



Salem Prep High School

School Improvement Plan 2019-2020

I. Comprehensive Needs Assessment

- Provide a brief description of the school demographics and any unique programs or characteristics (e.g. ELT, etc.).

The Salem Prep High School is a therapeutic day school program that is approved by the Commonwealth of Massachusetts Department of Elementary and Secondary Education. The Salem Prep serves students with significantly high needs receiving special education services through an Individualized Education Plan (IEP). Students qualify for special education under a variety of disability categories including emotional, health, specific learning disability, but all share one common trait in that they struggled to make progress in the regular education setting. Students at the Salem Prep often present challenges around with emotional regulation, social skills, and social pragmatic abilities. Many students who are referred to the Salem Prep have experienced significant challenges around attendance and engagement. Students present with a variety of disabilities including Specific Learning Disabilities, Autism Spectrum Disorder, Social Pragmatic Communication Disorder, and Nonverbal Learning Disorder. Others are learning to manage a variety of mental health disorders including Major Depressive Disorder, and Generalized Anxiety Disorder. The Salem Prep offers both individualized and group counseling from licensed mental health professionals. Weekly dog therapy sessions are offered to promote social emotional skills and attendance. Special education instruction is provided from licensed special-education teachers. An evidence based Social Emotional Learning curriculum is taught by a School Psychologist and School Adjustment Counselor and all content area curriculum are integrated with Social Emotional Learning competencies. Overseen by a Board Certified Behavior Analyst, the program utilizes a comprehensive behavior management system predicated on the principles of Applied Behavior Analysis that offers both individual and group reinforcement systems to encourage adaptive and prosocial behavior. The Salem Prep emphasizes planning for post secondary life with the support of the district's Transitions Specialist. Family and community engagement is considered vital to advancing the efforts of the school to support students and achieving their visions for the future. Parents and community members are empowered to contribute to key decision-making processes regarding strategic objectives, professional development, and policy through the inclusive Salem Prep Leadership Team. All family members, guardians, community partners are encouraged to participate in school activities. The Salem Prep has a long standing relationship with local agencies including Department of Mental Health, Department of Children and Families and Massachusetts Rehab Commission to assist students in gaining access to wraparound support and post secondary support and services.

Describe how the comprehensive needs assessment was conducted in an inclusive manner so it involved all members of the school community (including representatives from regular education, special education, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Through the use of the Salem Prep Point System, all students' are rated during each class based on their performance according to five key social emotional areas: Use of Coping Strategies, Being Safe, Following Directions, Using Appropriate Voice, and Using Nice Language. The teachers rate the students according to a numerically based rubric built on the principles of Applied Behavior Analysis. These students and teachers briefly review these ratings at the end of each period together during a "point conference". This data produced from this system is used to make provides the evidence based decisions on academics and social emotional interventions needed for each individual student. These data also serve as a reinforcement for students as it translates directly into points that are counted towards both school-wide and individual goals.

The panorama survey was conducted in the spring of 2019 to gather information from both students and staff regarding rigorous expectations, school safety, professional learning, school communication, school climate, and other key topics. The results of this survey have been included in the drafting of strategic objectives.

The Family and Community Engagement Forms will continue to be used this year to create a school atmosphere that welcomes all members of the community who play a key role in our students' lives. These forms create a process in which students and their Special Education Liaisons are able to take a deep dive into the intricacies of the support networks that students have at their disposal. It also serves as a self-reflective exercise around students' strengths and weaknesses presented in special education eligibility testing and a way to learn more about how each student's IEP helps them to access the curriculum. The responses from this process will be data used in determining interventions around academic and social emotional proficiency.

Other data used to inform strategic planning will be attendance, IEP compliance data, disciplinary referrals, academic data and graduation rates.

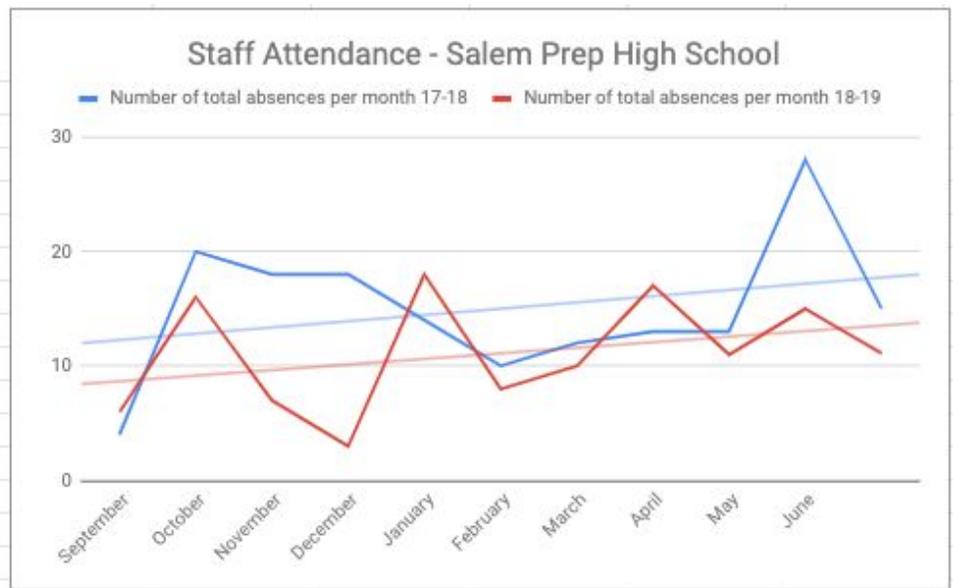
II. School Data Profile

Historical Attendance Growth Data

4 students who attended the Prep during both 17-18 and 18-19 school years	(17-18) % of days in attendance	(18-19) % of days in attendance	
Student 1	97.70%	97.70%	no change
Student 2	75.50%	92.20%	16.7 % increase
Student 3	83.80%	66.60%	17.2 % decrease
Student 4	91.60%	78.30%	13.3 % decrease

Staff Attendance Data

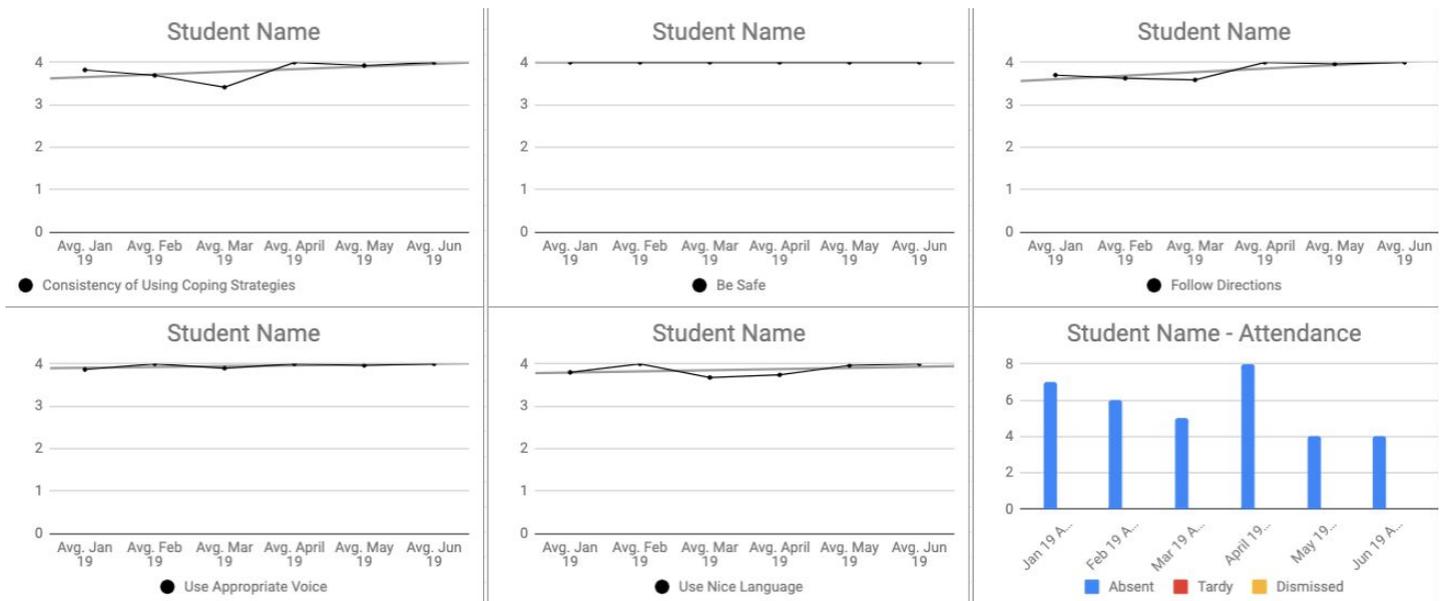
	Number of total absences per month 17-18	Number of total absences per month 18-19
September	4	6
October	20	16
November	18	7
December	18	3
January	14	18
February	10	8
March	12	10
April	13	17
May	13	11
June	28	15
	15	11.1



