



**Horace Mann Elementary School  
Accelerated Improvement Plan  
2017-2019**

**School Site Council Members**

**Mary Ellen Cobbs, Principal**

**Jo-Ann Driscoll-Dwyer, SPED Teacher (Term expires 2019)**

**Kim Barbagallo, Grade 3 Teacher (Term expires 2017)**

**Caroline O'Carroll, Parent Representative (term expires 2018)**

**William Keefe, Parent Representative (term expires 2018)**

**Jeff Bentley, Parent Representative (term expires 2018)**

**Joy Fay, Community Representative (term expires 2018)**

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**يرجى الاتصال بمدرسة طفلك/طفلتك، إذا كنت تحتاج/تحتاجين إلى ترجمة هذه الوثيقة إلى اللغة العربية.**

**Accelerated Improvement Plan**  
**Horace Mann Elementary School**

2017-2019

**Summary of key issues**

After careful analysis of student performance and issues facing the Horace Mann School, the AIP Planning Team has identified the following key issues that need to be addressed in our school's improvement plan:

There is a need to sustain and enhance the professional culture/climate and to develop a shared vision for continuous improvement for staff and students. Our school has developed systems and tools to support this work and will continue to reflect and refine these practices.

There is a need to enhance our Positive Behavioral Intervention System and develop systems to address students in Tiers II and III, while expanding our Tier I supports.

Upon review of the key issues impacting student performance, we have identified two strategic objectives to ensure that all of our students reach their full potential. These strategic objectives provide a clear and targeted focus for enhancing the culture/climate of the school and ensuring collaboration among all educators in the building.

**Theory of Action that drove the development of the Plan.**

*If* the school sustains and enhances the professional culture and ensures collaboration focused on narrowing of the achievement gap, and the school enhances and expands our Positive Behavioral Intervention System, *then* all our students' academic achievement and social emotional health will significantly improve.

**Strategic Objectives and Priorities upon which the Plan focused to realize accelerated improvement**

**Objective 1: Sustain and enhance a professional culture/climate that promotes an environment for continuous improvement.**

- **Priority 1:** Create structures, such as protocols for discussion, systems for sharing confidential information and looking at student data, to support communication during common planning between general and special education teachers.

**Objective 2:** Enhance our Positive Behavioral Intervention System and develop systems to address students in Tiers II and III, while expanding our Tier I supports.

- **Priority 1:** Implement a system of self assessment and reflection targeted at improving our PBIS system at all levels
- **Priority 2:** Develop understanding of best inclusive practices including Universal Design for Learning and Social Emotional Learning Standards and Competencies.
- **Priority 3:** Expand and strengthen our whole school commitment to enhancing the physical and emotional health of our students and staff.
- **Priority 4:** Promote and celebrate our diverse culture through social service opportunities and exposure to diverse learning experiences

**Specific, measurable, final end-of-year outcomes the school aims to achieve by implementing the Plan.**

*Literacy – DIBELS: Using Spring DIBELS Next, our grade level goals are as follows*

Grade	% Tier I
K (LNF)	80%
K (PSF)	90%
K (FSF)	80% (Last assessment Winter)
K (NWF/ WWR)	80%
1	85%
2	90%
3 DORF	90%
3 DAZE	85%
4 DORF	85%
4 DAZE	85%
5 DORF	80%
5 DAZE	80%

*Math- Using the Winter and Spring Math Benchmark Assessment, our grade level goals are as follows.*

Grade	%Tier I EOY
K(Beginning Quantity Discrimination)	90%

K (Number Identification Fluency)	90%
K (Next Number Fluency)	90%
1	85%
2	90%
3	85%
4	85%
5	85%

*High Needs Literacy*-Based on benchmarks, 80% of high needs students will make ambitious gains on DIBELS Next subtests between fall and spring.

*High Needs Math*-Based on BOY to EOY, 80% of high needs students in all grades will grow a minimum of 45%.

**Student outcome measures that will be used to track progress toward final outcome**

Grade	% Tier I
K (LNF)	80%
K (FSF)	90%
K (PSF)	80% (Last assessment Winter)
K (NWF)	70%
1	85%

2	90%
3 DORF	90%
3 DAZE	85%
4 DORF	85%
4 DAZE	85%
5 DORF	80%
5 DAZE	80%

Grade	% Tier I MOY
K(Beginning Quantity Discrimination)	80%
K (Number Identification Fluency)	80%
K (Next Number Fluency)	80%
1	80%
2	80%
3	80%
4	80%
5	80%

*High Needs Literacy*-Based on benchmarks, 80% of high needs students will make ambitious gains on DIBELS Next subtests between fall and spring.

