

# *Salem Public Schools School Committee*

*Amanda Campbell  
Beth Anne Cornell  
Manny Cruz, Vice Chair*



*AJ Hoffman  
Mary A. Manning  
Veronica Miranda*

## *Mayor Dominick Pangallo, Chair*

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and  
City Ordinance Sections 2-2028 through 2-2033”

### **REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on November 4, 2024 at 7:00 p.m.** This meeting **will take place in person at 29 Highland Ave., Rm. 227, Salem, MA.** You can also join via Zoom using the link below.

**Zoom Link to participate:**

<https://us06web.zoom.us/j/83611288991?pwd=OjgaE411P9SBdY7JynEn7oFG6ZQuv0.1>

**Passcode: 675685**


#### **1. Call of Meeting to Order**

##### **1. Summary of Public Participation Policy (School Committee Policy #6409).**

***Read aloud:** The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee’s responsibilities. Spanish interpretation is available for anyone who needs it. The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.*

##### **2. Live Spanish Interpretation.**

Spanish language interpretation is now provided for all regular School Committee meetings. To listen to this meeting with Spanish language interpretation, please see instructions below:

1. Click **Interpretation** 
2. Click **Spanish**
3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

#### **2. Approval of Agenda**

#### **3. Public Comment**

See above instructions for participating in public comment.

- 4. Approval of Consent Agenda**
  1. Approval of Minutes of Regular School Committee meeting held on October 21, 2024
  2. Approval of FY25 Warrants:
    1. 10/24/2024 - \$325,259.09
    2. 10/31/2024 - \$734,568.12
  
- 5. Superintendent's Report**
  1. Equity Audit
  2. Salem Public Schools Family Survey
  3. School Improvement Plans 2025
  4. Massachusetts School Building Authority (MSBA) Update
  5. Finance and Operations Report
  6. Saltonstall Middle School Grades Recommendation
  
- 6. Student Representative Report**
  
- 7. Subcommittee Reports**
  1. Finance Subcommittee
  2. Personnel Subcommittee
  3. Building & Grounds Subcommittee
  4. Curriculum Subcommittee
  5. Policy Subcommittee
  
- 8. Motions and Resolutions**
  1. School Improvement Plans 2025
  
- 9. Announcements**
  
- 10. Adjournment**

Respectfully submitted by,

***Shirley Dorai***

Executive Assistant to the School Committee and Superintendent

*“Persons requiring auxiliary aids and services for effective communication such as sign language interpreter, an assistive listening device, or print material in digital format or a reasonable modification in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978) 619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event.”*

# *Escuelas Públicas de Salem Comité Escolar*

*Amanda Campbell  
Beth Anne Cornell  
Manny Cruz, Vice Chair*



*AJ Hoffman  
Mary A. Manning  
Veronica Miranda*

## *Alcalde Dominick Pangallo, Preside*

“Conozca sus derechos bajo la Ley de Sesiones Públicas, M.G.L. c.30A § 18-25 y Secciones 2-2028 a 2-2033 de la normativa municipal”

### **REUNIÓN REGULAR DEL COMITÉ ESCOLAR**

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 4 de noviembre de 2024 a las 7:00 p.m.** Esta reunión **tendrá lugar en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace de a continuación.

**Enlace Zoom para participar:**

<https://us06web.zoom.us/j/83611288991?pwd=OjgaE411P9SBdY7JynEn7oFG6ZQuv0.1>

Passcode: **675685**


#### **1. Orden del día**

##### **1. Resumen de la Política de Participación Pública (Política del Comité Escolar nº 6409).**

Lectura en voz alta: *Al Comité Escolar de Salem le gustaría escuchar al público sobre temas que afectan al distrito escolar y que están dentro del ámbito de las responsabilidades del Comité. Habrá interpretación al español para quien lo necesite. Los miembros del Comité Escolar desean recordar al público que los estudiantes de las Escuelas Públicas de Salem asisten regularmente a las reuniones del Comité Escolar. Animamos a todos los participantes de la reunión a modelar un discurso público respetuoso y productivo para nuestros jóvenes estudiantes.*

##### **2. Interpretación en directo al español.**

Ahora se ofrece interpretación en español para todas las reuniones regulares del Comité Escolar. Para escuchar esta reunión con interpretación al español, por favor vea las instrucciones a continuación:

1. Haga clic en **Interpretation** .
2. Haga clic en **Spanish**
3. (Opcional) Para escuchar sólo el idioma interpretado, haga clic en **Mute Original Audio**.

- 2. Aprobación del orden del día**
- 3. Comentarios del público**  
Consulte las instrucciones anteriores para participar en los comentarios públicos.
- 4. Aprobación del orden del día**
  1. Aprobación del acta de la reunión ordinaria del Comité Escolar celebrada el 21 de octubre de 2024.
  2. Aprobación de FY25 órdenes de pago:
    1. 24-oct-2024 - \$325,259.09
    2. 31-oct -2024 - \$734,568.12
- 5. Informe del Superintendente**
  1. Auditoría de equidad
  2. Encuesta Familiar de las Escuelas Públicas de Salem
  3. Planes de Mejora Escolar 2025
  4. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA)
  5. Informe de Finanzas y Operaciones
  6. Recomendación sobre los grados de la Escuela Media Saltonstall
- 6. Informe del representante estudiantil**
- 7. Informes de los subcomités**
  1. Subcomité de Finanzas
  2. Subcomité de Personal
  3. Subcomité de Edificios y Terrenos
  4. Subcomité de Planes de Estudios
  5. Subcomité de Política
- 8. Mociones y resoluciones**
  1. Planes de mejora escolar 2025
- 9. Anuncios**
- 10. Clausura**

Respetuosamente presentado por,

***Shirley Dorai***

Asistente Ejecutiva del Comité Escolar y del Superintendente

*“Las personas que necesiten ayudas y servicios auxiliares para una comunicación eficaz, como un intérprete de lenguaje de señas, un dispositivo de ayuda auditiva o material impreso en formato digital, o una modificación razonable en los programas, servicios, políticas o actividades, pueden ponerse en contacto con el Coordinador de la ADA de la Ciudad de Salem en el (978) 619-5630 lo antes posible y no menos de 2 días hábiles antes de la reunión, programa o evento..”*

**Minutes of the Regular Session  
of the Salem School Committee  
Monday, October 21, 2024  
Rm. 227, 29 Highland Ave.  
Hybrid Meeting**

**Members Present:** Mayor Dominick Pangallo, Amanda Campbell, Beth Anne Cornell, AJ Hoffman, Mary Manning, and Veronica Miranda

**Others in Attendance:** Superintendent Stephen Zrike, Deputy Superintendent Carbone and Assistant Superintendent Pauley

**Members Absent:** Vice Chair Cruz

**Call of Meeting to Order**

Mayor Pangallo called the meeting to order at 7:00 pm and informed the public that the docket contains the public participation procedure and how to access Spanish interpretation.

**Approval of Agenda**

Member Cornell made a motion to approve the agenda. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz ABSENT

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

**Public Comment**

Pastor Richard Hyatt

Pastor Hyatt said that his wife and some members of their congregation went to school in Salem. Many of the youth in the congregation are attending Salem Public Schools. Pastor Hyatt was looking to build a relationship with the school district to help youth. Pastor Hyatt sought some terms to utilize the auditorium for a year for services and events.

Ms. Lise Hansen-Damato

Ms. Hansen-Damato, Saltonstall PTO Co-President, spoke in her capacity as a parent and resident stating that in 2007, the School Committee voted to expand Saltonstall from K-5 to K-8 at the request of families, teachers, staff and community who were devoted to the model the

school offered. Ms. Hansen-Damato quoted the Superintendent at the time who said, “public education in Salem has a strong and long-standing commitment to offering parents choices at the public school.” Ms. Hansen-Damato added that the School Committee in 2007 indicated that families were seeking alternatives at the middle school level and the district was attempting to retain more children who might otherwise choose the charter school. Families continued sending their children to the middle school in Saltonstall in spite of its smaller size. Ms. Hansen-Damato continued that she has had a child in Saltonstall for 9 years now and she has seen the programming as well as school experience be slashed and decimated. Ms. Hansen-Damato named some of the offerings that have been cut including Friday Club, extended year, modified schedule, intersession, multi-age classrooms, project based and interdisciplinary learning, National Honor Junior Society, Destination Imagination, New York, Philadelphia, Nature’s Classroom, school play, Erik Rodenhiser’s annual production of The Grinch, portfolio and others. Ms. Hansen-Damato said that parents were notified by letter on October 18th which is only two weeks before the School Committee would be voting on the matter. Ms. Hansen-Damato voiced her strong reservations about a plan that results in no choice at the middle school level. Ms. Hansen-Damato said that parents have options at every other grade level except middle school. Ms. Hansen-Damato urged the School Committee to consider the implications of this decision.

**Approval of Consent Agenda**

1. Approval of Minutes of Regular School Committee meeting held on October 7, 2024
2. Approval of Warrants:
  1. FY25:
    - a. 10/17/2024 - \$1,151,933.77

Member Manning made a motion to approve the consent agenda. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz ABSENT

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

**Superintendent’s Report**

**1. Annual Superintendent's Academic Excellence Certificate**

Superintendent Zrike spoke about the two senior students who were selected to receive this certificate, Thais Saldivar Diaz from Salem High School and Neo Larru from New Liberty Innovation School. The certificates were presented to both students by Mayor Pangallo and Superintendent Zrike.

## **2. Saltonstall Middle School Grades Recommendation**

Superintendent Zrike provided and elaborated on the presentation that had previously been shared with the Saltonstall families regarding the recommendations for the middle school grades.

Questions were raised by School Committee members about the possibility of having smaller middle school models for students who might need a different experience within Collins Middle School. Superintendent Zrike provided some examples of different models available at Collins Middle School and added that more could be done in this area. Comments made included that a staggered approach to a move can take a toll on students and staff. Concerns were also raised that this decision should not be made in a rushed manner.

In response to a question about any student feedback about the matter, Superintendent Zrike said that the Principal, Assistant Principal and teachers have spoken with students at Saltonstall. Superintendent Zrike mentioned that he received a suggestion from a community member to get feedback from staff and students who were involved with the Bowditch transition although it is not exactly the same situation.

Concerns were also raised about supports for students who might be entering a larger school in terms of 504, IEP, anxiety, mental health, bullying issues, etc. Another issue raised was school identity if a portion of the school is going to be closed. Achievement data for K-5 models versus K-8 models was also sought. There was a comment made that Saltonstall School was a K-5 school from 1994 to 2007 and thus if the middle school grades were removed, the school would be reverting to their initial identity. There was also a comment that Saltonstall did not portray an equitable opportunity for students in the city because it was always exclusive, disproportionately white and middle class. An opinion was expressed that there is a sense of urgency because students could receive more experiences, support and wraparound services.

Superintendent Zrike cautioned on delaying the matter too long as there are many things that need to be put in place if the change is to happen. Superintendent Zrike added that it is near impossible to offer the full middle school experience with just two classes per grade. A School Committee member commented that with the Bowditch situation, the takeaway from that experience was that the School Committee waited too long to make the decision.

In response to questions about the survey, Superintendent Zrike said that the survey was given to all Saltonstall families and there were 35 responses. Mayor Pangallo suggested that outreach to students be done as well. Mayor Pangallo also suggested that this matter be discussed further at another meeting and then brought forward for a vote on November 18th. Student Representative Qualkenbush commented that previous Saltonstall students who went to the high school had mentioned that it was difficult to transition to the high school as they did not know or have connections with other students. Additional comment was made that if the vote takes place to move all the middle grade classes from Saltonstall to Collins Middle School, some of the students will have to transition again to the high school in a short period of time. The affected students would need more support.

There was a request for all survey materials and results to be provided to the School Committee before the next meeting so that they could be more prepared for a discussion about the Saltonstall Middle Grades. In response to a question, Superintendent Zrike said that there are a total of 140 students in Grades 6, 7 and 8 at Saltonstall, and about 10 educators.

**3. School Improvement Plans 2025**

Deputy Superintendent Carbone presented the School Improvement Plans for the School Committee members' review. In response to a question raised, Deputy Superintendent Carbone said there were no big surprises with the MCAS results as the schools were engaged in data-informed decision making throughout the year.

**4. Massachusetts School Building Authority (MSBA) Update**

Member Cornell said that on October 8th, the MSBA designer panel consisting of the City Finance Director, Anna Freedman, Superintendent Zrike and herself participated in the designer selection interviews. The firm, Perkins & Will, was selected. The next step is to negotiate a fee agreement with the firm. Perkins & Will gave a presentation to the School Building Committee on October 17th. The next School Building Committee meeting will be on November 21st. Mayor Pangallo recognized Mr. Rick Jones and Mr. Nate Bryant, School Building Committee Co-Chairs.

Ms. Margaret Minor Wood, Anser Advisory, Owner's Project Manager for the MSBA and School Building Committee Co-Chair, Mr. Rick Jones gave a presentation on the next steps and timeline for the school building project. Ms. Wood explained that the initial steps for the project will take about a year and a half. The proposed timeline presented involves the School Committee deciding on the options of whether the building will be a high school or a middle/high school in December, providing approvals for the education program in January and space summary in February. Mr. Jones informed the School



Committee that funding can only be requested once from the MSBA and therefore, the information one has in order to make the decision about the amount is important. Ms. Wood explained that the escalation of cost from start to finish is built into the funding agreement. Mr. Jones said that the MSBA will weigh in on all the decisions the School Committee makes with regard to the project. Mr. Jones added that they are trying to get into a cycle with the School Committee meetings and the MSBA monthly meetings to move the project along in a timely manner. In response to a concern raised, Ms. Wood said that the Project Manager and Design team will be coming to the next few meetings with information for the School Committee about construction and operating costs. Mayor Pangallo said conversations with members of the school community have already taken place and more conversations will take place to gather feedback before the decision in December.

**5. Finance and Operations Report**

Assistant Superintendent Pauley thanked the School Committee members for participating in the National School Lunch Week program and the ribbon cutting at the Witchcraft Heights Elementary School playground.

**6. Salem Academy Charter School's Enrollment Expansion**

Superintendent Zrike said that the Salem Academy Charter School (SACS) had a meeting on October 15th where SACS voted to resubmit their application to the Massachusetts Board of Elementary and Secondary Education (BESE). SACS admitted to violating Open Meeting Law. Superintendent Zrike continued that the Salem City solicitor sent a letter to DESE indicating that the SACS application was late and should not be considered for expansion.

Superintendent Zrike said that based on his two conversations with the DESE Commissioner, there was already a precedent for accepting late applications. The next step involves the DESE Charter Office in reviewing the applications for completeness and merit in order to make recommendations to BESE in conjunction with the Commissioner in January or February. Superintendent Zrike added that in the meantime, the community in Salem has the opportunity to weigh in to the Commissioner and BESE about the application. Superintendent Zrike said that the Board would typically accept the Commissioner's recommendation. On his part, Superintendent Zrike said that the expansion request is not justified. Mayor Pangallo echoed Superintendent Zrike's comment. Mayor Pangallo added that their application was incomplete and their needs analysis was only reflective of their own community and not the larger community. Mayor Pangallo said that the whole premise of the charter school movement when it started in the early 90s was based on the idea that parents needed to have choices in school districts that were failing their students. It has been demonstrated that Salem Public Schools is not failing students and is on a path for improvement that places it at the top of the 26 gateway cities.

Superintendent Zrike mentioned to the Commissioner that it is very discouraging that there was no engagement with the community and Salem Public Schools which is a significant part of the community. Member Manning commented that one of the things that the charter school was supposed to do was share any innovative work or initiative with the public school district but in her experience, there was nothing that was shared.

### **Student Representative Report**

Superintendent Zrike introduced the new Student Representative, Mark Qualkenbush, SHS senior. Superintendent Zrike said that he had worked with Mark for the past one year as Mark was on the Superintendent Student Advisory Committee. Mark was elected by his peers to serve as Chair of the Superintendent Student Advisory Committee and Barbara Rowley was elected as Vice Chair. Student Representative Qualkenbush introduced himself. Student Representative Qualkenbush said that the Superintendent Student Advisory Committee recently discussed the implementation of a driver's ed program in the school system to improve access to this program as it is very costly. Another topic discussed was youth sports at the middle and high school levels. Superintendent Zrike added that the Superintendent Student Advisory Committee is seeking to recruit more members from Salem High School, New Liberty Innovation School and Salem Prep High School. Member Cornel commented that the students could approach State Representative Cruz who has been advocating for some changes to driver's ed.

### **Subcommittee Reports**

1. **Finance Subcommittee**  
No report at this time.
2. **Personnel Subcommittee**  
No report at this time.
3. **Building and Grounds Subcommittee**  
No report at this time.
4. **Curriculum Subcommittee**  
No report at this time.
5. **Policy Subcommittee**  
No report at this time.

### **Motions and Resolutions**

1. **School Improvement Plans 2025**  
Superintendent Zrike said that a vote to accept the plans will be requested at the next School Committee regular session meeting on November 4, 2024.

### **Announcements**

There were no announcements.

**Adjournment**

Member Miranda made a motion to adjourn at 9:05 pm. Member Cornell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz ABSENT

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

Respectfully submitted by,

***Shirley Dorai***

Executive Assistant to the School Committee & Superintendent

DRAFT



*Diversity, Equity, Inclusion & Engagement  
Family Survey & Equity Audit Update  
November 4, 2024*

# Priority Focus

<u>Priority 2</u>	<u>Priority 3</u>	<u>Priority 4</u>
<b>Empowering Educators</b>	<b>Centering Belonging</b>	<b>Strengthening our Foundation</b>
<p>Increase the percentage of educators and staff who represent the racial, ethnic and linguistic diversity of students to 20% for teachers and to 25% for all staff.</p> <p>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</p>	<p>Build joyful, welcoming, and supportive school communities.</p> <p>Elevate the voices of students, educators, and families to tap into their funds of knowledge and prepare them to take action and lead.</p>	<p>Increase in efficiency through cross department collaboration and</p> <p>Ensure our data collection and processing is accurate on available platforms</p>

# DEIE Department Goals Shared at March School Committee Meeting

- Partnering with a consultant to help us review our school and district policies
- Conducting Family Survey



# Spring Family Survey

## Priority 3.4

Elevate the voices of students, parents and families to tap in to their funds of knowledge and prepare them to take action.

**THIS WAS OUR FIRST FAMILY/CAREGIVER SURVEY**

## Our Approach

→ Identified areas of focus with Executive Team, District Leadership Team & Family Engagement Team

→ Survey Opened from mid June 2024 - end of August 2024

(Available in English, Spanish, Brazilian Portuguese & Haitian Creole)\*



# Spring Family Survey

→Created a distribution & outreach plan with Family Engagement Facilitators

→Sent via Parent Square, Whatsapp Groups, QR Codes Available at Parent meetings, Website, Social Media Pages, School Newsletters, etc.

→Available in main office, shared during community walks, available at every table at back to school fair

## Resulted in 317 Responses

While we are proud of our efforts to reach families we acknowledge we have a lot more work to do to collect this important information.

*\*Panorama offers additional languages - SPS utilized resources to ensure translations were correct for these languages*





# Survey Participation



## Family Survey

317 response

**Please indicate the primary language you speak with your child currently. (Please check only one).**

Subgroup with no data	1	< 1%
English	261	82%
Spanish	38	12%
Other/multiple languages	10	3%
Confidentiality protected ⓘ	7	2%

**What is your race or ethnicity?**

Subgroup with no data	5	2%
Black or African American	21	7%
Hispanic or Latino	51	16%
White	202	64%
Two or More Races/Ethnicities	31	10%
Confidentiality protected: Other and Asian ⓘ	7	2%

**What is your relationship to your child?**

Subgroup with no data	1	< 1%
Mother	257	81%
Father	38	12%
Grandmother	9	3%
Guardian	5	2%
Confidentiality protected: Aunt, Other, and Step-mother ⓘ	7	2%



# What were the focus areas?

## Barriers to Engagement

Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the questions. "How big of a problem are the following issues for becoming involved with your child's current school?"

## School Climate

Perception of the overall social and learning climate of the school.

## School Safety

Perceptions of student physical and psychological safety at school.

## School Fit

Families' perceptions of how well a school matches their child's developmental needs.

