



Salem Prep High School
School Improvement Plan 2023-2024




Our goals this year			
What do we hope to improve?	How will we measure it?	Start	Goal
Reduce chronic absenteeism	Reduce district-wide chronic absenteeism ¹ to 18% and reduce dropout rate to 2% <ul style="list-style-type: none"> Reduce Salem Prep’s chronic absenteeism by 6 percentage points. Specifically, the rate will decrease from 58.3% (SY22-23) to 52.3% (SY23-24) 	58.3% (22-23)	52.3% (23-24)
Improve performance as measured by MCAS	All grades/all subjects achieve >60 SGP on MCAS Increase meet/exceed ELA and Math proficiency rates by 10% <ul style="list-style-type: none"> ELA from 50% to 60% Baseline data N/A–math to 50% 	ELA 50% Math N/A	ELA 60% Math 50%
Improve performance as measured by ACCESS	Increase by 10% the % of students who demonstrate adequate progress <ul style="list-style-type: none"> From 0% to 10% (only 1 student, stayed the same level) 	0%	10%
Increase observation & feedback	Increase "Perceptions of the amount and quality of feedback faculty receive" to 60% <ul style="list-style-type: none"> Improve Salem Prep’s Panorama staff survey results in "Perceptions of the amount and quality of feedback faculty receive" from 55% (SY22-23) to 60% (SY23-24) 	55% (22-23)	60% (23-24)
Improve stakeholder perception data	At least 70% of families feel that their child's school is a "good fit," representing their perceptions of how well a school matches their child's developmental needs. Increase the percentage of students in grades 9-12 who report feeling like valued members of their school community: <ul style="list-style-type: none"> Improve Salem Prep’s Panorama student survey results from 32% to 70% 	32%	70%
Improve educator perceptions of belonging	Increase annual teacher well being and belonging composites to 68% for well-being and 75% for belonging.	68%	75%
Improve high school metrics (high schools only)	Increase % of gr. 11 & 12 students enrolled in advanced coursework to 65%	PLTW N/A	PLTW 15% *Actively attending students



¹ Chronic absenteeism is defined as a student missing 10% or more of the school days in an academic year.

	<ul style="list-style-type: none"> Achieve 15% enrollment of actively attending Salem Prep students in advanced coursework (PLTW) <p>Increase the 4-year graduation rate to 88%</p> <ul style="list-style-type: none"> 30% (21-22) to 50% (MA DESE does not list 22-23 data) <p>Reduce dropout rate to 2%</p> <ul style="list-style-type: none"> 18.8% (21-22) to 10% or less (MA DESE does not list 22-23 data) 	<p>4-Year Grad. Rate 30% (21-22)</p> <p>Dropout Rate 18.8% (21-22)</p>	<p>4-Year Grad. Rate 50%</p> <p>Dropout Rate 10% or less</p>
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How will we reach our goals?

We have three “big rocks” this year – these are our focus areas for improvement for our school!

