

2024-2027
SALMEN HIGH SCHOOL ADVANCEMENT PLAN
Pride is Power

St. Tammany Parish

Every Student, Every Future



This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

Every Student Succeeds Act 2022

COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- [Data Analysis Guiding Questions](#)

STRENGTHS		WEAKNESSES	
2024-25			
STUDENT ACHIEVEMENT DATA -LEAP 2025, ACT, WORKKEYS, IBCS, GRAD RATE, ETC.			
All Students			
Overall, SPS increased by 10.5 points (2023 SPS 61.8; 2024 72.3) ACT Index increased by 19.1 points (2023 48.9; 2024 68) Interest and Opportunities Index by 53.3 points (2023 93.8; 2024 147.1) Cohort Graduation Actual Rate increased by 4.9 (2023 66.4; 2024 71.3)		Assessment Index: 48% English I/II Assessment Index Knowledge and Use of Language 50% of students scored weak Algebra Interpreting Functions 64% of students scored weak Geometry Congruence, Transformations, and Similarity of students scored weak Biology Reasoning Scientifically 43% of students scored weak	
At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)			
English I/II Assessment Index Asian Subgroup 90 to 97.9 (an increase of 7.9)		English I/II Assessment Index Hispanic/Latino Subgroup 64.3 to 48 (decrease of 16.3)	

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Algebra I/Geometry Black or African American Subgroup 22.6 to 26.7 (an increase of 4.1) Special Education Classification Subgroup 10.7 to 10.9 (an increase of .2) English Learner Subgroup 0 to 6.2 (an increase of 6.2) (2023 7 testers; 2024 13 testers) Biology Special Education Classification Subgroup 19.3 to 33 (an increase of 13.7) English Learner Subgroup 0 to 26.7 (an increase of 26.7) (2023 2 testers; 2024 9 testers) US History Special Education Classification Subgroup 17.2 to 23.5 (an increase of 6.3) English Learner Subgroup 20 to 20 (2023 4 testers; 2024 4 testers)	English Learner Subgroup 6 to 0 (decrease of 6) (2023 9 testers; 2024 17 testers) Special Education Classification Subgroup 18.2 to 18 (decrease of .2) Algebra I/Geometry Two or More Races Subgroup 67 to 43.6 (decrease of 23.4) US History Hispanic/Latino Subgroup 55.9 to 51.7 (decrease of 4.2)
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
Overall LIM Score- 73 (Leadership 72; Culture 71; Academics 77) The most significant increase was in School Goals, 61 to 81 (an increase of 20 points) Social Support, 62 to 80 (an increase of 18 points) School Climate, 60 to 72 (an increase of 12 points)	Staff Voice, 76 to 73 (decrease of 3 points) Instructional Efficacy, 76-74 (decrease of 2 points) Family Engagement, 61 to 59 (decrease of 2 points) 20 respondents for the teacher survey Very low response from parents/students
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
Percent of students proficient in Math increased by 8.8% Percent of students growing in Math increased by 15.3% Percent of students growing in Math who had the lowest 25% of scores in the previous year increased by 4.7%	60% of students in English I and II scored weak in written knowledge and use of language conventions, written expression, and written performance. Percent of students proficient in Science decreased by 5.3%

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Percent of students growing in ELA who had the lowest 25% of scores in the previous year increased by 4% HS progress index increased from 64.7 to 71.5 Overall, SPS increased by 0.5 points (2024 SPS 72.2 increased to 72.7) Interest and Opportunities Index by 0.9 points (2024 147.1 increased to 148) Cohort Graduation Actual Rate increased by 2.4 points (2024 71.3 to 73.4)	ACT Index decreased by 2.7 points (2024 68 decreased to 65.3)) Assessment index decreased by 4.9 points (2024 48.1 to 43.2)
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At-Risk Student Groups

(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)

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SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

