

# SCHOOL IMPROVEMENT PLAN 2013-2016

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## *Salem High School*

### Salem High School Mission Statement

The mission of Salem High School is to offer all students the opportunity to demonstrate independence, self-motivation, and responsibility for self and others. Provided with a safe learning environment that builds positive relationships between students and adults, students will leave Salem High School with the academic skills, habits of mind, and technological literacy that will enable them to think critically, problem solve, collaborate and communicate effectively as citizens of the local and global community.

### SHS School Improvement Team Members

David Angeramo, Principal

Patrick Borzi, Teacher

Jason Colombino, Teacher

Margaret Marotta, Asst. Supt. Pupil Personnel Services

Celine Murray, Teacher

Patrick Schultz, Parent/Community Rep.

Cindy Theriault, Parent

Andrew Wulf, Administrator of Teaching and Learning

### Data Reviewed

DESE School Profile

Standardized Testing – MCAS & Advanced Placement Scores

Graduation and Dropout Rates

Attendance Rates

Class Failure Rates

Below is the Salem High School Improvement Plan (SIP) for 2013-2016. The School Improvement Team drafted the SHS SIP to be in line with the Salem Public Schools Accelerated Improvement Plan (AIP) focusing on the target areas of curriculum, instruction, assessment, student support, and leadership. The SHS SIP includes the AIP objectives and initiatives, along with Salem High School's focus areas, strategies, timelines, and desired outcomes/goals.

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<b>A.I.P OBJECTIVE 1</b>	Develop and implement an aligned curriculum and high quality instructional practices and expectations across the district.
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A.I.P. Initiative	Focus	Strategies	Dates	Desired Outcomes/Goals
<b>1.2 Refine and implement the PreK-12 curriculum aligned with the MA Curriculum Frameworks and Common Core.</b>	Teacher use of curriculum maps for planning.	<ol style="list-style-type: none"> <li>1. Use Common Planning at 9<sup>th</sup> and 10<sup>th</sup> grade levels to develop unit trajectories based on curriculum maps complete in ATLAS.</li> <li>2. Teachers will plan lessons based on developed trajectories.</li> <li>3. Evaluate teacher course assignment to improve availability for common planning time.</li> <li>4. Expand common planning time to include grade 11 and 12 teachers.</li> </ol>	2013-14	<ul style="list-style-type: none"> <li>• 75% of sampled teachers in courses with District Maps by May 1 are providing lessons aligned to the District Maps.</li> </ul>
			2014-15	<ul style="list-style-type: none"> <li>• 100% of sampled teachers of 9<sup>th</sup> and 10<sup>th</sup> grade core course by January 1 are providing lessons aligned to the District Maps.</li> <li>• 75% of sampled teachers in courses with District Maps outside core subject areas are providing lessons aligned to the District Maps.</li> </ul>
			2015-16	<ul style="list-style-type: none"> <li>• 100% of sampled teachers across all course offerings are providing lessons aligned to the District Maps.</li> </ul>
	UBD Stage 1 Curriculum Development	<ol style="list-style-type: none"> <li>1. Use Planning Early Release to draft curriculum for courses identified within each department.</li> <li>2. Use review and feedback protocol taught through Authentic Education training to assess progress of curriculum development in each departmental area. Assess time needed to meet objective.</li> <li>3. Coordinate feedback of curriculum drafts (select) with outside consultant. Ensure ILT members and teachers with UBD curriculum training are present for consult. (This will serve as additional training to build internal capacity to review written curriculum.)</li> <li>4. Review and revise Stage 1 of UBD Curriculum maps based on 2014-2015 state-wide assessments and other common assessments as applicable.</li> </ol>	2013-14	<ul style="list-style-type: none"> <li>• Complete Stage 1 of UBD curriculum for 60% of course offerings.</li> </ul>
			2014-15	<ul style="list-style-type: none"> <li>• Complete Stage 1 of UBD curriculum for 100% of course offerings (balance of 40%).</li> </ul>
			2015-16	<ul style="list-style-type: none"> <li>• Complete revisions of Stage 1 UBD curriculum maps for Algebra I, Geometry, Biology, English I, English II, World Studies and US History I.</li> </ul>

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1.2 Refine and implement the PreK-12 curriculum aligned with the MA Curriculum Frameworks and Common Core.	UBD Stage 2 and 3 Curriculum Development	<ol style="list-style-type: none"> <li>1. Use trajectories developed during 9<sup>th</sup> and 10<sup>th</sup> grade Common Planning to identify and develop evaluative criteria and common assessments/performance tasks (Stage 2).</li> <li>2. Use common planning at 9<sup>th</sup> and 10<sup>th</sup> grade levels to develop unit trajectories based on curriculum maps complete in ATLAS.</li> <li>3. Teachers will plan lessons based on developed trajectories.</li> <li>4. Input performance assessments for core courses into Atlas.</li> <li>5. Input model lessons in shared location based on unit trajectories.</li> <li>6. Evaluate teacher course assignment to improve availability for common planning time.</li> <li>7. Use School-wide common planning to develop unit trajectories in select core and elective courses. (2014-16)</li> </ol>	2013-14	<ul style="list-style-type: none"> <li>• Algebra, Geometry, Biology, English I, and English II, World Studies and US History I will have evaluative criteria and common assessments/performance tasks (Stage 2) of Curriculum maps completed by June, 2014.</li> </ul>
			2014-15	<ul style="list-style-type: none"> <li>• 75% of teachers have common planning time within courses for Algebra I, Geometry, English I, English II and Biology, World Studies and US I.</li> <li>• Complete Stage 2 of UBD curriculum for 60% of course offerings.</li> <li>• Complete Stage 3 of UBD curriculum for Algebra I, Geometry, Biology, English I and English II, World Studies and US History I.</li> </ul>
			2015-16	<ul style="list-style-type: none"> <li>• Complete Stage 2 of UBD curriculum for 100% of course offerings.</li> <li>• Complete Stage 3 of UBD curriculum for 60% of course offerings.</li> </ul>

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<b>A.I.P OBJECTIVE 1</b>	Develop and implement an aligned curriculum and high quality instructional practices and expectations across the district.
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A.I.P. Initiatives	Focus	Strategies	Dates	Desired Outcomes/Goals
1.1 Implement a common set of high quality instruction expectations and practices on behalf of all students. 1.3 Refine and implement a comprehensive system of practices and supports to improve the performance of all students including High Need students.	Best practices in support of Instructional Focus to Implement with fidelity  and  Implementation of Tiered Instruction and Supports	<ol style="list-style-type: none"> <li>1. Identify and define 3 practices targeting critical thinking skill development.</li> <li>2. Use allotted professional development and staff time to support implementation of practices. PD offered will be through identified district partners (Landmark Outreach, Focus On Results, Laying The Foundation).</li> <li>3. Monitor implementation of practices through Instructional Rounds and evaluation data.</li> <li>4. Use instructional round, evaluation, interim assessment, and DDM data to target 2014-15 PD.</li> <li>5. Work with Landmark Outreach Program to build internal capacity to support the practice of Differentiated Instruction.</li> <li>6. Define co-teaching framework for Salem High School.</li> <li>7. Define and expand use of Study Center and Hawthorne Program to support students with attendance and emotional difficulties.</li> <li>8. Continue to define and implement tiered instruction framework through Child Study Team structure.</li> <li>9. Further define and expand use of the ELA and Math labs to support students not making progress in these academic areas.</li> <li>10. Use Focus On Results to equip ILT members in the area of targeted, immediate, and frequent feedback. Use teacher and administrative evaluation to support ILT member progress in this area.</li> </ol>	2013-14	<ul style="list-style-type: none"> <li>• Instructional Rounds and Evaluation data reports 75% of teachers are implementing practices around critical thinking skill development by April.</li> <li>• At least 70% of the sampled teachers observed by ELL leaders are utilizing the Template for Integration by April 1.</li> <li>• 80% of the high school students assessed will meet proficient on quarterly assessments taken.</li> <li>• 50% of staff report receiving focused, frequent and immediate feedback in support of high quality instructional practices.</li> <li>• Instructional Rounds focused on Differentiated Instruction reports 30% of classrooms visited are rated as fully implemented.</li> <li>• Proficiency gap for the high needs population will be reduced by 10% from the quarter 2 to quarter 4 common interim assessments.</li> <li>• The average daily attendance for all students, High Needs, SWD and ELL students will increase by at least 1% each month, over the same month from the previous year.</li> <li>• 50% of admin. and faculty will be trained in RETELL.</li> </ul>