*High Needs Math*-Based on BOY to EOY, 80% of high needs students in all grades will grow a minimum of 45%.

<b>A. District Strategic Objective 1:</b> <b>A. Sustain and enhance a professional culture/climate that promotes an environment for continuous improvement.</b>			<b>B. Overall Lead for this Objective (one person):</b> Dr. Cobbs			
<b>C. Priority 1 and Description:</b> Create structures, such as protocols for discussion and looking at student data, to support communication during common planning between general and special education teachers.			<b>D. Lead for this Priority (one person):</b> Instructional Leadership Team			
<b>E. Key indicators for this Priority to show early evidence of change? By when? (See Action Plan)</b> .						
<b>Activities to Achieve the Outcomes for the Initiative</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>	<b>Mid-Year Update</b>	<b>End of Year Update</b>	
Assess the effectiveness of the suggested agendas /topics that facilitates effective communication in regards to high needs students,	Jo Ann Dwyer and Laurel Neubauer	August 2017	September 2017			

including instructional practices during planning times.					
Develop a school wide schedule that allows for a minimum of two common prep periods per week, per team.	Dr. Cobbs	July 2017	August 2017		
Collaborate with the Creative Arts and Sciences Committee to arrange a minimum of three whole school events, thus affording school wide common planning time (vertical and horizontal)	Dr. Cobbs and PTO	July 2017	September 2017		
Establish faculty meeting and content meeting agendas that include dedicated time for collaboration between General Education and Special Education colleagues. (specific foci to be determined)	Dr. Cobbs and Teacher Instructional Leaders	August 2017	June 2019		
Conduct walk-throughs (4), with time for discussion utilizing walk-through protocols. Two within and two beyond the school. Identify areas of need and 'quick wins' based on a pre determined focus of inquiry.	Principal, ETF, All Teachers and Paraprofessionals	December 2017	June 2019		
Engage in one science lesson study per grade and use this data to support future collaborative planning times between General Education and Special Education.	Instructional Coaches/ Dr. Cobbs	November 2017	June 2018		



Develop a schedule for Special Education providers to analyze student data and progress toward IEP goals. (academic, OT, PT, psychology and speech and language). 3 times annually. Review and revise as needed.	Marie McNamee, ETF & Mary Ellen Cobbs, Principal	September 2017	June 2018		
Provide additional opportunity for academic extension within and beyond the school day (i.e book clubs, math club, computer science club).	Principal, Teacher, School Site Council & PTO	October 2017	June 2018		
Collaborate with District Science Team and review science content, scope and sequence and science needs.	Principal and Teachers	September 2017	June 2019		
Apply knowledge of the NGSS Science Standards, inquiry model, sciences practices and new content material such as that presented in Stemscores. Assess effectiveness through classroom observations.	Teachers and Principal	September 2017	June 2019		

<b>A. District Strategic Objective 2:</b> Enhance our Positive Behavioral Intervention System and develop systems to address students in Tiers II and III, while expanding our Tier I supports.			<b>B. Overall Lead for this Objective (one person):</b> Dr. Cobbs and School Psychologist			
<b>C. Priority 1 and Description:</b> <ul style="list-style-type: none"> <li>Implement a system of self assessment and reflection targeted at improving our PBIS system at all levels</li> </ul>			<b>D. Lead for this Priority (one person):</b> PBIS Team			
<b>E. Key indicators for this Initiative to show early evidence of change? By when? (See Action Steps)</b>						
<b>Activities to Achieve the Outcomes for the Priority</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>	<b>Mid-Year Update</b>	<b>End of Year Update</b>	
Participate in the PBIS Self Assessment Survey , three times per cycle.	School Psychologist and Principal	April 2016	August 2019			
Analyze the data from the PBIS Self Assessment Survey after each administration and develop/refine professional development action plans.	School Psychologist and Principal.	May 2017	August 2019			
Collaborate with grade level teams to develop professional practice goals that address the development of PBIS best practices.	Dr. Cobbs, Stephanie DiLorenzo and Lindsay Martin					
Generate a menu of PBIS in-house workshops that would support	Stephanie DiLorenzo and Lindsay Martin	August 2017	June 2018			