Overall LIM Score- 73 (Leadership 73; Culture 71; Academics 76) The most significant increase was in School Belonging, 71 to 75 (an increase of 4 points) Family Engagement, 59 to 63 (an increase of 4 points) School Climate, 72 to 74 (an increase of 2 points) Social Support, 80 to 83 (an increase of 3 points) Discipline CAP (OSS rate) 18.2% Decreased instances of physical aggression by 76% (22-23: 60 fights; 24-25: 14 fights)	Staff Voice, 72 to 72 (decrease of 1 point) Student Goal Support, 72-67 (decrease of 5 points) Student-Led Practices, 77 to 74 (decrease of 3 points) School and family partnerships, 69-66 (decrease of 3 points) Prosocial behaviors, 79-76 (decrease of 3 points) 18 Respondents for the teacher survey Very low response from parents (41)/students (343)
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2026-27

STUDENT ACHIEVEMENT DATA

All Students

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At-Risk Student Groups

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(SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	

LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG) ● <i>Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?</i> ● <i>What is the leadership goal that was established during the Beginning-of-the-Year conference?</i>	
School Improvement Focus Area (Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	Leadership Goal (Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the-Year conference)
2024-25	
1. Increase all indices by two or more index points (LEAP scores, LEAP growth, ACT, SOD, grad rate). 2. Maximize instructional time.	Engages all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional support through PLCs.

2025-26

1. By May 2026, 80% of growth-eligible LEAP, LEAP Connect, and ELPT students (Math/English) will demonstrate at least a half-achievement level growth on LEAP/LEAP Connect/ELPT by ensuring teachers embed the foundations of best practice (Salmen Rigor Look-Fors).
2. By May 2026, our 2026 senior cohort will increase their ACT (composite score of 20+) and WorkKeys (Gold+) percentage by 10%.
3. By May 2026, Salmen High will increase the Student Empowerment Index on the Leader in Me MRA from 69 to 72 by expanding authentic leadership roles both inside and outside the classroom.

To maximize instructional time effectively, it is essential to ensure that daily classroom learning objectives are closely aligned with the depth of the standard. Clearly communicating these learning objectives to students will help them understand the goals and expectations for each lesson.

To maintain alignment, all classroom activities must also reflect the depth of the standard, providing students with meaningful opportunities to engage with the content. This ensures that students not only participate but also deepen their understanding of the subject matter. Formative assessments should be integrated into the learning process to continually gauge student progress toward mastery. These assessments allow for timely feedback and adjustments in instruction to meet students' needs.

Finally, at the end of each lesson, it's crucial to measure for mastery of the learning objectives. This not only provides a clear indicator of student understanding but also informs future planning and instructional strategies. By implementing these practices, we create a focused and effective learning environment that maximizes instructional time and enhances student achievement.

To foster sustained growth, we will emphasize the process of analyzing student work for mastery of learning objectives during our weekly professional learning community (PLC) meetings. This job-embedded professional development approach will facilitate continuous follow-up and follow-through, enabling us to adjust our instructional strategies effectively based on our findings.

2026-27

LEADERSHIP TEAM LONG-RANGE PLAN

Use the LRP template below throughout the school year to strategically plan out ILT meetings.

2024-2025

Cycle Goal: By December 20, 2024, 75% of students in resource classes will demonstrate growth on curriculum-embedded district checkpoint assessments as a result of teachers effectively implementing standards-aligned activities and materials from their HQIM.

Date of ILT	Topics	Outcome	Materials	Follow-Up
May 31, 2024	Roles and Responsibilities	By the end of this meeting, assistant principals will internalize their roles and responsibilities as part of the ILT team and its implications for our upcoming PLCs as evidenced by an increased knowledge on their pre/post learning reflection (anticipation guide) and will determine Pre-ILT/ILT dates and times for the 24-25.	Louisiana Leader Rubric Google Slide Deck Reflection/Anticipation guide 5 steps for effective learning (copies for each admin)	Familiarize yourselves with the Louisiana Leader Rubric (instructional, capacity building, school mission/vision, and goal setting domains)
June 17/18	LER	Louisiana Leader Rubric Training 8:30-4:30 @ Treen	N/A	N/A
July 23, 2024	Analyze LEAP data	By the end of this meeting, assistant principals will analyze LEAP assessment data, calculate assessment indices for each LEAP assessment, identify assessment index goals overall and per content, and demonstrate the	LEAP Data New SPS calculator Access to approved curricula in each content area	Continue to review the curricula/high-quality learning materials for your content area.

