</p> <p>Parent Involvement: PTA Commitment and Open House attendance.</p>
Jul 1	<p>By the end of May 2026, all students in grades K-8 will have reduced disciplinary referrals by 3% compared to May 2025 data as evidenced by their ability to apply the concepts and strategies learned in the Second Step program with the New Jersey Bar Anti-Bullying curriculum.</p>	<p>Student Artifacts</p> <p>Teacher Reflection Survey Responses</p> <p>Counselor input and feedback</p>

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

## Action Steps

### SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Conduct a staff training session to familiarize teachers, counselors, and administrators with the Second Step program and New Jersey Bar Anti-Bullying curriculum.	9/1/25	6/12/26	HMCS Principal, Assistant Principal, Counselors, Faculty
2	1	Provide resources and materials to all staff members for effective implementation of the programs.	9/1/25	6/12/26	Guidance Counselors
3	1	Communicate with students and parents about the goals and benefits of the programs through newsletters, parent-teacher meetings, and school-wide announcements.	9/1/25	6/12/26	Classroom Teachers
4	1	Introduce the Second Step program and New Jersey Bar Anti-Bullying curriculum to students, highlighting the importance of social-emotional learning.	9/1/25	6/12/26	Classroom Teachers
5	1	Begin delivering lessons from the Second Step program and integrating the New Jersey Bar Anti-Bullying curriculum into existing classroom activities.	9/1/25	6/12/26	Classroom Teachers
6	1	Encourage teachers to create a positive and inclusive classroom environment that fosters social-emotional growth.	9/1/25	6/12/26	Principals & Assistance Principals
7	1	Schedule regular check-ins with students to gauge their understanding and progress.	9/1/25	6/12/26	Classroom Teachers & Guidance

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< SMART Goal 4, Strategy 1 - Budget Items: NO DATA >

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

### Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Teachers will monitor and track attendance records, progress, and student achievements for 3 marking periods.	9/1/25	6/12/26	Classroom Teachers
2	2	Recognize and celebrate students' progress and achievements in social-emotional learning through school-wide events, assemblies, or certificates of accomplishment.	9/1/25	6/12/26	Classroom Teachers
3	2	Analyze overall data for the year and plan based on successes and revise where necessary	9/1/25	6/12/26	Classroom Teachers & Guidance

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

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

## Action Steps

### SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Organize a meeting with staff members to reflect on the successes and challenges faced during the implementation of the programs.	9/1/25	6/12/26	HMCS Principal, Assistant Principal, Counselors, Faculty
2	3	Teachers will communicate with parents using a variety of platforms.	9/1/25	6/12/26	Classroom Teachers
3	3	Seek feedback from students, parents, and staff to continuously improve the effectiveness of the programs.	9/1/25	6/12/26	HMCS Principal, Assistant Principal, Counselors, Faculty
4	3	Host a PLC for Teaching Staff at Faculty Meeting on Restorative Practices.	9/1/25	6/12/26	HMCS Principal, Assistant Principal, Counselors, Faculty
5	3	Host Back to School Night and Parent Conferences in the Fall and Midyear to engage families on restorative practices in the school.	9/1/25	6/12/26	HMCS Principal, Assistant Principal, Counselors, Faculty
6	3	Monitor discipline data to note impact of trainings	9/1/25	6/12/26	Monitor discipline data to note impact of trainings

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

### Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title I Salaries	9/1/25	6/30/26	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	\$224,158.00	Federal Title I (School
Instructional Supplies	9/1/25	6/30/26	Building	INSTRUCTION - Supplies & Materials / 100-600	\$10,000.00	Federal Title I (School
Non Instructional Supplies	9/1/25	6/30/26	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	\$10,000.00	Federal Title I (School

## Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$3,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000
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	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$3,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	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	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$3,000	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$4,000

## Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$1,000	\$0	\$1,000
Other Title 1 Expenditures	\$244,158	\$0	\$244,158
Total	\$245,158	\$0	\$245,158

## 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	Effective Instruction
x	Climate & Culture - Attendance/Behavior
x	Social and Emotional Learning
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 Charles Costello

Title: Principal

Date: 06/13/2025

## District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dennis C. Degnan

Title: Assistant Superintendent of Curriculum and

Date: 09/04/2025

## 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: 09/04/2025