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HORACE MANN
LABORATORY SCHOOL

Salem Public Schools

School Improvement Plan 2025-26

Horace Mann Laboratory School



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Salem Public Schools – School Improvement Plan

I. Annual Measurable Outcomes & Drivers

The action plans in this document are intended to lead to attainment of school-specific end-of-year measurable outcomes that align to goals in the district plan that ends in June 2026. *Schools must have action plans that address each driver.*

2026 Drivers	2026 District Goals	2026 School Goals
Priority 1: Elevate Learning Rollout Academic Monitoring & Lesson Internalization: Notice what students are struggling with and be prepared to address in the moment. Data meetings: Continue to strengthen frequency/impact of data meetings and grow the capacity of teacher leaders to run DII meetings. Culturally & Linguistically Sustaining Practices: All teachers implement evidence-based, culturally and linguistically sustaining teaching practices.	Priority 1: Elevate Learning MCAS - Gr. 3-8: > 41% ELA; > 39% Math - All Grades: >55 SGP ACCESS: >55% Advanced coursework: 65% 4 year graduation rate: 88% 70% of families report confidence that students are achieving in school	Priority 1: Elevate Learning MCAS > 28% of students > 25% of students STAR: 10% increase in Literacy & Math >55% SGP for the 25-26 SY ACCESS: >65% progress
Priority 2: Empower Educators Amount and quality of feedback: Strengthen frequency/impact of observation/feedback. PD Input: Engage educator voice in the development of school-based PD content and session facilitation. Retention: Develop an intentional plan to ensure that exemplary educators stay in Salem.	Priority 2: Empower Educators Maintain or exceed an 85% annual retention rate Increase the % of educators and staff who represent the diversity of students to 18% for teachers and to 23% for all staff Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging Increase positive perceptions of the amount and quality of feedback faculty receive to 60%	Priority 2: Empower Educators Increase the % of educators and staff who represent the diversity of students to 18% for teachers and to 23% for all staff. Spring 24= 17.5% Increase annual teacher well-being and belonging composites to 65% for well-being and 70% for belonging (Spring 24= 64% and 69% respectively) Increase positive perceptions of the amount and quality of feedback faculty receive to 60%
Priority 3: Center Belonging Explicit SEL: Name and implement explicit SEL practices that will encourage academic risk taking, increase student voice and ownership, and ensure achievement is possible for all students Chronic absenteeism: Attendance teams strengthen early intervention strategies to identifying and addressing chronic absenteeism Post- Secondary Planning (HS and MS): Monitor the progression of high school students who have a post secondary plan	Priority 3: Center Belonging Reduce chronic absenteeism to 18% and dropout rate to 2% Increase to 70% the percentage of students in grades 3-12 who report feeling valued At least 70% of families feel that their child's school is a "good fit" Achieve risk ratio of less than 1.2 for students of color and students with disabilities	Priority 3: Center Belonging Reduce chronic absenteeism to 18% (Spring 2025 = 25.9%) Increase to 65% the percentage of students in grades 3-12 who report feeling valued Decrease the Number of students with a post-secondary plan by at least 10% in the fall of 2025 Self-Management (Spring 25: 100%) Social Awareness (Spring 25: 100%) Relationship Skills (Spring 25: 100%) At least 80% of families feel that their child's school is a "good fit" Achieve risk ratio of less than 1.2 for students of color and students with disabilities

Possible Interim Measures

II. Data & Root Cause Analysis

Please use the space below to provide an analysis of specific data points that establish a rationale for the drivers and action plans

that follow. The drivers and action plans encompass the school's core improvement strategies in the coming year and are intended to lead to attainment of the school's 2025 end of year goals specified on page 1 of this document.

