



Salem Public Schools

School Improvement Plan 2025-26

Salem High School



SALEM
PUBLIC SCHOOLS

Where belonging leads to opportunity.

I. Annual Measurable Outcomes & Drivers

*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 which ends in June 2026. **Schools must have action plans that address each driver.***

2026 Drivers	2026 District Goals	2026 School Goals
Priority 1: Elevate Learning Rollout Academic Monitoring & Lesson Internalization: Notice what students are struggling with and be prepared to address in the moment. Data meetings: Continue to strengthen frequency/impact of data meetings and grow the capacity of teacher leaders to run DII meetings.	Priority 1: Elevate Learning MCAS - MCAS Gr. 10: > 58% ELA; > 50% Math - All Grades: >55 SGP ACCESS: >55% Advanced coursework: 65% 4 year graduation rate: 88% 70% of families report confidence that students are achieving in school	Priority 1: Elevate Learning MCAS - MCAS Gr. 10: > 58% ELA; > 50% Math - All Grades: >55 SGP ACCESS: >30% Advanced coursework: 78% 4 year graduation rate: 92% 70% of families report confidence that students are achieving in school
Priority 2: Empower Educators Amount and quality of feedback: Strengthen frequency/impact of observation/feedback. PD Input: Engage educator voice in the development of school-based PD content and session facilitation. Retention: Develop an intentional plan to ensure that exemplary educators stay in Salem.	Priority 2: Empower Educators Maintain or exceed an 85% annual retention rate Increase the % of educators and staff who represent the diversity of students to 18% for teachers and to 23% for all staff 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 60%	Priority 2: Empower Educators Maintain or exceed an 85% annual retention rate Increase the % of educators and staff who represent the diversity of students from 15.8% to 18% for teachers and to 30% for all staff Increase annual teacher well-being and belonging composites to 70% for well-being and 70% for belonging Increase positive perceptions of the amount and quality of feedback faculty receive to 60%

Priority 3: Center Belonging • Explicit SEL: Name and implement explicit SEL practices that will encourage academic risk taking, increase student voice and ownership, and ensure achievement is possible for all students • Chronic absenteeism: Attendance teams strengthen early intervention strategies to identifying and addressing chronic absenteeism • Post- Secondary Planning (HS and MS): Monitor the progression of high school students who have a post secondary plan	Priority 3: Center Belonging Reduce chronic absenteeism to 18% and dropout rate to 2% Increase to 70% the percentage of students in grades 3-12 who report feeling valued At least 70% of families feel that their child’s school is a “good fit” Achieve risk ratio of less than 1.2 for students of color and students with disabilities	Priority 3: Center Belonging Reduce chronic absenteeism to 15% and dropout rate to 1% Increase to 70% the percentage of students in grades 9-12 who report feeling valued At least 70% of families feel that their child’s school is a “good fit” Achieve risk ratio of less than 1.2 for students of color and students with disabilities
---	--	--

II. Data & Root Cause Analysis

<i>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.</i>
Root Cause 1: Achievement Disparities and Growth Opportunities • 2024 - 2025 Advanced Coursework • Grade 9 Course Passing • MCAS Data • AP Data Root Cause 2: Attendance and Engagement • 2024 - 2025 Student Attendance Root Cause 3: Educator Support Systems • Staff Retention Rate • 2024 - 2025 Staffing Data by Race, Ethnicity, Gender by Full-time Equivalents

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

****PRIORITY 1: ELEVATE LEARNING****

Driver: Rollout Academic Monitoring & Lesson Internalization: Use systems for student feedback and reflection			
Interim Targets/November 15: 100% of teachers trained on schoolwide feedback and reflection protocols; at least 50% of classrooms implement one structured feedback/reflection activity weekly; baseline Panorama student survey data collected for student voice and engagement indicators.		Interim Targets/February 15: 80% of classrooms implement at least two structured feedback/reflection activities weekly; 20% improvement from fall to winter on Panorama student survey items related to feedback usefulness and self-reflection.	
Action Steps	Lead	Start	Complete
1. Provide PD on high-impact feedback and reflection strategies (e.g., conferencing, peer review protocols, reflections).	ILT	August 25	October 1
2. Embed reflection prompts into lesson plans during internalization meetings.	ILT	August 25	June 30
3. Create a schoolwide schedule for quarterly student-led conferences.	ILT	August 1	August 25
4. Incorporate feedback and reflection into formative assessments.	ILT	August 25	June 30
5. Monitor implementation through walkthroughs, lesson plan reviews, and student surveys.	ILT	August 25	June 30