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		significance of high-quality instruction as evidenced by developing PLC long-range plans that coincide with the overall goals for Salmen for the 24-25 SY. (move PLC ILT to the next meeting if needed)		
7/25/2024	Communication Plan- PLC process	By the end of this meeting, assistant principals will create a plan to communicate our new SPS measures to our faculty, create a plan to communicate/teach faculty our new PLC process (and the why), PLC expectations, and school goals and the correlation between all three.	Laptops New SPS calculator Chart paper Faculty meeting agenda template Google Slide Deck 5 steps for effective learning (digital collaborative copy)	
CYCLE 2				
10/21/24- 10/24/24	Calibration (admin/ILT)	Conduct baseline walk-throughs to collect data to determine trends	Walkthrough data	Continue walkthrough protocol (including feedback follow-ups) Collect student work samples from walkthroughs Salmen Rigor Look-Fors
10/28/24	Walkthrough Data Analysis	Analyze August walkthrough data to determine trends Identify a TC cycle focus area Determine student work samples aligned to the focus area that will be collected as part of future learning walks	Walkthrough data TC LRP template	Continue walkthrough protocol (including feedback follow-ups) Collect student work samples from walkthroughs Salmen Rigor Look-Fors
10/31/24	TC Cycle Planning	Establish TC cycle goal Develop 4-6 week TC learning progression	TC LRP template ELA & Math HQIM Unit 1	Develop TC agenda(s) for the first meeting of the cycle (week of 9/16)

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			LLR rubric (for TC planning guidance)	Continue walkthroughs and collection of student work samples
11/14/24	Student Work Analysis	Develop student work analysis (SWA) protocol - grounded in HQIM - how to be used in TC	Sample SWAP doc ELA & Math HQIM Unit 1 LLR/LER rubrics	Develop TC agenda(s) for the second meeting of the cycle (week of 11/19) that includes SWA Communicate to teachers the student work samples they should bring to the next TC
11/21/24	Walkthrough Data Analysis	Analyze September walkthrough data for evidence of implementation of TC learning and observation feedback	Walkthrough data (with supporting student work samples)	Develop TC agenda(s) for the third meeting of the cycle (week of 9/30) that includes SWA Gather student assessment data for 9/30/24 goal progress monitoring
12/12/24	Student Work Analysis	Determine the percent of students scoring at mastery level on curriculum-embedded assessments.	Student assessments	Develop TC agenda(s) for the fourth meeting of the cycle (week of 12/17) that includes SWA
12/19/24	Walkthrough Data Analysis	Analyze September walkthrough data for evidence of implementation of TC learning and observation feedback	Walkthrough data (with supporting student work samples)	Develop TC agenda(s) for the fifth meeting of the cycle (week of 10/13) that includes SWA Gather student assessment data for the 10/13/24 goal attainment analysis
1/10/25	Determine the level of goal attainment	Analyze curriculum-embedded assessment data to determine the percentage of students scoring mastery level.	Student assessments	Determine the ILT cycle 2 goal based on the outcome of cycle 1
CYCLE 3				

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2025-2026

Date of ILT	Topics	Outcome	Materials	Follow-Up
June 4, 2025	7 Habits for Admin; Connecting 7 habits and LER; LEAP Data Disaggregation Initial Goal Setting for 25-26 SY	By the end of this meeting, assistant principals will analyze Spring 2025 LEAP assessment data to identify areas for growth.	Chart paper ☰ June 4, 2025 Admin... LER 7 Habits Poster Markers	Join Subject-Level Google Classrooms Identify primary standards for the growth areas Identify pedagogical shifts in the classroom that are required to see this area improve to mastery level: (example:standards~learning targets~success criteria~formative assessment~measuring level of mastery by end of lesson)
August 11, 2025	Calibration (admin/ILT)	Conduct baseline walk-throughs to collect data to determine trends	Walkthrough data	Continue walkthrough protocol (including feedback follow-ups) Collect student work samples from walkthroughs Salmen Rigor Look-Fors