Our data reveals key areas of need that directly inform our core improvement strategies for the upcoming year. Assessment data, SEL measures (such as DESSA), and attendance trends highlight the following critical points:

- **DESSA Data** - 50-65% of students are demonstrating some need for additional instruction in social-emotional skills, particularly in self-awareness, self-management, and relationship skills which impacts their ability to engage fully in learning and social interactions:
 - *Self-Management (Spring 25: 67% Need Instr)*
 - *Social Awareness (Spring 25: 53%)*
 - *Relationship Skills (Spring 25: 64%)*
- **Chronic Absenteeism** - At **26.7%** chronic absenteeism and consistent attendance remain a significant barrier for student achievement and connection, necessitating strengthened early intervention and family engagement strategies.
- **MCAS Data** - Only 13% of students in grades 3–5 scored proficient in math, and the overall SGP of 37.8 confirms that growth is also below expectations. Fourth grade stands out with just 5% proficiency and an SGP of 31.1, highlighting significant gaps, while fifth grade shows slightly stronger growth (43.6 SGP) despite low proficiency. These results highlight the need to strengthen academic monitoring and DII meetings (Driver: Rollout Academic Monitoring & Lesson Internalization; Driver: Data Meetings) so that teachers can identify gaps in real time and implement targeted math interventions, particularly in fourth grade.
 - Math - 3, 4, & 5th grade - 13% proficient: 37.8 SPG
 - Third Grade - 22% proficient: SGP Not Available
 - Fourth Grade - 5%: 31.1 SGP
 - Fifth Grade - 10%: 43.6 SGP

In ELA, 18% of students in grades 3–5 scored proficient, with a stronger overall SGP of 55.2, suggesting students are making gains even if proficiency remains low. Fifth grade demonstrates the greatest promise with 19% proficiency and a growth score of 60.9, while fourth grade lags with 15% proficiency and an SGP of 46.9. Sustaining this growth will require intentional implementation of early literacy routines (Driver: Early Literacy) and consistent use of student-facing learning criteria and writing tools (Driver: Rollout Academic Monitoring & Lesson Internalization) to ensure all students receive strong, standards-aligned reading instruction.

- ELA - 3, 4, & 5th grade - 18% proficient: 55.2 SGP
 - Third Grade - 18% proficient: SGP Not Available
 - Fourth Grade - 15% proficient: 46.9 SGP
 - Fifth Grade - 19% proficient: 60.9 SGP
- **STAR Data** - Based on STAR Spring 2025 results, math showed 36.6% of students proficient with an SPG of 36.6%, while early literacy results were mixed at 49.6% proficient and an SGP of 48.4, ranging from 44.4% in first grade to 58.3% in second grade. Reading, in grades 3-5, remains the greatest area of need, with only 32.9% of students proficient and an SGP of 49.8. These findings point to the need for aligned coaching cycles, frequent observation and feedback (Driver: Amount and Quality of Feedback), and intentional use of early literacy routines and DII data meetings (Drivers: Early Literacy; Data Meetings) to strengthen Tier 1 instruction and Tier 2 interventions across grades K–5.
 - Math - 243 students tested – 36.6% tested at proficient
 - Early Literacy - 125 students tested - 49.6% proficient: 48.4 SGP

- Kinder - 39 Tested - 53.8% proficient
- First Grade - 45 Tested - 44.4% proficient
- Second Grade - 36 tested - 58.3% proficient
- Reading - 140 students tested - 32.9% proficient: 49.8% SGP
- **Panorama Data**
 - Student perceptions of belonging and a positive school climate have maintained steady over the past year but only with slight gains (with a score of 56% and 41%) but we need to see higher gains in these areas in order to maintain a positive learning environment, continuing to focus on strong culture systems and relationship building. (Driver: Explicit SEL)
 - Staff well-being and sense of belonging did not meet our end of year target, with scores of 55% for well-being and 60% for staff sense of belonging. We need to continue to focus on these areas in order to foster positive staff relationships and an overall sense of well being amongst all staff (Driver: Retention). In addition, only 22% of staff had positive perceptions of the amount and quality of feedback faculty and staff receive.