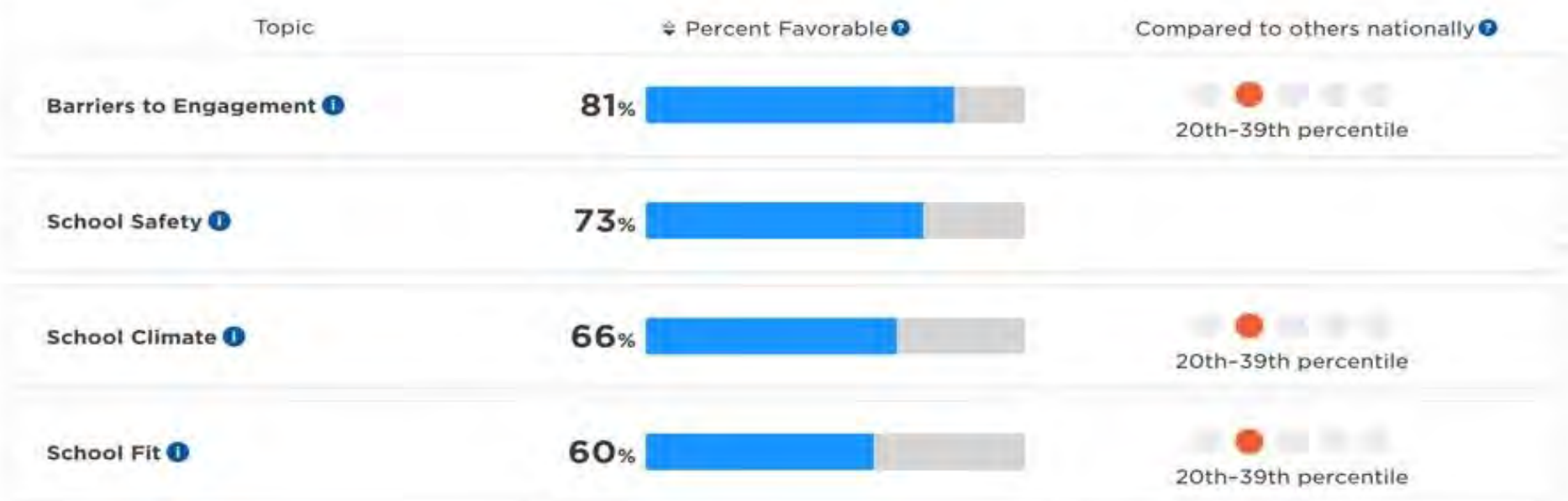


# Favorability by Topic



## Family Survey

317 responses | [show breakdown](#)



# Current State & Opportunities

## Takeaways

- It is clear that parents are looking to be more connected to what's happening in the classroom
- A lot of our families at the SSU Shelter were transitioning and we no longer had the same access
- Survey was sent out too late
- We have to find unique ways to collect this data as surveying is not one size fits all
- We are in a unique position to partner better with families in service of students
- Building leaders can now work with a baseline for School Improvement plans
- What is driving the parents responses on discipline?
- More work needed on academic preparation and relevance



# Current State & Opportunities

## Strengths

- School administrators are eager for this information
- We have teams of educators motivated to contribute towards this goal in the Strategic Plan
- Schools seem to be generating a sense of belonging and cultural connections
- Data shows we do well eliminating barriers to engagement overall (81% favorable of our efforts)
- 93% report they have little to no negative memories at their schools
- 82% feel a sense of belonging in our schools



# Current State & Opportunities

## Areas of Improvement

- This data is not reflective of the demographics of the students & families we serve
- There is a need to grow our efforts when it comes to school climate & school fit
- 42% of our families report they worry about violence in our schools
- 31% worry that their child will have a hard time getting help from an adult regarding bullying
- 41% of families report their teacher does not match their students' learning style
- 48% of families report their child is not comfortable asking for help
- 50% report classroom lessons are not as motivating for their child
- 56% report that their their schedule is too busy...preventing engagement



# Trends - Open ended Questions




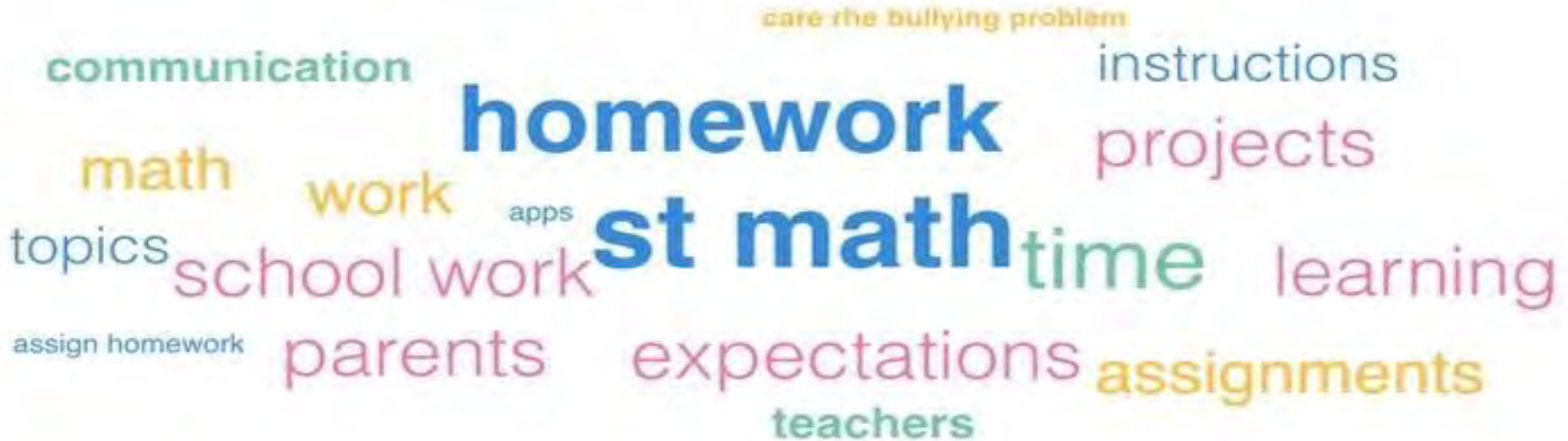
If you were in charge of the school, how would you try to engage more parents from your community? ⓘ



# Trends - Open ended Questions



What can the school do to help your child engage in learning activities more productively at home? 





# Trends - Open ended Questions

Thank you so much for your thoughtful responses. If you have any final ideas about how to improve this school/district, please let us know in the space below. ?

- Transportation and monitors need to pay attention to bullying and safety of the kids . Half day after school program would be a benefit
- Consistent dismissal days. After school program to be 5 days a week . More information and resources for parents about after school program.
- Re-assess the standards based grading. In theory, it is a great idea. But not all teachers use the whole point range & in the end certain classes are giving kids higher GPAs.
- Administrators often don't respond to emails. I don't expect anyone to drop everything and get back to me right away but there should be processes in place such that administrators (or designee) have time in their day or week to review and address incoming correspondence.



# Next Steps...

- Make survey available every year in April.
- Find ways to work with SPS educators to get additional survey responses.
- Increase number of respondents by 300 for this school year.
- Collaborate with building leaders to ensure families feedback is included as part of School Improvement Plans & implemented throughout the school year.



# Equity Audit on Salem Public Schools Policies



# Equity Policy Audit

Partnered with **The Equity Process** to:

- Conduct an equity audit on SPS Policies
- Auditors spent a day at SPS reviewing our policies and data
- The entire process took approximately 3 months
- Conducted a survey with Executive Team & conversations with Superintendent

**Items that were reviewed can be found →**

- District Core Values, Mission, and Vision
- School Committee Policies
- District Policies and Documented Procedures/Practices
- HR Policies, Hiring Processes, Mission and Vision
- Current Teacher's Union Guide/Contract
- Total Number of Staff that Received NI (2021, 2022, 2023) Category 1 and 2
- Total Number of BIPOC Who Are Professional Staff that Received NI (2021, 2022, 2023) - Label (B)(I) or POC
- FINAL Strategic Plan
- District Handbook
- School Handbooks
- HR Handbook
- Name Your Instructional Materials for ELA/Math/Science
- 2022/2023 Professional Development Plan with Staff Feedback
- Other Documents That May Be Requested - Will Keep Lines of Communication Open



# Analysis of Equitable Systems

## Purpose

This SWOT analysis combines insights from two existing drafts to provide a comprehensive overview of the district's strengths, weaknesses, opportunities, and threats in relation to equity.

## Summary

By leveraging strengths, addressing weaknesses, capitalizing on opportunities, and mitigating threats, the district can make significant strides in creating a more equitable and inclusive educational environment for all students.



# SWOT Analysis

## STRENGTHS:

- **Strong Student Support Systems:** Robust systems are in place to identify and address student needs across academic, social-emotional, health, and family domains. Data-driven resource allocation ensures students who need the most support receive it.
- **Outcome Tracking:** District-wide outcome targets are set and monitored, promoting transparency and accountability in addressing equity gaps.
- **Technology Access:** All students have access to technology without financial barriers.
- **Recruitment and Hiring:** Improved efforts to attract a diverse staff, including translated materials, anti-bias training, and sharing authentic examples of how you celebrate and honor the differences of existing people of color who currently work for SPS.
- **Strategic Plan:** A strategic plan is in place to guide the district towards more intentional and equitable systems and structures.
- **Good Intentions and Empathy:** Staff generally demonstrate good intentions and empathy in creating equitable systems.

## WEAKNESSES:

- **Lack of Diverse Educators:** Insufficient number of educators of color and/or those who speak students' home languages.
- **Unequal Resource Distribution:** Inconsistent allocation of resources (financial, personnel) without a transparent decision-making process.
- **Tier 1 Academic Instruction:** Concerns about the effectiveness of Tier 1 for all students, particularly for multilingual learners and students with disabilities.
- **Language Barriers:** Important documents, policies, and training materials are not consistently translated into key languages spoken by staff and families.
- **Limited Understanding of Equity:** Not all staff have a clear and shared understanding of what equity means and how to implement it.
- **Dually Identified Students:** Existing processes for dually identified students need improvement to ensure equitable treatment and support.



# SWOT Analysis

## OPPORTUNITIES:

- **Increased Transparency:** Implement greater transparency around funding and resource allocation decisions.
- **Accelerated Math Review:** Conduct a comprehensive review and action planning around accelerated math pathways to ensure equitable access and support.
- **Targeted Support:** Focus on closing the gap in specific academic standards for all students, especially multilingual learners and students with disabilities.
- **Talent Finder Fellows:** Expand the successful Talent Finder Fellows program to further diversify the educator workforce.
- **Translation and Interpretation Services:** Increase the use of translation and interpretation services for staff, families, and students.
- **Chromebook Access:** Revise the Chromebook replacement cycle to allow families to keep devices, increasing access outside of school.
- **ParentSquare and Communication:** Improve outreach and accessibility of communication platforms for multilingual families.
- **Enrollment and School Choice:** Revisit school choice policies to ensure equitable placement of students.
- **Evaluation and Retention:** Align educator evaluations with district values of belonging and opportunity.

## THREATS:

- **Resistance to Change:** Difficulty in implementing and sustaining changes due to staff resistance, time constraints, and competing initiatives.
- **Implicit Bias:** Educators' implicit biases and reliance on traditional practices can perpetuate inequities.
- **Compliance and Time Constraints:** HR compliance requirements and heavy workloads can hinder equity efforts.
- **Lack of Support:** Initiatives may not receive sufficient support from colleagues and district leadership.
- **Teacher Turnover:** Consider how notable teacher turnover, particularly among teachers of color, can disrupt progress.



# SWOT Analysis

## KEY INSIGHTS AND CONSIDERATIONS:

- **Sense of Belonging:** Students who do not speak English, those in sub-separate programs, and those with disabilities may be at higher risk of feeling excluded.
- **Difficult Conversations:** Staff need support and training in navigating difficult conversations about equity with colleagues and community members.
- **Rigor:** A shared understanding of rigor and high expectations for all students is essential, along with support for implementing culturally relevant pedagogy.
- **Student Voice:** Gathering student feedback and experiences is crucial for understanding and addressing equity issues.
- **Continuous Improvement:** Equity work requires ongoing commitment, reflection, and adaptation.





# Recommendations

- **Develop a Shared Understanding of Equity:** Provide professional development and training to build a common language and understanding of what equity means and looks like in action among all staff.
- **Address Resource Inequities:** Conduct an equity audit to identify and address disparities in resource allocation across schools.
- **Recruit and Retain Diverse Staff:** Implement targeted recruitment and retention strategies for educators of color and multilingual staff.
- **Improve Communication and Transparency:** Enhance communication with staff, families, and students about equity initiatives and progress.
- **Empower Student Voice:** Create opportunities for students to share their experiences and perspectives on equity issues.
- **Monitor and Evaluate Progress:** Regularly assess the impact of equity efforts and make adjustments as needed to ensure continuous improvement.



# Recommendations

- Clarification of Absence Policies
- Engagement of Non-Custodial Parents & Guardians
- Alignment of metrics with equity goals
- Increase transparency in resource allocation
- Create inclusive classroom practices
- Reevaluate approach to student discipline
- Focus on rigor and differentiated instruction



Thank you  
Questions?





# Salem Public Schools

Family Survey  
Spring 2024



Report created by  
Panorama Education



# Summary

Topic Description	Results	Benchmark
<p><b>Barriers to Engagement</b></p> <p>Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"</p>	<b>81%</b>	<p>20th - 39th percentile compared to others nationally</p>
<p><b>School Climate</b></p> <p>Perceptions of the overall social and learning climate of the school.</p>	<b>66%</b>	<p>20th - 39th percentile compared to others nationally</p>
<p><b>School Fit</b></p> <p>Families' perceptions of how well a school matches their child's developmental needs.</p>	<b>60%</b>	<p>20th - 39th percentile compared to others nationally</p>
<p><b>School Safety</b></p> <p>Perceptions of student physical and psychological safety at school.</p>	<b>73%</b>	

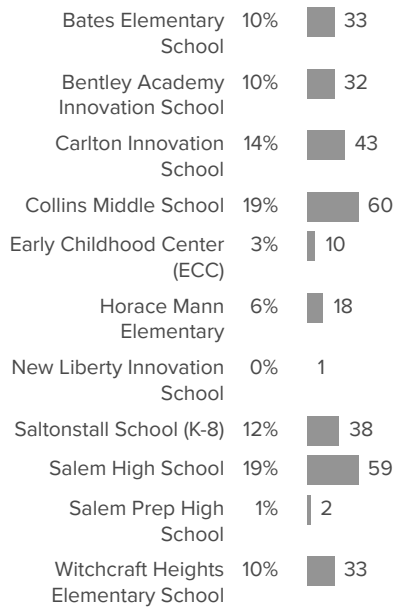
317 responses



# Additional Questions

How did people respond? \_\_\_\_\_

## Q.1: What school does your child attend?





# Barriers to Engagement

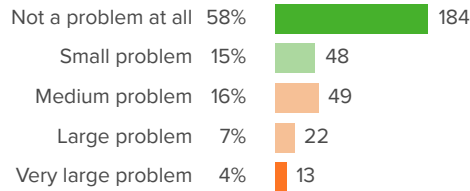
Your average

# 81%

317 responses

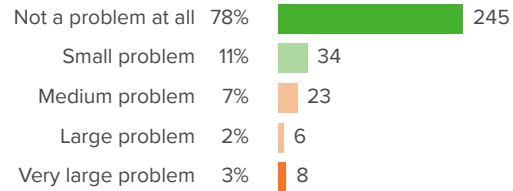
## How did people respond?

**Q.1: How big of a problem is the following issue for becoming involved with your child's current school: Childcare needs?**



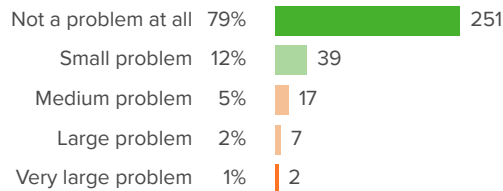
Favorable: **73%**

**Q.2: How big of a problem is the following issue for becoming involved with your child's current school: Transportation-related challenges?**



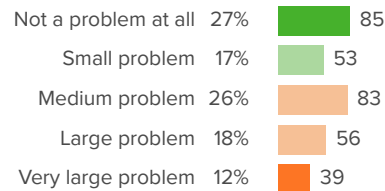
Favorable: **88%**

**Q.3: How big of a problem is the following issue for becoming involved with your child's current school: Concerns about getting to the school safely?**



Favorable: **92%**

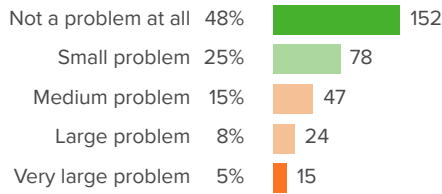
**Q.4: How big of a problem is the following issue for becoming involved with your child's current school: How busy your schedule is?**



Favorable: **44%**

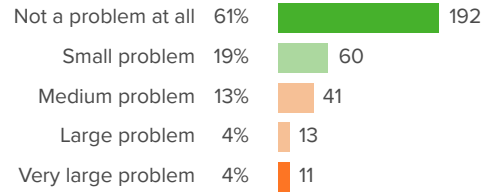


**Q.5: How big of a problem is the following issue for becoming involved with your child's current school: School staff seem too busy?**



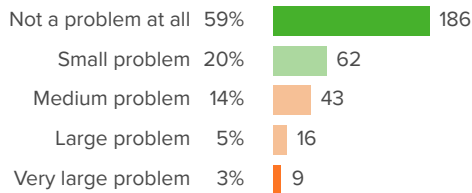
Favorable: **73%**

**Q.6: How big of a problem is the following issue for becoming involved with your child's current school: You feel unsure about how to communicate with the school?**



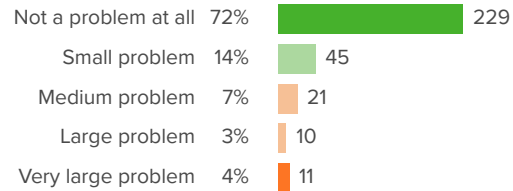
Favorable: **79%**

**Q.7: How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities?**



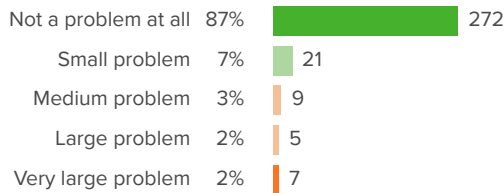
Favorable: **78%**

**Q.8: How big of a problem is the following issue for becoming involved with your child's current school: The school is not welcoming to parents?**



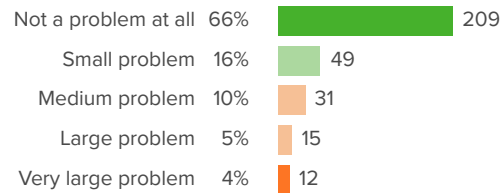
Favorable: **87%**

**Q.9: How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture?**



Favorable: **93%**

**Q.10: How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community?**

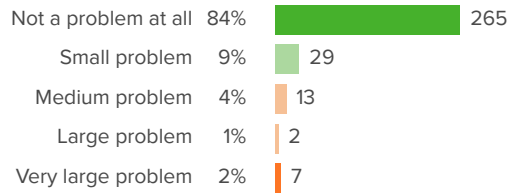


Favorable: **82%**



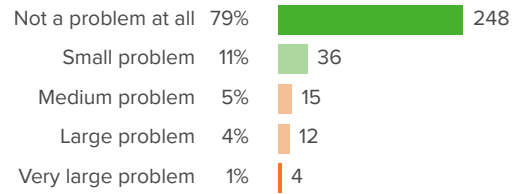


**Q.11: How big of a problem is the following issue for becoming involved with your child's current school: Negative memories of your own school experience?**



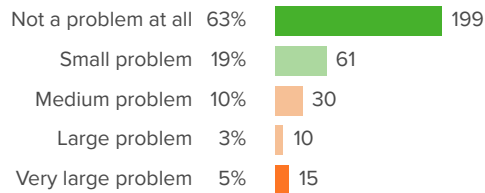
Favorable: **93%**

**Q.12: How big of a problem is the following issue for becoming involved with your child's current school: Your child does not want you to contact the school?**



Favorable: **90%**

**Q.13: How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern?**



Favorable: **83%**



# School Climate

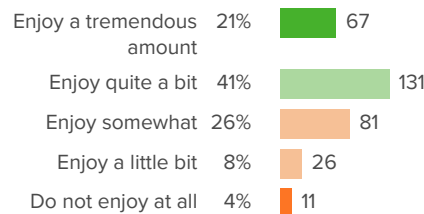
Your average

# 66%

317 responses

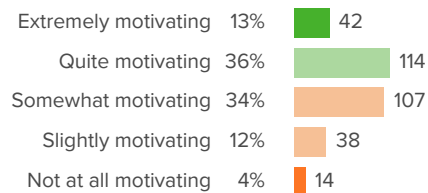
## How did people respond?

### Q.1: To what extent do you think that children enjoy going to your child's school?



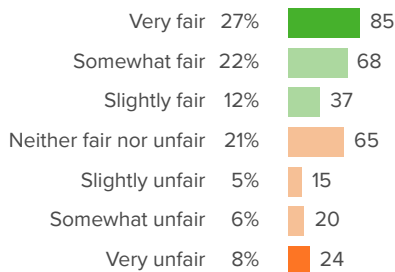
Favorable: **63%**

### Q.2: How motivating are the classroom lessons at your child's school?



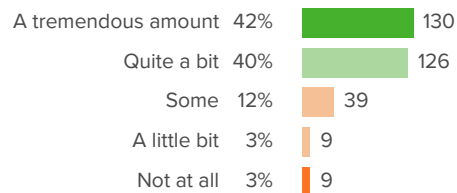
Favorable: **50%**

### Q.3: How fair or unfair is the school's system of evaluating children?



Favorable: **61%**

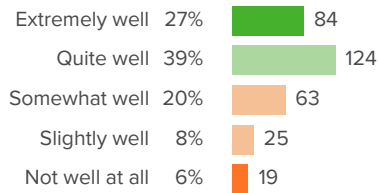
### Q.4: How much does the school value the diversity of children's backgrounds?



Favorable: **82%**

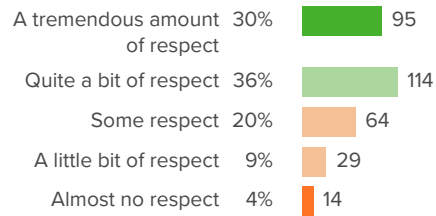


**Q.5: How well do administrators at your child's school create a school environment that helps children learn?**



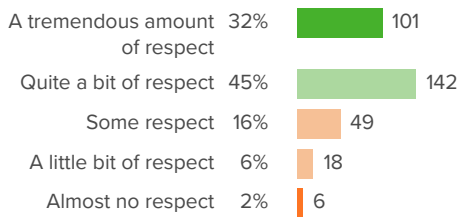
Favorable: **66%**

**Q.6: Overall, how much respect do you think the children at your child's school have for the staff?**



Favorable: **66%**

**Q.7: Overall, how much respect do you think the teachers at your child's school have for the children?**



Favorable: **77%**



# School Fit

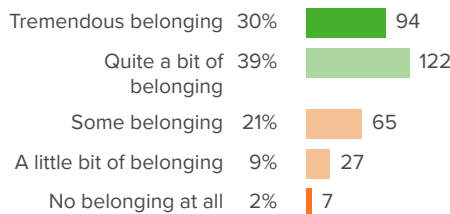
Your average

# 60%

317 responses

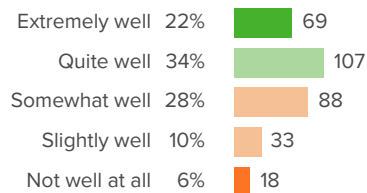
## How did people respond?

### Q.1: How much of a sense of belonging does your child feel at his/her school?



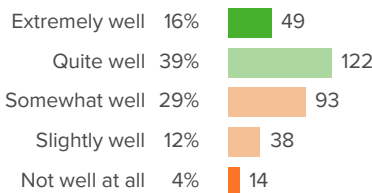
Favorable: **69%**

### Q.2: How well do you feel your child's school is preparing him/her for his/her next academic year?



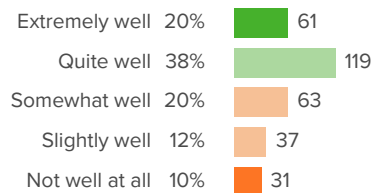
Favorable: **56%**

### Q.3: How well do the activities offered at your child's school match his/her interests?



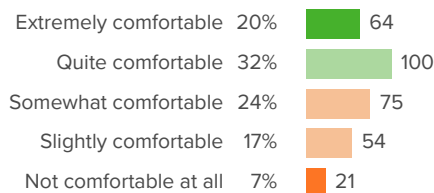
Favorable: **54%**

### Q.4: At your child's school, how well does the overall approach to discipline work for your child?



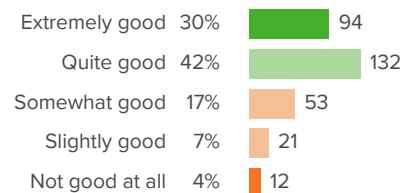
Favorable: **58%**

### Q.5: How comfortable is your child in asking for help from school adults?



Favorable: **52%**

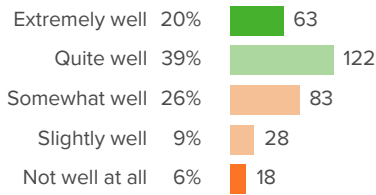
### Q.6: Given your child's cultural background, how good a fit is his/her school?



