

REVISED 10-25-19

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# Horace Mann Laboratory School

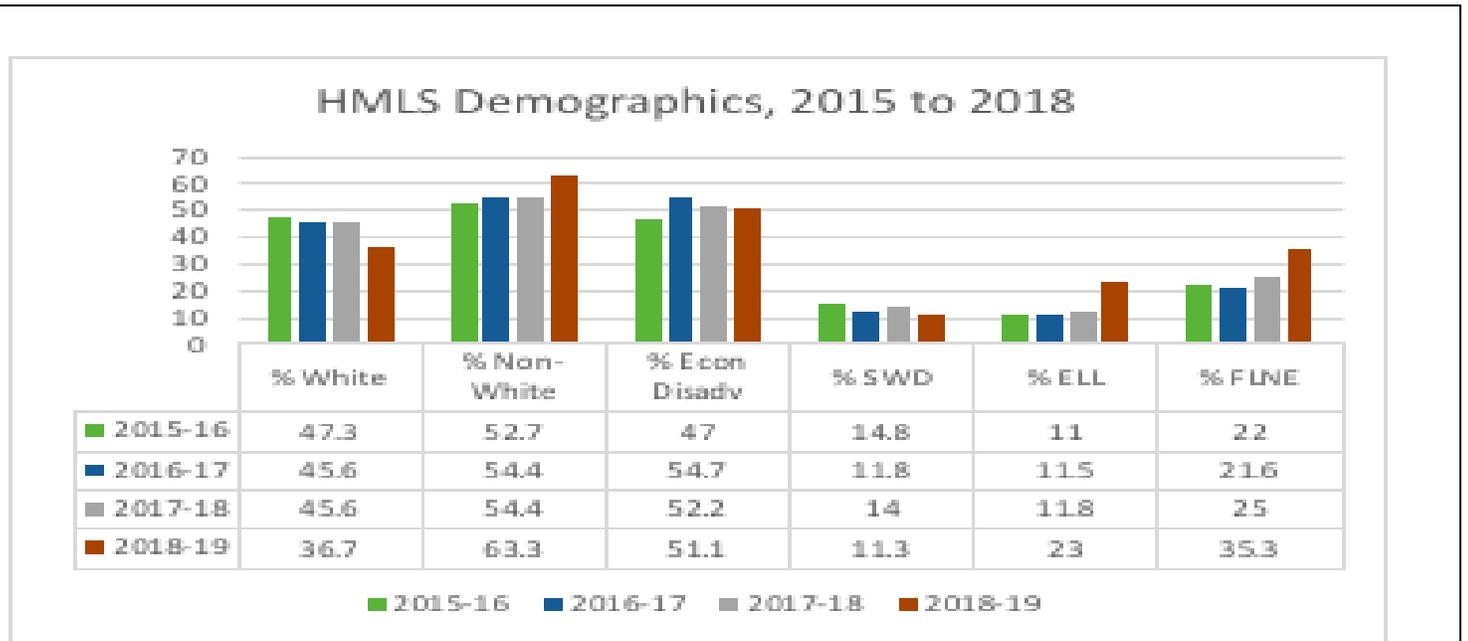
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## **School Improvement Plan 2019-2020**

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## I. Comprehensive Needs Assessment