teachers in teaching core values and incorporating inclusive practices.					
Post final published vision and core values in all classrooms.	All Teachers	August 2017	September 2017		
Strengthen PBIS Team that will define behavioral expectations for the school and develop a response to behavior concerns. Implement the Behavior code FAIR which identifies the function, accommodations, interventions, response system needed to address Tier II and Tier III students	PBIS Team	September 2017	August 2019		
Incorporate core values and celebrate student achievement at monthly, school-wide meetings	Dr. Cobbs and All Teachers	August 2017	August 2019		

<p><b>A. District Strategic Objective 2:</b> Enhance our Positive Behavioral Intervention System and develop systems to address students in Tiers II and III, while expanding our Tier I supports.</p>	<p><b>B. Overall Lead for this Objective (one person):</b> Dr. Cobbs</p>		
<p><b>C. Priority 2 and Description:</b></p> <ul style="list-style-type: none"> <li>Develop understanding of best inclusive practices including Universal Design for Learning and Social Emotional Learning Standards and Competencies.</li> </ul>	<p><b>D. Lead for this Priority (one person):</b> Dr. Cobbs</p>		

<b>E. Key indicators for this Initiative to show early evidence of change? By when? (See Action Steps)</b>					
<b>Activities to Achieve the Outcomes for the Priority</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>	<b>Mid-Year Update</b>	<b>End of Year Update</b>
Apply understanding of Community Circles and Restorative Practices in all classes.	Principal, Teachers and all Student Support Staff.	October 2017	June 2019		
Apply understanding of Universal Design for Learning and assess effectiveness of implementation through classroom observations.	Principal. Teachers and all Student Support Staff.	October 2017	June 2019		
Apply understanding of social emotional learning competencies and character building work on school communities.	Principal, Teachers and School Site Council	October 2017	June 2019		

<b>A. District Strategic Objective 2:</b> Enhance our Positive Behavioral Intervention System and develop systems to address students in Tiers II and III, while expanding our Tier I supports.	<b>B. Overall Lead for this Objective (one person):</b>		
<b>C. Priority 3 and Description:</b>	<b>D. Lead for this Priority (one person):</b> Dr. Cobbs		

<ul style="list-style-type: none"> <li>Expand and strengthen our whole school commitment to enhancing the physical and emotional health of our students and staff.</li> </ul>					
<b>E. Key indicators for this Initiative to show early evidence of change? By when? (See Action Steps)</b>					
<b>Activities to Achieve the Outcomes for the Priority</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>	<b>Mid-Year Update</b>	<b>End of Year Update</b>
Continue to offer BOKS before school.	Wendy Healy, Parent Coordinator.	October 2017	June 2019		
Expand Morning Yoga Program	Joy Fay, School Site Council Community Partner	November 2017	June 2019		
Collaborate with the Health and Wellness Department to further define and support before and after school student contact hours.	Dr. Cobbs, Caylan Kenny Nolan, William Goodwin and Steven Fogarty.	November 2017	June 2019		
Collaborate with MA in Motion to identify available school based programming and community based fitness and wellness +opportunities for HM students, staff and families.	PTO, Kara Showers of MA in Motion and Dr. Cobbs.	October 2017	June 2019		

<b>A. District Strategic Objective 2:</b> Enhance our Positive Behavioral Intervention System and develop systems to address students in Tiers II and III, while expanding our Tier I supports.			<b>B. Overall Lead for this Objective (one person):</b>			
<b>C. Priority 4 and Description:</b> <ul style="list-style-type: none"> <li>Promote and celebrate our diverse culture through social service opportunities and exposure to diverse learning experiences.</li> </ul>			<b>D. Lead for this Priority (one person):</b> Dr. Cobbs			
<b>E. Key indicators for this Initiative to show early evidence of change? By when? (See Action Steps)</b>						
<b>Activities to Achieve the Outcomes for the Priority</b>	<b>Who will Lead?</b>	<b>When will it Start?</b>	<b>When will it be Complete?</b>	<b>Mid-Year Update</b>	<b>End of Year Update</b>	
Develop a Horace Mann Student Council	Parent Volunteers: TBD	October 2017	June 2019			
Institute grade specific social service projects.	Student Council	November 2017	June 2019			

