

# 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 HIGH SCHOOL** NCES - 51209000975

SALEM SCHOOL DISTRICT

**School Success Indicators**

Key Indicators are shown in **RED**.

<b>School Leadership and Decision Making</b>			
<b>Establishing a team structure with specific duties and time for instructional planning</b>			
<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015	
	Evidence:	Faculty members were assigned to teams. Each team has met at least once concerning closing the achievement gap.	
	Added date:		
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015	
	Evidence:	The teams met with the principal and the agenda was the same for each group. The group met concerning the ESEA report and discussed closing the achievement gap.	
	Added date:		
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 11/30/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/30/2015	
		<b>Objective Met</b> - 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:	Time restrictions keep team members from meeting regularly.	
<b>Plan</b>	Assigned to:	Wayne Guiltner	

	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 difficult to accomplish, but we will try to meet more regularly. We will provide evidence through agendas and meeting minutes from the meetings.
	Target Date:	05/13/2016
	<b>Tasks:</b>	
	1. We will begin to meet at least once per month with the goal of meeting twice per month.	
	Assigned to:	Wayne Guiltner
	Added date:	11/30/2015
	Target Completion Date:	12/22/2015
	Comments:	We will meet in December one time to make improvement on this objective.
	<b>Task Completed:</b>	<b>11/30/2015 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	11/30/2015
	Experience:	11/30/2015 We scheduled a meeting with each team by December 22.
	Sustain:	11/30/2015 We will need to continue to meet one time per month.
	Evidence:	11/30/2015 We scheduled a meeting with each team by December 22.

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015
	Evidence:	Observations and Walk-Through data is reviewed during meetings to plan for future professional development.
	Added date:	
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015
	Evidence:	Teacher observations drive their professional growth plans. The professional growth plans are developed with the teacher and principal.
	Added date:	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>	

<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015	
	Evidence:	Based on teacher professional growth plans, teachers received professional development in many ways including: workshops, online learning through Arkansas Ideas, classroom curriculum, teacher inservice, and peer observations.	
		Added date:	
<b>School Leadership and Decision Making</b>			
<b>Expanded time for student learning and teacher collaboration</b>			
<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015	
	Evidence:	After school tutoring programs monitor the progress of students through formative assessments and student quarterly report cards. The after school tutoring programs also monitor student success on state exams.	
		Added date:	
<b>School Leadership and Decision Making</b>			
<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>			
<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015	
	Evidence:	The district has a highly qualified teacher plan to exhaust all means to hire highly qualified teachers.	
		Added date:	
<b>Opportunity to Learn</b>			
<b>Post-Secondary School Options</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 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:	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>			
<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015	
	Evidence:	Teachers are able to develop units aligned to the standards by teams sometimes, but the majority of units aligned to standards are developed by individual teachers and then shared with teachers in the same grade level and subject.	
		Added date:	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Assessing student learning frequently with standards-based assessments</b>			
<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015	
	Evidence:	The district will use ACT Aspire formative assessments to assess student growth.	
		Added date:	
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound instruction in a variety of modes</b>			
<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/30/2015	
	Evidence:	The district uses state standards (Common Core) as the curriculum for all schools, grades, and courses. The staff will continue to use state test results to monitor to monitor and adjust instruction within the common core curriculum as required.	
		Added date:	
<b>Family Community Engagement</b>			
<b>Defining the purpose, policies, and practices of a school community</b>			

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:		Initial: <b>Full Implementation</b> 11/30/2015
	Evidence:		The title I compact is located in the school handbook. Parents read, sign, and return the compact to the school. The compact includes the expectations for families to support student achievement.
		Added date:	