26% decrease in staff absences from 17-18 to 18-19

Salem Prep Point System Data Analysis

Data shown graphically below is for an unidentified student at the Salem Prep. By cross referencing the social emotional point data with the attendance data allows administrative, academic and clinical staff to determine the best course of action based on consistently collected data. Similar ongoing graphs exist for all students at the Salem Prep and can be made available upon request.



Student Name - Point System/ Attendance Data	Consistency of Using Coping Strategies	Be Safe	Follow Directions	Use Appropriate Voice	Use Nice Language
Avg. Jan 19	3.821428571	4	3.7	3.866666667	3.8
Avg. Feb 19	3.692307692	4	3.625	4	4
Avg. Mar 19	3.413793103	4	3.586206897	3.896551724	3.678571429
Avg. April 19	4	4	4	4	3.740740741
Avg. May 19	3.925925926	4	3.962962963	3.962962963	3.962962963
Avg. Jun 19	4	4	4	4	4
	Absent	Tardy	Dismissed		
Nov 18 Attendance	12	0	0		
Dec 18 Attendance	4	0	0		
First 3 months of school	3.894736842	4	4	3.95	4
Last 3 months of school	3.964912281	4	3.98245614	3.98245614	3.859649123
	Absent	Tardy	Dismissed		
Jan 19 Attendance	7	0	0		
Feb 19 Attendance	6	0	0		
Mar 19 Attendance	5	0	0		
April 19 Attendance	8	0	0		
May 19 Attendance	4	0	0		
Jun 19 Attendance	4	0	0		

III. Data Analysis

- Provide a succinct analysis of the data. Be sure to address subgroups in the review.

English Language Arts/Literacy	
Strengths	<p><u>10th Grade:</u></p> <ul style="list-style-type: none"> • 100% of 10th grade students sat for the test • 4 out of 5 tested students (80%) self-reported or were observed using adaptive academic or social emotional coping strategies • Of those students, 100% received Proficient or Advanced scores • Of those students with Proficient or Advanced scores who sat for the 8th grade test, SGPs were 52, 70, and 88.
Challenges	<p><u>10th Grade:</u></p> <ul style="list-style-type: none"> • One student was too dysregulated to put forth effort on testing days • One student (who ended up receiving Advanced scores on both Math and ELA) had the anniversary of a traumatic event coincide with state-determined testing days
Opportunities	<p>Because we view MCAS testing as an opportunity for students to apply academic and emotional coping strategies in a novel manner, we learned through this year's testing experience that some students need more regular practice and support throughout the year preparing for and adapting to higher pressure situations. This realization, alongside other pieces of data, prompted us to rework the way we assess students and provide feedback to them about their growth. We also realized the need to communicate with families and caregivers well in advance of the testing window to prepare all parties supportively for key dates that may be problematic (and unavoidable) to students.</p>

Mathematics	
Strengths	<p><u>10th Grade:</u></p> <ul style="list-style-type: none"> • 100% of 10th grade students sat for the test • 4 out of 5 students (80%) self-reported or were observed using adaptive academic or social emotional coping strategies • Of those students, 100% received Proficient or Advanced scores
Challenges	<p><u>10th grade:</u></p> <ul style="list-style-type: none"> • One student was too dysregulated to put forth effort on testing days
Opportunities	<p>The opportunities for Mathematics are the same for ELA as the challenges our students have with the tests are mainly due to their emotional disabilities more than their ability to manage content. While we are pleased with the overall achievement of this cohort (passing on the first try is a therapeutic priority), knowing that this one student was unable to use adaptive coping skills on all four MCAS testing days so that he could apply his content knowledge, speaks to an opportunity to build in more frequent, consistent instruction to use of these strategies and stronger 1:1 preparation in advance of the testing window.</p>