III. Drivers, Interim Measures, Action Plans, District Supports

****PRIORITY 1: ELEVATE LEARNING****

Driver: Rollout Academic Monitoring & Lesson Internalization: Notice what students are struggling with and be prepared to address in	
Interim Targets/November 15: ● 60% of students proficient on assessed standards on all DCAs ● 4% proficiency increase from Fall STAR assessments (December)	Interim Targets/February 15: ● 65% of students proficient on assessed standards ● 7% proficiency increase from Fall STAR assessments

Action Steps	Lead	Start
Develop weekly PLC planning trajectory to allow for unit & lesson internalization planning across content areas. <i>Deliverables:</i> <i>-PLC/PD ScheduleSchedule</i>	Coaches/Admin	August 2025
Monthly walkthroughs to identify skill areas for Early Release PD & PLCs	Admin/Coaches/SLT/Teachers	October 2025
Development & Use of Academic Monitoring Sheets that include Student Facing Learning Criteria -focused on 5I5O priority standards -align with Jumprope	Coaches, Teachers	October 2025
Develop common writing tools across school: - Teacher facing scope & sequence - Mentor Texts and Exemplars - Explicit success descriptors based on standards and genre features - Student facing rubrics/success criteria	Coaches, Teachers	October 2025

Driver: Data meetings: Continue to strengthen frequency/impact of data meetings and grow the capacity of teacher leaders to run DII meetings		
Interim Targets/November 15: • 60% of students proficient on assessed standards on all DCAs • 4% proficiency increase from Fall STAR assessments • 85% of Data meetings contain Success Criteria	Interim Targets/February 15: • 65% of students proficient on assessed standards • 7% proficiency increase from Fall STAR assessments • 100% of Data meetings contain Success Criteria	
Action Steps	Lead	Start
Build out schedule for weekly DII grade level meetings & arrange coverage <i>Deliverables:</i> <i>-DII Meeting Schedule</i> <i>-Specialist Coverage (daily) for Morning Meeting/SEL block</i>	Admin/Coaches	July 2025
Professional Learning on PLC process to build the capacity of teacher teams to become leaders in DII/PLC process	Admin/Coaches/SLT/Teachers	August 2025
Align the data meeting trajectory with the Lesson Internalization and 5I5O work, choosing formative assessments to bring to DIIs that connect to that work.	Admin/Coaches/Teachers	September 2025
Develop & utilize a tracker for our 5I5O/priority standards to track how students are making progress towards these priority standards.	Admin/Coaches/SLT/Teachers	September 2025
Utilize Data from Baseline Assessments/Exit Tickets to inform WIN Block groupings	Admin/Coaches/Teachers	September 2025

Driver: Culturally & Linguistically Sustaining Practices: All teachers implement evidence-based, culturally and linguistically		
Interim Targets/November 15: - STAR CBM PM Data (baseline) - TNTP Rating Tool (baseline TBD)	Interim Targets/February 15: - STAR SGP Data thus far is $\geq 55\%$ - TNTP Rating Tool -<i>K-3 classes show an impr</i>	
Action Steps	Lead	Start
BOY PD to review ECRI practice	Coaches/Admin/SLLT	September 2025
Coaching/observation cycles with K-3 & ML teachers on Early Literacy Practices <i>(see Priority #2 for other coaching cycles)</i> -Initial 4 week cycles; then ongoing -Assess consistent use of all routines -Identify areas of strength/sharing and areas for growth/clinics	Admin/Coaches	September 2025
Analyze Benchmark & CBM PM Data after 4 benchmarks and 6 week/PM marks. -Use this information to inform restructuring of Tier 1 lessons and Tier 2 small group needs.	Teachers/Coaches/Admin	September 2025
Utilization of the SLLT (School Literacy Leadership Team) to share out PRISM action steps and to model practices	SLLT	September 2025
Analyze Benchmark & CBM PM Data after each of the 4 benchmarks and 6 week/PM marks. -Use this information to inform restructuring of Tier 1 lessons and Tier 2 small group needs.	Teachers/Coaches/Admin	September 2025
STRIDE teachers will implement use of discrete trials to target pre-literacy skills for all students in the STRIDE classrooms - Explore and instruct students in relevant ACE modules	Teachers/Coaches/Admin	September 2025
Continued development & implementation of our school-wide Discourse Trajectory PreK-5 (including STRIDE students) and monitoring of discourse in classrooms.	Teachers/SLT/Coaches/Admin	September 2025