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<p>1.1 Implement a common set of high quality instruction expectations and practices on behalf of all students.</p> <p>1.3 Refine and implement a comprehensive system of practices and supports to improve the performance of all students including High Need students.</p>	<p>Best practices in support of Instructional Focus to Implement with fidelity</p>	<ol style="list-style-type: none"> <li>1. Implement budgeted Professional Development Plan developed in spring 2014.</li> <li>2. Continue to work with Focus On Results to build ILT capacity around data informing practice, and focused, frequent, and immediate feedback in support of high quality instructional practices.</li> <li>3. Monitor implementation of practices through Instructional Rounds and evaluation data.</li> <li>4. Use instructional round, evaluation, interim assessment, and DDM data to target 2015-16 PD.</li> <li>5. Continue to work with Landmark Outreach Program to build internal capacity to support the practice of Differentiated Instruction.</li> <li>6. Implement and monitor co-teaching structures and framework.</li> </ol>	<p>2014-15</p>	<ul style="list-style-type: none"> <li>• Instructional Rounds and Evaluation data reports 85% of teachers are implementing practices around critical thinking skill development by April.</li> <li>• At least 85% of the sampled teachers observed by ELL leaders are utilizing the Template for Integration by April 1.</li> <li>• 70% of sampled teachers with RETELL training will show evidence of practice.</li> <li>• 85% of the high school students assessed will meet proficient on quarterly assessments taken.</li> <li>• 60% of staff report receiving focused, frequent and immediate feedback in support of high quality instructional practices.</li> <li>• Instructional Rounds focused on Differentiated Instruction reports 50% of classrooms visited are rated as fully implemented.</li> <li>• Proficiency gap for the high needs population will be reduced by 10% from the quarter 2 to quarter 4 common interim assessments.</li> <li>• The average daily attendance for all students, High Needs, SWD and ELL students will increase by at least 1% each month, over the same month from the previous year.</li> <li>• Teacher evaluations indicate that 70% of co-taught classes show evidence of co-teaching framework.</li> </ul>
	<p>and</p> <p>Implementation of Tiered Instruction and Supports</p>	<ol style="list-style-type: none"> <li>1. Implement budgeted Professional Development Plan developed in spring 2015.</li> <li>2. ILT team continues to function as PLC around using data informing practice, and focused, frequent, and immediate feedback in support of high quality instructional practices.</li> <li>3. Monitor implementation of practices through Instructional Rounds and evaluation data.</li> <li>4. Use instructional round, evaluation, interim assessment, and DDM data to target 2016-17 PD.</li> <li>5. Continue to work with Landmark Outreach Program to build internal capacity to support the practice of Differentiated Instruction.</li> </ol>	<p>2015-16</p>	<ul style="list-style-type: none"> <li>• Instructional Rounds and Evaluation data reports 95% of teachers are implementing practices around critical thinking skill development by April.</li> <li>• 75% of staff report receiving focused, frequent and immediate feedback in support of high quality instructional practices.</li> <li>• At least 95% of the sampled teachers observed by ELL leaders are utilizing the Template for Integration by April 1.</li> <li>• 90% of sampled teachers with RETELL training will show evidence of practice.</li> <li>• 90% of the high school students assessed will meet proficient on quarterly assessments taken.</li> <li>• Instructional Rounds focused on Differentiated Instruction reports 75% of classrooms visited are rated as fully implemented.</li> <li>• Proficiency gap for the high needs population will be reduced by 10% from the quarter 2 to quarter 4 common interim assessment</li> <li>• The average daily attendance for all students, High Needs, SWD and ELL students will increase by at least 1% each month, over the same month from the previous year.</li> <li>• 100% of admin. and faculty will be trained in RETELL.</li> <li>• Teacher evaluations indicate that 90% of co-taught classes show evidence of co-teaching framework.</li> </ul>

