Comprehensive Plan Report

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

May 18, 2016

SALEM SCHOOL DISTRICT NCES - 512090

Key Indicators are shown in RED.

District Context and Support for School Improvement	
Improving the school within the framework of district support	
Indicator	**IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)**
Status	**Full Implementation**
	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	The district leadership team closely monitors each school's budget, staffing, improvement status, progress, and student learning outcomes throughout each school year. The team works closely with building leaders and staff to ensure that resources are being used where they are needed. The leadership team uses all data available to attempt to determine if a program or staffing is making a difference in student academic achievement. Many times this is not a simple thing to access....determining exactly what is working or not working is a complicated process and district/building staff work through each decision to ensure that we do not make drastic changes to schools that are performing at a very high level over the past 20 years.
	Added:	

Indicator	**IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)**
Status	**Full Implementation**
	Level of Development:	Initial: Full Implementation 11/30/2015

	Evidence:	The district leadership team has and will continue to have high expectations for all staff and programs in the district. This type of expectation comes with flexibility at the building principal and teacher level to ensure that high expectations are attained. The building principal has flexibility needed to lead his school in a manner that allows for the high expectations to be met. In turn, the building principal has an open door policy and meets with teachers on a regular basis regarding ways that teachers can improve their instruction and student performance. Many times the teacher will be allowed to make changes in their instruction technique, schedule, planning, etc. All of this flexibility is based on the high expectations that all team members have for improving student achievement. It should also be noted that if the teacher and building principal determine that changes have not been effective, another change will be necessary. The evaluation of each change is an important part of the flexibility and autonomy that is available to schools.
	Added:	

District Context and Support for School Improvement

Taking the change process into account

Indicator	**IB01 - The district operates with district-level and school-level improvement teams.(16)**	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	District and school leadership/improvement teams have been established. The role of team members is to continually review instructional practices and test data. The constant review of these items will ensure that staff members are aware of what is taking place with regards to student achievement and that they can constantly make quality decisions on changes that need to take place.
	Added:	

District Context and Support for School Improvement

Clarifying district-school expectations

Indicator	**IC02 - The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)(AllDistricts)**	
Status	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	Superintendent, Ken Rich, is the central office contact person. Mr. Rich maintains close communication with both schools and keeps up with their progress.
	Added:	

Indicator	**IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)**	

Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	The district uses the state standards (Common Core) as the curriculum for all schools, grades, and courses. District staff will continue to use state test results to monitor and adjust instruction with the Common Core Curriculum as required.
	Added:	

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) (AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	A District Leadership Team has been formed and meetings held to address ACSIP planning, review, and assessment of improvement strategies. District leaders provide a unified, team approach to facilitate the improvement process. District leaders provide school principals and teachers with a great degree of flexibility in scheduling team meetings and improvement planning activities. Grade level teams meet on a weekly basis, some meet every day of the week. This provides for a team planning and improvement process that meets the needs for Salem Schools. Teachers meet with the principals formally and informally each week. District leaders are seen in school buildings/classrooms each week. Teachers have access to leaders time and routinely discuss improvement strategies or celebrate success. The school improvement planning process can take many different forms and looks, their is no "one way" to accomplish this task. The flexibility used by our schools is what provides for a very positive school improvement process and is a key to our academic success.
	Added:	