Science

Strengths	<p><u>Biology:</u></p> <p>This past school year we hired a new teacher with a science background, which was the first time we had a content expert in that position. Knowing that we had a cohort of struggling learners approaching ninth grade, we put as many structures in place as possible to guarantee them maximum passing opportunities for Biology MCAS.</p> <p>That said, there were few bright spots in our science data:</p> <ul style="list-style-type: none">● 7 students sat for the test● 6 of 7 students completed the entire test (1 student was absent during a session and the subsequent makeup session)● 3 of the 6 students who completed the test, passed it: 1 Needs Improvement, 1 Proficient, and 1 Advanced● 1 of the 3 students who did not pass was able to sit for the entirety of the test and put forth his best effort for the first time. That student came within 2 points of passing.
Challenges	<p><u>Biology:</u></p> <ul style="list-style-type: none">● One of the seven students who sat for the test was making up the test for the <i>fifth</i> time. By this point, particularly for a student with an emotional disability, the damage caused by constant failure outweighs the benefit of multiple opportunities to pass. A small school, Salem Prep has not historically offered other MCAS tests or other science courses that have an MCAS test, so passing Biology has been the only option. At this testing administration, the aforementioned student did not attempt a single question.
Opportunities	<p>For the 2019-20 school year, students who did not pass the Biology MCAS but passed the course will have the opportunity to take a STEM class that prepares them for the Technology MCAS. This way, students who struggled with biology content and/or who are more successful with hands-on learning (we do not have a lab at Salem Prep so cannot perform traditional biology labs) have a better chance at engaging in content and experiencing success on the MCAS. Furthermore, our science teacher received training on new curriculum and continues to develop within our therapeutic teaching model in order to reach our most struggling students, a number of whom were in that testing cohort in 2018-19.</p>

School Culture

Strengths	<p>School Climate - Perceptions of the overall social and learning climate of the school - 75% compared to the district average of 35%</p> <p>School Safety - Perceptions of student physical and psychological safety at school - 87% compared to the district average of 50%</p> <p>School Teacher-Student Relationships - How strong the social connection is between teachers and students within and beyond the school - 70% compared to the district average of 44%</p>
Challenges	<p>School Belonging - How much students feel that they are valued members of the school community - 45% compared to the district average of 32%</p> <p>School Engagement - How attentive and invested students are in school - 24% compared to the district average of 18%</p> <p>School Rigorous Expectations - How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class - 67% compared to the district average of 57%</p>
Opportunities	<p>For the 2019-20 school year, our focus on helping students 1) attend school, and 2) engage in content and meaningful relationships, is an opportunity to help students feel a greater sense of belonging (welcoming environment), and understand to a greater degree the high expectations we have of them but have not articulated clearly enough (comprehensible input).</p> <p>It was clear in analyzing the results of the panorama survey that students felt supported and encouraged by their teachers but at the same time did not feel like teachers were pushing them beyond where they were comfortable, and this is an area of growth for staff. One of the structures we are implementing is a transparent grading system using 0-4 point scales within the Schoology gradebook that students can see in real time; furthermore, part of that grading system will involve being evaluated on a daily, class by class basis, on the level of attendance and engagement they demonstrate in class. We want students to understand that class is where they belong and that being there matters, personally and academically, every day. Because we have strong relationships between students and teachers, as reported by students and staff in the survey, we have a strong foundation for this work.</p>

Attendance

Strengths	<p><u>Students:</u></p> <ul style="list-style-type: none">• Of the four students for whom we have historical data, one with already high attendance, maintained that attendance (97.7% of school days in attendance to 97.7% of school days in attendance). One with lower attendance increased the percent of school days in attendance (75.5% to 92.2%). <p><u>Staff:</u></p> <ul style="list-style-type: none">• From 2017-18 to 2018-19, there was a 26% decrease in staff absences.
Challenges	<p><u>Students:</u></p> <ul style="list-style-type: none">• Attendance continues to be an area of challenge for Salem Prep students. As a collective student body, Salem Prep students were in attendance during 74.6% of school days during the 2018-2019 school year. Many students with a therapeutic day school placement are chronically absent due to their emotional disabilities and poor experiences in larger, more dysregulating settings. Many students arrive at the Salem Prep following extended absences from the formal school setting. Re-establishing the habit of attending school is a challenge for many of our students. <p><u>Staff:</u></p> <ul style="list-style-type: none">• Because Salem Prep staff prioritize their work with students at the beginning of the school year and during high-stakes testing seasons, they often find themselves with personal days as they get towards June that they feel they have to “use or lose.” Therefore we see staff attendance decrease later in the year.• Staff fatigue is a factor in end of year absences. Therapeutic teaching is intense and can be emotionally taxing.
Opportunities	<p>in 2019-20, we are maximizing the opportunity to make attendance matter in the following ways:</p> <ul style="list-style-type: none">• Including an “Attendance & Engagement” scale as part of our daily feedback to students that counts towards 40% of their overall grade for each course;• On the first day of school, each student met with their liaison to review their attendance percentage from last year and see their goal for 2019-20 (a 10% increase);• and complete an Individualized Attendance Plan to help them meet their 10% goal. <p>For the adults in the building, staff should be encouraged to attend to their mental health when needed to avoid burn-out, and they should furthermore feel that they have permission to use their personal days when needed before waiting until the end of the school year.</p>

Family & Community Engagement

Strengths	<ul style="list-style-type: none"> • A personal call home by our bilingual Operations Manager is made every day that a student is late or absent. • Our planning process prior to an IEP meeting includes a protocol which has the liaison and the student brainstorm who the key players are in the students' network who can support them, and encourage the student to invite them to the meeting. • The Department of Mental Health (DMH), Mass Rehab, DCF are stakeholders and community partners who are regularly present and embedded in our school during community meeting, CPT, and IEP meetings.
Challenges	<ul style="list-style-type: none"> • in 2018-19, we only had two open houses and only a few parents attended
Opportunities	<ul style="list-style-type: none"> • In 2019-20 we are making a more strategic effort to partner with families and community members by including them in our Leadership Team. This summer, the Leadership Team added two parents and a community member from the North Shore Alliance for GLBTQ Youth (NAGLY) located in the Museum Place Mall (Steve Harrington). They met as a team this summer to review data, school structures, and planned improvements for this school year. The team will meet at planned times throughout the year. • Hold a third Open House, and open it to our neighbors in the mall.

IV. School Action Plan

- Based on the current comprehensive needs assessment, provide a prioritized list the targeted areas to be addressed this year in the school-wide plan.
- Express these priorities as **Strategic Objectives**. Sample strategic objective: *Implement data cycles that include regular use of student level data to inform instruction to meet the needs of all English language learners.*
- Strategic objectives should reflect district priorities and statewide improvement targets:
 - **District Priorities**
 - Instructional Priorities
 - Creating Welcoming and Affirming Learning Environments
 - Supporting Meaningful Interactions
 - Providing Comprehensible Input
 - Adapting Texts
 - Supporting Family & Community Engagement
 - Maintaining Safe & Supportive Schools
 - **Statewide Improvement Targets**
 - Academic targets for ELA, Math and Science
 - Attendance
 - Improving the learning of our lowest performing students
 - Advanced coursework completion (high schools)
 - Graduation and dropout rates (high schools)

Strategic Objective:

During the 2019 - 2020 school year, the Salem Prep will provide students' access to rigorous, SEL integrated instructional lessons utilizing StudySync and other curriculum materials made available by the district in 80% of observed lessons. **(Comprehensible Input, Adapting Text)**

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none">Lesson Planning through CPT	Head Teacher/ Program Director	9/4/19	6/17/20
<ul style="list-style-type: none">PD on new curriculum materials	Head Teacher/ Program Director	9/4/19	6/17/20
<ul style="list-style-type: none">Design of an updated instructional walkthrough feedback tool that reflects the newly learned best practices	Leadership Team	9/4/19	6/17/20
<ul style="list-style-type: none">Informal and formal feedback using the updated instructional walkthrough tool	Program Director/ Team Chairperson / District Admin.	9/4/19	6/17/20
<ul style="list-style-type: none">Review and analysis of data generated from the instructional walkthrough tool with the Salem Prep Leadership Team.	Leadership Team	9/4/19	6/17/20
<ul style="list-style-type: none">Curriculum coaching from the district including specific training for the two teachers who are entering their second year in the teaching role.	District coaches	9/4/19	6/17/20

**What data will be used to monitor implementation of this strategic objective?
How often will this data be analyzed, and revisited for gains/decreases?**

BASIS FOR ACTION:

- Data collected from the panorama student survey completed during the spring of 2019 showed that there are specific areas to address to improve students academic experience while attending the Salem Prep. One of the more significant findings was in regards to the topic of "School Rigorous Expectations", meaning how much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class. The Salem Prep students' responses generated a score of 67%, which was down 18 points from the previous year. This is a clear indicator that the Instructional Leadership Team at the Salem Prep must increase access to SEL integrated rigorous lessons that will challenge students to stretch themselves.
- Currently, the Salem Prep instructional team has used a variety of curriculum and assessment tools including Atlas, School City, and others. The lesson plans generated by content area teachers have been integrated with Social Emotional Learning (SEL) concepts through the careful planning that occurs during Common Planning Time. There are new curriculum materials being made available to schools by the district during the 19-20 school year which will have specific SEL tie-ins. These new materials will assist the Salem Prep teachers in providing high quality SEL integrated content area lessons.

MEASUREMENT: Salem Prep Point System data, IR data, Prep Attendance data, Panorama data

Strategic Objective:

During the 2019 - 2020 school year, 80% of Salem Prep students will increase the percent of days they are in attendance by 15% from the previous school year, or for new students, their attendance average from the first month attending the Salem Prep. **(Welcoming Environment)**

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none">Review and analysis of attendance data during Behavior Support Team (BST) meetings, as well as Salem Prep Staff Meetings	BST/ Program Director	9/4/19	6/17/20
<ul style="list-style-type: none">IEP meetings	IEP Teams	9/4/19	6/17/20
<ul style="list-style-type: none">Individual Counseling Sessions	School Psychologist / School Adjustment Counselor	9/4/19	6/17/20
<ul style="list-style-type: none">Point Conferences	Special Ed. Teachers	9/4/19	6/17/20
<ul style="list-style-type: none">Individualized Attendance Meetings (IAPs)	Liaisons	9/4/19	6/17/20
<ul style="list-style-type: none">Home Visits	Counselors/ Program Director	9/4/19	6/17/20
<ul style="list-style-type: none">End of day Staff Meetings	All Staff	9/4/19	6/17/20

**What data will be used to monitor implementation of this strategic objective?
How often will this data be analyzed, and revisited for gains/decreases?**

BASIS FOR ACTION:

The current attendance data shows a significant need to address the chronic absenteeism that serves as a barrier for Salem Prep students achieving their goals and realizing their vision for the future. According the attendance data in Aspen, Salem Prep students, as a student body are only attending school during 74.6% of school days. Furthermore, for the four students who attended the Salem Prep during both the 17-18 and 18-19 school years, only one student has increased their days in attendance from year to year (17-18: 75.5% to 18-19: 92.2%). The other three students showed no change or decrease the percent of days in attendance (17-18: 97.7% to 18-19: 97.7%), (17-18: 83.8% to 18-19: 66.8%), and (17-18: 91.6% to 18-19: 78.3%).

MEASUREMENT: Salem Prep Aspen Attendance data

Strategic Objective:

During the 2019 - 2020 school year, Salem Prep students will increase students' feelings of belongingness at school by engaging them in meaningful peer to peer, and peer to adult relationships within their core academic classrooms. Teachers will utilize collaborative practices including but not limited to accountable talk, collaborative conversations, project-based learning, and collaborative problem solving. **(Meaningful Interactions)**

Action Steps	Lead	Start	Complete
● Design Collaborative Conversations Tool through CPT	ILT	9/4/19	6/17/20
● Provide school-wide professional development on the use of the Collaborative Conversations Tool	Head Teacher/ Program Director	9/4/19	6/17/20
● Review Collaborative Conversations Tool data during CPT.	ILT	9/4/19	6/17/20
● Professional Development on Behavior Management System, and Collaborative Problem Solving	BST/ Program Director	9/4/19	6/17/20
● Review of the Collaborative Problem Solving data	BST/ Program Director	9/4/19	6/17/20

**What data will be used to monitor implementation of this strategic objective?
How often will this data be analyzed, and revisited for gains/decreases?**

BASIS FOR ACTION:

Data collected from the panorama student survey completed during the spring of 2019 indicated an alarming phenomena in that not all students at the Salem Prep had strong feelings of belongingness within the school community. In regards to the topic of "School Belonging", or how much students feel that they are valued members of the school community, the responses from the student body as a whole generated a score of 45%, down 19% from the previous school year.