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<b>A.I.P OBJECTIVE 2</b>	<b>Build a data-driven system that assesses and supports learning and improves instructional practices throughout the district.</b>
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A.I.P. Initiatives	Focus	Strategies	Dates	Desired Outcomes/Goals
<p>2.1 Refine and implement a system of district-wide interim assessments aligned to the core curriculum.</p> <p>2.2 Refine and implement an inquiry-based data cycle to adapt instruction and provide support to all learners.</p>	<p>Implementation of Interim Assessments</p>	<ol style="list-style-type: none"> <li>1. Launch and refine makeup of a school data team comprised of Head Teachers and administrators to plan and implement a series of regular grade level/content team meetings to analyze data and formulate reteach plans.</li> <li>2. Implement quarterly interim assessments in Algebra, Geometry, English I, English II, and Biology.</li> <li>3. Continue to build Head Teacher capacity to organize testing with Galileo around Power Standards.</li> <li>4. Train faculty and administration in running assessment data reports within Galileo.</li> <li>5. Organize a team of teachers to identify and draft plan for all potential uses of Galileo for teachers, student, and parents.</li> <li>6. Generate a Galileo implementation plan.</li> </ol>	<p>2013- 14</p>	<ul style="list-style-type: none"> <li>• Regular data team meetings held comprised of Head Teachers and administrators.</li> <li>• Quarterly interim assessments scheduled and administrated throughout academic year (Algebra I, Geometry, English I, English II and Biology).</li> <li>• 70% of teachers involved with the interim assessments are reported to be proficient in running data reports and using the Galileo site.</li> <li>• 70% of the teachers involved in the math, English, and biology data cycles will demonstrate proficiency in analyzing test results.</li> </ul>
		<ol style="list-style-type: none"> <li>1. Implement common assessments/performance tasks (including quarterly interim assessments) with technology.</li> <li>2. Galileo implementation plan shared with faculty.</li> </ol>	<p>2014- 15</p>	<ul style="list-style-type: none"> <li>• 50% of Algebra I, Geometry, English I, English II and Biology classrooms are equipped with a class set (30) of ipads or laptops/chromebooks and wi-fi access.</li> <li>• 50% of faculty are familiar with the Galileo implementation plan.</li> <li>• 85% of the teachers observed offered professional collaboration within the data cycle and demonstrated proficiency in analyzing test results.</li> </ul>
		<ol style="list-style-type: none"> <li>1. Increase online administration of common assessments/performance tasks (including quarterly interim assessments).</li> </ol>	<p>2015- 16</p>	<ul style="list-style-type: none"> <li>• 100% of Algebra I, Geometry, English I, English II and Biology classrooms are equipped with a class set (30) of ipads or laptops/chromebooks and wi-fi access.</li> <li>• 75% of faculty are familiar with the Galileo implementation plan.</li> <li>• 100% of the teachers observed offered professional collaboration within the data cycle and demonstrated proficiency in analyzing test results.</li> </ul>

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<p>2.1 Refine and implement a system of district-wide interim assessments aligned to the core curriculum.</p> <p>2.2 Refine and implement an inquiry-based data cycle to adapt instruction and provide support to all learners.</p>	<p>Use of Data Cycle to Adapt and Differentiate Instruction</p>	<p>1. Increase ILT proficiency with the data cycle through Focus on Results professional development.</p> <p>2. Implement strategies and tools through Landmark and LTF PD to differentiate instruction based on assessment results.</p>	2013-14	<ul style="list-style-type: none"> <li>• 50% of classrooms with teachers trained in Landmark and/or LTF PD show evidence of using tools and strategies learned.</li> <li>• 70% of classrooms visited demonstrate evidence of strategic grouping as a tool to differentiate instruction.</li> </ul>
		<p>1. Expand technology use in order to use data in real time to adapt instruction.</p> <p>2. Continue to implement strategies and tools through Landmark and LTF PD to differentiate instruction based on assessment results.</p>	2014-15	<ul style="list-style-type: none"> <li>• 50% of Algebra I, Geometry, English I, English II, Biology and Study Skills classrooms are equipped with a class set (30) of ipads or laptops/chromebooks and wi-fi access.</li> <li>• 70% of classrooms with teachers trained in Landmark and/or LTF PD show evidence of using tools and strategies learned.</li> <li>• 80% of classrooms visited demonstrate evidence strategic grouping as a tool to differentiate instruction.</li> </ul>
		<p>1. Continue expansion of technology use in order to use data in real time to adapt instruction.</p> <p>2. Assess school needs around improved use of data cycle to adapt and differentiate instruction.</p> <p>3. Review school protocols and processes for data inquiry to increase capacity for differentiated instruction.</p>	2015-16	<ul style="list-style-type: none"> <li>• 100% of Algebra I, Geometry, English I, English II, Biology and Study Skills classrooms are equipped with a class set (30) of ipads or laptops/chromebooks and wi-fi access.</li> <li>• 90% of classrooms with teachers trained in Landmark and/or LTF PD show evidence of using tools and strategies learned.</li> <li>• 90% of classrooms visited demonstrate evidence strategic grouping as a tool to differentiate instruction.</li> </ul>
	<p>Implementation of Academic Supports</p>	<p>1. Identify and/or create online Galileo dialogues that support standards for Algebra I, Geometry, English I and English II that can be used to support students in Math and ELA labs.</p>	2013-14	<ul style="list-style-type: none"> <li>• 75% of identified struggling students meet mastery on Math or ELA re-assessment.</li> <li>• 10% increase in proficiency for high needs population on state assessment tests.</li> </ul>
		<p>1. Continue to identify and/or create online Galileo dialogues that support standards for Algebra I, Geometry, English I and English II that can be used to support students in Math and ELA labs.</p>	2014-15	<ul style="list-style-type: none"> <li>• 85% of identified struggling students meet mastery on Math or ELA re-assessment.</li> <li>• 10% increase in proficiency for high needs population on state assessment tests.</li> </ul>
		<p>1. Continue to identify and/or create online Galileo dialogues that support standards for Algebra I, Geometry, English I and II that can be used to support students in Math and ELA labs.</p>	2015-16	<ul style="list-style-type: none"> <li>• 90% of identified struggling students meet mastery on Math or ELA re-assessment.</li> <li>• 10% increase in proficiency for high needs population on state assessment tests.</li> </ul>

