

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

May 18, 2016

SALEM ELEMENTARY SCHOOL SALEM NCES - 51209000974

SALEM SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making			
Establishing a team structure with specific duties and time for instructional planning			
Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 11/30/2015	
	Evidence:	Faculty members are assigned to Literacy and Mathematics teams. These teams meet periodically to discuss closing the achievement gap.	
	Added date:		
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 11/30/2015	
	Evidence:	Each team records minutes of meetings and documents with sign in sheets.	
	Added date:		
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Objective Met 11/30/2015		
Assess	Level of Development:	Initial: Limited Development 11/30/2015	
		Objective Met - 11/30/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our teams are able to meet on a limited basis due to time restrictions due to teaching in classroom.	
Plan	Assigned to:	Corey Johnson	

	How it will look when fully met:	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). This will be established by hiring subs for teachers and requiring teachers to meet after school.
	Target Date:	04/28/2016
	Tasks:	
	1. Create schedule for potential dates of meetings.	
	Assigned to:	Corey Johnson
	Added date:	11/30/2015
	Target Completion Date:	12/04/2015
	Comments:	Schedule was created for potential dates of meetings.
	Task Completed:	11/30/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	11/30/2015
	Experience:	11/30/2015 Great
	Sustain:	11/30/2015 continue to meet regularly.
	Evidence:	11/30/2015 schedule is created and team members have been notified by email.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	Observation and Walk-Through data is reviewed during meetings to plan for future professional development.
	Added date:	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	Teachers create a Professional Growth Plan (PGP) using the Bloomboard system. This plan can be used and changed throughout the year.
	Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)	
Status	Full Implementation	

Assess	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	The school uses data from the PGP of teachers to provide high quality, ongoing, job-embedded, and differentiated professional development. Professional development includes, but not limited to, workshops, online learning, classroom curriculum, teacher inservice, and peer observations.
	Added date:	

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	Data is analyzed periodically with students participating in after school tutoring. These students are re-assessed to evaluate progress.
	Added date:	

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	The district and school uses the Highly Qualified plan while hiring teachers and support staff.
	Added date:	

Opportunity to Learn

Post-Secondary School Options

Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	The guidance counselor meets with students and families concerning academic and financial aid information. The guidance counselor provides the information by meeting with large groups, individuals, sending emails, and posting on the school's website.
	Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 11/30/2015

Evidence: Teachers are able to develop units aligned to the standards by teams during planning periods.

Added date:

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 11/30/2015

Evidence: The district will use ACT Aspire formative assessments throughout the school year to monitor student progress.

Added date:

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 11/30/2015

Evidence: The teachers use lesson plans that are aligned with Common Core State Standards. District staff will continue to use state test results to monitor to monitor and adjust instruction within the Common Core curriculum as required.

Added date:

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 11/30/2015

	Evidence:	The Title I compact is located in the school handbook. The parents read, sign, and return compact to school. The compact includes expectations that communicate to parents what they can do to support their children to achieve.
		Added date: