

2010—2011

Horace Mann Elementary School

School Improvement Plan



Horace Mann Elementary School
School Improvement Plan 2010-2011

H o r a c e M a n n E l e m e n t a r y S c h o o l
S C H O O L I M P R O V E M E N T P L A N

S C H O O L Y E A R 2 0 1 0 - 2 0 1 1

Principal: Jeff Strasnick
Laurel LaVita, 4th grade teacher

Council Co-Chair:

S i g n a t u r e :
D a t e

S i g n a t u r e :
D a t e

T o b e c o m p l e t e d b y M e l r o s e S c h o o l C o m m i t t e e

S i t e C o u n c i l M e m b e r s

Horace Mann Elementary School
School Improvement Plan 2010-2011

Horace Mann Elementary School
School Improvement Plan 2010-2011

E L E M E N T A R Y S C H O O L I M P R O V E M E N T P L A N

Horace Mann Elementary School
School Improvement Plan 2010-2011

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- *The Horace Mann ratio of students to teacher is 21 to 1*
- *The Horace Mann ratio of students to other supportive adult resources is approximately 12 to 1*
- *Class sizes at K and Grade 1 average 23.5*
- *Class sizes at Grades 2-5 average 22*

- **H o r a c e M a n n S I P G o a l # 1 –**

Horace Mann Elementary School
School Improvement Plan 2010-2011

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- **H o r a c e M a n n S I P G o a l # 2**

- **H o r a c e M a n n S I P G o a l # 4** - Establish and implement a school-wide rubric to address students who exhibit bullying behaviors

- **H o r a c e M a n n S I P G o a l # 1** - Students and families who participate in the METCO program will have access to all school activities that occur after the school day ends.

Horace Mann Elementary School
School Improvement Plan 2010-2011

Horace Mann Elementary School
School Improvement Plan 2010-2011

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S I P Element # 1 - The Horace Mann Elementary School will assess the ratios of students to other supportive adult resources

			Group/Person Responsible		

Horace Mann Elementary School
School Improvement Plan 2010-2011

	<ul style="list-style-type: none"> Review students' Individual Education Plans, district provided gifted and advanced testing results, and other assessments to allow for appropriate cluster groupings. 	<ul style="list-style-type: none"> September 2010 	X	X			<ul style="list-style-type: none"> TEAM Meetings Faculty Meetings Grade Level Common Planning Time Meetings 	<ul style="list-style-type: none"> Class lists will reflect diverse and equitable student classroom assignments.
	<ul style="list-style-type: none"> Review students' assessment results and utilize cluster groupings, flexible groupings and co-teaching where appropriate. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> TEAM Meetings Faculty Meetings Grade Level Common Planning Time Meetings 	<ul style="list-style-type: none"> The daily schedule will show that all students are receiving the appropriate instruction both inside and outside of the classroom setting including consultation time for teachers and supportive staff.

SIP Element # 3 – The Horace Mann Elementary School will provide professional development for staff

			<p style="text-align: center;">Group/Person Responsible</p>		
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Horace Mann Elementary School
School Improvement Plan 2010-2011

	<ul style="list-style-type: none"> Staff will continuously assess the needs of the students at the Horace Mann School such as differentiated instruction, flexible grouping, inclusion, special education, gifted and advanced, and social & emotional needs and develop professional development based in those areas. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> Financial resources required to provide training and substitute teacher coverage. 	<ul style="list-style-type: none"> Teachers will show evidence through professional development plans that they are deemed by the state as “highly qualified”
2. To plan professional development based on data analysis.	<ul style="list-style-type: none"> Staff will analyze MCAS data and determine instructional priorities for professional development. 	<ul style="list-style-type: none"> September 2010 	X	X			<ul style="list-style-type: none"> School and District Data Teams Faculty Meetings 	<ul style="list-style-type: none"> Teachers’ professional development plans will reflect individual, school, and district priorities.
	<ul style="list-style-type: none"> Staff will analyze district wide assessments and determine instructional priorities for professional development. 	<ul style="list-style-type: none"> Monthly September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> School Data Team Faculty Meetings 	<ul style="list-style-type: none"> Teachers’ professional development plans will reflect individual, school, and district priorities.

S I P Element # 5 – The Horace Mann School will address school safety and discipline

			Group/Person Responsible		
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Horace Mann Elementary School
School Improvement Plan 2010-2011

	<ul style="list-style-type: none"> Information about this program will be given to parents by an information packet and an overview presentation of the program 	<ul style="list-style-type: none"> September 2010 	X	X	X		<ul style="list-style-type: none"> Parent Information Night 	<ul style="list-style-type: none"> Parents will attend the evening presentation.
	<ul style="list-style-type: none"> A hand-out highlighting key components of the program will be given to parents 	<ul style="list-style-type: none"> September 2010 		X		X	<ul style="list-style-type: none"> Program Packets 	<ul style="list-style-type: none"> Packets will be distributed via backpacks to all families.
	<ul style="list-style-type: none"> Teachers will incorporate Second Step instruction into their weekly schedule. 	<ul style="list-style-type: none"> September 2010 – June 2011 		X			<ul style="list-style-type: none"> Second Steps Kits for classrooms 	<ul style="list-style-type: none"> The need to discipline students will decrease from SY 08-09 which will be reflected on the school's Behavior Reports
<p>2. Establishment of a school-wide behavior management program in conjunction with our “Keys to Success” program.</p>	<ul style="list-style-type: none"> Information about the Second Step’s program will be given to parents. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X	X		<ul style="list-style-type: none"> Parent Information Night Informational Materials 	<ul style="list-style-type: none"> Parents will attend the evening presentation

Horace Mann Elementary School
School Improvement Plan 2010-2011

	<ul style="list-style-type: none"> A hand-out highlighting the key components of the program will be given to parents 	<ul style="list-style-type: none"> September 2010 		X		X	<ul style="list-style-type: none"> Program Packets 	<ul style="list-style-type: none"> Packets will be distributed via backpacks to all families
	<ul style="list-style-type: none"> Teachers will consistently follow a school-wide behavior management program 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X		X	<ul style="list-style-type: none"> Three-colored pocket charts Behavior Reports 	<ul style="list-style-type: none"> There is common language and consistent rewards and consequences used by staff The need to discipline students will decrease from FY 09.
	<ul style="list-style-type: none"> The school will recognize students who exhibit positive school behaviors. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X		X	<ul style="list-style-type: none"> Award materials 	<ul style="list-style-type: none"> The names of students who exhibit positive behaviors will be posted in the school and monthly newsletter
	<ul style="list-style-type: none"> The school will provide enrichment opportunities focusing on models for positive behavior. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X		X		<ul style="list-style-type: none"> PTO sponsored activities Early release enrichment programming 	<ul style="list-style-type: none"> Students will have participated in a variety of enrichment opportunities that promote positive behaviors
	<ul style="list-style-type: none"> The Horace Mann School will develop a yearly and monthly school-wide theme that promotes positive behavior. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> Banners to highlight the school's theme. Other materials to promote the school's designated theme 	<ul style="list-style-type: none"> Yearly calendar outlining the school's themes by month.
<p>3. Establishment of a school-wide safety protocol for morning arrival, dismissal, and visitation procedures.</p>	<ul style="list-style-type: none"> The school will develop consistent procedures to ensure the safety of all Horace Mann students, staff, and families inside and outside of the school building. 	<ul style="list-style-type: none"> September 2010 	X	X	X		<ul style="list-style-type: none"> School Site Council 	<ul style="list-style-type: none"> An established safety protocol will be sent home to families and posted on the Horace Mann website.

Horace Mann Elementary School
School Improvement Plan 2010-2011

<p>4 Establishment and implementation of a school-wide rubric to address students who exhibit bullying behaviors</p>	<ul style="list-style-type: none"> The school will develop consistent procedures to ensure the safety of all Horace Mann students. Ongoing partnership with MAAV. Provide professional development for staff and families. 	<ul style="list-style-type: none"> Ongoing 	X	X	X		<ul style="list-style-type: none"> School Site Council A school anti-bullying team of staff. 	<ul style="list-style-type: none"> An established bullying behavior rubric that will be sent home to families and posted on the Horace Mann website.
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S I P Element # 6 – The Horace Mann School will establish a school environment characterized by tolerance and respect for all groups

			Group/Person Responsible					
	<ul style="list-style-type: none"> The Horace Mann School will set up communication resources so that out of district families will have resources to utilize as needed. 	<ul style="list-style-type: none"> September 2010-June 2011 	X		X	X	<ul style="list-style-type: none"> METCO Director and aides 	<ul style="list-style-type: none"> Each family that participates in the METCO program will have received a communication resource.

Horace Mann Elementary School
School Improvement Plan 2010-2011

2. Students will have the opportunity to learn about different cultures, races, and learning styles.	<ul style="list-style-type: none"> Teachers will utilize culturally relevant reading materials in the classroom 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X	X	X	<ul style="list-style-type: none"> Appropriate leveled reading materials 	<ul style="list-style-type: none"> Classroom and the school library reading materials will reflect a variety of different cultures, races, etc.
	<ul style="list-style-type: none"> Students will participate in flexible “buddy and/or reading groups” 	<ul style="list-style-type: none"> October-November 2010 		X		X	<ul style="list-style-type: none"> Appropriate leveled reading materials 	<ul style="list-style-type: none"> Classroom schedules reflecting time for buddy and/or reading groups to take place.
	<ul style="list-style-type: none"> Parents and students will have the opportunity to do “presentations” to other students and families around relevant topics. 	<ul style="list-style-type: none"> November 2010-June 2011 		X	X	X	<ul style="list-style-type: none"> Time during the school day 	<ul style="list-style-type: none"> Scheduled classroom presentations attended by students and families

S I P Element # 7 – The Horace Mann School will provide extra-curricular activities

			Group/Person Responsible A ASD* P S
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Horace Mann Elementary School
School Improvement Plan 2010-2011

	<ul style="list-style-type: none"> The Horace Mann School will continue to offer the Education Stations program to its students 	<ul style="list-style-type: none"> September 2010-June 2011 	X	X	X	X	<ul style="list-style-type: none"> After-School Program Director and Staff 	<ul style="list-style-type: none"> Horace Mann School After-school program in operation
	<ul style="list-style-type: none"> Parents will have the ability to sign students up for early release day enrichment programs. 	<ul style="list-style-type: none"> September 2010 – June 2011 		X		X	<ul style="list-style-type: none"> Appropriate materials and supplies 	<ul style="list-style-type: none"> Students will have participated in early release day enrichment programs. Programs will be offered for every early release day.
	<ul style="list-style-type: none"> A survey will be given out to families to gather information on what programs and activities they would like to see offered 	<ul style="list-style-type: none"> September 2010 		X	X	X	<ul style="list-style-type: none"> Family Survey 	<ul style="list-style-type: none"> Parents and students will have completed the survey

SIP Element # 8 – The Horace Mann Elementary School will develop a means for meeting, within the regular education programs at the school, the diverse learning needs of as many of our classroom population as possible, including

Horace Mann Elementary School
School Improvement Plan 2010-2011

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p r o g r a m s .

			Group/Person Responsible					
			A	T	P	S		
	<ul style="list-style-type: none"> Analyze student profiles and assessment data to ensure appropriate student groupings. 	<ul style="list-style-type: none"> September 2010-June 2011 Bi-weekly 	X	X			<ul style="list-style-type: none"> Grade level common planning time Study Group 	<ul style="list-style-type: none"> Classroom lists will reflect a student population conducive to manageable groupings
	<ul style="list-style-type: none"> Deploy the appropriate supportive adult resources to provide services within the general education classroom. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> The appropriate number of qualified staff 	<ul style="list-style-type: none"> Regular collaboration between all teachers and specialists Decreased time student's are receiving services outside the classroom as compared to SY 08-09
	<ul style="list-style-type: none"> Teachers will provide differentiated instruction within the general education classroom setting. 	<ul style="list-style-type: none"> September 2010 – June 2011 Daily 	X	X			<ul style="list-style-type: none"> Teacher Professional Development Appropriate differentiated curriculum materials 	<ul style="list-style-type: none"> An established system for identifying flexible guided reading groups in ELA and flexible learning groups in Mathematics will be put into place. Assessment results showing progress among all student groups Individual student portfolios showing student progress
2. To meet the aggregate AYP improvement target for grades 3-5 in English Language Arts	<ul style="list-style-type: none"> Staff will analyze district and state assessments to determine areas of need to improve student performance 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> Grade level common planning time 	<ul style="list-style-type: none"> As measured by the 2010 MCAS test student performance will increase 2.1 CPI

Horace Mann Elementary School
School Improvement Plan 2010-2011

	<ul style="list-style-type: none"> Staff will analyze district and state assessments to determine areas of need to improve student performance 	<ul style="list-style-type: none"> Bi-weekly 	X	X			<ul style="list-style-type: none"> Study Group 	<p>points from 89.5 to 91.6</p>
	<ul style="list-style-type: none"> The appropriate supportive adult resources will be utilized in general education classrooms. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> The appropriate number of qualified staff 	<ul style="list-style-type: none"> Regular collaboration between all teachers and specialists Decreased time student's are receiving services outside the classroom as compared to SY 09-10
	<ul style="list-style-type: none"> Teachers will provide differentiated instruction within the general education classroom setting. 	<ul style="list-style-type: none"> September 2010 – June 2011 Daily 	X	X			<ul style="list-style-type: none"> Teacher Professional Development Appropriate differentiated curriculum materials 	<ul style="list-style-type: none"> An established system for identifying flexible guided reading groups in ELA will be put into place. Assessment results showing progress among all student groups Individual student portfolios showing student progress
3. To meet the aggregate AYP improvement target for grades 3-5 in Mathematics	<ul style="list-style-type: none"> Staff will analyze district and state assessments to determine areas of need to improve student performance 	<ul style="list-style-type: none"> September 2010 – June 2011 Bi-weekly 	X	X			<ul style="list-style-type: none"> Grade level common planning time 	<ul style="list-style-type: none"> As measured by the 2009 MCAS test student performance will increase 3.0 CPI points from 84.8 to 87.8
	<ul style="list-style-type: none"> The appropriate supportive adult resources, such as co-teaching, will be utilized in regular education classrooms. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> The appropriate number of qualified staff 	<ul style="list-style-type: none"> Regular collaboration between all teachers and specialists Decreased time student's are receiving services outside the classroom as compared to SY 09-010

Horace Mann Elementary School
School Improvement Plan 2010-2011

	<ul style="list-style-type: none"> Teachers will provide differentiated instruction within the general education classroom setting. 	<ul style="list-style-type: none"> September 2010 – June 2011 Daily 	X	X			<ul style="list-style-type: none"> Teacher Professional Development Appropriate differentiated curriculum materials 	<ul style="list-style-type: none"> An established system for identifying flexible learning groups in Mathematics will be put into place. Assessment results showing progress among all student groups Individual student portfolios showing student progress
4. To utilize technology to enhance student learning and achievement.	<ul style="list-style-type: none"> Teachers and student support staff will make use of school wide software and other general and assistive technology devices. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> Assistive Technology devices Consistent software utilized by all teachers 	<ul style="list-style-type: none"> Teachers will incorporate technology into their teaching. Students will use technology to enhance their understanding of the curriculum.
5. To have 81% of our students achieve a Growth Percentile on the Spring 2011 MCAS ELA test at 40% or higher. This is a 10% point increase from the 2009 SGP (Student Growth Percentile). <i>See Figure 1</i>	<ul style="list-style-type: none"> Use district wide assessment data to monitor student growth throughout the year. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X			<ul style="list-style-type: none"> Reading intervention resources Continue to increase the quality of books in our guided reading library 	<ul style="list-style-type: none"> Data analysis reports
6. To have 74% of our students achieve a Growth Percentile on the Spring 2011 MCAS math test at 40% or higher. This is a 10% point increase from the 2009 SGP (Student Growth Percentile). <i>See Figure 2</i>	<ul style="list-style-type: none"> Use district wide assessment data to monitor student growth throughout the year. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X		X	<ul style="list-style-type: none"> Math intervention resources 	<ul style="list-style-type: none"> Data analysis reports

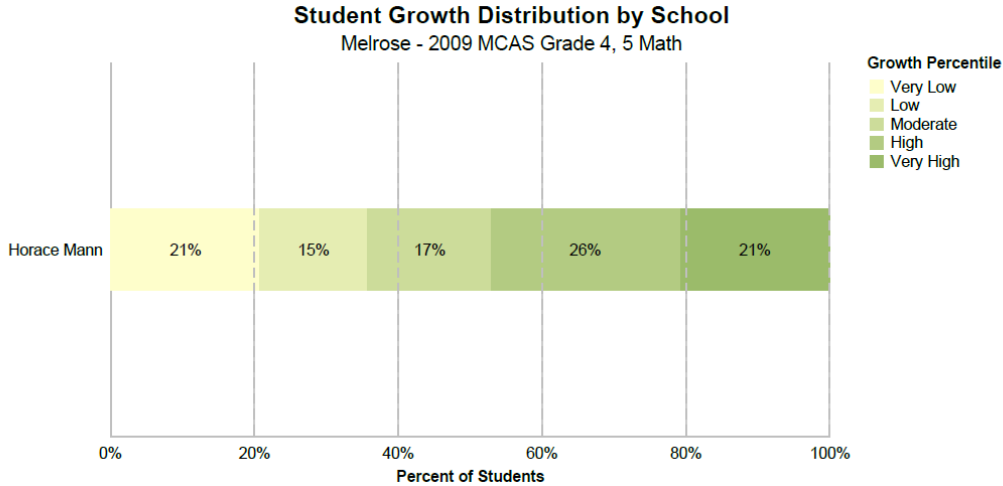
Figure 1

Student Growth Distribution by School
Melrose - 2009 MCAS Grade 4, 5 English



Horace Mann Elementary School
 School Improvement Plan 2010-2011

Figure 2



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient
Horace Mann	87	18	13	15	23	18	66

Note: Only students assigned a growth percentile are included.

Horace Mann Elementary School
School Improvement Plan 2010-2011

S I P Element # 9 – Further subjects the Horace Mann School principal and school site council have decided as additional areas that warrant attention.

<p>1. Students and staff will be provided a sanitary playground to utilize during the school year.</p>	<ul style="list-style-type: none"> The principal and school site council will work closely with community members to develop a fair and appropriate plan for walking dogs in the playground/field and the disposing of their waste. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X	X		<ul style="list-style-type: none"> School Site Council Additional Supplies as deemed necessary by the School Site Council and community members. 	<ul style="list-style-type: none"> There will be no incidents reported by students or staff of having had come in contact with any unsanitary materials (ex: dog waste)
<p>2. Students and staff will be provided with the appropriate classroom temperatures that allow for optimal learning.</p>	<ul style="list-style-type: none"> The principal will work closely with the Facilities Department and Superintendent to identify solutions to ensure appropriate classroom temperatures. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X				<ul style="list-style-type: none"> As deemed necessary by the principal, Superintendent and Facilities Department. 	<ul style="list-style-type: none"> Staff and students will report that classroom temperatures are at an appropriate level.
<p>3. Horace Mann School will provide staff, students, and families a functional library and media center with updated resources.</p>	<ul style="list-style-type: none"> The principal will work with teachers and library volunteers to determine the best way to improve the current library. Increase the number of quality guided reading books. Increase the use of technology in the library space. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X	X		<ul style="list-style-type: none"> Continued Volunteer Support PTO fundraising 	<ul style="list-style-type: none"> The library will be utilized as a media center and library and available to teachers, students, and families.