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August 18, 2025	Walkthrough Data Analysis	Analyze August walkthrough data to determine trends Identify a TC cycle focus area Determine student work samples aligned to the focus area that will be collected as part of future learning walks	Walkthrough data TC LRP template	Develop TC agenda(s) for the first meeting of the cycle (week of 8/25)) Continue walkthrough protocol (including feedback follow-ups) Collect student work samples from walkthroughs Salmen Rigor Look-Fors
August 25, 2025	TC Cycle Planning	Establish TC cycle goal Develop 4-6 week TC learning progression	TC LRP template ELA & Math HQIM Unit 1 LLR rubric (for TC planning guidance)	Develop TC agenda(s) for the second meeting of the cycle (week of 9/1) that includes SWA Continue walkthroughs and collection of student work samples
September 1, 2025	Student Work Analysis	Develop student work analysis (SWA) protocol - grounded in HQIM - how to be used in TC	Sample SWAP doc ELA & Math HQIM Unit 1 LLR/LER rubrics	Communicate to teachers the student work samples they should bring to the next TC
September 8, 2025	Walkthrough Data Analysis	Analyze September walkthrough data for evidence of implementation of TC learning and observation feedback	Walkthrough data (with supporting student work samples)	Develop TC agenda that includes SWA Gather student assessment data for 9/30/24 goal progress monitoring
September 15, 2025	Student Work Analysis	Determine the percent of students scoring at mastery level on curriculum-embedded assessments.	Student assessments	Develop TC agenda(s) for the fourth meeting of the cycle that includes SWA
September 22, 2025	Walkthrough Data Analysis	Analyze September walkthrough data for evidence of implementation of TC learning and observation feedback	Walkthrough data (with supporting student work samples)	Develop TC agenda(s) for the fifth meeting of the cycle that includes SWA Gather student assessment data for the goal attainment analysis

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September 29, 2025	Determine the level of goal attainment	Analyze curriculum-embedded assessment data to determine the percentage of students scoring mastery level.	Student assessments	Determine the ILT cycle 2 goal based on the outcome of cycle 1
CYCLE 2				
10/21/25- 10/24/25	Calibration (admin/ILT)	Conduct baseline walk-throughs; admin will debrief to ensure proper calibration.	Walkthrough data	Continue walkthrough protocol (including feedback follow-ups) Collect student work samples from walkthroughs
10/28/25	Walkthrough Data Analysis	Analyze August walkthrough data to determine trends Identify a TC cycle focus area Determine student work samples aligned to the focus area that will be collected as part of future learning walks	Walkthrough data TC LRP template	Continue walkthrough protocol (including feedback follow-ups) Collect student work samples from walkthroughs
10/31/25	TC Cycle Planning	Establish TC cycle goal Develop 4-6 week TC learning progression	TC LRP template ELA & Math HQIM Unit 1 LLR rubric (for TC planning guidance)	Develop TC agenda(s) for the first meeting of the cycle Continue walkthroughs and collection of student work samples
11/14/25	Student Work Analysis	Develop student work analysis (SWA) protocol - grounded in HQIM - how to be used in TC	Sample SWAP doc ELA & Math HQIM Unit 1 LLR/LER rubrics	Develop TC agenda(s) for the second meeting of the cycle that includes SWA Communicate to teachers the student work samples they should bring to the next TC
11/21/25	Walkthrough Data Analysis	Analyze September walkthrough data for evidence of implementation of TC learning and observation feedback	Walkthrough data (with supporting student work samples)	Develop TC agenda(s) for the third meeting of the cycle that includes SWA

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				Gather student assessment data for goal progress monitoring
12/12/25	Student Work Analysis	Determine the percent of students scoring at mastery level on curriculum-embedded assessments.	Student assessments	Develop TC agenda(s) for the fourth meeting of the cycle that includes SWA
12/19/25	Walkthrough Data Analysis	Analyze September walkthrough data for evidence of implementation of TC learning and observation feedback	Walkthrough data (with supporting student work samples)	Develop TC agenda(s) for the fifth meeting of the cycle that includes SWA Gather student assessment data for the goal attainment analysis
1/10/26	Determine the level of goal attainment	Analyze curriculum-embedded assessment data to determine the percentage of students scoring mastery level.	Student assessments	Determine the ILT cycle 2 goal based on the outcome of cycle 1
CYCLE 3				

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound
 - Is the goal relevant? Does it align with the school needs assessment?
 - Is the goal measurable? How will you progress monitor?
 - Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?
 - What new learning and/or support is needed to meet the goal?