Driver: Data meetings: Continue to strengthen frequency/impact of data meetings and grow the capacity of teacher leaders to run DII meetings.			
Interim Targets/November 15: 100% of grade-level/content teams hold at least two documented data meetings; at least 50% of those meetings facilitated or co-facilitated by a teacher leader.		Interim Targets/February 15: 100% of teams hold at least four documented data meetings; at least 75% facilitated or co-facilitated by a teacher leader; instructional adjustments documented in reteach plan document.	
Action Steps	Lead	Start	Complete
1. Publish annual data meeting calendar aligned to assessment schedule (STAR, common assessments, district rubrics, PreAP checkpoints).	Principal	August 1	August 25
2. Train teacher leaders in facilitation protocols for DII (Data-Informed Instruction) meetings.	Instructional Coaches and Principal	August 1	November 1
3. Use a standard agenda template that includes identifying priority standards, reviewing student work, and planning targeted interventions.	Principal	August 25	June 30
4. Require team minutes to document instructional next steps and responsible parties.	APs	August 25	June 30
5. Review meeting artifacts monthly to monitor quality and follow-through.	ILT	August 25	June 30

Driver: Rollout Academic Monitoring & Lesson Internalization: Utilize analysis to plan and implement flexible groupings.

Interim Targets/November 15: 100% of core content teachers trained on using multiple data sources (AP assessments, district common assessments, writing rubrics) to form and adjust flexible groups; baseline walkthroughs capture frequency and type of grouping strategies used.	Interim Targets/February 15: 80% of observed lessons show purposeful, data-driven flexible groupings; evidence in meeting minutes of monthly regrouping based on updated data; 20% increase in proficiency for targeted student groups from fall to winter on priority standards.		
Action Steps	Lead	Start	Complete
1. Provide PD on data-informed grouping strategies, including tiered support and enrichment structures.	ILT	August 25	June 30
2. Build academic monitoring cycles to review data every 4–6 weeks and adjust groups accordingly.	ILT	October 1	June 30
3. Embed grouping plans into lesson internalization protocols during department meetings.	ILT	August 25	June 30
4. Model effective grouping strategies during peer observations.	ILT	August 25	June 30
5. Track grouping implementation through walkthrough tools and PLC minutes.	ILT	October 1	June 30

Driver: Rollout Academic Monitoring & Lesson Internalization: Building Thinking Classrooms where students grapple with concepts and construct meaning.			
Interim Targets/November 15: 100% of core content teachers trained in at least three “Thinking Classroom” strategies (e.g., visible random grouping, vertical non-permanent surfaces, task sequencing, chalk talk); baseline walkthrough data collected on student engagement and conceptual discourse.	Interim Targets/February 15: 80% of observed lessons demonstrate at least two Thinking Classroom strategies in practice; 25% improvement from fall to spring in Panorama student survey items on cognitive engagement and ownership of learning.		
Action Steps	Lead	Start	Complete
1. Provide professional learning on Building Thinking Classrooms and lesson internalization protocols.	ILT	August 25	October 1
2. Facilitate department-level planning sessions to adapt upcoming lessons for conceptual grappling and meaning-making.	ILT	August 25	June 30
3. Implement academic monitoring cycles where teacher teams review student work and adjust instruction weekly.	ILT	August 25	June 30
4. Use walkthroughs and peer observations to capture implementation data.	ILT	August 25	June 30
5. Share best practices and model lessons during staff meetings.	ILT	August 25	June 30

