



Salem Public Schools

School Improvement Plan 2023-2024






Horace Mann Laboratory School

Our goals this year

What do we hope to improve?	How will we measure it?	Start	Goal
Student attendance	Reduce chronic absenteeism	32.9% (SY22-23)	27%
Improve performance as measured by MCAS	Increase meet/exceed ELA and math proficiency rates	ELA 19% Math 12% (SY22-23)	ELA 29% Math 22%
Improve performance as measured by MCAS	All grades/all subjects achieve >60 SGP on MCAS	SGP: ELA – 38.5 Math –28 (SY22-23)	SGP: ELA – 50 Math – 50
Improve performance as measured by ACCESS	Increase the % of students who demonstrate adequate progress	56% (SY22-23)	66%
Increase observation & feedback	Increase "Perceptions of the amount and quality of feedback faculty receive"	21% (SY22-23)	36%
Improve stakeholder perception data	Families have favorable perceptions of their child's learning related behaviors	No Baseline	67%
	Increase student sense of belonging and the extent that they feel valued at the school	53%	68%
	Families feel that their child's school is a "good fit," representing their perceptions of how well a school matches their child's developmental needs.	No Baseline	67%

How will we reach our goals?

We have targeted “big rocks” – these are our focus areas for improvement for our school!

	What is our big rock?	What will our students experience as we grow in this area this year?	How will we know if it is working?
Big Rock 1.1 	We will consistently implement strategies to give all learners access to grade-level work.	Students will be able to access grade-level content and will be able to demonstrate their knowledge across language levels.	<p>We will see the implementation of Sheltered English Immersion (SEI) strategies across all classrooms.</p> <p>Students will show typical to ambitious growth on STAR assessments.</p>
Big Rock 1.2 	We will use formative student data to make adjustments to instruction and provide students with feedback.	<p>Students will be given clear, specific feedback to help move them towards mastery of grade-level standards.</p> <p>Students will understand what they need to learn how to do in order to grow in content standards.</p>	<p>Students will be able to use proficiency scales to identify their next steps.</p> <p>Students will show typical to ambitious growth on STAR assessments.</p>
Big Rock 2.1 	We will provide staff with feedback to help grow instructional practices that support rigorous and productive learning environments.	Students will be in teaching spaces where there are high expectations for them, with increased time on learning with grade-level tasks. They will have teachers who are reflective and constantly refining their practice to better serve students.	<p>Staff will show increased expertise within a range of teaching and management skills. Student achievement & growth should also grow as a result of these enhanced skills.</p>
Big Rock 3.1 	We will implement school-wide and classroom-based routines and systems that create safe, welcoming, and productive learning spaces.	Students will be able to focus on learning as a result of being part of a safe and predictable learning environment. Students will know exactly what is expected of them and will receive specific feedback to foster their growth.	Routines and systems will be implemented with fidelity across all school settings. As a result, our school should feel like a safe and joyful place to learn.
Big Rock 3.2 	We will strengthen our school culture and build community among students, staff, and families.	Students will feel like valued members of the HMLS community and know their voice is heard. Students will develop the ability to be respectful problem solvers.	<p>Evidence of community building circles in classrooms and community circles with staff.</p> <p>Evidence of social and emotional learning indicators will be present across school settings.</p>