Favorable: **72%**



**Q.7: How well do the teaching styles of your child's teachers match your child's learning style?**



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Favorable: **59%**



# School Safety

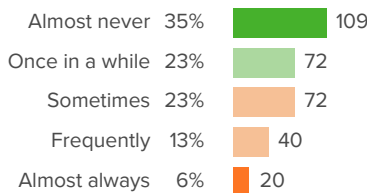
Your average

# 73%

317 responses

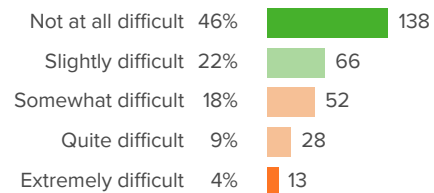
## How did people respond?

### Q.1: How often do you worry about violence at your child's school?



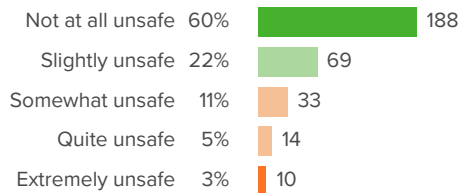
Favorable: **58%**

### Q.2: If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?



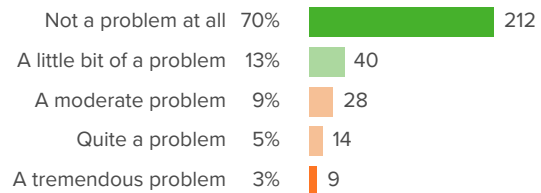
Favorable: **69%**

### Q.3: Overall, how unsafe does your child feel at school?



Favorable: **82%**

### Q.4: To what extent are drugs a problem at your child's school?



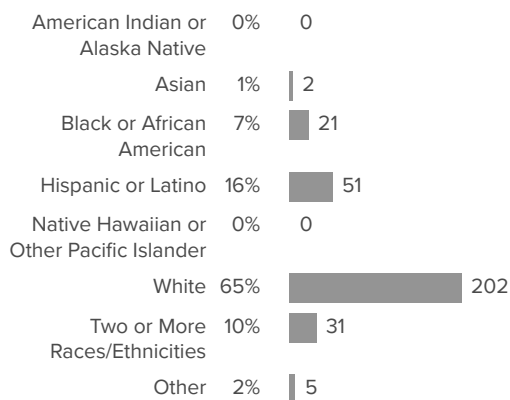
Favorable: **83%**



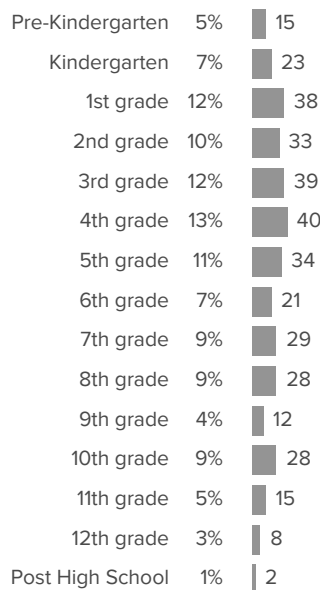
# Background Questions

How did people respond? \_\_\_\_\_

### Q.1: What is your race or ethnicity?

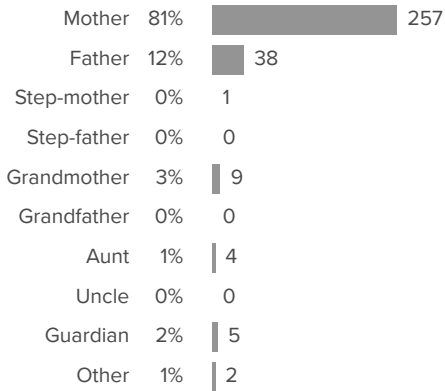


### Q.2: What grade is your child in?

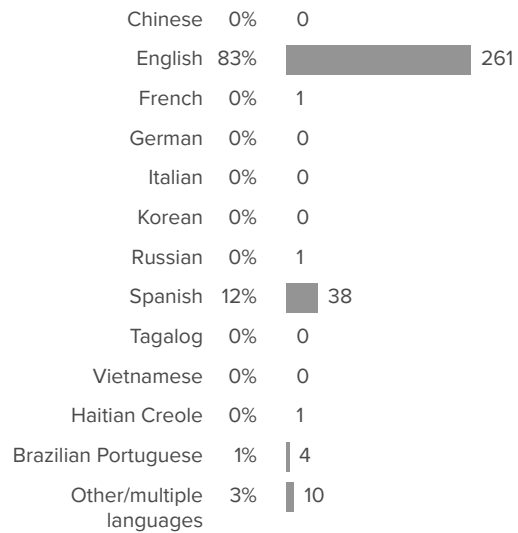




**Q.3: What is your relationship to your child?**



**Q.4: Please indicate the primary language you speak with your child currently. (Please check only one).**







# SALEM PUBLIC SCHOOLS

*Where belonging leads to opportunity.*

To: Salem School Committee  
Cc: Superintendent Zrike  
From: Kate Carbone, Deputy Superintendent  
Date: October 17, 2024  
Re: 2025 School Improvement Plans

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Please find attached 2025 School Improvement Plans (SIPs) for every school in the district.

Each plan is developed under the guidance of the school principal in collaboration with their Instructional Leadership Team. It is shared and vetted with the entire school staff as well as the School Site Council.

We are in the process of posting SIPs to the district and school webpages, which is expected to be completed by the end of the month. More details about this year's SIPs will be shared at the School Committee meeting.





# Salem Public Schools

**School Improvement Plan 2024-25**

Bentley Academy Innovation School



**SALEM**  
**PUBLIC SCHOOLS**

*Where belonging leads to opportunity.*

# Salem Public Schools – School Improvement Plan

## I. Annual Measurable Outcomes

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 strategic plan. **NOTE:** The goals in SPS's Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>Reduce 23.5% chronic absenteeism to 21..3%</li> </ul>
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-8:</b> &gt; 37% ELA; &gt; 33% math</li> <li><b>MCAS G. 10:</b> &gt; 51% ELA; &gt; 42% math</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>	<ul style="list-style-type: none"> <li>ELA: Increase % proficient from 15% to &gt;28%</li> <li>Math: Increase % proficient from 18% to &gt;30%</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Increase from 69% to 75% of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>
<b>Improve student perceptions of belonging</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> </ul>	<ul style="list-style-type: none"> <li>Increase from 53% to &gt;66% students who report that they belong</li> </ul>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%</li> </ul>	<ul style="list-style-type: none"> <li>Increase from 34% to 43% teachers with positive perceptions of the amount and quality of feedback received</li> </ul>
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<ul style="list-style-type: none"> <li>Increase from 53% to &gt; 66% students who report that they belong (student survey)</li> <li>Increase from 58% to &gt;70% students who feel comfortable asking an adult for help (family survey)</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or exceed a 79.2% annual retention rate for proficient/exemplary teachers of color as well as all teachers</li> <li>Increase teacher well-being from from 62% to 64%</li> <li>Increase teacher belonging from 63% to 69%</li> <li>Increase positive perceptions of the amount and quality of feedback from 34% to 43%</li> </ul>
<b>Improve high school metrics (high schools only)</b>	<ul style="list-style-type: none"> <li>Reduce the dropout rate to &lt;2%</li> <li>Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65%</li> <li>Increase 4-year graduation rate to 88%</li> </ul>	N/A

## II. Data & Root Cause Analysis

### BOY BAIS Data Story 24-25

#### 2024 MCAS data:

- Grade 3 14% Meeting/Exceeding expectations on ELA; 17% M/E on math
- Grade 4 18% M/E expectations on ELA; 25% M/E on math
- Grade 5 14% M/E expectations on ELA; 13% M/E on math; 18% M/E science

#### Staff Panorama Data:

- Staff's positive perceptions of the amount and quality of feedback faculty decreased from 52% in 2023 to 36% in 2024
- Staff's Sense of Belonging decreased from 65% in 2023 to 56% in 2024

#### Student Panorama Data:

- 53% of students report that they belong

#### Student DESSA Data:

- 40% of students needed instruction in "self-management" at end of school year 23-24
- 43% of students needed instruction in "social awareness" at end of school year 23-24

#### Areas of Focus in School Year 2024-25:

- Continued focus on high-leverage PD and feedback for teachers on tier 1 classroom management, differentiated instruction, and SEI strategies
- Deepening the work of Data-informed instruction
- Continue to include teacher-voice in decision-making
- Prepare BAIS Innovation Plan renewal

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

### District Driver 1: Academic Achievement

*Elevate Learning– Build and maintain a district culture of universally high academic expectations for every learner.*

#### Interim Measure(s):

Measure	October	January	March
STAR	Proficiency Spanish Literacy >50% ELA > 31.5% Math > 25% <b>(SPRING 2024)</b>	Proficiency Spanish Literacy >53% ELA > 34% Math > 30%	SGP: 60 Proficiency Spanish Literacy >55% ELA >37% ELA Math >33% Math
ENIL Spanish Reading & IRLA English Reading	Proficiency ENIL- 7 out of 160 students (4.4%) <b>Average Growth : 0.81 Years</b> IRLA- 22 out of 96 students (22.9%) <b>Average Growth : 1.24 Years</b> <b>(SPRING 2024)</b>		
WIDA Model & LAS Links (Spanish and English Language Assessments)	Wida Model - 91 Students in grades 2-5 14 Level NR	WIDA model: All ELs improve by 1 level on the WIDA Model Writing	

	22 Level 1 25 Level 2 8 Level 3 LAS Links-Data to be compiled at the end of assessment on 10/4  LAS Links: Baseline data to be compiled on 10/11 (end of assessment)	Assessment  LAS Links: All SLs (Spanish learners & FEled MLs) in Dual Language improve by .5 fall level	
DII Tracker	Tracker developed and being used in at least 60% of meetings	Tracker used in at least 75% of DII meetings	Tracker used in at least 90% of DII meetings
Monthly Data Meetings	<b>October:</b> 75% of observed data meetings meet criteria (eg. thoroughly planned, proficient execution, outcome based follow through)	<b>January:</b> 80% of observed data meetings meet criteria	<b>March:</b> 85% of observed data meetings meet criteria
End of Unit Assessments (Math, ELA, and SLA)	75% average proficiency on all standards	75% average proficiency on all standards	75% average proficiency on all standards

School Driver	Action Steps	Lead	Start	Complete
1.1 Monitor Math and Literacy instructional practices focusing on SEI practices and student ownership of cognitive lift (core action 3).	Create new unified indicators tool and share with staff	Admin/Coaches	Sept	Jun
	Conduct walkthroughs/observations to gather trends and communicate feedback to staff	Admin/Coaches	Sept	Jun
	Engage educators in focused training/PD: <ul style="list-style-type: none"> <li>Equitable conferencing (ARC)</li> <li>Reteach strategies</li> <li>Whole school SEI/Discourse</li> <li>Use of manipulatives</li> </ul>	Admin/Coaches	Sept	Jun
	Engage/re-engage educators in Standards-Based Practices <ul style="list-style-type: none"> <li>Implement the use of rubrics and proficiency scales with teachers and students</li> <li>Use SBP to support student-goal setting</li> <li>Track student progress on shared communication tool</li> </ul>	Admin/Coaches	Sept	Jun
1.2 Strengthen impact of data meetings by creating and using consistently targeted trackers.	Co-create DII schedule including what student work teachers should bring ahead of time	Admin/Coaches	Aug	Jun
	Engage teachers in the DII process by purposefully tracking and sharing data: <ul style="list-style-type: none"> <li>Proficiency before and after reteach (including subgroups)</li> <li>Analysis of standard (know/show)</li> <li>Reteach plan</li> <li>New assessment</li> </ul>	Admin/Coaches	Aug	Jun

	Create and keep updated STAR proficiency and growth on tracker	Coaches	Sept	Jun
	Plan, implement, and track progress on interventions	Admin/Coaches/ Tutors/Interventionists	Sept	Jun
1.3 Strengthen frequency/impact of observation/feedback (educator development). Ensure frequent feedback and precise action steps for all educators using tracker (panorama survey)	Provide ongoing feedback (1:1 and whole-school) & Coaching Cycles (1:1) on instruction using these resources: <ul style="list-style-type: none"> <li>● BAIS Strong Start Playbook / BAIS Non-Negotiables 3.0</li> <li>● BAIS Learning Walks Trajectory</li> <li>● SEI/SIOP Strategies</li> </ul>	Admin/Coaches	Sept	June
	Create and use structures that support continuous learning for educators: <ul style="list-style-type: none"> <li>● Coach/admin feedback norming meetings</li> <li>● Staff RJ circles</li> <li>● 10 Learning Walks</li> </ul>			

**What support is needed from the central office to help the school meet its goals in this area?**

- Training on effective strategies for differentiated instruction using SEI strategies

**District Driver 2: Student Culture**  
*Center Belonging - Build a joyful, welcoming, and supportive school community*

**Interim Measure(s):**

Measure	October	January	March
Improvements in student self-management & self-awareness (DESSA)	October: Self-management--57%; Self-awareness--61%		March: Self-management--47%; Self-awareness--51%. (from DESSA)
Reduce chronic absenteeism from 23.5 to 21.3	11.9	24.7	20.4
Risk Ratio	Risk Ratio of 2.0 for SOC, 4.0 for SWD	Risk Ratio of 1.8 for SOC, 3.5 for SWD	Risk Ratio of 1.5 for SOC, 3.0 for SWD
(Family Panorama Data indicator)	58% of students feel comfortable asking an adult for help		70% of students feel comfortable asking an adult for help
Home visits	Baseline: 21 visits (SY 23-24)	20 visits completed	42 visits completed
Report Card Conference family participation	Baseline: 90% in spring of 2024	100% of families participate in report card conferences	100% of families participate in report card conferences
Family Event Participation Tracker	Monitoring system created	60% of families attend school events	70% of families attend school events
Reduce Aspen Referrals for conduct occurring in classrooms from 330 to <150	<50 classroom conduct referrals	<100 classroom conduct referrals	<150 classroom conduct referrals

Panorama “sense of belonging” domain	Student: >66% of students respond favorably  Teacher: >63% of teachers respond favorably	N/A	Student: >66% of students respond favorably  Teacher: >63% of teachers respond favorably
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School Driver	Action Steps	Lead	Start	Complete
2.1 Decrease the number of classroom Aspen conduct referrals	Develop & Monitor Strong Start Playbook feedback to support teachers with Tier 1 & 2 classroom management practices	Admin/Coaches	Sept	Jun
	Support & Monitor schoolwide SEL focus: <ul style="list-style-type: none"> <li>All staff use monthly themes &amp; daily circle questions based on needs determined by DESSA</li> <li>Town Hall &amp; Flocks focus align with DESSA areas of need</li> </ul>	Admin/BALT	Sept	Jun
	Frequently monitor and troubleshoot Aspen conduct referral data	Admin/BALT/Student Support Team	Oct	Jun
2.2 Implement holistic practices to increase family involvement	Increase Family involvement <ul style="list-style-type: none"> <li>Monitor family event attendance using a tracker to identify barriers for families</li> <li>Improve proactive family communication about tier 1 &amp; 2 restorative practices used at BAIS</li> <li>Increase number of Home visits</li> <li>Build 24-25 family event calendar collaboratively with all stakeholders</li> </ul>	Admin FEF  Collaborative Groups (BAB & PTA)  All Staff		
	Improve & Monitor Systems: <ul style="list-style-type: none"> <li>Newcomer welcoming process</li> <li>Daily phone calls home for absences</li> </ul>	Admin/FEF		

**What support is needed from the central office to help the school meet its goals in this area?**

- Continued support for early career professionals on classroom management, building relationships, warm demander strategies

**District Driver 3: Staff Culture**  
**Empower Educators:** Make Bentley Academy Innovation School an inclusive school where student-centered, innovative, and highly-effective educators want to work, grow, and stay.

Interim Measure(s):			
Measure	October	January	March
SPS PD Feedback Form	70% of educators agree/strongly agree that PD is meeting their needs	75% of educators agree/strongly agree that PD is meeting their needs	80% of educators agree/strongly agree that PD is meeting their needs
Panorama Staff Survey			(June) Increase teacher well-being from from 62% to 70%

			Increase teacher belonging from 63% to 70%
DII Preparation	100% of meeting agendas sent out at least 5 days in advance 70% of teachers bring appropriate student work for DII meetings	100% of meeting agendas sent out at least 5 days in advance 80% of teachers bring appropriate student work for DII meetings	100% of meeting agendas sent out at least 5 days in advance 90% of teachers bring appropriate student work for DII meetings
Strong Start & Strong Academics Monitoring	100% of Strong Start indicators monitored and reported out to staff	100% of Strong Academics indicators monitored and reported out to staff	100% of Strong Academics indicators monitored and reported out to staff

School Driver	Action Steps	Lead	Start	Complete
3.1 Schedule dedicated opportunities throughout the year for staff to build community and belonging	Schedule opportunities for paras to meet with one another and reflect/collaborate on classroom goals	Admin	Aug	Jun
	Use staff interest survey to increase opportunities to build positive staff culture  Partner with Sunshine committee to share data from survey, work in collaboration with BALT to foster staff welcoming environment	BALT	Oct	Jun
3.2 Continue to engage educator voice in the development of school-based PD session facilitation	Collect Feedback from staff about PD <ul style="list-style-type: none"> <li>Provide opportunities for staff to provide feedback about PD during RJ staff circles (for full day/ half day PDs)</li> <li>Standard SPS PD feedback form used after every PD</li> <li>Ongoing communication from admin/coaches/BALT indicating responses to staff PD feedback</li> </ul>	BALT Admin Coaches		
3.3 Develop a PD sequence that includes DII, curriculum planning, and SEI/SIOP best practices	Improve DII/PLC Communication <ul style="list-style-type: none"> <li>PLC agenda ahead of time</li> <li>Teachers bring appropriate materials to PLC/DII meetings</li> <li>Create &amp; use DII tracker to measure student growth before/after reteach</li> </ul>	Admin Coaches  Teachers		
	Increase collaboration in Dual Language literacy instruction <ul style="list-style-type: none"> <li>Summer 3-day institute to Frequent structured planning time for DL/ML tandem teams (PLCs &amp; Early Release Days)</li> <li>ARC coaching (ENIL/IRLA)</li> </ul>	Admin Coaches		
3.4 Support staff with Tier 1 practices in the classroom	Strong communication with staff about these topics: <ul style="list-style-type: none"> <li>Monitoring of tier 1 classroom strategies (Strong Start Playbook)</li> <li>Monitoring of BAIS Non-Negotiables for tier 1 classroom practices</li> <li>Monitoring of SEI/SIOP strategies and student ownership (core action 3) to be used in all classrooms</li> </ul>	Admin		

**What support is needed from the central office to help the school meet its goals in this area?**



Communicating clear visions of expectations for teachers, especially as we transition our math instructional model.

## 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.

[School-based PD Plan Template](#)

**Goals of this model**

The goal of this model is to provide a clear and transparent record of the professional learning opportunities at each building that can be used for planning and record keeping among a variety of stakeholders.

**How to Use this Model**

- 1 Make a copy of this template workbook and share it with your team.
- 2 Complete the PD Overview Tab for the first 3 months of the school year.

**What This Model is**

The **PD Overview tab** represents the overall picture of the PD in your building. It includes an At-A-Glance view of all the PD opportunities available: opening days, half days, 25 additional hours, CPTs, coaching cycles, etc. It includes the district priorities and the school priorities. Each PD event is linked to a priority, indicates the topic, outcome, number of PDs and type of PD for teacher re-certification. This page can be used for recording PD in TeachPointVector.

**Goals of this model**

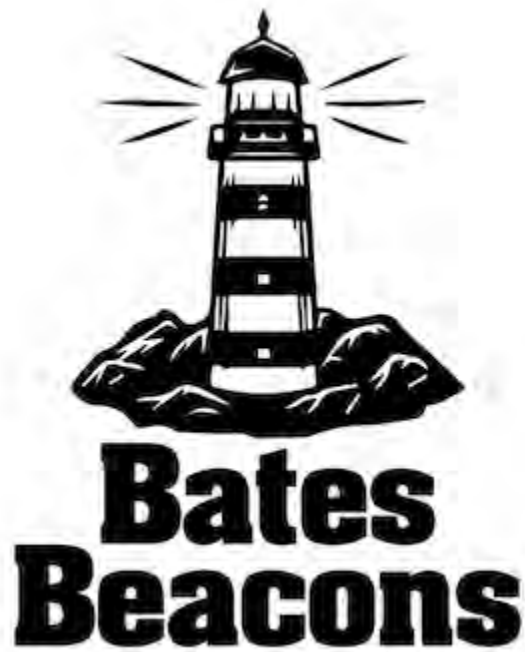
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**Salem Public Schools**  
**School Improvement Plan 2024-25**

**Bates Elementary School**



**SALEM**  
**PUBLIC SCHOOLS**  
*Where belonging leads to opportunity.*

# Salem Public Schools – School Improvement Plan

## I. Annual Measurable Outcomes

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 strategic plan. **NOTE:** The goals in SPS's Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>&lt; 19.5% chronic absenteeism</li> </ul>
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-8:</b> &gt; 37% ELA; &gt; 33% math</li> <li><b>MCAS G. 10:</b> &gt; 51% ELA; &gt; 42% math</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-5:</b> &gt; 36% ELA; &gt; 46% math</li> <li><b>MCAS Gr. 3-5:</b> SGP &gt;60</li> </ul>
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of multilingual learners who demonstrate adequate progress to &gt;74%.</li> </ul>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 65%.</li> </ul>
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 68% students report that they belong</li> <li>&gt; 55% families feel Bates is a "good fit"</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 75% for well-being and 80% for belonging.</li> </ul>
<b>Improve high school metrics (high schools only)</b>	<ul style="list-style-type: none"> <li>Reduce the dropout rate to &lt;2%</li> <li>Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65%</li> <li>Increase 4-year graduation rate to 88%</li> </ul>	N/A

## II. Data & Root Cause Analysis

To establish a rationale for our school's improvement strategies and action plans, our Instructional Leadership Team met to analyze specific data points relevant to three priority areas: Academic Achievement, Student Culture, Staff Culture. The following analysis identifies the drivers and action plans encompassing our school's core improvement strategies in the coming year and are intended to lead to attainment of Bates's 2025 end-of-year goals specified on page one of this document.

## Elevate Learning

### Lever: Improve performance as measured by MCAS

#### Goal:

1. MCAS Gr. 3-5: >35% ELA; >45% math
2. All Grades, STAR SGP: >55

- **MCAS Data:** Analysis of proficiency levels for grades 3-5 on 2023 MCAS data shows proficiency rates of 36% in ELA and 35% proficiency in math with a goal in 2024 of >41% proficiency in ELA and >39% proficiency in math
  - **Strength:** Our 2024 math data indicates solid growth in mathematics from 35% proficiency to 41%. We exceeded our proficiency goal by 2%.
  - **Opportunity:** There is a need to refine instruction in the area of ELA as we experienced a dip in proficiency from 36% in 2023 to 28% in 2024.