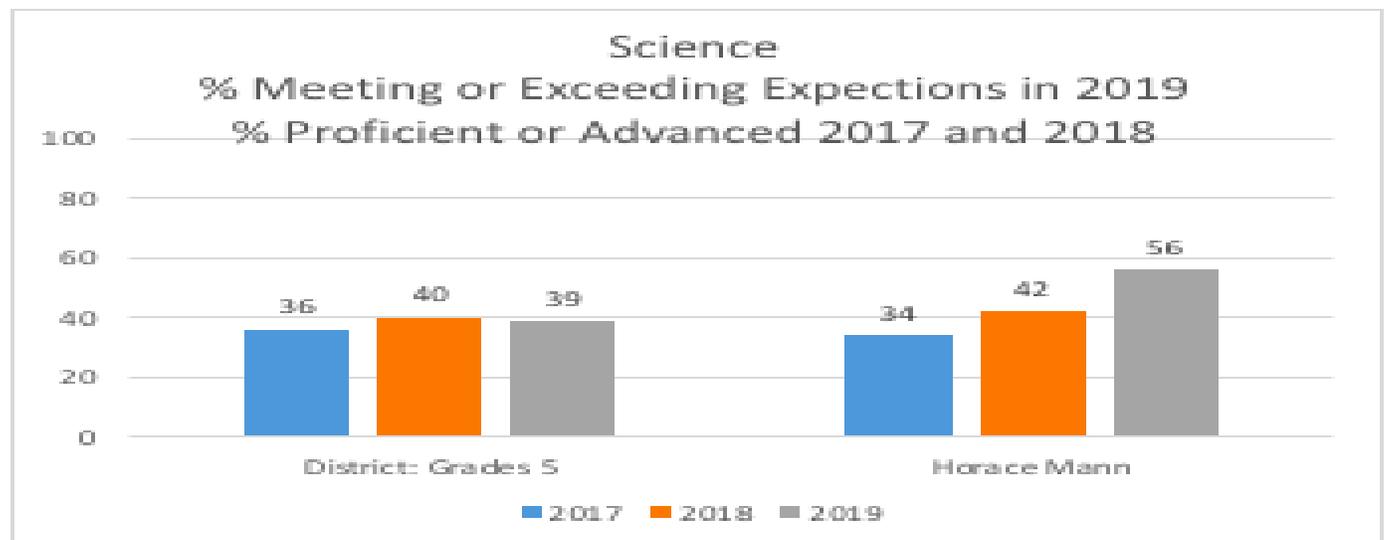
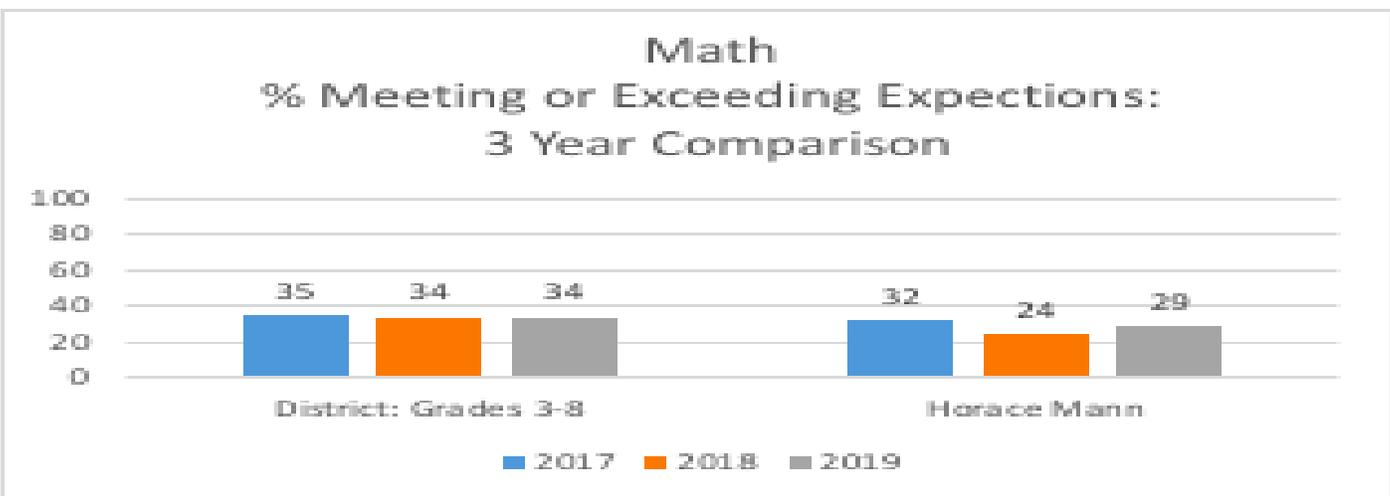
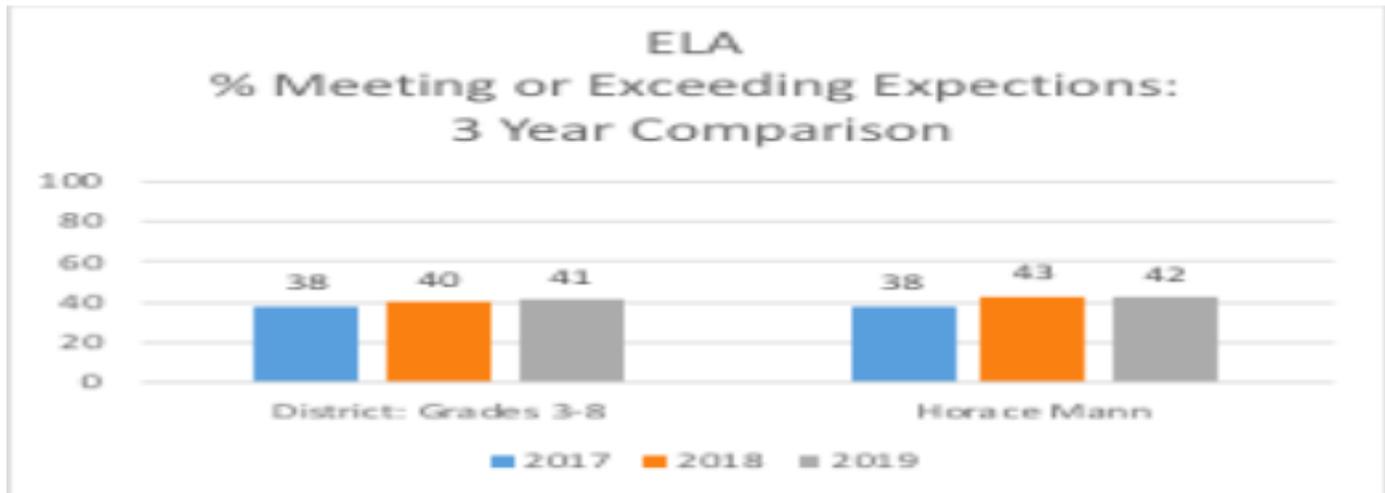
The graph above provides a general overview of the diversity of the Horace Mann Laboratory School (HMLS) student body. The plurality of races, learning profiles and languages at HMLS is a source of strength and identity. HMLS strives to be inclusive in its practices and beliefs. Its partnership with Salem State University enhances the learning opportunities made available to students, faculty and administration. Access to SSU resources and facilities, as well as student fellows, has allowed HMLS to close to double the teacher to student ratio. In 2019, HMLS doubled the number student fellows from four to eight. This is the largest number of fellows SSU has established with other schools. The development of aspiring, new and veteran teachers is at the core of the learning experience at HMLS.

**Methodology of the Needs Assessment Process:** The systematic and ongoing review of formative and summative assessment data is at the center of the HMLS improvement process. The ILT (Instructional Leadership Team), Parent Teacher Council, Parent Teacher Organization and Instructional Coaches have provided their input and feedback regarding strengths and areas of growth based on the 2019 MCAS data. The ILT is comprised of ELL, Special Education, Behavioral Experts and educator leaders whose focus is to execute the mission and vision of the Horace Mann School. This School Improvement plan, was the result of the combined efforts of all the teams referenced here.

