Salem Public Schools
School Improvement Plan 2024-25

Saltonstall School

SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

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	● < 19% chronic absenteeism	● < 16% chronic absenteeism
Improve performance as measured by MCAS	● **MCAS Gr. 3-8:** > 37% ELA; > 33% math ● **MCAS G. 10:** > 51% ELA; > 42% math ● **All Grades:** >60 SGP	● **MCAS Gr. 3-8:** > 40% ELA; > 34% math ● **All Grades:** >60 SGP
Improve performance as measured by ACCESS	● Increase to 55% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.	● Increase to 53% of the % of multilingual learners who demonstrate progress on the ACCESS assessment.
Improve student perceptions of belonging	● > 66% students report that they belong	● > 60% students report that they belong
Increase observation & feedback	● Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.	● Increase positive perceptions of the amount and quality of feedback faculty receive to 43%.
Improve stakeholder perception data	● > 66% students report that they belong ● > 55% families feel school is a "good fit"	● > 60% students report that they belong ● > 55% families feel school is a "good fit"
Improve educator perceptions of belonging	● 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%.	● 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%.

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):
> 39% in reading and 27% in math scoring above proficiency on STAR reading and math grades 3-8
> **October, January, March:**
> STAR Gr. 3-8: > 45% 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

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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

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

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