#### 2024 STAR Data:

Math K-2 % Proficient	Math 3-5 % Proficient	Early Literacy K-2 % Proficient	Reading 3-5 % Proficient
49%	41%	48%	35%
Math K-2 SGP	Math 3-5 SGP	Early Literacy K-2 SGP	Reading 3-5 SGP
49	55	48	57

### Lever: Improve performance as measured by ACCESS

**Goal:** Increase the percentage of multilingual learners who demonstrate adequate progress to >74%.

- **Data:** Progress rate of 56% (as measured by Access) in 2023 was up from 33% in 2022 and currently at 74% in 2024.
  - **Strength:** 74% of our students met or made growth on their Access score
  - **Opportunity:** Maintaining a high rate of growth on the Access scores this year

## Center Belonging

### Lever: Reduce Chronic Absenteeism

**Goal:** Reduce chronic absenteeism to <19.5%

- **Data:** 2023/2024 chronic absenteeism rate, 20.3%, and in 2022/2023, 21.2%
  - **Strength:** We improved our chronic absenteeism in the 23/24 school year by 0.9% from the 22/23 school year, going from 21.2% to 20.3%.
  - **Opportunity:** With a goal of 19.5% for chronic absenteeism, we fell short by 0.8% of our goal in the 23-24 school year at 20.3%.

### Lever: Improve student perceptions of belonging and improve stakeholder perception data

**Goal:** Increase student sense of belonging to > 68% and > 55% families feel Bates is a "good fit"

- **Data:** 2024 student Panorama survey results on belonging show that 63% of students feel they belong at Bates up from 58% in 2023. There is currently no family survey data; however, it will be available for the start of the 24/25 SY.
  - **Strength:** The percentage of students who feel like they belong at Bates increased by 5% throughout the 2023/2024 school year.
  - **Opportunity:** We have an opportunity to discover how many families feel like Bates is a "good fit" with the hope of 55% answering favorably.

**Lever: Improve educator perceptions of belonging**

**Goal:** Increase annual teacher well-being and belonging composites to 75% for well-being and 80% for belonging.

- **Data:** 2024 Panorama data in the teachers/staff well-being composite showed 70.5% favorability for well-being and 76% for sense of belonging.
  - **Strength:** A majority of teachers and staff feel that they belong at Bates and have a favorable response to their well-being.
  - **Opportunity:** With a goal of 75% for teacher well-being, at 70.5% we fell short by 4.5% in the 23/24 school year. With a goal of 80% for belonging, at 76% we fell short by 4% in the 23/24 school year.

**Empower Educators****Lever: Increase observation and feedback**

**Goal:** Increase positive perceptions of the amount and quality of feedback faculty receive to 65%.

- **Data:** 2024 teacher and staff Panorama survey results on the perceptions of the amount and quality of feedback faculty receive to be 60% favorable.
  - **Strength:** 60% of staff report positive perceptions of the amount and quality of feedback given establishing a strong starting point for future improvement.
  - **Opportunity:** With a goal to increase positive perceptions of the amount and quality of feedback faculty receive by 5%, there is an opportunity to meet this achievable goal by establishing consistent and meaningful feedback routines from the beginning of the school year.

**Action Plans**

To achieve these goals, we will employ a comprehensive strategy that includes improving instructional practices, enhancing school culture, and strengthening family and community partnerships. By addressing these key drivers through targeted action plans, we will create an environment conducive to student and staff success and well-being. The School Improvement Plan was presented to the School Site Council and Culture and Climate Committee for feedback and revision.

**III. Drivers, Interim Measures, Action Plans, District Supports****District Driver 1: Academic Achievement**

**Elevate Learning** - Improve student achievement with the implementation of data-informed, standards-based learning opportunities to increase student ownership and address gaps in learning

**Interim Measure(s):**

- 1.1
- **October:** 50% of classes visited demonstrate implementation of clear instructional priorities for Core Action 3; Student Ownership
  - **January:** 65% of classes visited demonstrate implementation;
  - **March:** 80% of classes visited demonstrate implementation
- 1.2
- **October:** 100% of teachers have met with coaches to analyze first round of STAR data to create initial small groups and plan how to reteach standards;
  - **January:** 100% of teachers are using STAR data mingled with exit tickets, end-of-unit assessments, and other real-time data to create dynamic small groups focused on how to increase academic proficiency;
  - **March:** 100% of teachers are tailoring their scaffolding to address students' needs and offering targeted feedback to boost proficiency, giving students multiple opportunities to engage with grade-level material, thereby, increasing proficiency
- 1.3
- **Goal 1** - January WIDA (Writing only) 49% of students improve by .5 WIDA level
  - **Goal 2** - Using STAR as the benchmark assessment, increase SGP and proficiency in ELA and math for all students and MLs in grades K-5:
    - Math K-2 proficiency from 49% to 51%, for MLs from 27% to 30%
    - Math 3-5 proficiency from 41% to 43%, for MLs from 29%-32%
    - Early Literacy K-2 proficiency from 48% to 50%, for MLs from 15% to 20%
    - Reading 3-5 proficiency from 35% to 37%, for MLs 7% to 11%

- Math K-2 SGP from 49 to 52, for MLs from 40 to 42
- Math 3-5 SGP from 55 to 58, for MLs 55 to 57
- Early Literacy K-2 SGP from 48 to 51, for MLs from 38 to 41
- Reading 3-5 SGP from 57 to 59, for MLs from 53 to 57

School Driver	Action Steps	Lead	Start	Complete
<b>1.1</b> Monitor clear instructional priorities for literacy and mathematics using TNTP tools focusing on Core action 3: Student Ownership	<b>Teachers will:</b> <ul style="list-style-type: none"> <li>• Be shown what student ownership looks like in practice which involves providing students with appropriate tasks and texts, opportunities for authentic student engagement, critical thinking, and independent learning.</li> <li>• Be provided with continuous learning opportunities related to literacy and mathematics instruction focusing on student ownership</li> </ul>	Coaches, ILT and Admin	8/2024	6/2025
	<b>Teachers will:</b> <ul style="list-style-type: none"> <li>• Review relevant data collected during walkthroughs and analyze this data to inform instructional practices.</li> <li>• Have dedicated time for collaborative planning and reflection with their colleagues and instructional leaders to discuss findings from observations and how to address any identified needs to adjust their implementation strategies.</li> </ul>	Admin, ILT, Coaches	10/2024	6/2025
	<b>Sheltered English Immersion (SEI) Component:</b> <ul style="list-style-type: none"> <li>• Hone teachers' skills around engaging students in peer-to-peer meaningful interactions (sustained academic conversation) and how to chunk and adapt text – Monitored through the use of <a href="#">SEI proficiency scales</a> during walkthroughs</li> </ul>	Admin, ML teachers Coach ILT	9/2024	6/2025
<b>1.2</b> Focus on small group instruction that is informed by data, aligned with standards, tailored to individual student's needs, adaptable, and supported by strategic scaffolding and constructive feedback	<ul style="list-style-type: none"> <li>• Regularly use formative and summative assessments, such as STAR, end-of-unit assessments, and exit tickets to gather data on student performance</li> <li>• Analyze assessment data to identify student strengths, areas of weakness, and learning gaps.</li> <li>• Use data to form dynamic small groups based on similar needs and skill levels</li> </ul>	Coaches and Admin Teachers	9/2024	6/2025
	<ul style="list-style-type: none"> <li>• Use varied instructional strategies to meet the diverse needs of students within each group</li> <li>• Continuously monitor student progress and adjust instruction as needed</li> </ul>	Admin, Coaches, Teachers	9/2024	6/2025
	<ul style="list-style-type: none"> <li>• Regularly reassess and regroup students based on their progress and changing needs</li> <li>• Utilize educational technology, such as ST Math and STAR, to provide adaptive learning/assessment opportunities</li> <li>• In small groups, break down complex skills and concepts into smaller, manageable steps.</li> <li>• Provide support such as graphic organizers, sentence starters, and guided practice</li> </ul>	Coaches, Teachers	9/2024	6/2025
	<ul style="list-style-type: none"> <li>• Provide immediate, specific feedback to students during and after activities with actionable suggestions for improvement and opportunities for additional "at bats" with grade-level standards</li> <li>• Highlight student successes and progress to build confidence and motivation</li> </ul>	Coaches, Teachers	9/2024	6/2025



	<ul style="list-style-type: none"> <li>Continue training teachers on data analysis, differentiated instruction, and scaffolding techniques</li> <li>Provide ongoing support and coaching to ensure effective implementation</li> </ul>	Coaches and Admin	9/2024	5/2025
<b>1.3</b> Strengthen the frequency/impact of data meetings where WIDA, DCA, STAR, MCAS, and student work are analyzed in order to increase academic proficiency	<b>Goal 1:</b> <ul style="list-style-type: none"> <li>Identify the current WIDA levels of all students and schedule LAT meetings to analyze students' progress and set learning targets</li> <li>Implement targeted writing instruction focusing on areas of need identified in the WIDA assessment.</li> <li>Provide teachers with professional development on strategies to improve writing skills, particularly for multilingual learners (MLs) and students with disabilities</li> <li>Use formative assessments to monitor progress and adjust practice to meet the needs of all learners</li> </ul>	ML Teachers, ML Coach, Literacy Coach, Admin	8/2024	5/2025
	<b>Goal 2:</b> <ul style="list-style-type: none"> <li>Increase the frequency of data-driven instruction meetings to incorporate individual sessions with teachers and coaches for more in-depth data analysis</li> </ul>	Coaches, Admin	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Regularly analyze student work and end-of-unit assessment data through the DII protocol to identify strengths, uncover learning gaps, and create action plans for reteaching and reassessment opportunities</li> </ul>	Admin, Coaches Teachers	10/2024	5/2025
	<ul style="list-style-type: none"> <li>Enhance teachers' grasp of priority standards through unpacking standards, previewing end-of-unit assessments, and developing "know and show charts," exemplars, and student-friendly rubrics based on proficiency scales</li> </ul>	Coaches, Admin	9/2024	5/2025
	<ul style="list-style-type: none"> <li>Offer regular feedback to help students understand their progress and areas for improvement, and provide targeted interventions for those not meeting proficiency levels</li> </ul>	Coaches, Admin, Teachers	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Prioritize problem-solving and critical thinking in math instruction, and enhance phonemic awareness, phonics, and comprehension strategies in ELA through ongoing professional development</li> </ul>	Math and Literacy Coaches	9/2024	5/2025

**What support is needed from the central office to help the school meet its goals in this area?**

- Provide professional development sessions focused on how to effectively analyze and use data from STAR assessments and other formative assessments
- Offer training on the DII (Data-Informed Instruction) protocol to help teachers and coaches understand how to use data to drive instruction
- Organize training on effective strategies for differentiated instruction and targeted interventions

**District Driver 2: Student Culture**  
**Center Belonging:** Create a joyful, welcoming, and supportive school community that values social/emotional well being and supports diversity, equity and inclusion

**Interim Measure(s):**

**2.1**

- Student Panorama Sense of Belonging Data from 63% to 68%
  - Explicit SEL instruction 4x per week and one restorative circle per week
  - DESSA Self Management data target for October, 57%, and by March, 47%\*
  - DESSA Social Awareness data target for October, 53%, and by March, 43%\*
- \*Targets represent the percentage of students who are rated as “needing instruction” in this competency

**2.2**

- Reduce student chronic absenteeism:
  - By October, <10.2%
  - By January <19.9%
  - By March <19.3%
  - By end of year <19.5%

School Driver	Action Steps	Lead	Start	Complete
<b>2.1</b> Implement use of school-wide SEL themes to increase sense of belonging, self awareness and self management skills	<ul style="list-style-type: none"> <li>● Designate a different SEL theme for each month (e.g., teamwork, self awareness, citizenship), and ensure these themes are visible in classrooms and hallways + reinforce the monthly theme through our family newsletter and on social media</li> </ul>	Admin, SACS, C&C*, FEF	9/2024	6/2025
	<ul style="list-style-type: none"> <li>● Embed SEL themes into daily lessons and activities using morning announcements, morning meetings, read-alouds, and discussions to introduce and reinforce themes</li> </ul>	Admin, SACS*, C&C	9/2024	6/2025
	<ul style="list-style-type: none"> <li>● Offer training sessions on SEL strategies, such as Restorative Circles and Restorative Practices to ensure consistency and support</li> </ul>	Admin, SACS, C&C	9/2024	6/2025
	<ul style="list-style-type: none"> <li>● Involve students in leading SEL initiatives and create student-led committees focused on promoting SEL themes</li> </ul>	Admin, SACS, C&C	9/2024	6/2025
	<ul style="list-style-type: none"> <li>● Celebrate achievements related to monthly or weekly SEL themes through Beacon of the Week recognition initiative</li> </ul>	Admin, Teachers	9/2024	6/2025
	<ul style="list-style-type: none"> <li>● Enhance cultural awareness, connect monthly themes, and integrate our school motto, 'Believe. Be You. Belong...at Bates!' by regularly scheduling town hall meetings that will bring our school community together, fostering unity and a sense of belonging</li> </ul>	Admin, C&C	9/2024	5/2025
	<ul style="list-style-type: none"> <li>● Roll out tier 2 interventions facilitated by SACs and City Connects Coordinator based on <a href="#">DESSA data</a> in two categories: Self Management and Social Awareness</li> </ul>	Admin, SACS, CCNX	11/2024	6/2025
	*SACs = Student Adjustment Counselors and C&C = Culture and Climate Committee			
<b>2.2</b> Strengthen intervention strategies to address chronic absenteeism	<ul style="list-style-type: none"> <li>● Attendance monitoring team will analyze weekly attendance patterns, and identify students who are at risk of chronic absenteeism starting with families who experienced chronic absenteeism during the prior school year</li> </ul>	Admin, SACS, CCNX*, FEF*	8/2024	6/2025
	<ul style="list-style-type: none"> <li>● Consistently reach out to families to understand the underlying reasons for absenteeism, such as health issues, transportation problems, or school climate</li> </ul>	Admin, SACS, CCNX,	9/2024	6/2025

		FEF, Nurse		
	<ul style="list-style-type: none"> <li>Communicate with families of at-risk students to discuss concerns and offer support through personal phone calls, home visits, and personalized letters</li> </ul>	Admin, SACS, CCNX, FEF	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Offer access to school-based health services, including physical and mental health support, to address any health-related barriers to attendance</li> </ul>	Admin, SACS, CCNX, FEF, Nurse	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Communicate with parents via our weekly family newsletter to emphasize the importance of regular attendance, offer tips on how they can support their children, and share current attendance statistics</li> </ul>	Admin, SACS, CCNX, FEF	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Celebrate improvements in attendance to encourage continued progress through supportive emails, phone calls, and letters</li> </ul>	Admin, CCNX, FEF	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Ensure that attendance policies are clear, consistent, and communicated to all students and families – Policies include definitions of excused and unexcused absences and the process for reporting absences</li> </ul>	Admin, FEF, Nurse	8/2024	6/2025
*CCNX = City Connects Coordinator, and FEF = Family Engagement Facilitator				

<b>What support is needed from the central office to help the school meet its goals in this area?</b>
<ul style="list-style-type: none"> <li>Maintain robust data systems that can accurately track and analyze student attendance patterns</li> <li>Establish district-wide protocols for tiered interventions based on the severity of absenteeism</li> </ul>

**District Driver 3: Staff Culture**  
**Empower Educators** - Provide guidance, training, and growth-oriented feedback to educators to ensure they are prepared to deliver quality, standards-aligned lessons

<p><b>Interim Measure(s):</b></p> <p><b>3.1</b></p> <ul style="list-style-type: none"> <li>All educators receive the contractual # of observations: <ul style="list-style-type: none"> <li><b>October:</b> 100% of NPTS educators receive 2/4 TeachPoint observations</li> <li><b>January:</b> 100% of NPTS educators receive 4 TeachPoint observations and PTS educators receive 1 observation</li> <li><b>March:</b> 100% of 1st year NPTS have received their 5th TeachPoint observation</li> </ul> </li> <li>All departmentalized teachers receive monthly coaching/feedback/observations with feedback and actionable next steps</li> </ul> <p><b>3.2</b></p> <ul style="list-style-type: none"> <li>On all opening, half- and full-PD days, staff will be provided with a standardized feedback survey in order to monitor the degree to which PD is meeting their needs <ul style="list-style-type: none"> <li><b>October:</b> 70% of educators agree/strongly agree that PD is meeting their needs</li> <li><b>January:</b> 75% of educators agree/strongly agree that PD is meeting their needs</li> <li><b>March:</b> 80% of educators agree/strongly agree that PD is meeting their needs</li> </ul> </li> <li>Bates DII/data cycle calendar</li> <li>Bates PD calendar</li> </ul>
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<b>School Driver</b>	<b>Action Steps</b>	<b>Lead</b>	<b>Start</b>	<b>End</b>
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<b>3.1</b> Strengthen coaching and feedback cycles to provide teachers with support and tools to move their practices forward	<ul style="list-style-type: none"> <li>Schedule consistent and regular coaching sessions, allowing for ongoing support and progress monitoring that will provide differentiated support that meets the unique needs of each teacher</li> </ul>	Admin, Coaches	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Conduct regular (each teacher is observed at least once per month) classroom observations to gather data on teaching practices</li> </ul>	Admin	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Provide timely, specific, and actionable feedback after observations focusing on both strengths and areas for improvement</li> </ul>	Admin	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Offer professional development sessions that address identified areas for improvement and align with coaching goals based on trends collected during walkthroughs and learning walks</li> </ul>	Admin, Coaches, ILT	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Facilitate opportunities for teachers to observe and learn from each other through peer observations, learning walks, and collaborative planning sessions</li> </ul>	Admin, Coaches, ILT	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Create a safe environment where teachers feel comfortable taking risks and trying new instructional strategies and promote a culture of open communication where feedback is viewed as a valuable tool for growth</li> </ul>	Admin, Coaches	9/2024	6/2025
<b>3.2</b> Offer professional development sessions that showcase effective teacher practices in student ownership strategies, SEL lessons, SEI practices, and DII cycle work, while also tailoring content to address staff needs identified through feedback surveys	<ul style="list-style-type: none"> <li>Design PD sessions that integrate effective teacher practices with the needs identified from the feedback surveys ensuring that each session addresses a specific area of identified need, such as increasing student engagement, enhancing SEL, or improving SEI practices</li> </ul>	Admin, Coaches, ILT	9/2024	6/2025
	<ul style="list-style-type: none"> <li>Give teachers opportunities to identify their own examples of effective practice identify their own examples of effective practices and lead or co-facilitate PD sessions at least once per trimester in a mini-clinic format fostering a collaborative learning environment</li> </ul>	Admin, Coaches, Teachers	10/2024	6/2025
	<ul style="list-style-type: none"> <li>Include time for reflection at the end of each session, allowing teachers to consider how they can adapt and implement the practices in their classrooms</li> </ul>	Admin, Coaches, Teachers	10/2024	6/2025
	<ul style="list-style-type: none"> <li>Encourage a culture of ongoing sharing by establishing regular opportunities for teachers to share their experiences, successes, and challenges with their peers during staff meetings</li> </ul>	Admin, Coaches	9/2024	6/2025
	<ul style="list-style-type: none"> <li>After each session, gather feedback from participants to evaluate the effectiveness of the PD and identify areas for improvement. Use this feedback to refine future PD offerings, ensuring that they continue to meet the evolving needs of the staff</li> </ul>	Admin, ILT	9/2024	6/2025
<b>What support is needed from the central office to help the school meet its goals in this area?</b>				
<ul style="list-style-type: none"> <li>Allow flexibility in scheduling PD sessions to accommodate the varying needs and availability of staff</li> <li>Provide clear communication from the district regarding how district-wide objectives are linked to school-based objectives</li> </ul>				

## IV. Professional Development Plan

- **District Professional Development Plan**

[District PD Plan](#)  
[School-based PD Plan Template](#)

- **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.