Schoolwide Goal

From Fall 2024 to Fall 2027, Salmen High School will increase the SPS from 72.2 to 78.2 through a focus on LEAP 2025 Assessment Index. Goal is to increase 2 points each year.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
72.2	72.7	76.2	78.8
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - Eng. I/II 54.7
 - Alg.I/ Geom. 32.3
 - Biology 58.4
 - US History 47.8
 - Overall 46.8

Progress Index (PI)

- What is your current PI in –
 - Eng. I/II
 - Alg.I/ Geom.
 - Overall
- Where are there opportunities for growth?

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Where are there opportunities for growth? Alg. I, Geom. and US History	
Interests and Opportunities (I/O) What is your current I/O? 147.1	
ACT Index - What is your current ACT index? 68 - Where are there opportunities for growth? - Workkeys Boot Camps (11/14 & 11/15 and TBA for Spring) - Embed ACT into 11th grade core classes	Strength of Diploma Index (SOD) - What is your current SOD? 84 How many students/What percent earned- 160 points- 0 150 points- 19 115 points- 16 110 points- 81 100 points- 60 0 points- 67 5th year- 14 - Where are there opportunities for growth? - More advanced IBCs - Increase DE enrollment - Drop students correctly to avoid zeros
Graduation Rate - What is your current grad rate? 71.3 - Where are there opportunities for growth? - Freshman Academy	Cohort Graduation Rate Index What is your current grad rate index? 64.2

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○ SREB ○ Parent support	
2025-26 Components of SPS	
% Proficient (mastery and advanced) as of 1/5/2026 ● What is your current % proficient – ○ Eng. I/II (35) ○ Alg.I/ Geom. (35.25) ○ Biology (23) ○ US History/Gov (32) ○ Overall (31.31) ● Where are there opportunities for growth? ○ Spring 2026: Focus on Success Criteria, upgrading vocabulary in all classes, LEAP aligned weekly assessments, increase opportunities to justify/express reasoning, increase time on task w/Lightspeed, rigorous early finisher work	Growth Index (GI) ● What is your current GI in – ○ Eng. I/II ○ Alg.I/ Geom. ○ Lowest 25% in ELA ○ Lowest 25% in Math ○ ELL population ○ Overall ● Where are there opportunities for growth?
Thrive Index (TI) as of 1/5/2026 ● What is your current overall TI? ● Where are there opportunities for growth?	Readiness on Nationally Recognized Exams as of 1/5/2026 25.8% What is your current percentage of students earning at least- ○ ACT of 20 ○ SAT of 1040 ○ CLT of 67 ○ WorkKeys Gold ○ ASVAB (AFQT) of 59% ○ Overall

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	○ ● Where are there opportunities for growth?
University Accelerator What is your current overall percentage? ● Where are there opportunities for growth?	Career Accelerator What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship ○ Advanced credential + internship ○ 2 years of FF-aligned registered apprenticeship ○ Certificate of technical studies in high wage/high demand industry ● Where are there opportunities for growth?
Service Accelerator What is your current overall percentage? How many students/What percent have- ○ Signed military acceptance letter? ○ Service Academy acceptance? ● Where are there opportunities for growth?	Graduation Rate ● What is your current grad rate? ● Where are there opportunities for growth?
2026-27 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ Eng. I/II ○ Alg.I/ Geom. ○ Biology ○ US History	Growth Index (GI) ● What is your current GI in – ○ Eng. I/II ○ Alg.I/ Geom. ○ Lowest 25% in ELA