## II. School Data Profile

The following graphs provide a general overview of the historical school performance from 2017 to 2019 (New MCAS Accountability System) from a growth and achievement perspective.

### **ACHIEVEMENT:**

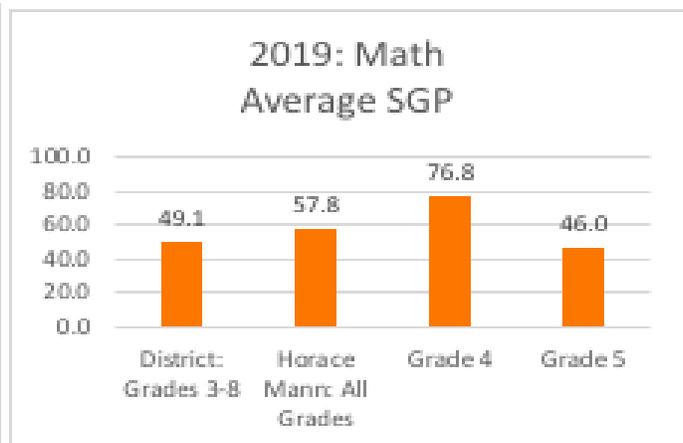
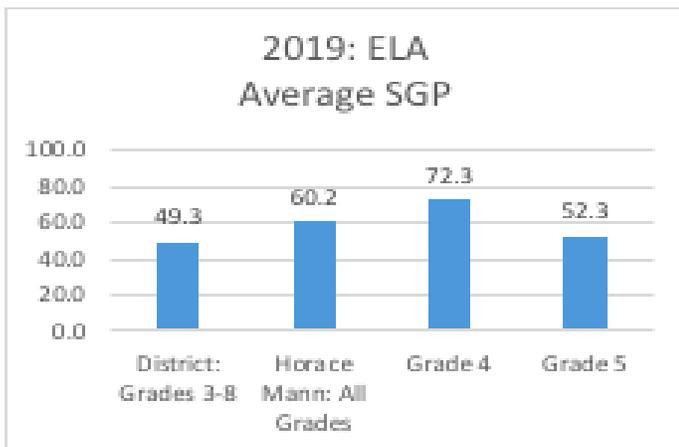


## Description of HMLS Current Achievement Performance from 2017-2019

Based on the charts above, the overall performance of the HMLS school in the last 3 years from 2017-2019 has shown a slight improvement in ELA and a slight decline in Math. The achievement in Science has been steady with more than a 10 % increase over this 3 year period.

In the area of Math, although it is slightly better than 2018, it is below the district and even lower than the state. In other words, 3 out of 10 students on average, are meeting grade level expectations as determined by MCAS. In ELA the assessment is somewhat similar. Students' performance was slightly above the district, but it showed a slight decline from the prior year. 40% of our students were in the proficient category. In Science, the narrative is significantly different. The HMLS performance was above the district and the state and it has improved, in this three year span, more than 10% percent since 2017. This steady improvement in Science is a source of pride and serves as a blueprint for systematic improvement across the board.

### GROWTH:



Our Growth trajectory in the areas of ELA and Math outlines a different academic picture than the achievement one. The average growth in these two areas is a source of pride for the HMLS community. Although there was a decline in 5th grade math performance and growth, the overall improvement HMLS students are experiencing is a source of strength in comparison with the district and the state.

## 2019 School-Level Accountability Results

### Overall Classification and Reason for Classification

In 2019, the cumulative criterion-referenced target percentage, which is the combination of the 2018 annual target percentage (weighted at 40%) and the 2019 annual target percentage (weighted at 60%) was 83% overall.

As a result, the Horace Mann Laboratory School was classified as “not requiring assistance or intervention” by the state with the reason stated that the school made “meeting or exceeding its targets.” According to the state, schools that achieve over 75% in their progress toward targets are considered to be “meeting or exceeding targets.”

### **Annual Percentage Progress Toward Targets, 2018 to 2019**

In 2019, the Horace Mann Laboratory School made significant progress toward its accountability targets earning 87% for this year, which is almost 10 points more than the previous year. This level reaches the standard of “meeting or exceeding targets” according to the state’s classification system. The table below outlines the progress toward targets earned for each year.

#### **Annual Percentage Progress Toward Targets, 2018 to 2019**

<b>% Progress Toward Targets</b>	
<b>2018</b>	<b>2019</b>
78.0%	87.0%

### **Progress Toward Targets by Student Category (All Students and Lowest Performing Students)**

HMLS increased its percentage progress toward its targets in 2019 in both the All Students and the Lowest Performing Students categories. The table below summarizes the percentage progress toward targets and gives a breakdown of both student categories for 2018 to 2019.

#### **Percentage Progress Toward Targets for “All” and “Lowest Performing” Students, 2018 to 2019**

<b>% Progress Toward Targets</b>			
<b>All Students</b>		<b>Lowest Performing</b>	
<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>
67.0%	79.0%	88.0%	95.0%

### **Progress Toward Targets for Subgroups: 2018, 2019, and Cumulative Progress on Targets**

The table below outlines the school’s progress toward targets for each of its subgroups for both 2018 and 2019 as well as the cumulative progress for both years combined.

### Percentage Progress Toward Targets for Subgroups, 2018, 2019, and Cumulative

Subgroups Overall Progress	2018	2019	Cumulative Progress on Targets (2018 + 2019)
High Needs	66%	56%	60%
EcoDis	59%	76%	69%
EL and Former EL	n/a	58%	58%
SWD	n/a	n/a	n/a
Hispanic	74%	50%	60%
White	50%	76%	65%

In summary, based on the Horace Mann School achievement and growth tables from 2019 outlined above, there has been an overall improvement in literacy and a small decline in Math in comparison to the district. The growth data and the cumulative progress towards meeting HMLS accountability goals is in the “meeting or exceeding targets” category. This is a very encouraging sign. HMLS score the highest in this category in the Salem Public School District. Despite this great development, it is clear there are multiple areas of growth we have to focus as a community. The following section of the School Improvement Plan (SIP) outlines, more specifically, our areas of need and growth under the following categories: ELA, Math, Socio-Emotional Needs.