[24/25 Bates PD Calendar](#)  
[24/25 Bates CPT Calendar](#)



Salem Public Schools  
School Improvement Plan 2024-25

# Carlton Innovation School



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**I. Annual Measurable Outcomes**

*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 strategic plan. **NOTE:** The goals in SPS’s Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.*

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>&lt;15% chronic absenteeism</li> </ul>
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-8:</b> &gt; 37% ELA; &gt; 33% math</li> <li><b>MCAS G. 10:</b> &gt; 51% ELA; &gt; 42% math</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>	Increase meeting/exceeding ELA and Math proficiency rates <ul style="list-style-type: none"> <li>MCAS Gr 3-5 ELA &gt; 45%</li> <li>MCAS Gr 3-5 Math &gt; 38%</li> <li>All Grades &gt;60 SGP</li> </ul>
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	Increase to 60% the % of multilingual learner who demonstrate progress on the ACCESS assessment
<b>Improve student perceptions of belonging</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> </ul>	Increase % of students reporting that they belong <ul style="list-style-type: none"> <li>From 69% to 75%</li> </ul>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	Increase the % of positive perceptions of the amount and quality of feedback faculty receive <ul style="list-style-type: none"> <li>Quality from 70% to 75%</li> <li>Amount from 52% to 60%</li> </ul>
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	At least 70% of families have favorable perceptions of their child's learning related behaviors  At least 70% of 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.  Increase by 15 percentage points in “Belonging” composite on annual survey to indicate if students feel like valued members of the community <ul style="list-style-type: none"> <li>From 68% to 83%</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 72% for belonging.</li> </ul>

## II. Data & Root Cause Analysis

### [Carlton Data Story 2024/2025](#)

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

### District Driver 1: Academic Achievement

*Elevate Learning– Build and maintain a district culture of universally high academic expectations for every learner.*

#### Interim Measure(s):

##### Core Action 3

- October: 50% of classroom visits demonstrate implementation of core action 3 and 4 from the TNTP rubric
- January: 65% of classroom visits demonstrate implementation of core action 3 and 4 from the TNTP rubric
- March: 80% of classroom visits demonstrate implementation of core action 3 and 4 from the TNTP rubric

##### Data Informed Instruction

- September: 70% of staff participating in weekly DII meetings
- January: 85% of staff participating in weekly DII meetings
- March: 100% of staff participating in weekly DII meetings
- January: 10% overall increase in STAR Mid Year data reports for both ELA and Math

##### Standards Based Instruction

- September: 80% of staff using school wide (standards based) data trackers showing re-teach data
- January: 100% of staff using school wide (standards based) data trackers showing re-teach data

##### Meaningful Interactions

- September: 65% of classrooms of have full implementation for meaningful interactions per the SEI proficiency scales
- January: 75% of classrooms of have full implementation for meaningful interactions per the SEI proficiency scales
- March: 85% of classrooms of have full implementation for meaningful interactions per the SEI proficiency scales

##### SEI Proficiency Scales

- September: 65% of classrooms of have full implementation for adapted text per the SEI proficiency scales
- January: 75% of classrooms of have full implementation for adapted text per the SEI proficiency scales

School Driver	Action Steps	Lead	Start	Complete
1.1 Monitor clear instructional priorities for literacy and mathematics using TNTP tools focusing on Core action 3: Student Ownership	Review and distribute the TNTP walk-through tool with staff	Admin /Coaching	Sept	Ongoing
	Schedule clinics on best practices in literacy and math instruction that emphasizes student engagement and ownership	Admin /Coaching	Sept	Ongoing
	Use the Carlton Staff Google classroom to organize all TNTP materials and resources	Admin /Coaching/ Specialists	Sept	Ongoing
	Focus on Core Action 3 for the first cycle of coaching for all PST	Admin /Coaching	Oct	June



	Meet weekly with the admin team to review data and collect school-wide trends	Admin /Coaching	Sept	June
1.2 Strengthen frequency/impact of data meetings where both DCAs and formative assessments/student work are reviewed.	Use our data story to communicate the importance of data meetings in driving instructional improvements	Admin	Aug	January
	Create a transparent DII meeting calendar that outlines our year long DII meetings	Admin	Aug	Ongoing
	Schedule clinics on best practices in literacy and math instruction that emphasizes re-teaching and standards based instruction	ILT, Admin	Aug	Ongoing
	Use the Carlton Google Classroom to organize all DII materials including the know/show charts	Admin	Aug	Ongoing
	Continue to use our DII note taking tools	Admin	Aug	Ongoing
1.3 Implement a school wide student learning tracker to see progress of key standards and our IEP goals each week	Clarify the priority standards that are being taught, assessed, and reported out on and populate them into the trackers	Coaches and Specialists	Aug	October
	Begin or end each DII meeting with a review of the individual data trackers	Admin	Sept	June
	Create a standardized procedure for how and when data should be entered into the trackers	Admin, Coaches, Specialists	Sept	Ongoing
	Designate specific times each week for teachers to update student progress to ensure consistency	Admin	Sept	June
	Provide students with opportunities to set personal learning goals and reflect on their progress.	Admin, Coaches, Specialists	Sept	June
1.4 Implement, refine, and monitor (with the playbook) SEI strategies school wide (meaningful interactions and adapted text)	Create a comprehensive SEI playbook that outlines essential strategies for meaningful interactions and adapted text.	ILT, Admin	Aug	June
	Include examples, templates, and best practices for integrating SEI strategies across different subjects and grade levels.	Coaches, Admin	Sept	June
	Distribute the playbook to all teachers and staff, ensuring accessibility both digitally and in print.	Admin	Aug	Ongoing
	Organize professional development sessions focused on SEI strategies, emphasizing practical application and hands-on activities.	Admin, Coaches, ILT	Aug	Ongoing
<b>What support is needed from the central office to help the school meet its goals in this area?</b>				
<ul style="list-style-type: none"> <li>Continued norming using the TNTP walk-through tool</li> <li>Creation of the DCA reports for K-3 ELA</li> <li>A technology platform that allows for our trimester transition to accurately reflected in our data</li> <li>The use of the ML proficiency scales for adapted text and meaningful interactions</li> </ul>				

**District Driver 2: Student Culture**  
*Center Belonging: Build joyful, welcoming, and supportive school communities.*

**Interim Measure(s):**

**Chronic Absenteeism**

- Reduce chronic absenteeism to 15% for the EOY

**Risk Ratio**

- Reduce EOY risk factor for students with disabilities from the previous year
- Reduce EOY risk factor for students of color from the previous year

**Conduct Referrals**

- Reduce conduct referrals by 50% for students with disabilities
- Reduce conduct referrals by 50% for students of color

**Restorative Circles**

- September: 65% of classrooms engaging in restorative circles during morning meeting
- January: 80% of classrooms engaging in restorative circles during morning meeting
- April: 100% of classrooms engaging in restorative circles during morning meeting

School Driver	Action Steps	Lead	Start	Complete
2.1 Build a sense of belonging among students and caregivers by creating an events calendar, early intervention strategies to prevent chronic absenteeism	Clarify the priority standards that are being taught, assessed, and reported out on and populate them into the trackers	Coaches, Specialists	Aug	October
	Begin or end each DII meeting with a review of the individual data trackers	Admin	Sept	June
	Create a standardized procedure for how and when data should be entered into the trackers	Admin, Coaches, Specialists	Sept	Ongoing
	Designate specific times each week for teachers to update student progress to ensure consistency	Admin	Sept	June
	Provide students with opportunities to set personal learning goals and reflect on their progress.	Admin, Coaches, Specialists	Sept	June
2.2 Implement explicit SEL 1x weekly (Quaver) and restorative circles (staff provided slides) 5x weekly during morning meeting	Create standardized circle topics to be delivered school-wide daily	ILT SEL	Aug	June
	SEL will be explicitly taught during a 40 minute block once a week.	Student Support	Aug	June
	Model restorative circles during staff meetings in order to build teacher capacity to engage their students in a restorative circle each morning	Admin	Aug	June

	Refine the behavior flow chart and share this with caregivers and students	Admin, Student Support	Aug	Ongoing
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**What support is needed from the central office to help the school meet its goals in this area?**

- Clarity on the resources available once we have exhausted all school based strategies for attendance

**District Driver 3: Staff Culture**  
*Empower Educators: Make Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.*

**Interim Measure(s):**

- **October: 80% of classrooms and shared spaces are implementing priority routines and common lesson structures with accuracy**
- **November: 100% of classrooms and shared spaces are implementing priority routines and common lesson structures with accuracy.**
- **Aug: 100% of staff meetings will begin in a restorative circle and 1 staff meeting per trimester will include an energizer**
- **EOY: Increase annual teacher well-being and belonging composites to 64% for well-being and 72% for belonging.**

**Observations for all Staff**  
**October:** 100% of NPTS educators have received 2 of 4 Teachpoint observations  
**January:** 100% of NPTS educators have received a total of 4 Teachpoint observations; 100% of all PTS educators receive 1 Teachpoint observation  
**March:** 100% of 1st year NPTS have received their 5th Teachpoint observation

**Observations for Math and ELA teachers**  
All math and ELA teachers receive monthly (Oct.-March) coaching/feedback/observation  
**October:** 100% of math and ELA teachers received feedback with actionable next steps in October  
**January:** 100% of math and ELA teachers received one piece of feedback with actionable next steps in each Nov, Dec and Jan  
**March:** 100% of math and ELA teachers received one piece of feedback with actionable next steps in each Feb, March

School Driver	Action Steps	Lead	Start	Complete
3.1 Strength staff understanding of restorative practices through targeted Professional Development	Create ILT subgroups centered on the Restorative Justice Playbook (jigsaw)	ILT SEL	Aug	June
	ILT members deliver modules as a full staff PD (monthly)	ILT	Oct	June
	Feedback forms will be completed by all staff after Restorative Justice modules are delivered	Admin	Oct	June

	Model restorative circles during staff meetings in order to build teacher capacity to engage their students in a restorative circle each morning	Admin	Aug	June
	Collaborate with staff to refine the behavior flow chart and share this with caregivers and students	Admin, Student Support	Aug	Ongoing
3.2 Strengthen frequency/impact of observation/feedback	Administrator norm around what quality feedback entails	Admin	Sept	June
	Continued use of a tracking system to ensure meaningful, impactful observations and feedback is given to all educators. contractual deadlines are being met.	Admin	Sept	June
	Initial coaching meeting with all staff to set goals for feedback	Admin, Coaches	Sept	June
	Use of the PD plan to create/schedule targeted PD based upon feedback trends	Admin, Coaches	Aug	Ongoing
	Weekly evaluation meetings to check-in on deadlines	Admin	Aug	Ongoing

**What support is needed from the central office to help the school meet its goals in this area?**

- District based criteria for quality feedback
- District based feedback tracking tool

**I. Professional Development Plan**

- **District Professional Development Plan**

[District PD Plan](#)  
[School-based PD Plan Template](#)

- **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.

[Carlton PD Plan 24/25](#)



# Salem Public Schools

School Improvement Plan 2024-25

## Collins Middle School



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## I. Annual Measurable Outcomes

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 strategic plan. **NOTE:** The goals in SPS's Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>&lt; 15% chronic absenteeism</li> </ul>
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li>MCAS Gr. 3-8: &gt; 37% ELA; &gt; 33% math</li> <li>MCAS G. 10: &gt; 51% ELA; &gt; 42% math</li> <li>All Grades: &gt;60 SGP</li> </ul>	<ul style="list-style-type: none"> <li>MCAS Gr. 3-8: &gt; 37% ELA; &gt; 33% math</li> <li>All Grades: &gt;60 SGP</li> </ul>
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>
<b>Improve student perceptions of belonging</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> </ul>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or exceed an 75% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>

## II. Data & Root Cause Analysis

Data Summary: [24/25 Data Story](#)

### 2024 MCAS data:

- 6th-8th grade student achievement scores increased in Math and ELA.
- Science student achievement decreased from 2023. Overall student proficiency in ELA and Math decreased in 2024.
- The data suggests that a majority of student achievement came from students who in 2023 did not meet expectations.
- The number of students who did not meet expectations in 2023 decreased in 2024 in both math and ELA.

### Student Panorama Data:

- Student's Sense of Belonging grew from 27% in 2023 to 31% in 2024.

**Staff Panorama Data:**

- Staff’s positive perceptions of the amount and quality of feedback faculty increased from 20% to 43%.
- Staff’s Sense of Belonging grew from 60% in 2023 to 69% in 2024.

**Areas of Focus for School Year 2024-25**

- 6th Grade English Language Arts
  - 6th Grade ELA scaled score on the MCAS assessment has declined over the past four years from 488 (2021) to 478 (2024).
  - 6th Grade ELA proficiency on the MCAS assessment decreased from 25% (2023) to 15% (2024).
- 8th Grade Science
  - 8th Grade ELA scaled score on the MCAS assessment has declined last year from 483 (2023) to 482 (2024).
- Habits of Learners Across All Content
  - Collins Middle School has committed to to four instructional practices to elevate across all content areas
    - Reading Strategy - GIST and Annotation Guides
    - Writing Strategy - Claim-Evidence-Reasoning (CERs)
    - Speaking and Listening - Academic Discourse (Volleyball)
    - Progress Monitoring and Feedback

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

**Priority #1: Academic Achievement**

**Elevate Learning:** Build and maintain a school culture of universally high academic expectations for every learner.

**Interim Measure(s):**

- 100% of students are proficient on the critical standards in each unit and 75% average proficiency on all standards in DCAs
- 50% of ML students will improve by 1 WIDA level on the WIDA Model Writing Assessment and all students improve by 0.5 WIDA Model Writing Assessments
- SGP of >60 on STAR
- Proficiency: 37% in ELA, 33% in Math on STAR
- Transcend [Leaps](#): Increase [High Expectations, Rigorous, & Relevant Learning](#) by 10% by December and 20% by the end of the year.

Drivers	Action Steps	Lead	Start	Complete
Monitor clear instructional priorities for literacy and mathematics using TNTP tools focusing on Core action 3: Student Ownership	Monitor clear instructional priorities using literacy and math TNTP tools focusing on Core action 3: Student Ownership.	ADMIN and Coaches	9/4	6/18
Strengthen the frequency/impact of data meetings where WIDA, DCA, STAR, MCAS, and student work are analyzed in order to increase academic proficiency	Strengthen frequency (weekly)/impact of data meetings where both DCAs and formative assessments/student work are reviewed and inform instruction: <ul style="list-style-type: none"> <li>● Standards trackers, weekly standards messy sheet</li> </ul>	ADMIN and Coaches	9/4	6/18
Focus on small group instruction that is informed by data, aligned with standards, tailored to individual student’s needs, adaptable, and supported by strategic scaffolding and constructive feedback	Develop data-informed, targeted and differentiated lesson plans with small group instruction that utilize strategic and appropriate scaffolds and student feedback that maximizes all adults by leveraging a monitoring sheet in every class	Teachers	9/4	6/18

Implement use of school-wide SEL themes to increase sense of belonging, self awareness and self management skills	Build student engagement with learning through relevant, hands-on, problem-based learning & leadership (Focused Leadership Opportunities & Workshops - FLOW) opportunities that support the development of academic and social-emotional skills towards joyful and relevant learning.	ADMIN and Teachers	9/4	6/18
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<b>What support is needed from the central office to help the school meet its goals in this area?</b>				
<ul style="list-style-type: none"> <li>Partner with school leadership and TNTP to coordinate professional development and coaching opportunities within the school-based schedule.</li> </ul>				

**Priority: Student Culture**  
**Center Belonging: Build joyful, welcoming, and supportive school communities.**

<b>Interim Measure(s):</b> <input type="checkbox"/> 15% Chronic Absentee Rate <ul style="list-style-type: none"> <li><input type="checkbox"/> October - 11.1%</li> <li><input type="checkbox"/> January - 13%</li> <li><input type="checkbox"/> March - 13.5%</li> </ul> <input type="checkbox"/> 60% of students feel a sense of belonging on Panorama survey <input type="checkbox"/> 100% of students experience a weekly huddle <input type="checkbox"/> Decrease classroom discipline referrals by 35% <input type="checkbox"/> Risk Ratios: <ul style="list-style-type: none"> <li><input type="checkbox"/> October: Risk Ratio of 2.0 for SOC, 4.0 for SWD</li> <li><input type="checkbox"/> January: Risk Ratio of 1.8 for SOC, 3.5 for SWD</li> <li><input type="checkbox"/> March: Risk Ratio of 1.5 for SOC, 3.0 for SWD</li> </ul> <input type="checkbox"/> Transcend <a href="#">Leaps</a> : Increase <a href="#">Affirmation of Self &amp; Others and Connection &amp; Community</a> by 10% per pulse check <input type="checkbox"/> DESSA Interim Measures: <ul style="list-style-type: none"> <li><input type="checkbox"/> Self Management -57%, Self-Awareness - 61%</li> <li><input type="checkbox"/> Self Management -47%, Self-Awareness - 51%</li> </ul>				
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Driver	Action Steps	Lead	Start	Complete
Implement use of school-wide SEL themes to increase sense of belonging, self awareness and self management skills	Identify & map intentional times for building student relationships through CREW, huddles, studio and learning immersions	ADMIN and Leadership Teams	9/4	6/18
Attract, grow and develop excellent, committed educators who reflect the values and diversity of the community.	Create explicit collaboration time in the schedule for educators to reach out and establish communication and build relationships with families: Game Plan (Mondays- Admin led), Cluster Time (Wednesdays), and DII (Tuesday or Thursday- Coaches).	ADMIN and Leadership Teams	9/4	6/18
Implement use of school-wide SEL themes to increase sense of belonging, self awareness and self management skills	Leverage the implementation of huddles (circles) to cultivate supportive classroom climate and community as a tier 1 approach that ensures sense of belonging and opportunity for connection	ADMIN and Leadership Teams	9/4	6/18



Attract, grow and develop excellent, committed educators who reflect the values and diversity of the community.	Ensure educators and students have a clear understanding of the game plan, including all spaces, responsibilities, and elements.	All Staff	9/4	6/18
	Create explicit collaboration time in the schedule for educators to reach out and establish communication and build relationships with families: Game Plan (Mondays- Admin led), Cluster Time (Wednesdays), and DII (Tuesday or Thursday- Coaches).	ADMIN and Leadership Teams	9/4	6/18
<b>What support is needed from the central office to help the school meet its goals in this area?</b>				
Aligned feedback with school-based administration.				

**Priority: Empowering Educators**  
**Empower Educators:** Make Collins Middle School an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.

- Interim Measure(s):**
- Increase positive perceptions of the amount and quality of feedback faculty receive to 60%
  - 100% of teachers will receive a minimum of 5 observations with feedback and actionable next steps.
  - By October 1st:
    - NPTS will receive 2 formal observations
    - PTS will receive 1 formal observation
  - By December 15th:
    - NPTS will receive 4 formal observations
    - PTS will receive 2 formal observations
  - Educator Feedback:
    - October - 70% agree/strongly disagree PD is meeting needs
    - January - 75% agree/strongly disagree PD is meeting needs
    - March- 80% agree/strongly disagree PD is meeting needs
  - 100% of teachers will provide a weekly lesson plan to use in time for Monday collaboration time by October 1
  - On all Opening, Half Days, and Full Days, principals and job alike facilitators will provide staff with a standardized feedback survey in order to monitor the degree to which feedback is meeting educator's needs

Driver	Action Steps	Lead	Start	Complete
Strengthen coaching and feedback cycles to provide teachers with support and tools to move their practices forward	Strengthen the coaching and feedback cycles and tools to ensure follow through support for all teachers	ADMIN and Leadership Teams	9/4	6/18
Create opportunities and structures for staff to collaborate with students' families to create and implement strategies for supporting student learning and development both at home and at school. This will include both school events as well as communication structures.	Identify & implement effective co-teaching that maximizes all adults to support children	ADMIN and Leadership Teams	9/4	6/18
	Use adult collaborative time intentionally for collaboration to build intentional plans (see learning) including what's expected & lesson prep	ADMIN and Leadership Teams	9/4	6/18

**What support is needed from the central office to help the school meet its goals in this area?**

- Aligned feedback with school-based administration.
- Professional develop support from Blue Engine for co-teaching

## **IV. Professional Development Plan**

- **District Professional Development Plan**

[District PD Plan](#)

- **School-based Professional Development Plan**

[School Based PD Plan](#)



# Salem Public Schools

## School Improvement Plan 2024-25

# Salem Early Childhood Center



**SALEM**  
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*Where belonging leads to opportunity.*

## I. Annual Measurable Outcomes

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 strategic plan. **NOTE:** The goals in SPS's Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>27.2%</li> </ul>
<b>CLASS Reviews</b>	Improve CLASS Review ratings by 1 Point each in the following categories: Concept Development and Regard for Student Perspective. <ul style="list-style-type: none"> <li>Concept Development 3.20 to 4.20</li> <li>Quality of Feedback 4.5 to 5.5</li> </ul>	Improve CLASS Review ratings by 1 Point each in the following categories: Concept Development and Quality of Feedback <ul style="list-style-type: none"> <li>Concept Development 3.20 to 4.20</li> <li>Quality of Feedback 4.5 to 5.5</li> </ul>
<b>My IGDI</b>	<ul style="list-style-type: none"> <li>IGDI - 80% of students will meet expectations in all subtests of myIGDI.</li> </ul>	<ul style="list-style-type: none"> <li>IGDI - 80% of students will meet expectations in all subtests of myIGDI.</li> </ul>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 55% families feel school is a "good fit"</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase annual staff belonging composites to 71% for belonging and 54% percent for well-being.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>

## 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.

## ☐ ECC Data Story

Salem Early Childhood Center (SECC) is an integrated learning environment serving students with and without disabilities in Salem Public Schools between the ages of three to five years old. In most classrooms students with disabilities learn alongside typically developing students. Studies show that this model benefits all children as they learn from each other. The SECC has experienced great growth over the years of 2021-2024 including adding a Principal, increasing hours, high quality curriculum and partnering with community based childcare centers.

Our current strengths include strong growth and achievement for our students in the area of literacy as well as improved reduced Chronic Absenteeism. Our current areas of growth are strengthening Concept Development and Quality of Feedback with our students. Our instructional priority for this years is on increasing writing opportunities for our students.

SECC staff is passionate about supporting all students and as a team we have been working on identifying systems and structures that will best support this work. As we strengthen these systems, we are striving for consistent implementation and continuous improvement in our instructional practices to impact student independence and achievement.

## Academic Achievement

**Elevate Learning:** Build and maintain a school culture of universally high academic expectations for every learner.

### Interim Measure(s):

- Monthly Walkthroughs that relate to the playbook look-fors to provide feedback to staff in a timely manner.
  - 100% implementation of monthly walkthroughs each month.
  - 60% implementation by October 31.
  - 70% implementation by December 31.
  - 80% implementation by February 28.
  - 90% implementation by March 31.
  - 100 % implementation by April 31.
- 100% of students in preK will end the year with quarterly writing samples.
  - November - 3 samples
  - February - 6 sample
  - June - 10 samples
- 100% of teachers will participate in DII meetings and will develop a reteach plan. 90% of students will make progress in the particular skill being monitored.
- IGD1 - 80% of students will meet expectations in all subtests of myIGDI.
  - September - 20%
  - January - 50%
  - June - 80%
- 90% of students will meet expectations in Letter ID
  - September - PreK - 5 upper, 5 lower and 0 sounds, Preschool - 2- upper, 2 lower, 0 sounds
  - November - PreK - 10 upper, 10 lower and 5 sounds, Preschool - 5- upper, 5 lower, 2 sounds
  - February - PreK - 15 upper, 15 lower and 8 sounds, Preschool - 5- upper, 2 lower, 0 sounds
  - June - PreK- 20 upper, 20 lower, and 10 sounds Preschool- 10 upper, 10 lower and 5 sounds
- 100% of teachers and related support staff will submit and share lesson plans/trajectories each week.

Driver	Action Steps	Lead	Start	Complete
Look at various data points (ACE, DCAs, playbook data and DECA etc.) in order to strengthen the impact of data meetings.	Determine what data we will look at and use.	Principal Coach	8/24	9/24
	Create a common place to put data.	Principal Coach	8/24	9/24
Increase the number of data meetings for all	Determine timeline for data collection, entry, and discussion.	Principal Coach	8/24	9/24

classrooms and service providers.	Schedule Data informed meeting times.	Principal Coach	8/24	9/24
	Schedule training and PD around specific data use.	Principal Coach	8/24	10/24
Strengthen writing instruction collecting student work examples quarterly to show growth.	Utilize small group instruction to provide differentiated instruction for all students.	Principal Coach SLT	8/24	6/25
Strengthen understanding of how to support MLs through PD as monitored by the SEI and look-fors/walkthrough tool. <u>SEI Review Proficiency Scale</u>	Create and utilize a SEI walk through tool for school wide look fors.	Principal Coach Team Chair	9/24	6/25
	Plan PD with ML Language Evaluator to have a better understanding of how preschool/prek students are assessed.			
	Plan PD to better understand WIDA Can Dos and plan instruction accordingly.	Principal, Coach Team Chair	9/24	6/25

## Priority 2: Student Culture

*Fostering a school environment where students feel welcome, love learning, and support each other in our learning community.*

### Interim Measure(s):

- Increase Quality of Feedback indicator average in the CLASS Review from 4.5 - 5.
  - 50% success according to the Playbook by October 31.
  - 70% success according to the playbook by January 31.
  - Score of 5 according to CLASS by April 2024.
- 100% of lesson plans will reflect the WIDA Can DOs based on student population.
  - 50% by October 31.
  - 70% by January 31.
  - 100% by May 31.
- Create a baseline % document of Walkie calls.
- 100% of PREK students will receive SEL instruction decreasing the number of walkie calls each day.

