



Salem Public Schools

School Improvement Plan 2024-25

Witchcraft Heights Elementary



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
Reduce chronic absenteeism	<ul style="list-style-type: none"> < 19% chronic absenteeism 	<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"> Students with disabilities from 22.6% to 21.3% ML students from 17% to 16%
Improve performance as measured by MCAS	<ul style="list-style-type: none"> MCAS Gr. 3-8: > 37% ELA; > 33% math MCAS G. 10: > 51% ELA; > 42% math All Grades: >60 SGP 	<p>Math & ELA</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"> ELA from 28%% to 38% Math from 32% to 42% Science from 39% to 49%
Improve performance as measured by ACCESS	<ul style="list-style-type: none"> Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment. 	<p>Increase by 15% the percent of all ML students who demonstrated adequate progress on ACCESS</p> <ul style="list-style-type: none"> From 45% to 50%
Improve student perceptions of belonging	<ul style="list-style-type: none"> > 66% of students report that they belong 	<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"> From 63% to 83%
Improve SEL skills (self management and social awareness)	<ul style="list-style-type: none"> Reduce the percentage of students needing intervention in the area of Self Management from 48% to 47% Reduce the percentage of students needing intervention in the area of Social Awareness from 66% to 51% 	<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>
Increase observation & feedback	<ul style="list-style-type: none"> Increase positive perceptions of the amount and quality of feedback faculty receive to 43%. 	<p>Increase "Perceptions of the amount and quality of feedback faculty receive" by 15%</p> <ul style="list-style-type: none"> From 32% to 50%

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

II. Data & Root Cause Analysis

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

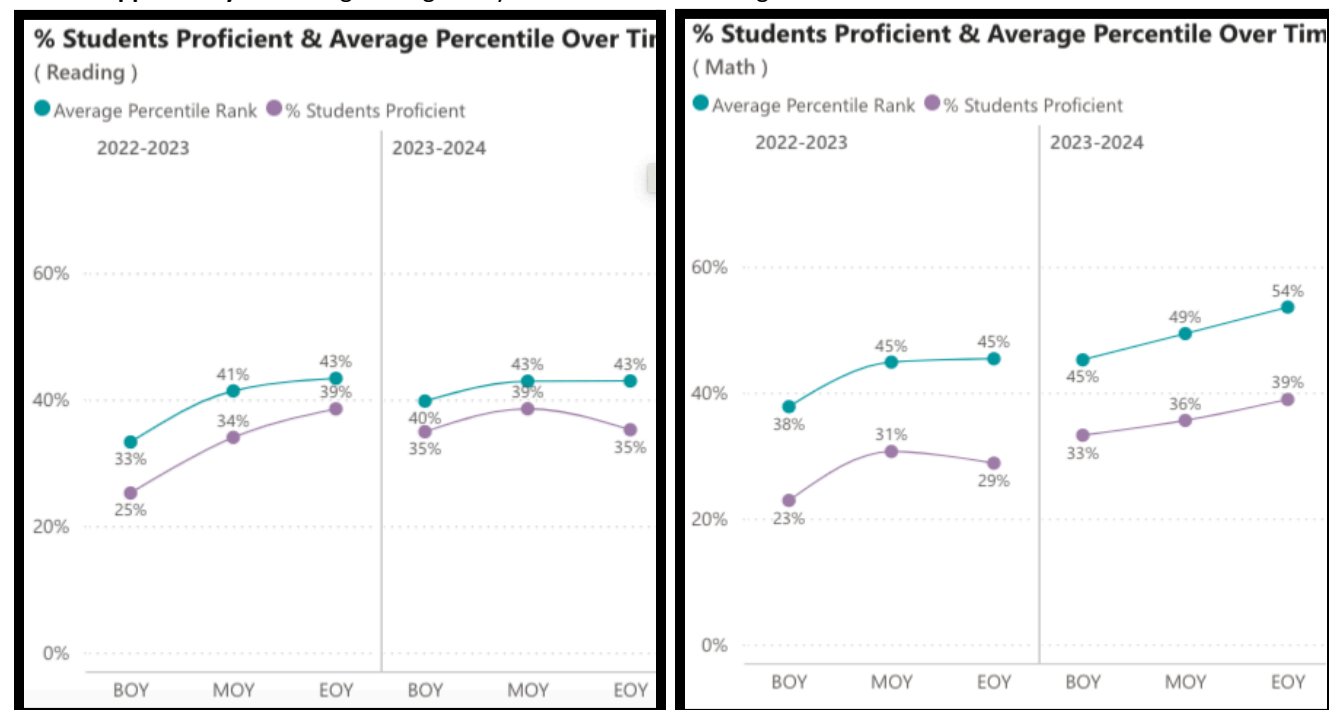
Key Data Points: (see charts below)

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. Use PLC Time -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 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	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.	Admin, Coaches	9/4/24	6/17/25
	Administrators will use the "Get Better Faster Scope and Sequence" to guide and give feedback			
2.2 Strengthen the impact of DII by weekly meetings by utilizing a range of assessments and implementing protocols and systems that track our work and impact 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	6/17/25
	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 monthly 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:

- ☐ 63% 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

- ☐ 73% 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 SEL instruction and interventions , 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 Strong Start Playbook and monitoring schedule to ensure consistent routines, structures, and rigor 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 attendance intervention strategies 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
What support is needed from the central office to help the school meet its goals in this area?				
<ul style="list-style-type: none"> 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