### III. Data Analysis

- Provide a succinct analysis of the data. Be sure to address subgroups in the review.

English Language Arts/Literacy	
Strengths	<ul style="list-style-type: none"> <li>• ELA performance was the highest in grade 3 and 4 since 2017</li> <li>• Approximately close to 80 % of ELL students met all their MCAS Language proficiency benchmarks</li> <li>• Highest Growth in 3 years by more than 20 percentage points in 4th grade ELA</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>• Lowest performing 5th grade results since 2017</li> <li>• Writing long essays, is a challenge for HMLS students.</li> </ul>
Opportunities	<ul style="list-style-type: none"> <li>• Workshop Model is implemented throughout the school to address targeted instruction and systematic differentiation for all students. Structures are in place.</li> </ul>

Mathematics	
Strengths	<ul style="list-style-type: none"> <li>• Modest improvement from 2018-2019, but continues to be low.</li> </ul>

<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Lowest performing domain on Math MCAS 2019 numbers and operations base ten and fractions for grades 3-5</li> <li>• 30% proficiency in Math across the board</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• The structure of the Math Workshop has been instituted from grades K-5 to respond to overall math deficits at HMLS</li> </ul>

<b>Science</b>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Highest Science performance in MCAS</li> <li>• Achievement was above the state level</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Close to 60% proficiency. Although great, we still would like to be in the 80% proficiency category</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• The Workshop model is being implemented throughout the school to maximize instruction</li> </ul>

<b>School Culture</b>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• According to our 2019 Panorama data we have made improvements in creating a caring culture and supporting students</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Improvements needed for systems to support and facilitate self regulation for 2% of Tier III struggling learners (socio-emotional, self regulation)</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• SEL Curriculum via Caring Community Program</li> </ul>

<b>Attendance</b>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism went from 21.8% in 2018 to 11.3% in 2019</li> <li>• Exceeded All Attendance Targets outlined by the state</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• ELL and Former ELL had a 3% reduction in the number of chronic absent students</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• Systems to continue the gains need to be instituted across the board</li> </ul>

<b>Family &amp; Community Engagement</b>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• 70% Satisfaction in Afterschool Learning Lab Program</li> <li>• 80% of staff engages in two way communication via Dojo program</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Low participation of families of color in Parent Council, PTO and governance structures</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• Increase parent participation in family events and empower families to share their voices via school governance structures</li> </ul>

## IV. School Action Plan

**Strategic Objective #1a:** ELA (reading)

### Rich and Welcoming Literacy Environment

**Reading:** 80% of Students will make a years' growth and or meet grade level benchmark (1.5)

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> <li>Determine &amp; implement data cycles to identify, intervene, and measure growth every 6-8 weeks school wide (3 data points- *Running Records, *writing samples, unit assessments, anecdotal records (guided reading)).</li> <li><b>KPI:</b> <i>One Lit Data Cycle meeting every other month</i></li> </ul>	Classroom Teachers and Literacy Coach	August	June
<ul style="list-style-type: none"> <li>Align K-5 teaching routines and behaviors to infuse more joy, engagement and ownership of effective reading practices at HMLS. (During PLCS and Data cycles)</li> <li><b>KPI:</b> <i>Grade Level and Individual lesson plans and lesson delivery reflect the components of the RWS model.</i></li> </ul>	Literacy Coach Classroom Teachers	September	June
<ul style="list-style-type: none"> <li>Ensure consistent, reliable and concise data sharing systems to support instruction for students with needs in Tier II and III.</li> <li><b>KPI:</b> <i>A schoolwide system to communicate progress and strategies for all students who require support is clearly established among staff (ELLs, Inclusion, Interventionists, SST)</i></li> </ul>	Literacy Coach, Teachers, Admin	August	June

**What data will be used to monitor implementation of this strategic objective?**

**How often will this data be analyzed, and revisited for gains/decreases?**

- Teacher observation and notes from guided reading -Running Records
- BAS scores- 6 Bas Score data points
- Data wall
- MCAS ELA data and rubrics
- ATLAS and District Common Assessments
- Instructional rounds
- Collaborate with literacy coach and specialist to increase knowledge of best practices around reading development.
- Participate in district professional development on the guided reading process.
- Adjust instructional practices to demonstrate workshop format.
- Utilize 'look for' checklist to ensure fidelity around workshop format.
- Scaffold & engage all students in meaningful independent practice during readers' workshop
- Increase frequency of Tier 1, small-group instruction to 4-5 times weekly
- Guided reading as based on instructional reading level & mastery standards
- Tailored word study (as supported by Foundations and/or WTW)

## **Strategic Objective #1b: Rich and Welcoming Literacy Environment**

**Writing:** 80 % of students will demonstrate greater levels of independence and engagement and their writing will reflect indicators of a level 3 as measured by the grade level SPS proficiency scales for W.1, W.2 and W.3. (1.5 years for students in Safety Net Category, as measured by Calkins Writing Progressions)