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○ Overall ● Where are there opportunities for growth?	○ Lowest 25% in Math ○ ELL population ○ Overall ● Where are there opportunities for growth?
Thrive Index (TI) ● What is your current overall TI? ● Where are there opportunities for growth?	Readiness on Nationally Recognized Exams ● What is your current percentage of students earning at least- ○ ACT of 20 ○ SAT of 1040 ○ CLT of 67 ○ WorkKeys Gold ○ ASVAB (AFQT) of 59% ○ Overall ● Where are there opportunities for growth?
University Accelerator ● What is your current overall percentage? ● Where are there opportunities for growth?	Career Accelerator ● What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship ○ Advanced credential + internship ○ 2 years of FF-aligned registered apprenticeship ○ Certificate of technical studies in high wage/high demand industry ● Where are there opportunities for growth?
Service Accelerator ● What is your current overall percentage? How many students/What percent have- ○ Signed military acceptance letter?	Graduation Rate ● What is your current grad rate? ● Where are there opportunities for growth?

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○ Service Academy acceptance? ● Where are there opportunities for growth?	
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PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- **Priority Goal #1 (Culture)** - By May 2026, Salmen High will increase the Student Empowerment Index on the Leader in Me MRA from 69 to 72 by expanding authentic leadership roles both inside and outside the classroom.
- **Priority Goal #2 (Academics)** - By May 2026, 80% of growth-eligible LEAP, LEAP Connect, and ELPT students (Math/English) will demonstrate at least a half-achievement level growth on LEAP/LEAP Connect/ELPT by ensuring teachers embed the foundations of best practice (Salmen Rigor Look-Fors).
- **Priority Goal #3 (Academics)** - By May 2026, our 2026 senior cohort will increase their ACT (composite score of 20+) and WorkKeys (Gold+) percentage by 10%.

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Salmen High School will increase the student empowerment index on the MRA from 69 to 78 by focusing on student leadership opportunities inside and outside the classroom. The goal is to grow 3 points per year.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
69.0	Goal	Actual	Goal	Actual	Goal	Actual
	72	69	74			
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

Purchased Resources to Support Priority Goals

Professional Development Offered

Mrs. Jacobs 3C's and Establishing a Student-Led Classroom

Short Term Wins (STW) (LEAD measures)

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Classroom jobs; student-led freshman orientation; student-led future focus night; student-led daily announcements; increased opportunities to lead within clubs, sports, and the classroom.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
	69						
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
GF survey (BOY, MOY, EOY)	69						
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Excellent student-led freshman orientation.

Quarter 2 Reflection –

One of the best future focus nights I've seen. Our student did an amazing job leading our future focus night. Lots of positive feedback from central office staff and future parents.

Quarter 3 Reflection –

End of year Reflection –

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2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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Priority Area #2 Goal

From Fall 2024 to Fall 2027, Salmen High School will increase the Math proficiency rate from ____ to ____ through a focus on analysis of student work to determine mastery of standards in order to make appropriate instructional and pedagogical adjustments.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
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How are we going to get there?

Use “Purchased Resources to Support Priority Goals” document from above

Professional Development Offered
Goal alignment throughout all departments. Weekly/Bi-monthly admin, ILT, counseling meetings Liza’s 3Cs of Classroom Management Mark McCloud classroom management support and coaching (4 days) Bailey Group instructional coaching (block and embedded ACT) (4 days) In school tutoring/after-school tutoring ACT bootcamps (Bailey Group) Workkeys bootcamps (Salmen based) Weekly job-embedded professional development and collaboration (PLCs) focused on analyzing student work to determine mastery of standards-aligned learning targets.

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

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2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
LEAP MOY/EOY Checkpoints	BOY:						

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	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N
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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
LEAP MOY/EOY Checkpoints	BOY			All LEAP increased as of 12/25	Increase in all subject areas (see data above).		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

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Weekly PLCs are used to collaborate to improve academic outcomes; Monitoring checkpoints

Quarter 2 Reflection –

% proficiency increased for all subject areas for December LEAP.

Quarter 3 Reflection –

Continue implementing the Salmen Rigor Look Fors

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Goal 2		Checkpoint data					
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

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End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Salmen High School will increase the growth percentage from 30.42 to 32.92 through a focus on justification through writing.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	32.86	30.42		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	19	13.6		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	33	32.5		
		Met Goal?	Met Goal?	Met Goal?