Collaborate with the Melrose Cultural Council to identify school based resources for HM students and families.	Creative Arts and Sciences Committee	October 2017	June 2019		
Collaborate with district-wide Creative Arts and Sciences Committee, to identify music, art and movement programs that celebrate varied cultural traditions.	Dr. Cobbs, HM Creative Arts and Science Committee	May 2017	June 2019		
Incorporate art and music residencies for all HM Students, K-5.	Creative Arts and Sciences Committee and Dr. Cobbs.	July 2017	June 2019		
Provide professional development to teachers that supports the incorporation of the Diversity Book Project materials.	Dr. Cobbs and PTO	June 2017	June 2019		

### **Accelerated Improvement Plan (AIP) Glossary**

**Accelerated Improvement Plan (AIP):** A two-year plan designed to target and transform instructional practice at all levels that is tangible to all students, teachers and families. The plan emphasizes performance more than processes to determine whether activities are improving teaching and learning, and making a difference for students. The activities in a plan are the means of achieving the strategic objectives and outcomes identified in the plan. (<http://www.doe.mass.edu/apa/sss/dsac/FocusedPlanning.pdf>).

**Beginning Quantity Discrimination (BQD):** BQD assesses discrimination between two quantities. It is an indirect measure of subitizing, the ability to instantly judge the number associated with a group of items. BQD is administered from the beginning of kindergarten to the end of kindergarten.

**Benchmarks**-The standard by which progress is measured.

**Benchmark Assessments**: An assessment administered at a specific point in the school year in which the results are measured against established standards or benchmarks.

For example, a beginning of year (BOY) assessment is an assessment that used to benchmark a student's performance at the beginning of year in order to measure growth using ensuing assessments. Subsequent assessments for benchmarking are referred to as middle of the year (MOY) assessment and end of year (EOY) assessment.

**BOKS**: A volunteer run, extra curricular program that offers students a structured fitness program. <https://www.bokskids.org/about-boks>

**Community Circles**: A forum in which teachers, administrators and students come together to 'check in' on the communities thoughts and feelings, discuss academic or social successes and struggles or share bits about one's self in an effort to forge new or stronger friendships or working relationships.

**Core and Beyond**: Students who demonstrate above grade level proficiency and require acceleration are said to receive 'core and beyond' instruction. That is access to the reading, math, social studies or science curriculum plus extension.

**Core Plus Supplemental**: Students receiving core plus supplemental instruction are receiving the core curriculum programs plus supplemental instructional and materials designed to address 'gaps' in their learning. For instance, re-teaching lessons , explicit mixed review etc.

**Core Plus Intervention**: Students receiving core plus intervention are receiving the core program plus a second scientifically based, intervention program designed to support student achievement.

**Creative Arts and Sciences Program**: A program funded by the school's PTO that focuses on providing students and staff with hands on, small group experiences designed to enhance our science and arts programming. Examples include class-based Museum of Science traveling workshops, music residencies, art residencies and whole school music and movement presentations focused on our core values.

**Crisis Team**: A school's Crisis Team consists of individuals who have completed Non-Violent Crisis Intervention training and have been certified by the Crisis Prevention Institute.



**DIBELS Next**- Students in grades K-5 are assessed using DIBELS Next, Dynamic Indicators of Basic Early Literacy Skills Next. DIBELS Next assesses five skills that are necessary for learning to read. Children who learn these skills become good readers. The skills are:

- Phonemic Awareness: Hearing and using sounds in spoken words
- Alphabetic Principle: Knowing the sounds of the letters and sounding out written words
- Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes
- Vocabulary: Understanding and using a variety of words
- Comprehension: Understanding what is spoken or read

DIBELS consists of seven short individual tests, called subtests. Each DIBELS subtest focuses on a different skill and takes 1 minute to complete. Your child may be given two to five of the DIBELS subtests depending on his or her grade level. Each subtest provides specific benchmarks students must achieve. A score falling at the low risk level indicates the child is on track for success in reading at their grade level. Students scoring at some risk have scores that fall in the mid-range and are in need of some supports to meet grade level goals. At risk scores indicates that additional interventions are needed in order for the student to meet the end of year reading goals.