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> <li>● Students will engage in pre- and post assessments for three units of study.</li> <li>● Samples will be assessed with updated rubric based on LC, MCAS &amp; district performance indicators (created by November 2019)</li> <li>● <i>KPI: Number of students meeting level three performance indicators will increase by 30% based on instruction</i></li> </ul>	Teachers and Literacy Coach	December	June
<ul style="list-style-type: none"> <li>● Students will engage in individual writing conference at least twice a week</li> <li>● <i>KPI: Individual Conference Binder/Notebook</i></li> </ul>	Teachers and Literacy Coach	October	June
<ul style="list-style-type: none"> <li>● Align K-5 teaching routines and behaviors to infuse more joy, engagement and ownership of effective writing practices at HMLS. (During PLCS and Data cycles)</li> <li>● <i>KPI: Grade Level and Individual lesson plans reflect the components of the WWS model.</i></li> </ul>	Literacy Coach Administrators Classroom Teacher	October	June
<ul style="list-style-type: none"> <li>● Leverage interdisciplinary approach to writing in all content areas</li> <li>● <i>KPI: 3 Writing celebrations per year that reflect interdisciplinary work</i></li> </ul>	Literacy Coach Classroom Teacher	December	April
<ul style="list-style-type: none"> <li>● Develop and implement a consistent, systematic and differentiated approach to word work (grammar, vocab, spelling, sentence structure).</li> <li>● <i>KPI: Word Word Focus is reflected on grade level and individual lesson plans.</i></li> </ul>	Literacy Coach Classroom Teachers	October	June
<p><b>What data will be used to monitor implementation of this strategic objective?</b>  <b>How often will this data be analyzed, and revisited for gains/decreases?</b></p> <ul style="list-style-type: none"> <li>● See KPI Indicators and Frequency of Data Review</li> <li>● Collaborate with literacy coach and specialist to increase knowledge of best practices around writing development.</li> <li>● Participate in district professional development on the writing process.</li> <li>● Adjust instructional practices to demonstrate workshop format.</li> <li>● Utilize ‘look for’ checklist to ensure fidelity around workshop format.</li> <li>● Scaffold &amp; engage all students in meaningful independent practice during Writers’ workshop</li> </ul>			

**Strategic Objective #2:** Through the implementation of Math Guided Workshop students will gain a deeper conceptual understanding of mathematics as measured by student achievement on iReady and District Common Assessments.

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> <li>During math PLC time, curriculum maps will be used to align standard based instruction along with components of math workshop when planning and creating lessons.</li> </ul>	Math Coach	End of August	End of June
<ul style="list-style-type: none"> <li>Teachers will deepen their understanding of standards for mathematical practice 1, 3 and 6 allowing them to better integrate these SMPs fully into their daily instruction.</li> </ul> <p>SMP 1 Make sense of problems and persevere in solving them  SMP 3 Construct viable arguments and critique the reasoning of others  SMP 6 Attend to precision</p>	Math Coach	September	June
<ul style="list-style-type: none"> <li>Fidelity to the math workshop model will be achieved by incorporating all components of math workshop model during instructional times.</li> </ul>	Math Coach, Teachers	September	June
<ul style="list-style-type: none"> <li>Math Workshop 20 mini lessons will be implemented within the first 6 weeks of school to develop a math community along with routines and structures necessary for implementing productive learning stations and guided math groups.</li> </ul>	Math Coach, Teachers	September	November
<p><b>What data will be used to monitor implementation of this strategic objective?</b>  <b>How often will this data be analyzed, and revisited for gains/decreases?</b></p> <ul style="list-style-type: none"> <li>Every child at HMLS can make at least one year's worth of growth as measured by iReady grades 2-5</li> <li>Every student will increase their proficiency score by at least one mastery level on constructed response for K-5</li> <li>Look for checklist</li> <li>Schoolcity/district common assessments</li> </ul>			

**Strategic Objective #3:** By the spring of 2020, students and staff will become aware and develop an understanding of social needs of self, others, and community using schoolwide resources (ex. CSC, CARES, Responsive Classroom, etc.) as measured by CSC assessment tools and CARES tracking system.

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> <li>Continue and improve the implementation of CARES through: <ul style="list-style-type: none"> <li>Weekly assemblies led by partner classes (for ex: Grade 5 and 1) and community meetings (ex. Morning Meetings, Closing Circles, weekly social skills groups, etc.) that support and enhance students' understanding of CARES values and celebrate successes.</li> <li>A tracking system to monitor the distribution of CARES cards</li> <li>Alignment of CARES with Caring School Community (CSC) to create a coherent social emotional program that supports all students</li> </ul> </li> </ul>	ILT, Teachers, admin and social emotional team	September	June

<ul style="list-style-type: none"> <li>○ Student council to give students opportunities to lead and to be engaged in the governance process of the school following CARES values</li> </ul>			
<ul style="list-style-type: none"> <li>● Implementation of behavior management system that is aligned with CARES values supported by social emotional resources (ex. CSC, Responsive Classroom, Safety Care, etc.)</li> </ul> <p>Behavior management system includes:</p> <ul style="list-style-type: none"> <li>○ behavior flow chart</li> <li>○ behavior tracking system via Aspen</li> <li>○ observation checklist (student and staff)</li> <li>○ sharing of data</li> <li>○ Referral to SST/City Connects</li> </ul>	All staff	September	June
<ul style="list-style-type: none"> <li>● Ongoing PDs on the implementation and practices of Caring School Community (a social emotional curriculum program) in conjunction with Response Classroom and theory and practices that support teaching and learning.</li> </ul> <p>Resources include:</p> <ul style="list-style-type: none"> <li>○ CSC lessons</li> <li>○ CSC Assessment tools</li> <li>○ The Behavior Code by Jessica Minahan</li> <li>○ No Such Thing as a Bad Kid by Charlie Applestein</li> </ul>	All staff	September	June
<p><b>What data will be used to monitor implementation of this strategic objective?</b>  <b>How often will this data be analyzed, and revisited for gains/decreases?</b></p> <ul style="list-style-type: none"> <li>● Panorama Data Spring 2020</li> <li>● District look for checklist for Welcoming Environment</li> <li>● CSC assessment tools</li> <li>● Observation checklists</li> <li>● CARES card tracker</li> <li>● Individualized Behavior Plans (Fair Plans) for students with Tier III needs</li> </ul>			