Driver: Literacy: Develop all students' content-area literacy skills			
Interim Targets/November 15: 100% of content-area teachers implement at least one schoolwide literacy strategy weekly (annotation, text-dependent questions, academic vocabulary routine).		Interim Targets/February 15: 100% of content-area teachers implement at least two schoolwide literacy strategies weekly.	
Action Steps	Lead	Start	Complete
1. Provide PD on high-impact disciplinary literacy strategies across content areas.	ILT	August 25	June 30
2. Establish literacy PLCs to analyze student work and plan instruction.	ILT	August 25	October 1
3. Integrate writing and evidence-based reasoning tasks in all subjects.	ILT	August 25	June 30
4. Use writing rubrics for progress monitoring.	ILT	August 25	June 30
5. Share exemplar student work during faculty meetings to model expectations.	ILT	August 25	June 30

****PRIORITY 2: EMPOWER EDUCATORS****

Driver: Amount and quality of feedback: Strengthen frequency/impact of observation/feedback.			
Interim Targets/November 15: 50% of teachers receive at least one announced observation and one unannounced observation with written feedback.		Interim Targets/February 15: 100% of teachers receive at least one announced and three documented unannounced observations.	
Action Steps	Lead	Start	Complete
1. Publish an observation and feedback calendar for all teachers and admin at the start of the year.	Principal	August 25	August 28
2. Train evaluators on providing feedback that is specific, actionable, and strengths-based.	Principal	August 1	June 30
3. Incorporate post-observation coaching conversations within 3 school days of each observation.	Administrative Team	August 25	June 30
4. Implement peer observation (SHELL) cycles to supplement admin feedback.	ILT	August 25	June 30
5. Monitor feedback quality through monthly calibration meetings among evaluators.	Administrative Team	August 25	June 30

Driver: PD Input: Engage educator voice in the development of school-based PD content and session facilitation.
--

Interim Targets/November 15: Top-priority PD topics identified from survey data given in spring; at least 50% of PD sessions for the remainder of the year scheduled with educator co-facilitators.	Interim Targets/February 15: Top-priority PD topics identified from survey data and adjusted to reflect term I and term II; at least 50% of PD sessions for the remainder of the year scheduled with educator co-facilitators.		
Action Steps	Lead	Start	Complete
1. Administer Internal Coherence survey to all staff quarterly.	ILT	November 15	Quarterly
2. Analyze results and identify top-priority topics for school-based PD.	ILT	November 30	Quarterly
3. Invite and support educators to serve as co-facilitators for PD sessions.	ILT	August 25	June 30
4. Create a PD calendar that reflects both district priorities and educator-identified needs.	ILT	August 25	Adjusted Quarterly
5. Gather feedback after each session to adjust and improve upcoming PD offerings.	ILT	August 25	June 30

Driver: Retention: Develop an intentional plan to ensure that exemplary educators stay in Salem.			
Interim Targets/November 15: Conduct at least 30% of scheduled “interviews” with returning staff; identify top three themes for from interview data.	Interim Targets/February 15: Conduct 100% of “interviews”; implement at least two targeted retention strategies based on November themes.		
Action Steps	Lead	Start	Complete
1. Launch a structured program for all educators with 2+ years in Salem to follow up on internal coherence survey results.	Principal	August 18	June 30
2. Review interview data to identify patterns and priority actions.	Principal	August 25	February 28
3. Strengthen new educator mentoring with structured reflection time within the mentor-mentee collaboration.	Principal and Lead Teachers	August 25	June 30
4. Expand leadership pathways (PD facilitation, committee leadership, curriculum writing) for exemplary educators.	Principal	August 25	June 30
5. Recognize staff contributions publicly through newsletters, events, and awards.	Principal	August 25	June 30

****PRIORITY 3: CENTER BELONGING****

Driver: Explicit SEL: Name and implement explicit SEL practices that will encourage academic risk taking, increase student voice and ownership, and ensure achievement is possible for all students
--

Interim Targets/November 15: 100% of students engage in at least one named Agentic Behavior practice bi weekly (e.g., structured check-ins, goal-setting, restorative circles, on track conferences, reflections).		Interim Targets/February 15: 100% of classrooms implement at least two named Agentic practices weekly; 10% improvement from fall to winter Panorama results on student voice and belonging.	
Action Steps	Lead	Start	Complete
1. Identify and publish a short list of schoolwide Agentic practices aligned to CASEL competencies.	Instructional Coaches	October 1	October 31
2. Provide PD for all staff on integrating Agentic Behaviors into content instruction.	Principal and Instructional Coaches	December 1	June 30
3. Embed student voice opportunities into lesson plans and school events (e.g., student-led discussions, choice in assignments).	Family Engagement and Assistant Principal	September 1	June 30
4. Use collaborative problem-solving to build safe learning spaces for risk-taking.	Assistant Principal	August 1	June 30
5. Monitor implementation of Agentic Behavior through walkthroughs, teacher self-reflections, and student surveys.	Principal and Instructional Coaches	December 1	June 30

Driver: Chronic absenteeism: Attendance teams strengthen early intervention strategies to identifying and addressing chronic absenteeism			
Interim Targets/November 15: 18%		Interim Targets/February 15: 15%	
Action Steps	Lead	Start	Complete
1. Review baseline data and identify students in Tier 2 (10–17% absence) and Tier 3 (18%+ absence).	Grade Level APs	July 2025	June 30
2. Schedule weekly attendance team meetings to review new cases and monitor interventions.	Grade Level APs	August 2025	June 30
3. Implement family outreach protocols, including phone calls, texts, and home visits as needed.	Grade Level APs	July 2025	June 30
4. Partner with counselors and social workers to address barriers (transportation, health, housing).	Grade Level APs	August 2025	June 30
5. Track interventions and progress using the chronic absenteeism dashboard.	Grade Level APs	July 2025	June 30

Driver: Post- Secondary Planning: Monitor the progression of high school students who have a post secondary plan

Interim Targets/November 15: 95% of seniors have an updated and documented post-secondary plan in Naviance; 100% of Grade 11 students complete at least one career/college exploration activity.		Interim Targets/February 15: 100% of seniors have a documented plan with next-step action items; 90% of juniors have engaged in at least two documented exploration activities; 100% of identified at-risk students connected with a counselor or transition support.	
Action Steps	Lead	Start	Complete
1. Audit Naviance (or equivalent) for completion rates and data accuracy.	College and Career Director	August 2025	September 1
2. Schedule one-on-one senior meetings by October to confirm plans and identify support needs.	College and Career Director	August 2025	October 15
3. Facilitate Grade 11 career/college fairs, job shadows, or virtual tours.	College and Career Director	August 2025	June 30
4. Integrate post-secondary plan checks into quarterly student conferences and advisory lessons.	College and Career Director	August 2025	June 30
5. Track and follow up with students missing benchmarks, using an intervention log.	College and Career Director	August 2025	June 30

What support is needed from the Central Office to help the school meet its School Improvement Plan goals?
Data Access & Analysis - Align Open Architects design to school based data needs. - Offer district data coaching for teacher leaders to strengthen their facilitation of data meetings. Professional Development Infrastructure - Fund training of trainer models that will allow Salem High School to differentiate strands that align to school-identified needs (e.g., Thinking Classrooms, literacy strategies, DII). - Share common PD evaluation tools to measure relevance, quality, and impact. Staffing & Human Capital - Support diverse hiring pipelines to meet SIP diversity goals (18% teachers, 23% all staff). Providing schools with options for regional job fairs and college/university partnerships.

Attendance & Agency Initiatives

- Find grant funding to support innovative practices to support students and families with barriers to learning.
- Provide district SEL curriculum and resources that can be adapted to SHS drivers around feedback, student voice, and academic risk-taking.

Progress Monitoring & Accountability

- Schedule quarterly check-ins with the Superintendent's office to review SIP progress, adjust strategies, and address emerging barriers.
- Provide technical assistance for SIP documentation so school leaders can focus on implementation rather than formatting compliance.

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.

Insert a copy of your school's PD Plan here (Coming Soon)