****PRIORITY 2: EMPOWER EDUCATORS****

Driver: PD Input: Engage educator voice in the development of school-based PD content and session facilitation.		
Interim Targets/November 15: 90% favorability on staff professional development survey.	Interim Targets/February 15: 95% favorability on staff professional development survey.	
Action Steps	Lead	Start
Begin each PD session addressing staff feedback.	Admin/Coaches/SLT/Teachers	August 2025
Analysis of Walkthroughs and Observations to determine focus areas & teacher-presenters for Staff PD/Practice Clinics.	Admin/Coaches/SLT/SLLT/Teachers	October 2025
Staff Feedback/input during PLCs to determine areas of support needed.	Coach/Admin/SLT/Teachers	October 2025
Mid-YEAR Stepback & EOY State of the School Focus Groups led by SLT	SLT/Admin/Teachers	January 2026

Driver: Retention: Develop an intentional plan to ensure that exemplary educators stay in Salem.		
Interim Targets/November 15: 90% favorability on staff professional development survey. 100% of NPST teachers have at least 2 observations 100% of all PST teachers have at least 1 observation 50% of observations have a follow up feedback meeting	Interim Targets/February 15: 95% favorability on staff professional development survey. 100% of NPST teachers have at least 4 observations 100% of all PST teachers have at least 3 observations 60% of observations have a follow up feedback meeting	
Action Steps	Lead	Start
Bi-Monthly Listening Sessions with Grade Level Teams	Admin/Teachers	September 2025
Aligned PLCs times for grade bands to create the space for and build teacher capacity for self-directed professional collaboration among their team.	Coach/Admin/SLT/Teachers	August 2025
Observations will have Follow up Feedback Meetings happen with 65% of observations	Coach/Admin/Teachers	October 2025
Development and implementation of intentional staff connection activities to foster stronger community and culture among staff.	Admin/SLT/Teachers	August 2025

****PRIORITY 3: CENTER BELONGING****

Driver: Explicit SEL: Name and implement explicit SEL practices that will encourage academic risk taking, increase student voice and ownership, and engage all students		
Interim Targets/November 15: Development of Tier 1 focus areas through December 2025 that are reflected in school-wide Strong Start SEL Planner and Align with Incentive Areas Identification of students and implementation of First Round of Tier 2 social skills groups conducted by Student Support Team A minimum of one Student Support Data meeting completed.	Interim Targets/February 15: Development of Tier 1 focus areas through May 2026 that are reflected in school-wide Strong Start SEL Planner and Align with Incentive Areas Identification of students and implementation of Second Round of Tier 2 social skills groups conducted by Student Support Team A minimum of four Student Support Data meetings completed.	
Action Steps	Lead	Start