## V. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Capital Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

## VI. Professional Development Plan

### Professional Development Scheduled 2019-202

Date(s)	PD Type	Time(s)	Objectives
<b>August 27th-29th Whole School PD days</b>			
<b>8/27/19 Tuesday</b>	Whole School Full day PD	8:00-9:30	<b>Convocation at SHS 8:00-9:30</b>
		9:30-10:00	Travel back to HMLS
	Whole School	10:00-11:15	<u><a href="#">Opening Activities/Welcome back</a></u> <i>Ruben &amp; Scarlett</i> <b>Please bring your laptop</b>
			<b>Ice breakers (from CSC)</b>
			<b>School's mission and vision</b> <b>CARES</b>
		11:15-12:30	<b>School Improvement Plan - Social Emotional</b> <i>Lisa Collins</i>
			<b>Caring School Community-</b> Norm Setting/ School Culture Clarify how this compliments our CARES values +RC+Minahan+Charlie. <i>Stacey</i>
	Whole School	12:30-1:00	<b>Lunch</b>
	Whole School	1:00-2:00	Classroom set up and postcards <ul style="list-style-type: none"> <li>• Welcome Back Postcards will be sent out to all students and families.</li> <li>• Non-classroom teachers will buddy up with classroom teachers to support this effort. See buddy list <a href="#">here</a>.</li> </ul>
<b>8/28/19 Wednesday</b>	Whole School except for new staff	8:00-8:15	<b>Ice breaker</b> <i>Judy and Lisa</i>
	Full day PD	8:15-9:00	<u><a href="#">Welcoming Environment</a></u> <i>Sue Faria Smith</i>

	Whole School	9:00-9:30	<b>Setting Workshop Model Routines</b> <i>Ann Marie</i>
	Whole School	9:30-10:00	<b>School Improvement Plan - Content</b> <i>Ruben &amp; coaches</i>
	Grade level/content specific	10:00-12:00	<b>Workshop rotations (Math &amp; Literacy)</b> *Sessions will be recorded for new staff Start with whole group in Room 353 <u>Breakout groups:</u> <u>Math:</u> Room 316 <u>Literacy:</u> Room 353 <i>Coaches</i>
	Whole School	12:00-12:30	<b>Lunch</b>
	Whole School	12:30-1:00	Phone training
	Whole School	1:00-2:00	Classroom set up
<b>8/29/19 Thursday</b>	Whole School Full day PD	8:00-8:30	<b>Ice breaker</b> <i>Ann Marie</i>  <b>Welcome back paraprofessionals</b>
	Whole School	8:30-11:30	<b>No Such Thing as a Bad Kid</b> Charlie Appelstein <a href="#">Resources</a>
	Whole School	11:30-12:30	<b>Behavior Management</b> <i>Social emotional team</i> <b>Bring your laptop</b>  <ul style="list-style-type: none"> <li>○ City Connects</li> <li>○ <a href="#">Behavior flow chart</a></li> <li>○ <a href="#">NEW Behavior form/tracking system</a> (Aspen)</li> <li>○ <a href="#">Conduct referral directions</a></li> </ul>
	Whole School	12:30-1:00	<b>Lunch</b>
	Whole School	1:00-2:00	Classroom setup
<b>September</b>			
<b>9/3/19 Tuesday</b>	Whole School Full day PD	8:00-8:45	<b>Union Meeting @ Salem High School</b>
	Whole School	9:00-9:15	<b>Ice breaker</b> <i>Letty &amp; Sue Faria Smith</i>

	Whole School	9:15-9:45	<b><u>Opening Day Procedures- Putting it all together</u></b> <i>Ruben &amp; Scarlett</i> <b>Bring your laptop</b>
	Whole School	9:45-10:45	<b>Operations nuts and bolts</b> <ul style="list-style-type: none"> <li>○ <a href="#">Schedules</a></li> <li>○ <a href="#">School Goals-</a> Socio-Emotional/Literacy/Numeracy</li> <li>○ Frontline-Reminder- Everyone needs to use the system! # Number if needed</li> <li>○ <a href="#">Google Drive</a></li> <li>○ <a href="#">First day of school</a> -Procedures and routines</li> <li>○ <a href="#">Required Training Modules</a></li> <li>○ <a href="#">Aspen + gradebook</a></li> <li>○ Drills (bus evacuation, fire, and ALICE)</li> <li>○ <a href="#">Duty</a></li> </ul>
	Whole School	10:45-11:45	<b>Caring School Community</b> (Map out first two weeks of school) <b>Bring CSC entire box + post-it notes to PD session</b> <i>Christine &amp; Stacey</i>
			Breakout groups: K-1 - Library 2-5 - PD room
	Whole School	11:45-12:30	<b>Meaningful Interactions</b> <b>Comprehensible Input</b> <i>Judy Flynn &amp; Sue Faria Smith</i>
	Whole School	12:30-1:00	<b>Lunch</b>
	Whole School	1:00-2:00	Classroom setup
<b>9/11/19</b>	Open House Whole School	5:00-7:00	<b>BBQ &amp; Open House</b>
<b>9/18/19</b>	ILT	2:10-3:45	<b><u>Agenda</u></b> Feedback on Behavior Modules (with Ellen) Feedback from Staff on PD Expectations by location Finish PD plan
<b>9/25/19</b>	Whole School Half day PD	12:30-2:00	<b>District Modules</b> <i>Snack: Kindergarten</i>  <b><u>Agenda</u></b> Salem Education Foundation Caring School Community follow-up Goals, observations, self-assessment, & teacher evaluation process (Ruben)

October			
10/9/19	Whole School After School PD	2:10-4:10	<p><i>Snack: Grade 1</i></p> <p><u>Agenda</u></p> <p>Building an integrated support system, TeachPoint goals + II-C student indicators, and Aspen Gradebook</p>
10/16/19	ILT	2:10-3:45	<p><b>Agenda</b></p> <p>-Lesson-planning: Text-based discussion <i>Behavior Code pp.22-25</i> - be intentional and systematic with planning</p> <p>-Finalize 10/31/19 PD + Develop scenarios/Charlie strategies</p> <p>-Plan for 11/5/19 full day PD</p>
10/31/19	Whole School Half day PD	12:30-2:00	<p><b>Caring School Community (check in)</b></p> <p><b>SIP follow-up</b></p> <p><b>Routines and expectations:</b></p> <p><u>Establishing Classroom Routines</u></p> <p><u>Delivering Consequences Effectively</u></p> <p>Tentative topic(s): Assemblies (10 mins), Charlie + scenarios, case study (function of behavior + targeted support), documentation (Aspen referral), Building an integrated support system Part 2</p>
November			
11/5/19	Whole School Full Day PD	8:00-2:00	<p><b>Agenda</b></p> <p><b>ALICE</b></p> <p><b>Workshop Model (by subject)/Safety Care Refresher Stations</b></p> <p><b>Choose 3 stations:</b></p> <p>Station 1: Complete <i>Planning for GR</i> from GR Module 1 (mid November) - Donna</p> <p>Station 2: Math Talk</p> <p>Station 3: Behavior Module</p> <p><u>Building Authentic Relationships with Students</u></p> <p><u>De-Escalating Student Behavior</u></p> <p><u>Building Trust and Character</u></p> <p>Station 4: Word Study - Megan, Judy &amp; Sam</p> <p>Station 5: City Connects</p> <p>Station 6: Setting up assignments/tasks in Aspen</p> <p>Tentative topic(s): Science Workshop Model PLC (Grades 4 &amp;5) 60 mins</p> <p>Specialists:</p>
11/13/19	ILT	2:10-3:45	<b>Review Implementation of SIP</b>

11/20/19	Whole School After School PD	2:10-4:10	<b>Agenda</b>  Tentative topic(s): <u>Rebuilding with Students after Misbehavior</u> <u>Giving Effective Directions</u> <u>Reactive Classroom Management Moves</u>  Sensory supports strategies
<b>December</b>			
12/4/19	Whole School Half day PD	12:30-2:00	<b>Agenda</b>  <b>Complete Guided Reading Module 2 (grade specific)</b> (mid December)  Tentative topic(s): Partnership Feedback SSU @1:00. Francesca will be coming
12/11/19	Whole School After school PD	2:10-4:10	<b>Agenda TBD</b> <i>Snack: Grade 3</i>  Tentative topic(s): Review Progress on Math/Reading and Writing Benchmarks
12/18/19	Whole School Report Card Conferences	12:30-2:00  5:00-7:00	<b>Conference expectations and timeline TBD</b>
<b>January</b>			
1/8/20	Whole School After school PD	2:10-4:10	<b>Agenda TBD</b> <i>Snack: Grade 4</i>  <b>Complete Putting it all Together from GR Module 2</b> <b>(grade specific)</b>  Tentative topic(s):
1/15/20	ILT	2:10-3:45	
1/29/20	Whole School Half day PD	12:30-2:00	<b>Caring School Community (check in)</b> <b>SIP follow up</b>  Tentative topic(s):
<b>February</b>			
2/5/20	ILT	2:10-3:45	
2/12/20	Whole School After school PD	2:10-4:10	<b>Agenda TBD</b> <i>Snack: Grade 5 &amp; coaches</i>  Tentative topic(s): 2nd Data Cycle Literacy

<b>March</b>			
<b>3/11/20</b>	Whole School After school PD	2:10-4:10	<b>Agenda TBD</b> <i>Snack: ELL</i>  Tentative topic(s): 2nd Data Cycle Math
<b>3/18/20</b>	Whole School Report Card Conferences	12:30-2:00  5:00 - 7:00	<b>Conference expectations and timeline TBD</b>
<b>3/25/20</b>	ILT	2:10-3:45	
<b>April</b>			
<b>4/3/20</b>	Whole School Half day PD	12:30-2:00	<b>Caring School Community (check in)</b>  <b>SIP follow up</b>  Tentative topic(s): MCAS
<b>4/8/20</b>	Whole School After school PD	2:10-4:10	<b>Agenda TBD</b> <i>Snack: Specialists</i>  Tentative topic(s): 3rd Data Cycle Literacy and Math
<b>4/15/20</b>	ILT	2:10-3:45	
<b>May</b>			
<b>5/13/20</b>	Whole School After school PD	2:10-4:10	<b>Agenda TBD</b> <i>Snack: Admin</i>  Tentative topic(s): Review Completion of Teachpoint Goals
<b>5/20/20</b>	ILT	2:10-3:45	
<b>June</b>			
<b>6/3/20</b>	ILT	2:10-3:45	
<b>6/10/20</b>	Whole School After school PD	2:10-4:10	<b>Agenda TBD</b> <i>Snack: Inclusion team &amp; social emotional team</i>  Tentative topic(s): Maximize Schedules and Outline Progress to SIP
<b>6/17/20</b>	Whole School Half day PD	12:30-2:00	<b>Agenda TBD</b> <i>Potluck</i>  Tentative topic(s): Celebrations

## VII. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on TalentEd to tap into a large pool of qualified applicants. We convene a committee conduct interviews. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

## VIII. Parent Involvement

HMLS supports family involvement in different ways. Through governance structures such as Parent Council and PTO and via regular communication and monthly celebrations. The Parent Council meets the second Tuesday of the month to review the progress of the School Improvement Plan, to provide feedback on ongoing initiatives and to support the budget process. HMLS Parent Liaison and City Connects work closely with families to provide access to information, connect families to resources and to empower families to become active members of the HMLS learning community.