MEASUREMENT: Salem Prep Collaborative Conversations Protocol data, Collaborative Problem Solving data, and Panorama survey data

Strategic Objective:

During the 2019 - 2020 school year, through the effective implementation of high quality therapeutic milieu, 80% of Salem Prep students will increase their overall Prep Point System averages by 10% from the previous school year, or for new students, their overall Prep Point System averages scored in their first month of attending the Prep. **(Comprehensible Input, Welcoming Environment)**

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none">Review and analysis of Salem Prep Point System Data	BST/ Program Director	9/4/19	6/17/20
<ul style="list-style-type: none">Professional Development for all staff on the Salem Prep Behavior Management System	BST/ Program Director	9/4/19	6/17/20
<ul style="list-style-type: none">Continued coaching on proper implementation of the Salem Prep Behavior Management System	BST/ Program Director	9/4/19	6/17/20
<ul style="list-style-type: none">Explicitly setting behavior expectations for students during opening week	All Staff	9/4/19	6/17/20
<ul style="list-style-type: none">Setting Point System personal goals with each student, and selecting reinforcers	Behavior Specialist	9/4/19	6/17/20
<ul style="list-style-type: none">Setting School-wide Point System Goals and selecting group reinforcers	Behavior Specialist/ Students	9/4/19	6/17/20
<ul style="list-style-type: none">Creating a system to ensure that adaptive coping strategies are identified and taught in counseling sessions are shared with other team members to ensure healthy, adaptive coping strategies are prompted and reinforced	Counseling team	9/4/19	6/17/20
<ul style="list-style-type: none">Collection of Interobserver Agreement (IOA) data to ensure validity of the Salem Prep Point System Data	Behavior Specialist	9/4/19	6/17/20

What data will be used to monitor implementation of this strategic objective?

How often will this data be analyzed, and revisited for gains/decreases?

BASIS FOR ACTION:

Salem Prep students are typically placed in the therapeutic day-school setting because they lack the skills needed to avoid engaging in maladaptive behavior to have their needs met. Functional replacement skills must be carefully taught, and students need an environment where they can practice and be provided feedback on their use of these more adaptive skills. Without these essential instructional components, students will have a decreased likelihood of maintaining and generalizing these indispensable skills. Increasing the Salem Prep student body's collective skillset will produce a school community made up of members who are more equipped to manage their behavior. The Salem Prep Point System provides students with explicit teaching and feedback for students in these skill areas.

MEASUREMENT:

This goal will be measured by Individual student data analyzed from the Salem Prep Point System

V. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Capital Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

VI. Professional Development Plan

a. District Professional Development Plan

- District Management Group - 8 Behavior Management Modules

b. School-based Professional Development Plan:

Click Link: https://drive.google.com/file/d/1Dr360bfre5rgdS4hy_2BtXnL9jhzXW-a/view?usp=sharing

VII. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on TalentEd to tap into a large pool of qualified applicants. We convene a committee conduct interviews. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

VIII. Parent Involvement

Describe how parents will be involved in the design, implementation, and evaluation of the school-wide program.

- Parents participate in the school's Leadership team and are provided with strategic objective progress data through the Salem Prep Point System, Attendance system, and the Salem Prep grading scale. Information on school events and key announcements are posted to the school's website.

Describe how parents will receive timely information about the Title I program (K-8 schools only); how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education. Note the data of the parent/guardian meeting where Title I information will be provided to families.

List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan).

- The Salem Prep will upload videos to school website that explain and provide insight on the rating scales used for academic grading and the Salem Prep Point System.

Describe the yearly parental evaluation of the school-wide program and how this information is used to improve the plan .

- The Prep will use a parent survey similar to the Panorama staff and student survey

IX. Kindergarten Transition Plan (K-5 and K-8 schools only)

Describe plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

This year, Family Engagement Facilitators are reaching out to all early childhood programs in the area to collect transition forms for each child. They have offered to visit each site to form a partnership with sending programs. Our school also...

X. Shared Leadership Practices

Describe structures and practices in place that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students.

- The Salem Prep has identified members of the following leadership structures: Behavior Support Team, Instructional Leadership Team, and the Salem Prep Leadership Team. These teams will meet on a regular basis with specific meeting agendas designed to advance the work around the strategic objectives in the school improvement plan.

XI. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks (K-5 and K-8 schools only)

Describe structures, staffing models, and practices to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

XII. Coordination and integration of federal, state and local services and programs

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.