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		Y N	Y N	Y N
Lowest 25% in Math?	47.7	41.2		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

Use "Purchased Resources to Support Priority Goals"

Professional Development Offered	

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- LEAP incentive day communication; LEAP incentive trackers from LEAP testing proctors; LEAP attendance and LEAP scores/results.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Checkpoints show progress toward mastery. Instructional adjustments are being made to address deficiencies. Student work is being evaluated in PLCs. LER implementation focus is around standards and objectives.

Quarter 2 Reflection –

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All LEAP subjects saw growth except for one subject. Reevaluating course structure. Embedding lots of LEAP items to increase exposure to practice. All subjects are constructing a LEAP blitz binder for test prep practice 2 weeks before the LEAP.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your [school's yearly intervention plan](#) to the district-designated location (Title I schools ONLY).

Parent and Family Engagement (PFE) Activities

***Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.**

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

2024-25: Freshman Orientation, Open House, Grade-Level scheduling nights, Block-scheduling Family Informational Meeting, Freshman parent follow-up meetings (4 in the fall)

2025-26: Freshman Orientation, Open House, Grade-Level scheduling nights, grade-level parent follow-up meetings, Future Focus Night; Coffee and Parent Feedback with the Principal (virtual meeting April 2026)

2026-27:

- *Identify and describe PFE events (at least 3 per year) and activities to support family engagement.*

***Note – There should be a reflection for each PFE event in the “Reflections” section at the end of this document.**

2024-25: Freshman Orientation, Open House, Grade-Level scheduling nights, Block-scheduling Family Informational Meeting, Freshman parent follow-up meetings (4 in the fall)

2025-26: JCall Weblink Texts, Robocalls, Freshman Orientation, Open House, Grade-Level scheduling nights, Block-scheduling Family Informational Meeting, Freshman parent follow-up meetings, Coffee and Parent Feedback with the Principal (virtual meeting April 2026)

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Salmen High School will increase the student empowerment index on the MRA from 69 to 78 by focusing on student leadership opportunities inside and outside the classroom. The goal is to grow 3 points per year.

PFE Event: Open House-Student Led with a focus on communicating student empowerment (classroom leadership, 7 Habits, etc...); Student-led Future Focus night.

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Salmen High School will increase the Math proficiency rate from 13.5 to 19.5 through a focus on analysis of student work to determine mastery of standards in order to make appropriate instructional and pedagogical adjustments.

PFE Event: Freshman Orientation; Open House

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Salmen High School will increase the growth percentage from 28 to 32 through a focus on justification through writing.

PFE Event:

- Freshmen Orientation; Open House; Coffee and Parent Feedback with the Principal (virtual meeting April 2026)

2026-27:

- *How will you communicate information to parents regarding curriculum, assessments, and student progress?*

2024-25: JCalls, Robocalls, Freshman Orientation, Open House, Grade-Level scheduling nights, Block-scheduling Family Informational Meeting, Freshman parent follow-up meetings

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2025-26: JCalls, Robocalls, Freshman Orientation, Open House, Grade-Level scheduling nights, Block-scheduling Family Informational Meeting, Freshman parent follow-up meetings

2026-27:

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25: 8th grade scheduling day with Salmen Lighthouse, Freshman coordinator, Freshman counselor; College and Career Fair; Future Focus Night; Freshmen Parent Informational Nights (4 in the fall)

2025-26: 8th grade scheduling day with Salmen Lighthouse, Freshman coordinator, Freshman counselor; College and Career Fair; Future Focus Night; Freshmen Parent Informational Nights (4 in the fall); Salmen's Spring Job Fair

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	SCA	Other
X	X												

DISTRICT ASSURANCES

- ☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
- ☐ I assure that the school-level personnel, including stakeholder representatives responsible for the implementation of this plan, have collaborated in the writing of the plan.
- ☐ I hereby certify that this plan has all of the following components:
- Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement events aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high-quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria
- ☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

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Date

REFLECTIONS

****Note - This page should not be posted to your school's website. Prior to posting, please get final approval from Federal Programs department.***

Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

Year 2 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*

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- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

Year 3 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*