



# Salem Public Schools

**School Improvement Plan 2024-25**

Bentley Academy Innovation School



**SALEM**  
**PUBLIC SCHOOLS**  
*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>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 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% (SPRING 2024)	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%) Average Growth : 0.81 Years IRLA- 22 out of 96 students (22.9%) Average Growth : 1.24 Years (SPRING 2024)		
WIDA Model & LAS Links (Spanish and English Language Assessments)	Wida Model - 84 Students in grades 2-5 15 Level NR	WIDA model: All ELs improve by 1 level on the WIDA Model Writing	

	24 Level 1 31 Level 2 14 Level 3  LAS Links- grades 2-4 58 Level 1 23 Level 2 22 Level 3 8 Level 4  LAS Links: - Waiting on k/1 data	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> </ul>	Admin/Coaches	Aug	Jun

	<ul style="list-style-type: none"> <li>• Reteach plan</li> <li>• New assessment</li> </ul>			
	Create and keep updated STAR proficiency and growth on tracker	Coaches	Sept	Jun
	Plan, implement, and track progress on interventions	Admin/Coaches/ Tutors/Interventi onists	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>			
<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>• Training on effective strategies for differentiated instruction using SEI strategies</li> </ul>				

**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	<50 classroom conduct	<100 classroom conduct	<150 classroom conduct

conduct occurring in classrooms from 330 to <150	referrals	referrals	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	
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?				
<ul style="list-style-type: none"><li>Continued support for early career professionals on classroom management, building relationships, warm demander strategies</li></ul>				

<b>District Driver 3: Staff Culture</b> <b>Empower Educators:</b> Make Bentley Academy Innovation School an inclusive school where student-centered, innovative, and highly-effective educators want to work, grow, and stay.				
<b>Interim Measure(s):</b>				
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: 100% 70% of teachers bring appropriate student work for DII meetings: 80%	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	BALT	Oct	Jun
	Partner with Sunshine committee to share data from survey, work in collaboration with BALT to foster staff welcoming environment			
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	What This Model Is
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.	The <b>PD Overview tab</b> 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 PDPs and type of PDP for teacher recertification. This page can be used for recording PD in TeachPoint Vector.
How to Use this Model	
1 Make a copy of this template workbook and share it with your team.	
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