Driver	Action Steps	Lead	Start	Complete
Develop student's SEL competencies through targeted lessons and data analysis.	<p>Pilot and Implement the Devereux Early Childhood Assessment two times per year in PreK classrooms to track progress of students.</p> <p><a href="https://centerforresilientchildren.org/preschool/assessments-re-sources/the-devereux-early-childhood-assessment-preschool-program-second-edition/">https://centerforresilientchildren.org/preschool/assessments-re-sources/the-devereux-early-childhood-assessment-preschool-program-second-edition/</a></p> <hr/> <p>Implement the Child Outcome Summary Assessment (COSA) for all students with Individualized Education Plans entering and exiting the ECC.</p> <p><a href="https://ectacenter.org/eco/pages/cos.asp">https://ectacenter.org/eco/pages/cos.asp</a></p>	Principal, Team Chair, SAC, SLT	9/24	6/25

	Align DECA assessment information and Indicator 7 - COSA with the City Connect Whole Class Review.	Principal, Team Chair, SAC, SLT	9/24	6/25
	Collect and use data from COSA and DECA and Whole Class Reviews to have data meetings and plan learning and social skills activities accordingly.	Principal, Team Chair, SAC, SLT	9/24	6/25
Strengthen our means in which we support students SEL needs.	Create and utilize a document that clearly states our Student Collaboration Team work and how it relates to SSTs.	Principal, Team Chair, SAC, SLT	9/24	6/25
	Create regular SCT/SST weekly meeting time and meet regularly.	Principal, Team Chair, SAC, SLT	9/24	6/25
	Create and utilize a flowchart to document walkie calls and use information to plan behavior and medical support.	Principal, Team Chair, SAC, SLT	9/24	6/25
Provide quality feedback to students as outlined in CLASS by engaging in feedback loops that include appropriate scaffolds and specific encouragement.	Plan and implement regular discussion around implementing quality feedback loops.	Principal and Coach	9/24	6/25
	Plan mini workshops where staff practice role playing in quality feedback loops.	Principal and Coach	9/24	6/25
Build academic and self help skills by reducing the amount of teacher scaffold and releasing the responsibility to the student.	Create step by step visuals and step by step directions for small group instruction for all adults and students to follow.	Principal, coach, team chair and slt	9/24	6/25
	Establish a daily routine that includes self-help tasks such as eating, toileting, purposeful play and center activities.	Principal, coach, team chair and slt	9/24	6/25
	Plan role play to practice using self talk in front of students to model expectations.	Principal, coach, team chair and slt	9/24	6/25
Leverage School Council and PTO to build student and family wellbeing and connections.	Meet regularly with the School Council and PTO to plan monthly family events.	Principal	9/24	6/25
	Meet regularly with the School Council and the PTO to plan engaging and educational events during the school day.			

**Priority 3: Staff Culture**

**Make Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.**

Driver	Action Steps	Lead	Start	Complete
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Increase teacher belonging so that staff feel better connected to other adults in the school as measured by Panorama data.	Voluntary Biweekly staff get together after school to connect, share ideas and concerns.	SLT	9/24	6/25
	Implement Circles during staff meetings and PDs to build community.	Principal, SLT	9/24	6/25
	Develop a welcome protocol for new staff to feel welcome and informed.	Principal, coach, team chair, SLT	9/24	6/25
Increase staff attendance.	Build systems and structures that support overall morale and staff well being.	Principal, coach, team chair and slt	9/24	6/25
	Daily memo will go to all staff with need to know information, absences and a fun component.	Principal, Team Chair	9/25	6/25
	Train staff in human resource protocols and provide print resources and expectations.	Principal and SLT	8/24	10/24
Encourage educator voice in the development of school PD and session facilitation.	Survey Staff to find out what support they need. Use that information to inform PD work.	Principal and Team Chair, SLT	9/24	4/25
Increase feedback to staff.	Create running coaching documents where staff receive monthly feedback either in these documents or in Teachpoint.	Principal, Team Chair	9/24	5/35

### 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.

 [ECC PD Overview 2024/25](#)



# Salem Public Schools

School Improvement Plan 2024-25 for



HORACE MANN  
LABORATORY SCHOOL



**SALEM**  
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*Where belonging leads to opportunity.*

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# Salem Public Schools – School Improvement Plan

## I. Annual Measurable Outcomes

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 strategic plan. **NOTE:** The goals in SPS’s Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	< 21.9% chronic absenteeism
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-8:</b> &gt; 37% ELA; &gt; 33% math</li> <li><b>MCAS G. 10:</b> &gt; 51% ELA; &gt; 42% math</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>	<b>MCAS Gr. 3-5:</b> > 27% ELA; > 24% math  <b>STAR:</b> > 60 SGP
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	Increase the % of multilingual learners who demonstrate progress on the ACCESS assessment to 65%
<b>Improve student perceptions of belonging</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> </ul>	> 65% students report that they belong
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	Increase positive perceptions of the amount and quality of feedback faculty receive to 40%
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 65% students report that they belong</li> <li>&gt; 60% families feel school is a "good fit"</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase annual teacher well-being and belonging composites to 65% for well-being and 68% for belonging.</li> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> </ul>

## 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.

### HMLS Data Story/State of the School

Horace Mann Laboratory School is a small elementary school that is part of the Salem Public Schools. From the years of 2017 to 2023 the school went through many changes from moving to a new school site and experiencing several shifts in leadership.

Our current strengths include strong growth and achievement for our multilingual learners on ACCESS as well as improved reduced Chronic Absenteeism. Our current areas of growth are strengthening SEI strategies in the classrooms in order to mirror that ML growth in the content areas.

HMLS staff is passionate about supporting all students and as a team we have been working on identifying systems and structures that will best support this work. As we strengthen these systems, we are striving for consistent implementation and continuous improvement in our instructional practices to impact student achievement in both literacy and math.

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

### Priority 1: Student Academic Achievement

*Create a shared vision for and Implement strong instruction across content areas and develop systems that will monitor implementation and student success.*

#### Interim Measures:

- October:** 65% of class visits demonstrate implementation of Literacy & Math Core Instructional Practices
- Jan:** 85% of class visits demonstrate implementation of Literacy & Math Core Instructional Practices
- March:** 95 % of class visits demonstrate implementation of Literacy & Math Core Instructional Practices
  
- October:** 50% of class visits demonstrate implementation of Student Ownership
- Jan:** 65% of class visits demonstrate implementation of Student Ownership
- March:** 80 % of class visits demonstrate implementation of Student Ownership

The lowest performing 25% of students on Fall 24 STAR assessments will: *(need to determine ambitious growth metrics after 8/15 training)*

- October:** The Lowest 25% of students will be identified. PreK-5. Ambitious goal measures will be established.
- Jan:** The Lowest 25% will achieve an SGP of  $\geq$  ## and meet their scaled score growth. *(see grade level ambitious growth scales)*
- March:** The Lowest 25% will achieve an SGP of  $\geq$  ## and meet their scaled score growth. *(see grade level ambitious growth scales)*
  
- WIDA Model Assessment** in January: 49% of students improve by .5 WIDA level in **Writing**

Driver	Action Steps	Lead	Start	Complete
1.1 Refine and internalize the (HQIM aligned) <b>core instructional practice</b>	<b>Develop and enhance the Instructional One Pagers</b> outlining the core instructional practices in Literacy and Math that align with HQIM and promote <b>Student Ownership</b> and <b>Meaningful Interactions</b> .	ILT/Admin	July	August

<b>non-negotiables in Literacy and Math.</b>	<b>Provide staff PD for content teachers</b> in implementation of core instructional practices.	ILT/Admin	August	October
1.2 Monitor the implementation of our core instructional practices for literacy and mathematics that support our priorities of Student Ownership and <b>Meaningful Discourse</b> and use monitoring data to provide staff with personalized professional development to support growth.	<b>Strong Start Playbooks developed to monitor</b> the consistent implementation of core instructional practices across all grades.	ILT/Admin	August	November
	<b>Utilize walkthrough tools to assess</b> the levels of student ownership & SEI strategies being used across classrooms.	Coaches/Admin	September	June
	<b>Analyze monitoring data</b> from our Playbooks and walkthrough tools to <b>develop &amp; implement professional development</b> to build staff capacity to create consistent learning environments, foster student ownership and accessible learning environments.	ILT/Admin	October / November	Ongoing/June
1.3 Strengthen <b>frequency and impact of DII meetings</b> by utilizing a <b>range of assessments</b> and implementing <b>protocols and systems</b> that <b>track our work and impact</b> progress for all students.	<b>Develop a schedule</b> that allows for weekly data analysis and reteach planning & observation... (minimum number of meetings etc.)	Coaches	August	January
	<b>Create data tracker to track student growth</b> , with a focus on the lowest 25% in each grade	Coaches/Teachers	September	Ongoing/June
	<b>Plan reteaching that responds to misconceptions</b> with research based instructional practices	Coaches/Teachers	September	Ongoing/June
<b>What support is needed from the central office to help the school meet its goals in this area?</b>				
Provide coaching and guidance to administrators and coaches around facilitating quality and impactful data informed instruction.				

## Priority 2: Student Culture

*Fostering a school environment where students feel welcome, love learning, and support each other in our learning community.*

### Interim Measures:

Chronic Absenteeism:

- October: <15.1%
- January: < 27.2 %
- March: < 24.5%
- EOY: < 21.9%

DESSA Self-Management:

- October** = < 64% Need instruction
- March** = < 54% Need instruction

DESSA Self-Awareness:

- October** = < 69% Need instruction
- March** = < 59% Need instruction
  
- October:** Risk Ratio of 2.0 for SOC, 4.0 for SWD
- January:** Risk Ratio of 1.8 for SOC, 3.5 for SWD
- March:** Risk Ratio of 1.5 for SOC, 3.0 for SWD

Panorama:

- > 65% students report that they belong (November Panorama = 60%, Spring 2025 = 65% )
- >52% of students report a positive school climate (November Panorama = 46%, Spring 2025 = 52% )
- >60% of families feel school is a “good fit” (Spring 2025)

Driver	Action Steps	Lead	Start	Complete
2.1 Refine and implement <b>attendance intervention strategies</b> to analyze and respond to school absences and tardies, including <b>Tier 1 positive recognition</b> and <b>Tier 2 &amp; 3 family interventions</b> .	Connect with families of Tier 2 & 3 chronically absent students ( <i>through communication and/or meetings</i> ) to proactively identify barriers for the upcoming school year.	Admin/FEF	July	September
	Development of a new attendance tracking system and attendance team agenda that includes increased communication & involvement of staff.	Admin/Attendance Team	August	October
	Prioritize families for home visits in order to build connections & identify supports	Admin/Student ST	August	December
	Plan and schedule Tier 1 positive attendance incentives.	Admin/ILT	September	ongoing
2.2 Implement and monitor systemic <b>SEL instruction and interventions</b> , including, implementation of <b>Tier 1 community circles</b> , evidence of <b>positive behavior &amp; restorative approaches</b> .	Development of consistent community circle plans that integrate SEL...with PD on circles to implement in the classroom / slide deck guideline	Admin/ILT/Student ST	September	ongoing
	Strong Start Playbooks to monitor the use of circles and implementation of tier 1 SEL systems (paws & think, zones, pawsome slips, marbles)	Admin/ILT/Student ST	August	ongoing
	Create a measurement system to monitor the implementation of tier 1 SEL systems (paws & think, zones, pawsome slips, marbles).	Admin/Stud ST	August	ongoing
2.3 Develop and implement a <b>Strong Start Playbook</b> and monitoring <b>schedule to ensure consistent routines &amp; structures</b> across all spaces.	Refinement of HMLS routines and Non-Negotiables.. Monitor implementation of these through the Strong Start Playbook.	Admin/ILT	August	November
2.4 Engage youth in the year-long planning and implementation of <b>school culture activities &amp; responsibilities</b> .	Continue to elicit feedback from the Student Voice group to positively impact their school.	Admin/SV Mentors	October	June
	Develop and maintain 4th and 5th grade school responsibilities & jobs (recess coaches, mentors, prob solvers, etc...)	Admin/SV Mentors	October	June
	Create opportunities for Inter-grade partnerships (i.e. classroom buddies/reading buddies, Student Ambassadors, Student CICO mentors, etc.)	Admin/Student Support Team	October	June
2.5 Create opportunities and structures for staff to collaborate with students' families to create and implement strategies for supporting student learning and development both at home and at school. This will include	Utilize Positive Student Profile to open initial two-way connections with families.	Teachers	August	September
	-Provide PD around effective two way family communication -Monitor frequency/consistency of home-school communication	Admin/SST	August	June
	Development of family events, both during and after the school day, that create meaningful opps for 2-way engagement with families.	Admin/SST	August	June

both school events as well as communication structures.				
<b>What support is needed from the central office to help the school meet its goals in this area?</b>				
Offer ideas and guidance around elevating opportunities to engage students around their interests and passions so that we can continue to curb chronic absenteeism.				

**Priority 3: Staff Culture**  
*Make HMLS an inclusive school where student-centered, innovative, and highly-effective educators want to work, grow, and stay.*

**Interim Measures:**

All educators receive the contractual # of observation

- October 100% of NPTS educators receive 2/4 TeachPoint observations
- January 100% of NPTS educators receive 4 TeachPoint observations and PTS educators receive 1 observation
- March 100% of 1st year NPTS have received their 5th TeachPoint observation
- All math and ELA teachers receive monthly (Oct-Mar) coaching/feedback/observations with feedback and actionable next steps

On all opening, half- and full-PD days, principals and job-alike facilitators will provide staff with standardized feedback survey in order to monitor the degree to which PD is meeting educators' needs

- October:** 70% of educators agree/strongly agree that PD is meeting their needs
- January:** 75% of educators agree/strongly agree that PD is meeting their needs
- March:** 80% of educators agree/strongly agree that PD is meeting their needs

Panorama: Teacher & Staff Well Being

- Spring 25 = Equal or greater than 68%

Panorama: Teacher & Staff Belonging

- Spring 25 = Equal or greater than 75%

Driver	Action Steps	Lead	Start	Complete
3.1 Increase quality and frequency of <b>feedback</b> for all staff, including <b>structures</b> that support alignment between coaches and administrators.	Creation of tracker for observations to record frequency and next steps.	Admin/Coaches	Sept.	November
	Develop agenda for and schedule bi-weekly meetings to align feedback	Admin/Coaches	August.	October
	Scheduled check-in monthly with one of your "observers".	Teachers	Sept.	June
3.2 Create <b>routines &amp; schedules</b> for staff professional learning that <b>increase the instructional capacity</b> of all staff, as well as <b>build educator community and resiliency</b> .	Design and facilitate Monthly Staff Circles based on ILT <a href="#">Onward</a> by Elena Aguilar to cultivate staff resilience.	ILT	August	June
	Develop Staff Partner/Buddy System (i.e. "Rock-Buddy") to foster/strengthen community (i.e. check-in at the end of staff meetings.)	ILT	November	June
	Implement school-wide book studies to <b>foster staff community and learning</b> , aligned with the core buckets of our work ( <i>Discourse, Mathematics, SEL, Family Engagement, Instruction</i> )	ILT	Sept.	June

**What support is needed from the central office to help the school meet its goals in this area?**

Practice and model what effective routines look like for giving quality, meaningful feedback to educators. It is important that the evaluative process be growth-orientated so that educators can best serve their students.

## **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 SIP PD Tracker 2024-2025](#)



# Salem Public Schools

School Improvement Plan 2024-25

## New Liberty Innovation School



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# Salem Public Schools – School Improvement Plan

## I. Annual Measurable Outcomes

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 strategic plan. **NOTE:** The goals in SPS's Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>Chronic Absenteeism SY24 = 83% Goal: decrease to 75% for SY25</li> <li>Increase daily attendance rate from SY24 66% to SY25 75%</li> </ul>
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-8:</b> &gt; 37% ELA; &gt; 33% math</li> <li><b>MCAS G. 10:</b> &gt; 51% ELA; &gt; 42% math</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>	<p>Meet/exceed proficiency rates measured by <b>MCAS:</b></p> <p>ELA: SY24 = 50% Goal SY25 = 55%</p> <p>Math: SY24 = 20% Goal SY25 = 50%</p> <p>Science: SY24 = 28% Goal SY25 = 50%</p>
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	<p>0% of students demonstrate adequate progress measured by <b>ACCESS:</b></p> <p>Goal SY25 = 10%</p>
<b>Improve student perceptions of belonging</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> </ul>	<p>Sense of Belonging (Student) = from 46% (SY23) to 55% (SY24)</p> <p>Goal SY25 = 75%</p>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<p>Perception data: Panorama Survey (Spring 2023 = 35%): Feedback and Coaching: SY24 = 51%</p> <p>Goal SY25 = 75%</p>
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<p>Sense of Belonging (Student) = from 46% (SY23) to 55% (SY24)</p> <p>Goal SY25 = 75% (same as above)</p>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> </ul>	<p>Well Being (Staff) = from 75% (SY23) to 79% (SY24) Goal SY25 = 85%</p> <p>Staff retention rate from SY23-24 = 85.7%</p>
<b>Improve high school metrics</b>	<ul style="list-style-type: none"> <li>Reduce the dropout rate to &lt;2%</li> </ul>	<p>4 Year Graduation Rate: SY22-23 = 26.3%</p> <p>5 Year Graduation Rate: SY22-23 = 48.1%</p>

<b>(high schools only)</b>	<ul style="list-style-type: none"> <li>• Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65%</li> <li>• Increase 4-year graduation rate to 88%</li> </ul>	Drop Out Rate: SY22-23 = 17.9%
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## 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.

First, we are committed to improving chronic absenteeism by building a sense of belonging within our school community as well as establishing an attendance initiative for all students. Secondly, we are committed to increasing MCAS proficient rates in ELA, Math, and Science. We have seen some success in this area and are committed to ensuring that more of our students attain proficiency. Lastly, our 4 and 5 year graduation rates are a major focus for us. In the last three years, we have seen an increase in the number of students graduating with their original cohort. We will remain committed to graduating students at a high rate as well as providing them with post secondary options. In order to move the needle on these data points, we need to more effectively implement data informed instruction, assess the extent that students are presented with grade level or higher tasks/assignments and provide students with relevant, real-world learning opportunities.

[State of New Liberty: Data Story](#)

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

### New Liberty Innovation School: Key Priorities: 2024-2025

**Our Mission:** At New Liberty we engage all students in real-life learning about themselves and the world, to empower them to create a positive impact on their communities, and to ensure they have the tools to pursue their goals after graduation.

Priority 1: Academic Achievement	Priority 2: Student and Family Engagement	Priority 3: Staff Culture
<b>Elevate Learning:</b> Strengthen our learning environment so it is responsive to student needs and ensures high academic success for every student.	<b>Center Belonging:</b> Build a culture of achievement, joy, trust, equity and sense of belonging for all students and families.	<b>Empower Educators:</b> Develop all staff's capacity to lead, coach and give quality feedback, creating an innovative learning environment that fosters educator and student growth.

Priorities	Key Drivers for Success (Program, Calendar, Scope, etc.)	Success Metrics include...
<b>1</b> <b>Academic Achievement</b> <i>Strengthen our learning environment so it is responsive to student needs and ensures high academic success for every student.</i>	<b>Strengthen</b> usage of <u>Beacon</u> to closely monitor student progress  <b>Refine</b> <u>instructional practices</u> to increase student learning and engagement Instructional priorities: <ol style="list-style-type: none"> <li>1. Informational writing</li> <li>2. Asking good, higher order questions</li> </ol>	<input type="checkbox"/> 75% of all students will make progress in core content portfolios by quarterly threshold dates <input type="checkbox"/> 100% of students and families will receive biweekly progress reports <input type="checkbox"/> The teaching team will meet every midpoint and end of each quarter (Q1, Q2, Q3 & Q4) to review student progress data <input type="checkbox"/> End of year panorama survey (student

		<p>3. SEI strategies: reading, writing, listening and speaking</p> <p><b>Develop</b> common <u>assessments calendar</u> for each content area</p> <p><b>Strengthen</b> <u>DII meetings</u> to increase student academic performance</p>	<p>engagement data) we will increase student perception from 31% to 65%</p> <p><input type="checkbox"/> 100% of DII meetings will track instructional practices and student learning</p>
2	<p><b>Student and Family Engagement</b> <i>Build a culture of achievement, trust and sense of belonging for all students and families.</i></p>	<p><b>Develop</b> Habits of Success <u>protocols/schedules</u> that connect families to student learning and engagement</p> <p><b>Build</b> our <u>SY25 school community calendar</u> to create leaving-to- learn opportunities and family engagement (<i>which includes possible potluck family dinners in combo with student events</i>)</p> <p><b>Create</b> an <u>attendance protocol</u> that increases our daily attendance rate.</p>	<p><input type="checkbox"/> 100% of families will receive biweekly communication from HOS Advisors / checking PLP biweekly</p> <p><input type="checkbox"/> 75% of all families engage in at least one school event during the year</p> <p><input type="checkbox"/> 100% of students engage in at least two leaving to learn opportunities</p> <p><input type="checkbox"/> Using end of year panorama survey (sense of belonging data) we will increase student perception from 55% to 75%</p> <p><input type="checkbox"/> Will increase daily attendance from 66% to 75% and decrease chronic absenteeism from 83% to 75%</p> <p><input type="checkbox"/> 100% of students will lead HOS/Community Time from Oct-May</p>
3	<p><b>Staff Culture</b> <i>Develop all staff's capacity to lead, coach and give quality feedback, creating an innovative learning environment that fosters educator and student growth.</i></p>	<p><b>Strengthen</b> the <u>coaching/feedback cycles and tools</u> to ensure follow-through support for all teachers.</p> <p><b>Develop</b> a <u>schedule</u> with dedicated opportunities throughout the year for each staff to lead professional development sessions (ie - for Special Education and Social Emotional Support)</p>	<p><input type="checkbox"/> Using end of year panorama survey (feedback/coaching data) we will increase staff perception from 51% to 75%</p> <p><input type="checkbox"/> Biweekly follow-up support is given to teachers to <i>collaboratively</i> to monitor student progress</p> <p><input type="checkbox"/> 100% of staff will lead at least one PD session</p> <p><input type="checkbox"/> 85% of staff will agree/strongly agree that PD is meeting their needs.</p>

## IV. Professional Development Plan

- **District Professional Development Plan**

[District PD Plan](#)  
[School-based PD Plan Template](#)

- **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.

[NLIS PD Plan](#)



# Salem Public Schools

School Improvement Plan 2024-25

## Salem Prep High School



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## I. Annual Measurable Outcomes

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 strategic plan. **NOTE:** The goals in SPS's Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	Decrease chronic absenteeism by 10%
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li>MCAS Gr. 3-8: &gt; 37% ELA; &gt; 33% math</li> <li>MCAS G. 10: &gt; 51% ELA; &gt; 42% math</li> <li>All Grades: &gt;60 SGP</li> </ul>	<ul style="list-style-type: none"> <li>MCAS G. 10: &gt; 51% ELA; &gt; 42% math</li> <li>MCAS G. 10 SGP: &gt; 60% ELA; &gt; 60% math</li> </ul>
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Increase to 50% multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>
<b>Improve student perceptions of belonging</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong, as measured by Panorama</li> </ul>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the amount and quality of feedback faculty receive to 43% or greater, as measured by Panorama</li> </ul>
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong,</li> <li>&gt; 55% families feel school is a "good fit", as measured by Panorama</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or exceed an 75% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging, as measured by Panorama.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 70%, as measured by Panorama</li> </ul>
<b>Improve high school metrics (<i>high schools only</i>)</b>	<ul style="list-style-type: none"> <li>Reduce the dropout rate to &lt;2%</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the dropout rate to &lt;10%</li> <li>Increase student participation in advanced coursework to ≥ 25%</li> </ul>

## 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.

<p><b>Academic Achievement</b></p> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>2023-2024 SGP 54.3%</li> <li>2024-2025 Improve to SGP <math>\geq 60\%</math></li> </ul> <p><b>Math, 2024 MCAS Grade 10</b></p> <ul style="list-style-type: none"> <li>2023-2024 SGP 32.7%</li> <li>2024-2025 Improve to SGP <math>\geq 60\%</math></li> </ul> <p><b>Absenteeism</b></p> <ul style="list-style-type: none"> <li>2023-2024 Chronic Absenteeism: 58.3%</li> <li>2024-2025 Improve to <math>\leq 48\%</math></li> </ul>	<p><b>Dropout Rate</b></p> <ul style="list-style-type: none"> <li>2023-2024 Dropout Rate: 19%</li> <li>2024-2025 Improve to <math>\leq 10\%</math></li> </ul> <p><b>Advanced Coursework</b></p> <ul style="list-style-type: none"> <li>2023-2024 % of Students Enrolled in Advanced Coursework: 12.5%</li> <li>2024-2025 Increase Percent of Students Enrolled in Advanced Coursework to <math>\geq 25\%</math></li> </ul>
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## III. Drivers, Interim Measures, Action Plans, District Supports

### Priority 1: Student Academic Achievement

Build and maintain strong structures that support universally high academic expectations and strong instruction for every learner.

#### Interim Measure(s):

##### Core Instructional Practices:

November (End of Q1): 65% of classroom visits demonstrate/show implementation of Core Instructional Practices.  
 January (End of Q2): 85% of classroom visits demonstrate/show implementation of Core Instructional Practices.  
 April (End of Q3): 95% of classroom visits demonstrate/show implementation of Core Instructional Practices.

##### Data Informed Instruction:

November: 100% of teaching staff participate in DII meetings.  
 December: 100% of teaching staff participate in DII meetings, culminating in high-leverage re-teach plans.  
 January: 100% of teaching staff participate in DII meetings, culminating in high-leverage re-teach plans that, when implemented, yield student mastery of standards.

Drivers and Action Steps		Lead	Start	Complete
1.1 Adopt the core instructional practice non-negotiables in core areas: Math, Science, ELA and Social Studies.	Develop and enhance the one pager feedback form outlining the core instructional practices that promote student ownership and meaningful interactions.	Principal	09/2024	10/15/24
	Provide staff professional development in implementation of core instructional practices.			
	Develop and implement a schedule to meet with teachers weekly to ensure timely feedback.			

1.2 Adopt Data Informed Instruction Meetings in Core Areas: Math, Science, ELA and Social Studies.	Develop and train teaching staff in DII protocol.	Principal	09/2024	10/15/24
	Create a DII calendar that outlines the year-long DII meetings.			
	Partner with high school instructional coaches in facilitating DII meetings			

**What support is needed from the central office to help the school meet its goals in this area?**

Collaboration with Director of Curriculum (6-12) and high school academic coaches.

**Priority 2: Student Culture**  
**Center Belonging: Build joyful, welcoming, and supportive school communities.**

**Interim Measure(s):**

**Spring Panorama Survey**  
Sense of belonging, ≥75%

**Chronic Absenteeism**  
November: 55.6% to 53%  
January: 53% to 50%  
April: 50% to 48%  
June: 48%

School Driver	Action Steps	Lead	Start	Complete
2.1 Track students' sense of belonging and trust in Salem Prep High School as their safe place for learning and social-emotional growth.	Meet with the Student Support Team (School Adjustment Counselors and Behavior Specialist) to monitor progress toward students' Social-Emotional goals.	Principal	9/2024	6/2025
	Prioritize home visits for students chronically absent from school.	Principal	9/2024	6/2025
	Monitor home-school communication.	Principal	9/2024	6/2025
2.2 Refine and implement attendance intervention strategies to improve school attendance.	Create an attendance team, to meet bi-weekly to review and monitor attendance.	Principal	9/2024	6/2025
	Develop attendance protocol, e.g. daily phone calls to families of absent students to identify barriers to attending.	Principal	9/2024	6/2025
	Create individual attendance plans, with student and family support and buy-in.	Principal	9/2024	6/2025
	Create and implement an attendance incentive plan that encourages and motivates students to attend school daily and on-time.	Principal	9/2024	6/2025

**What support is needed from the central office to help the school meet its goals in this area?**

Collaboration with the Director of Student Supports (6-12).

**Priority 3: Staff Culture**

**Empower Educators: Make Salem Public Schools an inclusive district where student-centered, innovative and highly-effective educators want to work, grow and stay.**

**Interim Measures:**

January (End of Q2)

50% of teachers/staff will agree/strongly agree that Salem Prep High School’s Professional Development is meeting their needs.  
50% of teachers will agree/strongly agree that observation feedback and DII meetings are meeting their needs.

April (End of Q3)

75% of teachers/staff will agree/strongly agree that Salem Prep High School’s Professional Development is meeting their needs.  
75% of teachers will agree/strongly agree that observation feedback and DII meetings are meeting their needs.

School Driver	Action Steps	Lead	Start	Complete
3.1 Increase the quantity and quality of feedback of all staff.	Use Salem Public School’s observation tracker to record frequency of observations.	Principal	9/24	Ongoing
	Use Teach-Point template to give feedback to educators, and small, bite-size next steps for each.	Principal	9/24	Ongoing
	Use weekly one-to-one meetings with teachers to review feedback.	Principal	9/24	Ongoing
3.2 Create professional learning for all educators that increases capacity for all staff, including ownership of their practice and responsibilities in the school building.	Meet with district administrators (student supports, special education, and high school administrators) to ensure Salem Prep staff have ample and equitable PD opportunities to collaborate with their colleagues and counterparts outside of the school building.	Principal	9/24	Ongoing
	Design and facilitate monthly staff meetings to foster and strengthen staffs’ sense of school and district community.	Principal	9/24	Ongoing
	Facilitate weekly “debrief” with staff to foster and strengthen their “voice”.	Principal	9/24	Ongoing

**What support is needed from the central office to help the school meet its goals in this area?**

Collaboration with Central Office (walk-throughs, observations and feedback).

## IV. Professional Development Plan

- District Professional Development Plan**

[District PD Plan](#)

- School-based Professional Development Plan**

- o 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.



# Salem Public Schools

School Improvement Plan 2024-25

## Saltonstall School



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## Annual Measurable Outcomes

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Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>&lt; 16% chronic absenteeism</li> </ul>
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-8:</b> &gt; 37% ELA; &gt; 33% math</li> <li><b>MCAS G. 10:</b> &gt; 51% ELA; &gt; 42% math</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-8:</b> &gt; 40% ELA; &gt; 34% math</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Increase to 53% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>
<b>Improve student perceptions of belonging</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 60% students report that they belong</li> </ul>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 60% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>

## 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.

### Saltonstall Data Story 2024-2025

Our data shows that in grades 3-8, we increased proficiency in math by 6% and science by 7% and remained flat in ELA. However, in grades 3-5, we saw a 9% increase in ELA, 18% in math, and 11% in science. Our highest area of need was 6th grade in both ELA and math. Only 2% of 6th graders were proficient in math and only 5% were proficient in ELA. Access scores show 60% of

elementary students made progress while middle school students showed 15% progress. Overall access testing remained flat this year. We were able to reduce chronic absenteeism from 23% to 18%. Finally, our panorama data shows that we have a lot of work to do to increase student engagement, sense of belonging and school climate.

Our outlook is positive and we feel that with continued work in data informed instruction we will ensure all students are progressing across the curriculum. Targeted small group instruction, based on daily and weekly data, will allow all students to receive instruction through high expectations and grade level work. School wide routines and expectations along with social emotional skills will be explicitly taught so that students will feel a sense of belonging. In order to build engagement, we will increase opportunities for students to learn through experiences within the community and participate in hands-on explorations. In addition, we are going to use asset-based, actionable, and growth-oriented feedback to increase staff sense of belonging and well-being.

## Drivers, Interim Measures, Action Plans, District Supports

### Academic Achievement

**Elevate Learning:** Create a learning environment where all students succeed academically. Develop students' ability to engage with cognitively demanding work, while holding high expectations for all, using culturally relevant pedagogy, and high-leverage and evidence-based instructional practices.

#### Interim Measure(s):

**October:** 50% of classroom visits demonstrate implementation of Core Action 3 Look-fors from the TNTP tool

**January:** 65% of classroom visits demonstrate implementation of Core Action 3 Look-fors from the TNTP tool

**March:** 80% of classroom visits demonstrate implementation of Core Action 3 Look-fors from the TNTP tool

#### Interim Measure(s):

**October:** 100% of teachers are making know/shows and exemplars in CPT with coaches

**January:** 100% of teachers are making know/shows and exemplars and 100% of teachers with 4+ years experience are using student data to inform instruction

**March:** 100% of teachers are making know/shows and exemplars and using student data to inform instruction

#### Interim Measure(s):

% scoring above proficiency on STAR reading and math grades 3-8

**October, January, March:**

STAR Gr. 3-8: > 37% ELA; > 33% math

All Grades: >60 SGP

#### Interim Measure(s):

**Frequency:** Weekly data meetings in ELA & math focus on review of formative assessments/student work from HQIM

**October:** 75% of observed data meetings meet criteria (eg. thoroughly planned, proficient execution, outcome based follow through)

**January:** 80% of observed data meetings meet criteria

**March:** 85% of observed data meetings meet criteria

Driver	Action Steps	Lead	Start	Complete
1.1 Monitor clear instructional priorities for literacy and mathematics using TNTP tools focusing on Core action 3: Student Ownership or Salts Math Walk Through tool	All students engage in grade level work everyday.	Admin	9/2024	6/2025
	Students do the majority of the work of the lesson: speaking, reading, listening, writing (every 20 mins.).	Admin	9/2024	6/2025
	Students use reasoning and make meaning of texts/problem solve to persevere through difficulty. When teachers provide support, students still own the complex thinking.	Admin Coaches	9/2024	6/2025

	Students use appropriate tools strategically when solving problems. Students explain and justify their thinking beyond just stating answers.	Admin Coaches	9/2024	6/2025
	Students talk and ask questions about each other's thinking in order to a. improve their understanding/analysis about the text or topic (ELA). b. clarify or improve their own mathematical understanding (math).	Admin Coaches	9/2024	6/2025
	Students use precise mathematical language in their explanations and discussions (math).	Admin Coaches	9/2024	6/2025
	Students provide text evidence to support their ideas and use topic or text specific language in their oral and or written responses (ELA).	Admin Coaches	9/2024	6/2025
1.2 Strengthen frequency/impact of data meetings where both DCAs and formative assessments/ student work are reviewed.	Administration and coaches will create a schedule for DII meetings and outcome based, agenda-driven CPT time.	Admin Coaches	7/2024	7/2024
	In the first 8 weeks of data meetings, teachers and coaches will unpack priority standards in teams, looking at proficiency scales, in order to teach and assess to the highest level of the standard.	Coaches	9/9/2024	11/4/2024
	All teachers utilize Exit Tickets/Formative Assessments and end of unit assessments to check for understanding frequently, identify gaps in learning toward the standard, and to create action plans for reteaching as needed.	Coaches	9/2024	6/2025
	Admin and coaches will hold weekly DII meetings in ELA and math in which school based teams will look at standards using know/shows and exemplars to guide the work.	Admin Coaches	9/2024	6/2025
	Data meetings in January will look at student work and end of unit assessments to determine reteach plans for the standards assessed.	Admin Coaches	1/2025	6/2025
1.3 Prioritize data-informed, standards based, targeted and differentiated, flexible, small groups instruction with strategic and appropriate scaffolds and student feedback that maximizes all adults.	Consistently use data meetings to monitor high needs students by name as they work towards mastery of grade level standards.	Admin Coaches	9/2024	6/2025
	Teachers will provide regular opportunities for students to assess their own understanding of the objective and to monitor their own learning and mastery of a given standard.	Admin Coaches	9/2024	6/2025
	Teachers will strengthen daily small group targeted instruction to increase student mastery of standards and foster independent learning.	Coaches	9/2024	6/2025
	Teachers will continually use daily exit tickets and classroom monitoring to ensure students are growing academically.	Admin Coaches	9/2024	6/2025
	Teachers will design an environment where students are independent learners, responsible for the cognitive lift of the lesson.	Admin Coaches	9/2024	6/2025
	Teachers will provide student work that aligns with grade level standards and incorporates appropriate supports and scaffolds for high needs students so that all students have access to grade level standards.	Coaches	9/2024	6/2025
	Admin will conduct monthly walk-throughs to look for school priority instructional practices.	Admin	10/2024	6/2025

**What support is needed from the central office to help the school meet its goals in this area?**

## Student Culture

**Center Belonging: Build joyful, welcoming, and supportive school communities**

**Interim Measure(s):**

Reduce chronic absenteeism to 16% for the EOY

**Interim Measure(s):**

**October:** 100% of classrooms and shared spaces are implementing priority routines with accuracy.

**Interim Measure(s):**

Reduce EOY risk factor for students with disabilities from 6.72 to 3.0

Reduce EOY risk factor for students of color from 2.83 to 1.5

**DESSA**

**October:** Self-management--57%; Self-awareness--61%

**March:** Self-management--47%; Self-awareness--51%

**Panorama Survey**

**November:** 50% of students will report feeling a sense of belonging on the Panorama Survey

**June:** 60% of students will report feeling a sense of belonging on the Panorama Survey

Driver	Action Steps	Lead	Start	Complete
1.1 Strengthen early intervention strategies to identify and address chronic absenteeism.	Proactively reach out to students who have been chronically absent during the 23-24 school year and/or their families before the end of August	Student Support Team	8/1/2024	8/30/2024
	Proactively schedule family meetings regarding attendance.	SS Team	9/2024	6/2025
	Review attendance policy with students at the beginning of the year (and ongoing when expectations and routines are reviewed).	SS Team	9/2024	6/2025
	Send out attendance policy three times a year.	Admin	9/2024	6/2025
	Effectively communicate with families regarding current absenteeism and follow up as needed.	SS Team	9/2024	6/2025
	Schedule attendance meetings when a student has reached 4-5 absences who is on track to be chronically absent.	Admin	9/2024	6/2025
	Review attendance data weekly during Student Support Meeting.	SS Team	9/2024	6/2025
	Target kindergarten students who have frequent absences.	SS Team	9/2024	6/2025
	Create a school wide incentive plan for attendance.	SS Team	10/2024	6/2025
1.2 Develop/ implement Strong Start Playbook.	ILT will create and monitor the Saltonstall Playbook reflecting the norms and routines that will be consistently implemented and followed throughout the school year in order to provide a safe and positive learning environment.	ILT	7/2024	6/2025
	All routines and expectations will be explicitly taught and revisited every trimester and as needed in all grade levels.	Admin	9/2024	6/2025
	Create a school to home connection with families through consistent staff outreach, school events, scheduled community engagement and social media.	Admin	9/2024	6/2025

1.3 Implement explicit SEL, Restorative Practice Circles, and provide opportunities for students to collaborate across grade levels.	Review SST systems, roles, and responsibilities and make necessary changes.	SS Team	7/2024	8/2025
	Staff will engage students in a purposeful SEL targeted morning circle everyday and SEL will be explicitly taught during a 40 minute block once a week.	All Staff	9//2024	6/2025
	Provide restorative practice professional development for staff throughout the school year and model restorative circles during staff meetings in order to build teacher capacity to engage their students in a circle each morning.	Admin and ILT	10/2024	5/2025
	Create multi-age cohorts in order to implement Community Circles at least once a month starting with every half day.	Admin	7/2024	8/2024
	Create a school-wide trajectory of community building activities.	School Culture Committee	9/2024	6/2025

**What support is needed from the central office to help the school meet its goals in this area?**

## Drivers, Interim Measures, Action Plans, District Supports

### Staff Culture

**Empower Educators:** Make Saltonstall an inclusive school where student-centered, innovative, and highly-effective educators want to work, grow, and stay.

**Interim Measure(s):**  
**August:** 100% of staff meetings will begin with a restorative circle from August to EOY  
**March:** Annual teacher and staff well-being to 75% belonging

**Interim Measure(s):**  
 1) All educators receive the contractual # of observations  
**October:** 100% of NPTS educators have received 2 of 4 Teachpoint observations  
**January:** 100% of NPTS educators have received a total of 4 Teachpoint observations; 100% of all PTS educators receive 1 Teachpoint observation  
**March:** 100% of 1st year NPTS have received their 5th Teachpoint observation

2) All math and ELA teachers receive monthly (Oct.-March) coaching/feedback/observation  
**October:** 100% of math and ELA teachers received feedback with actionable next steps in October  
**January:** 100% of math and ELA teachers received one piece of feedback with actionable next steps in each Nov, Dec and Jan  
**March:** 100% of math and ELA teachers received one piece of feedback with actionable next steps in each Feb, March

**Interim Measure(s):**  
**October:** Rubric created in coach/admin meetings  
**January:** 50% of instructional support staff are working effectively with students  
**March:** 100% of instructional support staff are working effectively with students

Driver	Action Steps	Lead	Start	Complete
1.1 Schedule dedicated opportunities throughout the year for staff to build	Create a buddy staff system to strengthen relationships outside of teams.	Belonging/ Social Committee	9/2024	9/2024

community and belonging and to strengthen morale.	Last Friday of the month breakfasts, each team provides breakfast twice a year.	Belonging/ Social Committee	10/2024	6/2025
	Create a social committee that plans monthly social activities for staff and their families.	Admin	7/2024	9/2024
	Optional buddy staff observations to provide positive feedback about what they are seeing in the classroom.	Belonging/ Social Committee	10/2024	6/2025
	Create a system to provide praise regularly to teachers.	Belonging/ Social Committee	9/2024	10/2024
	Staff shout-outs shared by a selected staff member at staff meetings.	Admin	9/2024	6/2025
	Create a slideshow that contains an "All about me" for all staff members.	Belonging/ Social Committee	10/2024	11//2024
	Build multiple committees that address issues within our school community led by members of ILT.	ILT	7/2024	9/2024
1.2 Strengthen the coaching and feedback cycles and tools to ensure follow through support for all teachers	Admin will provide PD on curriculum resources, to help improve scaffolding for high needs students.	Coaches	9/2024	6/2025
	Receive resources based on feedback and reflection during CPT from coaches.	Coaches	9/2024	6/2025
	One to one meetings at the beginning of the year with teachers to create coaching plans to help teachers facilitate coaching feedback.	Coaches	9/2024	6/2025
	Utilize district feedback tracker.	Admin and Coaches	9/2024	6/2025
	Admin provides formal written feedback based on contractual numbers.	Admin	9/2024	6/2025
1.3 Create an observable system that gives evidence that all adults in the classroom are utilized effectively for targeted instruction.	Special Education and PSRP schedules should be shared with staff at the beginning of the year and anytime they are updated.	Admin	9/2024	6/2025
	Instructional support staff in classrooms should be assigned a role within that day's lesson.	Coaches	9/2024	6/2025
	Coaches should work with instructional support staff to help them implement curriculum across multiple grades.	Coaches	10/2024	6/2025
	Provide opportunities for teachers or coaches to meet with instructional support staff to discuss curriculum.	Admin	10/2024	6/2025
<b>What support is needed from the central office to help the school meet its goals in this area?</b>				

# Professional Development Plan

- **District Professional Development Plan**

[District PD Plan](#)  
[School-based PD Plan Template](#)

- **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.

 [Saltonstall SIP PD 2023-2024 MASTER](#)





# Salem Public Schools

School Improvement Plan 2024-25

## Salem High School



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## I. Annual Measurable Outcomes

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 strategic plan. **NOTE:** The goals in SPS's Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>&lt; 16% chronic absenteeism</li> </ul>
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-8:</b> &gt; 37% ELA; &gt; 33% math</li> <li><b>MCAS G. 10:</b> &gt; 51% ELA; &gt; 42% math</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>	<ul style="list-style-type: none"> <li><b>MCAS Grade 9:</b> &gt; 50% Biology</li> <li><b>MCAS Grade 10:</b> &gt; 56% ELA; &gt; 50% math</li> <li><b>Grade 10:</b> &gt;60 SGP</li> </ul>
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Increase to 25% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>
<b>Improve student perceptions of belonging</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 70% students report that they belong</li> </ul>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase amount of feedback to staff to 2 times per month.</li> </ul>
<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 70%.</li> </ul>
<b>Improve high school metrics (high schools only)</b>	<ul style="list-style-type: none"> <li>Reduce the dropout rate to &lt;2%</li> <li>Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65%</li> <li>Increase 4-year graduation rate to 88%</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the dropout rate to &lt;1.2%</li> <li>Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 75%</li> <li>Increase 4-year graduation rate to 92%</li> </ul>

## 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.

### MCAS 2024 DATA:

ELA Scaled Score: 503 (+10 from 2023)  
 Math Scaled Score: 500 (+11 from 2023)  
 Science Scaled Score: 500 (+13 from 2023)

### Graduation Rate:

88.1 (+3.3 from 2023)

### Advanced Coursework Completion Grades 11 and 12:

67% (+14.7 from 2023)

### Advanced Placement (AP) Scores:

47% scored 3 - 5 (+1%)

Salem High School holds high expectations with regards to student outcomes. Over the previous three years, Salem High School has raised the academic bar by utilizing Pre-AP curriculum and increasing Early College and AP course options. The 2023 - 2024 school-year outcomes have demonstrated that scholars are achieving at levels that have surpassed pre-pandemic learning results in ELA, Math, and Science.

As we move forward and engage more learners in rigorous coursework it is critical that professional development be aligned and focused on supporting students' to access a rigorous curriculum that is college and career aligned.

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

**Driver:** Salem High School will build and maintain structures that support universally high academic expectations for every learner

### Interim Measure(s):

- 80% of students are proficient on priority standards as measured in DCAs.
- 80% of ML students make progress on WIDA Model Online Assessments
- 90% of data meetings culminate with reteach plans that support student mastery increases of 20%
- 80% of students are On-Track using ABC metrics every quarter (Attendance, Behavior, Credits)
- 70% of students taking AP course earn 3 - 5 on AP Exam
- Salem High School will have PSAT and SAT participation at or above 90%
- Salem High School will increase student SAT percentile from
- Salem High School will increase student PSAT percentile

Action Steps	Lead	Start	Complete
Strengthen system of tiered interventions and documentation of MTSS through data meetings, team meetings, and risk review.	Administrative Team	9/4/2024	7/1/2025

Monitor instructional priorities through learning walks.	Instructional Leadership Team	9/4/2024	7/1/2025
Continue to refine teaching and learning cycles that leverage collaborative adult learning time to make data informed instructional decisions.	Instructional Leadership Team	9/4/2024	7/1/2025
Develop program and curriculum to support PSAT and SAT improvement.	Instructional Leadership Team	9/4/2024	5/29/2025
Continue to build AP team's focus on key concepts and data cycle.	AP Head Teacher	9/4/2024	7/1/2025

**What support is needed from the central office to help the school meet its goals in this area?**

- Feedback on using the District's SEI tools and "look fors" guidance

**Driver: Salem High School will build joyful, welcoming, and supportive school community**

- Interim Measure(s):**
- Salem High School will be on track quarterly for  $\leq 16\%$  Chronic Absenteeism
  - $>70\%$  of students have a sense of belonging as measured through Panorama
  - 90% of students will have an On Track Conference

Action Steps	Lead	Start	Complete
Promote student awareness of and reflection upon their "ABCs" (Attendance, Behavior, Credits) using <b>consistent on-track protocols</b> .	Instructional Leadership Team	9/4/2024	7/1/2025
Maintain and strengthen <b>early intervention strategies</b> to identify and address chronic absenteeism.	On Track Specialists	9/4/2024	7/1/2025
Set expectations, time, and training to build two-way communication with caregivers around curriculum and progress behavior/academics	Instructional Leadership Team	9/4/2024	7/1/2025
Use "Portrait of a Graduate" to reinforce school shared values and common language to support student academic and social behavior.	Instructional Leadership Team	9/4/2024	7/1/2025
Fully implement My Career and Academic Plan (MyCAP) which will support students in developing a plan during high school and post high school.	College and Career Center	9/4/2024	7/1/2025

**What support is needed from the central office to help the school meet its goals in this area?**

- Support with strengthening the alignment of MyCap across middle and high school (grades 6-12)

**Driver: Salem High School is an inclusive school that is student-centered and innovative with a team of highly-effective educators that are invested and engaged in the Salem community.**

Interim Measure(s):			
<input type="checkbox"/> 100% of adult collaborative time is well-planned with clear outcomes, goals, student data, and staff participation as observed through meeting minutes and agendas <input type="checkbox"/> 80% of staff rate PD positively in terms of relevance and engagement on the feedback survey <input type="checkbox"/> 100% of staff have the opportunity to opt in to Salem High Educator Learning Lab (S.H.E.L.L.) <input type="checkbox"/> Each educator will receive 2 pieces of quality feedback per month			
Action Steps	Lead	Start	Complete
Schedule and use adult <b>collaborative time</b> with <b>all</b> staff stakeholders to build <b>intentional plans</b> that clearly set out goals and outcomes for student learning.	Admin Team and Coaches	9/4/2024	7/1/2025
Plan dedicated opportunities for staff to build community and strengthen morale by celebrating academic and team successes through student data.	Admin Team and Coaches	9/4/2024	7/1/2025
Develop a <b>PD schedule</b> aligned to instructional priorities with staff input and voice to build competencies encompassing the teaching and learning cycle.	Instructional Leadership Team	9/4/2024	7/1/2025
Build upon previous co-teaching professional development where staff perception and student learning data was positive.	Team Chairs	9/4/2024	7/1/2025
What support is needed from the central office to help the school meet its goals in this area?			
- Alignment of Job-Alike to school-wide goals to support educators			

## IV. Professional Development Plan

- **District Professional Development Plan**

[District PD Plan](#)  
[School-based PD Plan Template](#)

- **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.



# Salem Public Schools

School Improvement Plan 2024-25

## Witchcraft Heights Elementary



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## I. Annual Measurable Outcomes

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 strategic plan. **NOTE:** The goals in SPS's Strategic Plan were developed at end of year 2026 targets. The table below establishes end of year 2025 goals to which schools can use in establishing their school goals for 2025 given their own baselines.

Lever	2025 District Goals	2025 School Goals
<b>Reduce chronic absenteeism</b>	<ul style="list-style-type: none"> <li>&lt; 19% chronic absenteeism</li> </ul>	<p>Reduce chronic absenteeism for Grades 1-5 from 16.7% in 2023- 2024, to 15.4% in 2024-2025 school year.</p> <p>Reduce chronic absenteeism rate for specific sub-groups:</p> <ul style="list-style-type: none"> <li>Students with disabilities from 22.6% to 21.3%</li> <li>ML students from 17% to 16%</li> </ul>
<b>Improve performance as measured by MCAS</b>	<ul style="list-style-type: none"> <li><b>MCAS Gr. 3-8:</b> &gt; 37% ELA; &gt; 33% math</li> <li><b>MCAS G. 10:</b> &gt; 51% ELA; &gt; 42% math</li> <li><b>All Grades:</b> &gt;60 SGP</li> </ul>	<p><b>Math &amp; ELA</b></p> <p>In grades 3-5, students' SGP in Math and ELA will reach or exceed the 60 percentile</p> <p>Increase the percentage of students that met or exceeded on MCAS by 10%</p> <ul style="list-style-type: none"> <li>ELA from 28% to 38%</li> <li>Math from 32% to 42%</li> <li>Science from 39% to 49%</li> </ul>
<b>Improve performance as measured by ACCESS</b>	<ul style="list-style-type: none"> <li>Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.</li> </ul>	<p>Increase by 15% the percent of all ML students who demonstrated adequate progress on ACCESS</p> <ul style="list-style-type: none"> <li>From 45% to 50%</li> </ul>
<b>Improve student perceptions of belonging</b>	<ul style="list-style-type: none"> <li>&gt; 66% of students report that they belong</li> </ul>	<p>63% of students feel that they are valued members of the school community</p> <p>Increase by 20 percentage points in "Belonging" composite on the annual Panorama survey to indicate if students feel like valued members of the community</p> <ul style="list-style-type: none"> <li>From 63% to 83%</li> </ul>
<b>Improve SEL skills (self management and social awareness)</b>	<ul style="list-style-type: none"> <li>Reduce the percentage of students needing intervention in the area of Self Management from 48% to 47%</li> <li>Reduce the percentage of students needing intervention in the area of Social Awareness from 66% to 51%</li> </ul>	<p>Reduce the percentage of students needing intervention for Self Management skills, as identified by DESSA from 61% to 52%</p> <p>Reduce the percentage of students needing intervention for Social Awareness, as identified by DESSA from</p>
<b>Increase observation &amp; feedback</b>	<ul style="list-style-type: none"> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<p>Increase "Perceptions of the amount and quality of feedback faculty receive" by 15%</p> <ul style="list-style-type: none"> <li>From 32% to 50%</li> </ul>

<b>Improve stakeholder perception data</b>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 66% students report that they belong</li> <li>&gt; 55% families feel school is a "good fit"</li> </ul>
<b>Improve educator perceptions of belonging</b>	<ul style="list-style-type: none"> <li>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</li> <li>Increase annual teacher well-being and belonging composites to 64% for well-being and 69% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.</li> </ul>	<ul style="list-style-type: none"> <li>Increase annual teacher well-being and belonging composites to 75% for well-being and 80% for belonging.</li> <li>Increase positive perceptions of the amount and quality of feedback faculty receive to 50%.</li> </ul>

## II. Data & Root Cause Analysis

[WHES- State of the School 23-24](#)  
[WHES Annual Vision.24-25 USE THIS ONE](#)

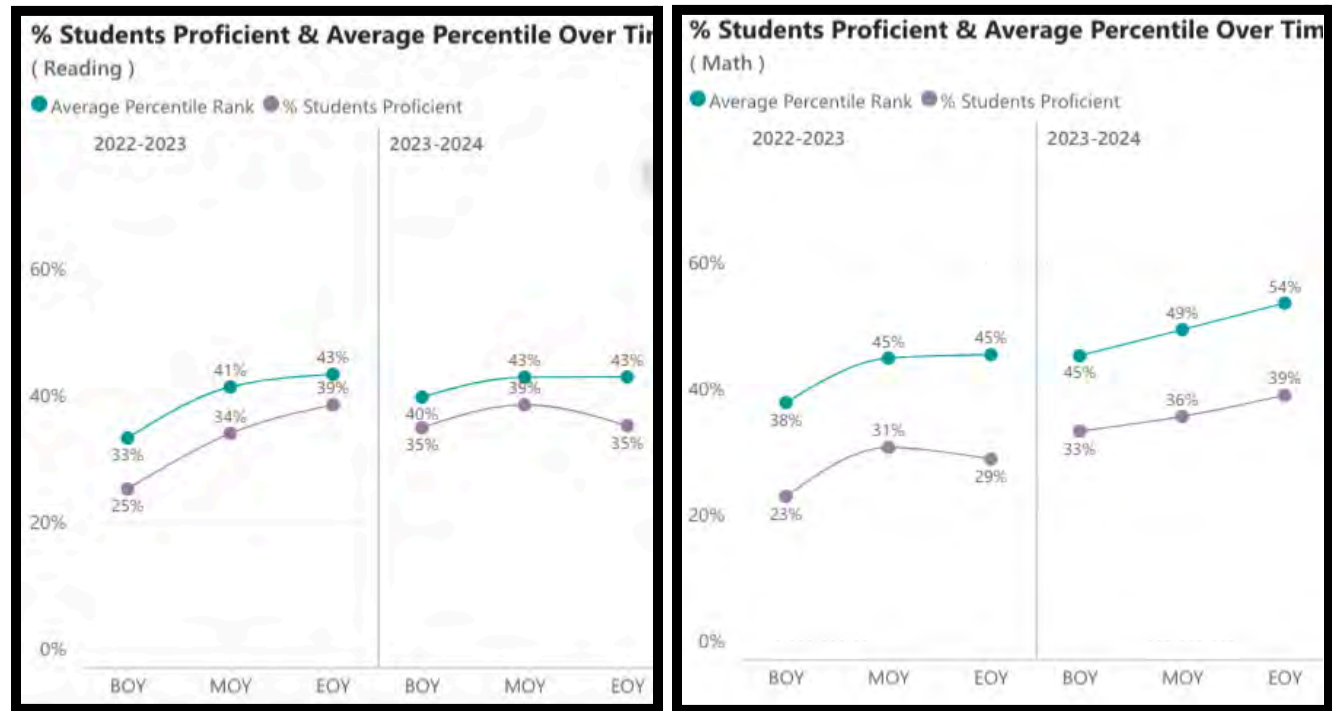
Key Data Points: (see charts below)

Our data story highlights both our achievements in Literacy and Math, along with key areas for continued growth:

**Growth Opportunity #1:** Advancing our work with DII to ensure steady progress for all students throughout the year.

**Growth Opportunity #2:** Refining our schedules and calendars to allocate the time needed to support every student effectively.

**Growth Opportunity #3:** Strengthening family outreach to foster the growth and success of all students.





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

#### Priority 1: Academic Achievement

**Elevate Learning:** Build and maintain a district-wide culture of universally high academic expectations for every learner.

**Interim Measure(s):**

**October:**

- % of all students will demonstrate proficiency in Math, according to our STAR assessments (1st 30%, 2nd 60%, 3rd 34%, 4th 47%, 5th 26%)
- % of all students will demonstrate proficiency in Reading, according to our STAR/ MCAS assessments. (K-65, 1 53%, 2nd 38%, 3rd 29%, 4th 41%, 5th 27%)
- 70% of staff report that PD time enables them to be responsive to student needs as measured by PD exit tickets

**January:**

- % of all students will demonstrate proficiency in ELA, according to our STAR assessments (K-70, 1 60%, 2nd 50%, 3rd 50%, 4th 50%, 5th 50%)
- % of all students will demonstrate proficiency in MATH, according to our STAR assessments (1st 40%, 2nd 50%, 3rd 40%, 4th 50%, 5th 30%)
- 50% of ML students will improve by .5 WIDA level on the WIDA Model Writing Assessment
- 75% of staff report that PD time enables them to be responsive to student needs

**June:**

- 60% of all students will demonstrate proficiency in Math and Reading, according to our STAR/MCAS assessments. Students that did not demonstrate proficiency, will achieve a SGP of 50 or higher
- 100% of ML students will improve by 1 WIDA level on the WIDA Model Writing Assessment
- 100% of staff report that PD time enables them to be responsive to student needs as measured by PD Exit tickets

Driver	Action Steps	Lead	Start	Complete
1.1 Refine our instructional focus in ELA and Math to meet the needs of all learners	Create aligned systems so that we can be responsive to student needs and ensure each student succeeds (outlined data cycles, student support schedules, intervention)	Admin	9/4/24	ongoing
	Refine our <i>student learning tracker</i> to see progress on key standards each week	Coaches	8/6/24	9/4/24
	Align ML services to support students in development of key literacy skills. Consistent use of progress monitoring through the implementation of data trackers and DII cycles to provide students with ongoing feedback and targeted instruction.	Admin, Coaches, ML teachers	9/4/24	
	Identify WIDA levels for all ML students, plan effective interventions for areas of need, and schedule monthly LAT meetings to analyze student growth in these areas	Admin, coaches, ML teachers	9/4/24	
	Reassess student learning profiles of our SWD to plan effective interventions for areas of need, and to analyze student growth at monthly SPLAT meetings	Admin, coaches, Sped education teachers	9/24	

1.2 Monitor clear instructional priorities that support student ownership and use data to provide staff with PD	Provide teachers with PD on SEI strategies and appropriate scaffolds to support ML students growth	Admin, Coaches, ML Teachers	9/4/24	
	Align the use of PLC/CPT to provide teachers an opportunity to strengthen their understanding of the key standards by unpacking priority standards and building “know and show” standards, previewing end of unit assessments, identifying key vocabulary, and developing student exemplars	Admin, Coaches	9/4/24	
	Provide teachers with ongoing professional development (including practice clinics, peer-to-peer observations and exemplars) around our 3 Instructional Practices (engaging students in meaningful academic discourse, explicit use of 7 step vocabulary routine, and providing ongoing student feedback/learning goals)	Admin, ILT, coaches	9/4/24	
	Provide teachers with ongoing PD to understand what student ownership looks like in practice.  <b>Use PLC Time</b> -To examine student tasks and texts and align independent practice -To plan appropriate/ authentic student engagement strategies that include critical thinking skills and opportunities for academic discourse where students defend their thinking and respond to their peers	Admin, ILT, Coaches	9/4/24	

**What support is needed from the central office to help the school meet its goals in this area?**

- Partnership for developing robust PD on how to support student growth through the use of appropriate scaffolding based on student WIDA levels
- Alignment of walkthrough tools to provide a clear focus for all staff
- Access to up to date ML data to support student growth

**Priority 2: Empower Educators**  
**Empower Educators: Make WHES an inclusive school where student-centered, innovative, and highly-effective educators want to work, grow, and stay by providing frequent and quality staff development and feedback.**

- Interim Measure(s):**
- October:**
- 100% of NPTS educators have received 2 of 4 Teachpoint observations
  - 50% of PTS will receive 1 observation
  - 100% of NPTS educators in years 1-2 receive 90 days of coaching.
  - 60% of staff, when surveyed, rate coaching feedback as supportive and frequent
- January:**

- Increase "Perceptions of the amount and quality of feedback faculty receive" From 32% to 40%
- 100% of teachers will receive a minimum of 2 observations with feedback and actionable next steps with a monthly focus on MATH and ELA instruction
- 100% of NPST will receive 4+ observations with feedback and actionable next steps
- 100% of PTS receive 3 observations with actionable next steps
- 25% of teachers will receive individual coaching sessions
- 70% of staff, when surveyed, rate coaching feedback as supportive and frequent

**June:**

- Increase "Perceptions of the amount and quality of feedback faculty receive" From 32% to 50%
- 100% of teachers will receive a minimum of 5+ observations with feedback and actionable next steps with a monthly focus on MATH and ELA instruction
- 100% of NPST will receive 7+ observations with feedback and actionable next steps
- 50% of teachers will receive individual coaching sessions
- 90% of staff, when surveyed, rate coaching feedback as supportive and frequent

Driver	Action Steps	Lead	Start	Complete
2.1 Strengthen the <b>quantity and quality of feedback for all staff. Establish a weekly meeting between coaches and admin to identify trends across the school and plan for next steps</b>	Establish a WHES Observation tracker with Monthly Instructional Focus Areas. Provide all staff with ongoing and frequent feedback (5+ observations across all domains of teacher rubric)	Admin	9/4/24	6/17/25
	Establish coaching cycles for teachers in years 1-3. In addition, incorporate individual sessions with teachers and coaches for more in-depth data analysis.  Administrators will use the "Get Better Faster Scope and Sequence" to guide and give feedback	Admin, Coaches	9/4/24	6/17/25
	2.2 Strengthen <b>the impact of DII by weekly meetings</b> by utilizing a <b>range of assessments</b> and implementing <b>protocols and systems</b> that <b>track our work and impact</b> progress for all students.	Regularly analyze student work and end-of-unit assessment data through the DII protocol bi-weekly meetings to identify strengths, uncover learning gaps, and create action plans for reteaching and reassessment opportunities	Admin, ILT	9/4/24
	Provide professional development for staff to assist them in providing regular feedback to help students understand their progress and areas for improvement, and provide targeted interventions for those not meeting proficiency levels( practice clinics)	Admin, ILT, Coaches	9/4/24	6/17/25
	Establish <b>monthly</b> walkthroughs, with a clear instructional focus on our instructional strategies, using the TNTP tools (include the SEI look fors)	Admin		6/17/25

**What support is needed from the central office to help the school meet its goals in this area?**

- Access to accurate Teachpoint data
- Partnership with District Directors for Walkthroughs

## Priority 3: Center Belonging

**Student Culture:** Build joyful, welcoming, and supportive school communities.

**Interim Measure(s):**

**October:**

- 83% of all students will feel that they are valued members of the school community
- Reduce the percentage of students needing intervention for Self Management skills, as identified by DESSA from 62% to 61%
- Reduce the percentage of students needing intervention for Social Awareness, as identified by DESSA from 53% to 40%
- 100% of classrooms and shared spaces (cafe, hallway, threshold routines, morning meeting) are implementing priority routines with accuracy

**January**

- 83% of all students will feel that they are valued members of the school community
- Reduce the percentage of students needing intervention for Self Management skills, as identified by DESSA from 61% to 52%
- Reduce the percentage of students needing intervention for Social Awareness, as identified by DESSA from 53% to 46%
- 100% of classrooms and shared spaces (cafe, hallway, threshold routines, morning meeting) are implementing priority routines with accuracy

**June**

- 83% of all students will feel that they are valued members of the school community
- Reduce the percentage of students needing intervention for Self Management skills, as identified by DESSA from 61% to 52%
- Reduce the percentage of students needing intervention for Social Awareness, as identified by DESSA from 53% to 46%
- 100% of classrooms and shared spaces (cafe, hallway, threshold routines, morning meeting) are implementing priority routines with accuracy

Driver	Action Steps	Lead	Start	Complete
3.1 Re-define our school mission and monthly magical assemblies to promote strong culture that is supportive of all members	Re-brand our school vision and mission statement. Establish a school motto that will be integrated into our MAGIC values	Admin, ILT	8/6/24	6/17/25
	Continue to build Cultural Awareness by integrating our monthly magical assemblies and community guest speakers and projects	ILT, Admin	9/4/24	6/17/25
3.2 Implement and monitor systemic <b>SEL instruction and interventions</b> , including, implementation of RJ circles, Tier 1 lunch bunches,	Design a lesson check list for staff to use when developing lessons to ensure that all lessons have the following components -1 embedded SEL skill -scaffolds with multiple entry points for all learners -outlined learning goals	Admin, Coaches, Teachers	9/4/24	6/17/25
	Provide ongoing PD through mini clinics to support teacher understanding on how to integrate SEL into every lesson	Admin, Coaches, Teachers	9/4/24	6/17/25
	Incorporate SEL into our daily lessons allowing students explicit opportunities to practice and grow their SEL skills	Admin, Coaches, Teachers	9/4/24	6/17/25
	Staff will conduct RJ (Restorative Justice) Circles 2x/week that are aligned to monthly SEL topics. These topics will be identified by ILT and informed using DESSA data	ILT, Teachers	9/4/24	6/17/25
	Train staff on Restorative TIER II practices (impromptu conversations and conflict resolution)	Admin, Teachers, SEL ILT bucket	9/4/24	6/17/25

3.3 Develop and implement a <b>Strong Start Playbook</b> and monitoring <b>schedule</b> to ensure <b>consistent routines, structures, and rigor</b> across all spaces.	Establish a WHES Playbook that outlines Key Essential Routines and schedule for monitoring for:  -Procedures for school systems (bathroom, cafe, hallway, breakfast, threshold) -Student Engagement -Developing Effective Lesson Plans	Admin	8/6/24	6/17/25
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**What support is needed from the central office to help the school meet its goals in this area?**

- Maintain robust data systems that can accurately track and analyze student attendance patterns
- Establish district-wide protocols for tiered interventions based on the severity of absenteeism

**Priority 4: Family and Community Engagement**

- Interim Measure(s):**
- October:**
- Reduce chronic absenteeism to 18%
  - Reduce chronic absenteeism rate for specific sub-groups (Students with disabilities from 22.6% to 22% and ML students from 17% to 16%)
  - Bi-weekly family communication is sent from teachers
- January:**
- Reduce chronic absenteeism to 17%
  - Reduce chronic absenteeism rate for specific sub-groups (Students with disabilities from 22.6% to 20% and ML students from 16% to 15.8%)
  - Bi-weekly family communication is sent from teachers
- June:**
- Reduce chronic absenteeism to 15.4%
  - Reduce chronic absenteeism rate for specific sub-groups (Students with disabilities from 20% to 18% and ML students from 15.8% to 15.4%)
  - Bi-weekly family communication is sent from teachers

Driver	Action Steps	Lead	Start	Complete
4.1 Refine and implement <b>attendance intervention strategies</b> to analyze and respond to school	Weekly Attendance Team meeting to analyze student attendance, identify students/families who need support, and plan effective interventions to support families	Admin, SACS, City Connects, FEF	9/4/24	6/17/25
	Ensure Attendance Policy is consistent for all students and clearly communicated with families regularly	Admin, SACS, City Connects, FEF	9/4/24	6/17/25
4.2 Enhance our family school communications to allow for regular and accessible updates	Communicate "State of School" 3 times a year to all stakeholders. Collect feedback and make adjustments to SIP action steps as needed	Admin	9/4/24	6/17/25
	Create templates and guidelines for common types of communication to ensure consistency and clarity in messaging.	FEF	9/4/24	6/17/25

	Enhance tools to allow for more regular family outreach from teachers through the weeks		9/4/24	6/17/25
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**What support is needed from the central office to help the school meet its goals in this area?**


- Consistent messaging to families about the important of attendance

## IV. Professional Development Plan

- **District Professional Development Plan**

[District PD Plan](#)  
[School-based PD Plan Template](#)

- **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.

 2024-2025 WHES STAFF PD SCHEDULE