Development of SEL Curriculum Map/Pacing Guide: Crosswalk of CASEL Competencies, Zones, & District Focus Areas with a focus on Self-Awareness, Self-Management, & Relationship Skills with opps for role plays	Admin/Student Support / SLT/Teachers	July 2025
Implementation of Tier 2 Supports (<i>i.e. lunch bunches, social skills groups, morning circle support</i>) based on needs shown in DESSA data.	Admin/Student Support	August 2025
Implementation of SEL PLC Times for Teachers (teachers preview & build out SEL pacing & lessons that include CASEL Competencies, Zones, & District Focus Areas & plan for alignment to academics)	Admin/Student Support / Teachers	October 2025
Development of Student Voice/Roles within the school.	Admin/SLT/SSA / Teachers	October 2025
Monthly whole-school Community Meetings & “Doghouses”(cross-grade advisory groups) aligned with SEL Pacing Map & Identified Areas of Need & Practices (i.e. role plays)	Admin/SLT/SSA	September 2025
Explicit Naming & Connection of SEL Objectives: Continued work of aligning SEL objectives with our Core Instructional Practices & Lessons.	Admin/SLT/Coaches/ Teachers	November 2025
Define the quality and increase the quantity of inclusion opportunities for students in the STRIDE program including opportunities for Reverse Inclusion (<i>PD/PLC Planner with planning Time for STRIDE with both Specialist team and Gen Ed HR teachers/paras, STRIDE Inclusion schedule, Unified sports club schedule</i>)	Admin/SLT/ Teachers	August 2025
Increase inclusive environmental modifications that support augmentative communication throughout the school.	Admin/Teachers	October 2025
Bi-Monthly Husky Huddles with Admin & Students at each grade level.	Admin/Teachers	October 2025

Driver: Chronic absenteeism: Attendance teams strengthen early intervention strategies to identifying and addressing chronic absenteeism		
Interim Targets/November 15: Chronic Absenteeism rate is $\leq 15\%$	Interim Targets/February 15: Chronic Absenteeism rate is $\leq 19\%$	
Action Steps	Lead	Start
Rebuilding of roles & systems for the Attendance Team	Admin/District SS team	July 2025
Consistent Attendance Outreach with Fidelity to the Tiers as outlined in Attendance Tracker	Admin/District SS team	July 2025
Weekly Attendance Meetings with clear follow up/action steps	Student Support (admin, Ccnx, SSA)	September 2025
Tier 1 Attendance Initiatives mapped out based on previous trends	Admin, Ccnx, SSA, Teachers	July 2025
Connections home made (call &/or PS Message) by a staff member who works with that student.	Teachers	August 2025

Driver: Family Engagement: Create multiple opportunities for two-way engagement with HMLS families & monitor engagement		
Interim Targets/November 15: - Establish a baseline of Family Participation from Open House 50% of teachers sending a newsletter to families (minimum 1x/month)	Interim Targets/February 15: 75% of Families participate in December Conferen 75% of teachers sending a weekly/bi-weekly news	
Action Steps	Lead	Start
Increase in two-way communication opportunities with families, including Positive Phone calls home at the start of year, new interactive Take-Home Folder system, and weekly or bi-weekly newsletters from teachers.	Teachers/Staff	August 2025

Rewriting of Family Handbook to increase interaction with tool & awareness of school culture & policies	Admin/SLT	July 2025
“Celebrations of Learning” (<i>i.e. Author’s Celebrations, Project presentations, etc.</i>) in PreK-5 classrooms happen at least once/trimester (w/ in-person & virtual options)	Teachers	October 2025
Monthly Family Learning Sessions & aligned follow-up education in Family Newsletters based on Family Needs Surveys	Admin/Coaches/SLT/Teachers	October 2025
Implementation of Student-Led Conferences, including professional learning for teachers	Admin/Coaches/SLT/ Teachers	November 2025

What support is needed from the Central Office to help the school meet its School Improvement Plan goals?

-Continued Collaboration with the District teams (Academics, Student Support, etc.) through meetings, planning, and coaching se

IV. Professional Development Plan

- **District Professional Development Plan**

[District PD Plan](#)

- **School-based Professional Development Plan**
 - This school-based PD Plan accounts for how all available adult learning time including release days, 25 hours of contractual after-school time, common planning time, coaching cycles, etc. will support attainment of the end-of-year outcomes.

 **HMLS 2025-2026 PD & Event Calendar**

 HMLS PD Planner 2025-2026 ———>  HMLS PD Scope & Sequence 25-26