	What is our big rock?	What will our students experience as we grow in this area this year?	How will we know if it is working?
 1.1	<p>ELEVATE LEARNING: Build and maintain a district-wide culture of universally high academic expectations for every learner.</p> <p>School Strategy: Identify and consistently utilize 2-3 targeted high-leverage and evidenced-based instructional practices within a project-based learning approach</p>	<p>In order to strengthen instructional practice and improve student outcomes, we will focus on building capacity to effectively implement these three instructional practices across classrooms:</p> <ol style="list-style-type: none"> Every class will begin with students completing a “Do Now” such as a “Bell Ringer” or “Quick Write” Teachers will share power in the learning experience with students by providing choice and opportunities for student input. Teachers will allow students to demonstrate knowledge through multiple modalities (SEI) 	<p>Salem Prep teachers observed utilizing high-leverage instructional practices during their lessons 80% of the time by the end of the year.</p> <p>Evaluators will complete two observations with in-person feedback per week to ensure utilization of instructional practices.</p> <p>Salem Prep teachers will utilize standards-aligned PBL units and assessments created and captured in Atlas for Salem Prep courses.</p>
 1.2	<p>ELEVATE LEARNING: Build and maintain a district-wide culture of universally high academic expectations for every learner.</p> <p>School Strategy: Due to the small, unique structure of Salem Prep, the principal will work with individual teachers directly to review student work samples to proactively identify and respond to gaps in learning.</p>	<p>Principal will meet with Salem Prep teachers individually using the “See It, Name It, Do It” protocol, at least monthly, with a content area instructional coach, to evaluate student work and respond to struggles or gaps in learning with targeted reteach plans.</p> <p>Each Salem Prep teacher will submit one piece of student work weekly to the special education lead teacher to be reviewed during the weekly principal/special education lead teacher meeting.</p>	<p>With these practices implemented consistently, identifying learning gaps to target during instruction will lead to better student performance and engagement.</p>
 2	<p>EMPOWER EDUCATORS: Make the Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.</p> <p>School Strategy: Provide guidance, training, and support</p>	<p>Evaluators complete two observations with in-person feedback per week. Some of these must be entered as written feedback in TeachPoint in order to ensure that every teacher gets the required observations as per the STU contract.</p> <p>Collaborative and consistent CPT model that affords teachers the opportunity to express their ideas, concerns, and thoughts</p>	<p>Evaluators complete two observations with in-person feedback per week</p> <p>Improve Panorama staff survey results in professional learning from 57% (22-23) to 75% (23-24)</p>

	<p>to educators to ensure they have the capacity to be effective and impactful, while also feeling a sense of belonging and that they are valued at Salem Prep.</p>	<p>related to the SPHS program, school and community-based activities, student success, and/or other topics in a small and inclusive setting</p> <p>We will offer meaningful and impactful PD opportunities with input from staff that center around explicit connections between project-based learning and social-emotional competencies, cultural awareness and action, and academic achievement</p> <p>Plan and implement school-wide recognition and celebration of culturally significant occasions – as evidenced by monthly themed culturally responsive practices</p> <p>Hold weekly school-wide community meetings where all staff and students attend, participate, and have the opportunity to share and be acknowledged for accolades and achievements</p>	<p>Improve Panorama staff survey results in feedback and coaching from 55% (22-23) to 70 % (23-24)</p> <p>Improve Panorama staff survey results in belonging from 61% (22-23) to 75% (23-24)</p>
 <p>3.1</p>	<p>CENTER BELONGING: Build joyful, welcoming, and supportive school communities.</p> <p>School Strategy: Develop and roll out Salem Prep’s “Game Plan” which will support the structures and routines to positively support learning and maintain a welcoming, supportive, and therapeutic environment.</p>	<p>Students will experience more clear and consistent structures and routines throughout their school day to positively support learning and maintain a welcoming, supportive, and therapeutic environment.</p>	<p>School-wide routines as prescribed in “Salem Prep Game Plan” observed across school settings with observation tool will increase from 0% to 80% by the end of SY 23-24</p>
 <p>3.2</p>	<p>CENTER BELONGING: Prioritize efforts to support the physical and mental health of both the students and adults in SPS.</p> <p>School Strategy: Continue to build upon Salem Prep’s strengths as a supportive and therapeutic environment to address the physical and mental health needs of both the students and adults in the school.</p>	<p>Salem Prep prides itself on providing a supportive and therapeutic milieu to students and the staff who work with them. Continuing to build upon these strengths will maintain a positive culture and climate, which is intended to improve attendance and engagement data as students will have a welcoming and positive school environment.</p>	<p>Improved stakeholder perception data on Panorama surveys to At least 70% of families feel that their child's school is a "good fit," representing their perceptions of how well a school matches their child's developmental needs.</p> <p>Increase the percentage of students in grades 9-12 who report feeling like valued members of their school community by improving Salem Prep Panorama Student Survey results from 32% (22-23) to 70% (23-24)</p> <p>Increase annual teacher well being and belonging composites to 68% for well-being and 75% for belonging.</p>