City Connects, Parent Liaison and District Equity Coordinator supported the coordination and implementation of the HMLS after school program (Learning Lab), with an emphasis on supporting ELL students and students with learning disabilities. Taking advantage of the collaboration with HMLS YMCA, students were given the option to participate in the Learning Lab program and to access YMCA services concurrently.

HMLS outreach efforts are instrumental in supporting families basic needs on a regular basis. Our food pantry program, is an example of such ongoing efforts.

## IX. Kindergarten Transition Plan (K-5 and K-8 schools only)

### Kindergarten Transition Plan

In January prior to the child's kindergarten year, parents are invited to attend the Kindergarten Information Night. This is a district wide event where parents receive information about the kindergarten registration process. Horace Mann teachers, principal, assistant principal and PTC parents meet and greet parents and answer any questions specific to HMLS. We field many questions concerning our lab school status for Salem State University and our unique partnership with them.

In February, families are invited to tour our school. They visit not only the kindergarten classrooms but specialist areas, cafeteria and playground. At the conclusion of the tour, parents meet with a kindergarten teacher and principal to answer any questions concerning the kindergarten curriculum, kindergarten registration, and kindergarten screening.

In June incoming kindergarten students are invited to attend the first round of kindergarten screening. During the screening, students have the opportunity to meet the three kindergarten teachers and paraprofessionals and engage in activities that give us an insight into their strengths as well as their areas of growth. Parents have the opportunity to ask any questions and tell us about their child.

A representative from our school will attend the kindergarten transition meeting with area preschool directors and teachers. With parental permission preschool teachers share information about the incoming kindergarten students which helps to insure a smooth transition into kindergarten.

In August the Salem Public Library holds an event "Hooray for Kindergarten" the principal and assistant principal are present to welcome families and answer questions. Activities are held for kindergarten students such as a ride on a school bus. During this event families can meet and greet each other and make connections to other students also starting kindergarten.

Also in August any students who have registered over the summer are invited to participate in the kindergarten screening process.

In September, we hold a kindergarten open house. Families attend on the day before school starts, parents listen to an information session and Powerpoint presentation with the principal while students visit the kindergarten classrooms and listen to a story read by the three kindergarten teachers. In the evening, we hold an event called Popsicles with the Principal, where families can play and chat together while their students play on our kindergarten playground.

Kindergarten teachers send letters and postcards home prior to the start of school welcoming our new kindergarten students, and on the first day of school, the PTC holds a "Boo Hoo" breakfast after dropping off their students to their perspective classrooms.

The HMLS kindergarten team engages innovative approach to welcoming new students and assigning them to classrooms. In order to ensure balanced classrooms that would foster each child's positive social and academic growth, the team spends the first two weeks of school getting to know each child by creating opportunities for children to learn from each of our three Kindergarten teachers. This process is designed to provide each child with a sense of belonging at the Horace Mann School, while also allowing the team to better understand each child's learning style. At the end of the two-week period, the Kindergarten team, in

consultation with our specialist teachers and with input gained through a parent survey, finalizes homeroom assignments. This process, which is carefully designed to enable the team to place each child in the classroom that would offer the most nurturing and positive experience over the coming school year, followed the steps below (written here as they were communicated to families in the summer welcome letter and at the September Kindergarten open house):

- Your child will spend the first three days with one classroom teacher. During this time, your child will engage in creative play with new classmates, participate in fun learning activities, and begin practicing common school routines such as going to lunch, packing a backpack, transitioning to specialists, playing at recess, and preparing for dismissal.
- On Thursday and Friday of the first week, we will begin to re-group students during daily learning activities, so that they have the opportunity to work with different teachers and classmates. This process will continue into the second week, during which we will send home a short survey asking for your input about the optimal learning environment for your child.
- At the end of the second week, we will share final homeroom assignments.

## **X. Shared Leadership Practices**

The Instructional Leadership Team (ILT), Coaches Team and Socio-Emotional Team are critical in supporting the decision making process at HMLS. Teachers via PLC teams also provide feedback regarding the implementation and execution of the School Improvement Plan. The ILT team plans and facilitates the Professional Development opportunities for the entire staff. They also provide feedback regarding the progress students make on a regular basis. Members of this team are instructional leaders who are constantly looking for the best ways to maximize resources to support the HMLS vision and mission.

## **XI. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks (K-5 and K-8 schools only)**

The structure of the instruction delivery at HMLS is done via the Workshop Format. The HMLS staff has embarked on implementing the workshop model in literacy, math, science and social studies. The reason for this concerted effort across all academic disciplines is to provide students a more differentiated learning experience. Readers who struggle academically have direct access to teacher support based on their level of proficiency. Some students who do not meet their growth benchmarks are also supported in the classroom by SSU student fellows or by the HMLS Literacy Specialists. The differentiation of academic support continues to improve at HMLS.

## **XII. Coordination and integration of federal, state and local services and programs**

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds. Also, the Learning Lab program at HMLS was structured and facilitated by the support of central office staff via grant funding. The City Connects, Behavior Specialists, Coaches, Literacy Support Staff, and Parent Liaison, to mention a few, are supported by the district in one way or another. This support is critical in creating alignment of resources, ideas and strategies and to build capacity among the support staff.