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## *Salem High School*

<b>A.I.P. OBJECTIVE 3</b>	Establish high quality leadership across the district that supports and monitors the continuous improvement of teaching and learning.
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A.I.P. Initiatives	Focus	Strategies	Dates	Desired Outcomes/Goals
3.1 Use and build upon leadership structures and processes for administrators' support and accountability for teaching and learning. 3.2 Build upon the educator evaluation system to improve performance and accountability.	Educator Evaluation System	<ol style="list-style-type: none"> <li>1. Evaluators complete at least two (2) observations with feedback for each teacher they evaluate by January 1.</li> <li>2. SHS Admin attend bi-monthly targeted evaluator training.</li> <li>3. SHS Admin meet with Lynn Stuart bi-monthly for coaching sessions.</li> <li>4. SHS Admin provide bi-monthly evaluation training for staff on topics needed.</li> <li>5. Monthly report provided to the Supt. on progress with evaluation process.</li> <li>6. Conduct a co-evaluation with a district administrator to calibrate expectations.</li> <li>7. SHS Admin meet twice per month to track and calibrate evaluations.</li> <li>8. SHS Admin receives training from Focus on Results on providing effective written and verbal feedback to staff.</li> </ol>	2013-14 2014-15 2015-16	<ul style="list-style-type: none"> <li>90% of sampled SMART Goals are aligned with AIP.</li> <li>80% of teachers report that the feedback from their evaluator has been useful as measured in the annual AIP survey.</li> <li>80% of administrators report that the feedback from their evaluator has been useful as measured in the annual AIP survey.</li> <li>90% of teachers report that they received formal and informal feedback on their instruction at least four (4) times during the year as measured in the annual AIP survey.</li> </ul>
	Instructional Rounds	<ol style="list-style-type: none"> <li>1. AIP Team conducts at least two (2) IRs with SHS admin. and provides feedback to be shared with staff.</li> <li>2. SHS conducts at least four (4) IRs with PD partners and provides feedback to staff.</li> </ol>	2013-14 2014-15 2015-16	<ul style="list-style-type: none"> <li>Feedback from SHS's IRs improves each time as reported from AIP Team review.</li> <li>80% of teachers report that feedback following each IR is useful and offers an opportunity for improvement in the school as measured in the annual AIP survey.</li> </ul>



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<p>3.1 Use and build upon leadership structures and processes for administrators' support and accountability for teaching and learning. 3.2 Build upon the educator evaluation system to improve performance and accountability.</p>	<p>Head Teachers Support of Teachers</p>	<ol style="list-style-type: none"> <li>1. Head Teachers' schedules are reduced in order to provide more time to support their department staff.</li> <li>2. Head Teachers receive training from Focus on Results on providing effective non-evaluative feedback to staff.</li> <li>3. Head Teachers work with Admin to formalize the CPT structure and goals.</li> </ol>	<p>2013-14 2014-15 2015-16</p>	<ul style="list-style-type: none"> <li>• 80% of teachers report that support from their Head Teacher has been useful as measured by an SHS staff survey.</li> </ul>
<p>3.1 Use and build upon leadership structures and processes for administrators' support and accountability for teaching and learning. 3.2 Build upon the educator evaluation system to improve performance and accountability.</p>	<p>Development of SHS SIP in line with the SPS AIP</p>	<ol style="list-style-type: none"> <li>1. Representative team of admin, teachers, parents, and community members write the SHS SIP.</li> <li>2. SHS SIP is presented and reviewed at DLT meetings.</li> <li>3. SHS SIP is presented and reviewed at SHS staff meetings.</li> <li>4. SHS SIP is reviewed and updated semi-annually to assess progress.</li> <li>5. SHS will analyze the use of existing time and create a schedule that includes recommendations for CPT, intervention opportunities, and additional learning time.</li> </ol>	<p>2013-14 2014-15 2015-16</p>	<ul style="list-style-type: none"> <li>• 90% of the SHS SIP's goals are aligned with the AIP objectives and initiatives as measured by the AIP Team's review.</li> </ul>