

Comprehensive Progress Report

Mission: It is the mission of the Salem Schools to educate all students in a safe environment. Our schools will provide a challenging curriculum promoting higher-order thinking skills, technology skills, and problem-solving abilities through relevant and engaging activities. We will provide the experiences necessary for all students to become responsible citizens.

Vision:

Goals:



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | District Context and Support for School Improvement | | | |
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| Effective Practice: | | Improving the school within the framework of district support | | | |
| | IA02 | The district includes community organizations in district and school improvement planning and maintains regular communication with them.(2) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The district includes parent groups and community members in school improvement planning. However, few organizations have been included due to low number of community organizations in the school district. The district has worked closely with the community and business partners. The district will continue to try to improve the community organization relationships. | Limited Development 03/28/2017 | | |
| | | Priority Score: 2 Opportunity Score: 3 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | | The district will include community organizations to help the school improvement process. Community organizations such as the Fulton County Extension Office, Banks, the Electric Cooperative, local churches, and the Fulton County Health office will be contacted to help implement a school improvement plan that includes community organizations. | | David Turnbough | 05/21/2021 |
| Actions | | | 0 of 2 (0%) | | |
| | 3/28/17 | Community members will be contacted from various organizations in Salem to help with the school improvement process. | | David Turnbough | 05/21/2021 |
| | | <i>Notes:</i> Mr. Turnbough will contact various chamber members to discuss the school improvement process. | | | |
| | 3/29/17 | Mr. Turnbough will include community members in his Wellness committee meetings. | | David Turnbough | 05/21/2021 |
| | | <i>Notes:</i> David Turnbough will include community members in his Wellness committee meetings. | | | |
| Implementation: | | | | | |
| | <i>Evidence</i> | 3/30/2017 After both meetings had been completed including community members, the building level principals asked the members to continue to serve on the committees and offer support to the district. | | | |
| | <i>Experience</i> | 3/30/2017 The experience allowed the team to bring in more community members to the district. We value the opinions of our community members and they offered ideas they could improve the district. | | | |

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| Sustainability | | 3/30/2017 The district has built a relationship with community members and will have lasting relationship. The district will continue to call on community members for support and ideas. | | | |
| | IA10 | The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | This priority has always been a driving force at the Salem School District for our continued academic success. It will continue to be an area of emphasis each and every school year. | Limited Development 08/31/2020 | | |
| How it will look when fully met: | | Each year, the fund resources will be dedicated to support instruction, staff, and achievement. | | Wayne Guiltner | 09/30/2020 |
| Actions | | | 0 of 1 (0%) | | |
| | 8/31/20 | The leadership team consisting of the building principals, technology director, federal programs administrator, and the bookkeeper will be involved in the initial development of the budget each year. | | Wayne Guiltner | 09/30/2020 |
| <i>Notes:</i> | | | | | |
| | IA11 | The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.(11) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | The district provides user friendly data to both the high school and the elementary school in a timely fashion. However, the district wants to improve on this area because data is used in both schools to help improve student achievement. The district wants to ensure that user friendly data is then placed in the hands of the classroom teachers. Each year, the principals and staff will analyze data from the ACT Aspire, ACT, STAR Reading, STAR Math, Dyslexia related assessments, | Limited Development 03/28/2017 | | |
| How it will look when fully met: | | The building level principals will take data given from the district and distribute the data to the classroom teachers. The building level principals will also develop user friendly data and distribute the data to the classroom teachers. Data will also be given throughout the school year by email and by the principals delivering the data to teachers at inservice and in the classrooms. | | David Turnbough | 05/21/2021 |
| Actions | | | 0 of 3 (0%) | | |
| | 3/28/17 | Both principals will look at the data from the ACT Aspire testing when it is made available. | | David Turnbough | 05/21/2021 |
| <i>Notes:</i> Data will be dis aggregated by the building level principals once the test results are made available to the schools. | | | | | |

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| 3/28/17 | Both principals will use data from the STAR reading tests. The data results will be delivered to classroom teachers. | | David Turnbough | 05/21/2021 |
| <i>Notes:</i> Principals will ask for the STAR reading data from the school librarians and send the data on to classroom teachers. The data will be used to determine student reading levels for the Accelerated Reader program. | | | | |
| 8/31/20 | The district will support the elementary and the high school with the resources related to the Science of Reading and its impact on instruction. Resources will be dedicated to provide Phonics related instruction and any Dyslexia related materials and services. | | Wayne Guiltner | 08/24/2020 |
| <i>Notes:</i> The superintendent will dedicate the district support in the budget each year. | | | | |

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| Core Function: | District Context and Support for School Improvement |
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| Effective Practice: | Clarify district-school expectations |
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| IC01 | The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board.(28) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | Currently the school reports in an informative fashion to the superintendent. The superintendent determines if the information is required or needed at the monthly board meeting. | No Development 03/29/2017 | | |
| <i>How it will look when fully met:</i> | The schools will report its progress on ACT Aspire Interim Assessments each quarterly and the superintendent will use the data as needed. | | Wayne Guiltner | 05/21/2021 |
| Actions | | 0 of 1 (0%) | | |
| 3/29/17 | Building principals will report Interim data to the superintendent. | | Wayne Guiltner | 05/21/2021 |
| <i>Notes:</i> Building principals will report Interim data to the superintendent. | | | | |