**District Science Team:** Established two years ago, this team includes teachers, administrators and coaches. The focus includes exploring the NGSS Science Standards, identify resources and reflecting of professional development opportunities.

**ETF:** An Educational Team Facilitator is a school-based administrator charged with overseeing all aspects of the IEP process and supervising and evaluating teaching and learning alongside the building principal

**FAIR PLAN:** A plan defined to address student behavioral needs. The plan focuses on the function of the child's behavior, the accommodations required to address the behavior, those interventions put in place to mitigate the behavior and/or educate the child on replacement behaviors and how members of the child's support team should respond to behaviors.

**High Needs Students:** According to the MA Department of Elementary and Secondary Education, High Needs Students are those designated as either low income,, economically disadvantaged,, ELL or former ELL, or a student with disabilities. (A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years).

**Individual Student Success Plans (ISSP):** A specific plan that defines how each student's' academic needs will be addressed; extension, remediation or intervention. The plan is developed with the Assistant Superintendent of TEaching and Learning, Instructional Coaches, Principal and the individual teacher. These plans are developed twice annually; Fall and Spring.

**Instructional Leadership Team:** A body of teachers, support personnel and paraprofessionals that support the principal in his/her incorporation of the school vision and the implementation of the school's improvement. This body often collaborates with the School Site Council.

**IXL:** An online resources that provides students in grades Pre K-5 varied mathematical question types, real world math scenarios and fluency practice.

**Lexia:** An online resource that provides differentiated literacy instruction for students of all abilities in grades pre-K–5. The program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

**Mass In Motion:** A statewide movement that promotes opportunities for healthy eating and active living in the places people live, learn, work and play (<http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/mass-in-motion/about-mim/>).

**Next Generation Science Standards:** Science standards based on the "Framework K–12 Science Education" that was created by the National Research Council. Three dimensions are integrated at all instructional levels. First, core ideas, which consist of specific content and subject areas. Second, science and engineering practices which call for students to learn content and understand the models of scientists and engineers. Finally, cross-cutting concepts that are underlying ideas that are common to a number of topics.

**Next Number Fluency (NNF):** NNF assesses the ability to extend the counting sequence. The task is done orally, with the assessor saying a number and the student saying the next higher number.

**Number Identification Fluency (NIF):** NIF assesses ability to orally name the numerals 1 through 99. It is administered from the beginning of kindergarten to the beginning of first grade.

**Positive Behavior Intervention System (PBIS):** A systemic approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students and enhance the social emotional development of all students.

**Progress Monitoring:** Interim assessments used to assess if a student has moved closer to the benchmark expectation.

**“Quick Wins”:** Tangible things teachers and administrators can do that improve instructional practice or classroom routines. These things do not require money, extensive professional development or excessive time.

**Restorative Practices:** A set of practices developed by social scientists designed to build healthy communities, increase social capital, decrease antisocial behavior, repair harm and restore relationships. In the school setting, restorative practices are used to help students make sense of others behaviors and harms committed in, or impacting, their community.

**Service Providers:** A term used to describe those individuals providing therapeutic services such as, but not limited to, speech and language, occupational, physical and psychological.

**SMART Goals:** An acronym used to define goals that are specific, measurable, achievable, results focused and time-bound.

**Social Emotional Learning Standards and Competencies:** Social and emotional learning (SEL) enhances students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Competencies include self-awareness, self-management, social awareness, relationship skills and responsible decision making.

**STEMscopes:** An online resource designed to support our core science program. This interactive platform afford teachers and students resources that both strengthen content knowledge and provide opportunity for the application of NGSS science practices.

**Tiered Instruction:** An evidenced based framework for instruction that uses data-based problem solving to provide a range of supports, interventions, and extension that is responsive to the academic and non-academic needs of **all** students including students with disabilities, English language learners, and students who are academically advanced.

**Universal Design For Learning:** Universal Design for Learning provides students with multiple representations of information, engagement opportunities and varied means of expressing learned information. (detailed information available at: <https://sites.google.com/a/melroseschools.com/universal-design-for-learning/>).

**Walk Through:** A professional practice designed to engage teachers and administrators in dialogue and reflection about teaching practices and school-wide goals. During this practice, a team visits a classroom with a shared focus of inquiry, makes observations and constructs non-evaluative aggregate feedback notes that are, in turn, shared with the entire school community.

