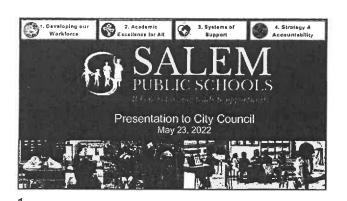
City of Salem, Massachusetts



"Know Your Rights Under the Open Meeting Law, M.G.L. c. 30A ss. 18-25 and City Ordinance Sections 2-2028 through 2-2033."

The City Council Committee of the Whole
met in the Council Chamber on May 23, 2022 at 6:30 P.M.
for the purpose of discussing the matters(s) listed below. Notice of this meeting was posted on
May 18, 2022 at 3:33 P.M.
(This meeting is being recorded)
ATTENDANCE
ABSENT WERE: C. Prosniewski, C. Riccardi (C. Dominguez joined late)
Councilor Merkl attended via Zoom. Councilor Dominguez joined via zoom at 7:25. All other Councilors were in Council Chambers.
Also in attendance: Dr. Zrike, Superintendent of Salem Public Schools; Mary Manning, Salem School Committee
SUBJECT(S)
#230 Superintendent of Schools to meet with the City Council to give an update on the Salem Public Schools
The superintendent gave a presentation on the school district's Strategic Priorities and Initiatives. Councilors then had the opportunity to ask questions about these initiatives. The slides from the presentation are attached.
Councilor McCarthy moved that the matter be returned to the City Council and further moved that it be received and filed, seconded by Councilor Watson-Felt. The motion passed unanimously.
On the motion of C. McCarthy the meeting adjourned at 8:19 P.M.
Patricia Moselo

(Chairperson)





- Belonging: We believe all members of our community are valued and that our relationships are built on empathy and respect.
- Equity: We believe in promoting social justice to ensure an Inclusive school community where all members are empowered and engaged.
- · Opportunity: We believe all students should receive a personalized experience to achieve academic success, find joy in their learning, and have multiple choices for their post-secondary plans.

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Grounding in our Equity Statement

Equity is a core value within the Salem Public Schools. We support each student's unique path to achieving high standards regardless of ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression. Valuing equity means that we:

- hat we:

 Reflect and embrace the greater diversity of our students and families.

 Recognize that systems of oppression marginalize some populations and suppress some voices.

 Bear a collective responsibility to recognize, interrupt, and transform educational inequities.

 Champion access and inclusion for all students/familics/staff.

 Allocate resources so that the students/families/staff who need the most get the most work to be an anti-rabit and culturally responsive community.

 Create a more just and equitable world for all our students.

The purpose of our strategio work must be to identify and disrupt systemic inequities and to improve for every student.

Strategic Priorities and Initiatives: Each priority has three initiatives each that turn ideas into action



1. The best educators & leaders



2. Academic excellence for all



3. Support Systems for **SEL & Families**



Strategic & Accountable Plans

	1A. Bulid a diverse workforce	18. Cultivate culturally 8 linguistically responsive teaching	1C. Empower leaders as the unit of change	
	2A. Expand high- quality Pre-K	2B. Develop independent learners	20. Shared, equity-driven vision for high achool	
	ZA. Empower all students	38. Engage families as partners	3C. Align atructures for SEL supports	
1	4A. Strategic resource allocation	45. Strong systems of accountability	40. Effective deta systems	

The Best Educators and Leaders

- Diversification of workforce
- Cultivate culturally and linguistically responsive teaching
- Empower leaders as the unit of change



Academic Excellence

- · Expand high quality Pre-K/Early Childhood experiences
- · Develop independent learners
- Equity-driven vision for high school- engagement and college and career preparation



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Engage Students and Families

- · Empower students
- · Provide stronger social, emotional and mental health for students
- Engage families as partners



Strategic and Accountable Planning

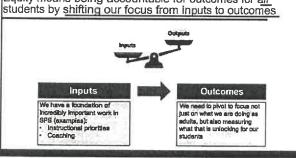
- Strategic resource allocation
- Systems of monitoring and accountability
- · Effective data systems



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Equity means being accountable for outcomes for all



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District Metrics: Our North Star

- Increase the percent of educators and staff who represent the racial, ethnic and linguistic diversity of students from 6% to 9% for teachers and from 11% to 15% for all staff
- Increase the number of 3-4 year-olds in high quality PreK seats across the Salem Public Schools from 87 students (2019-20) to 185 students
- Decrease student chronic absenteeism from 25.1% of students (2018-19) to
- Reduce the disproportionality of suspensions and days of suspension by subgroup as compared to the district average by 50%
- Increase the percent of students who report that they learn about, discuss and confront issues of race, ethnicity and culture in school (as measured by the annual Penorems survey) from 43% favorability to 5% favorability (grades 3-5) and from 38% favorability to 50% favorability (grades 6-12)

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District Metrics: Our North Star (continued)

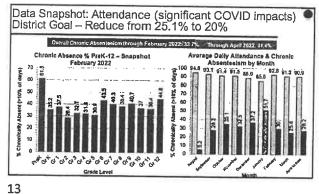
- · Increase the percent of Salem residents who attend the Salem Public Schools from 76% to 80%

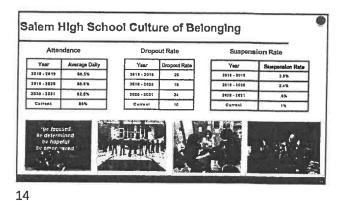
 • Accelerate high school outcomes:
 o increase the percent of students who graduate in 4 years from 80.5% (2018-19)
- to 85%
- colorease the percent of students who dropout on an annual basis from 4.5% (2018-19) to 3.7% o Increase the percent of students accessing advanced coursework from 44.4%

- o increase the percent of students accessing advanced coursework from 44.4% (2018-19) to 60% Improve overall performance as measured by MCAS: o Increase Grade 3-8 ELA growth from 49.3 (2018-19) to 52 o Increase Grade 10 ELA growth from 41.5 (2018-19) to 48 o Increase Grade 3-8 math growth from 49.1 (2018-19) to 52 o Increase Grade 10 math growth from 33.4 (2018-19) to 40 o Increase the % of schools who meet 75% of their accountability targets or more from 14% (2018-19) to 42% of SPS schools

Progress Monitoring Plan for more significent changes: Assess existing resources to determine how to best improve by reallocating people, time, technology, & dollars Sudget priorities!

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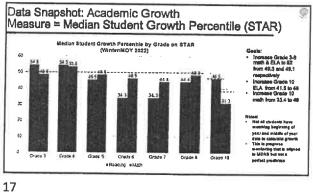


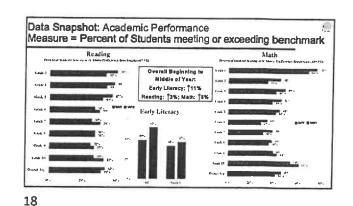
Salem High School Culture of Belonging Vocational Retention 2010 - 2010 00% 77%

Data Snapshot: Racial Equity
District Goal – Grades 3-5: 43 > 55% favorable; 6-12: 38 > 50% Panorama Survey: % Favorable on "Climate & Culture" Questions ■Spring 2021 ■Fall 2021 60% 40% 35 10% 013 Grades 6-12 680 1,085

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Culture of Academic and Career Excellence

Advanced Coursework* Enrollment

Year Number of Students in A.C. % of 11th and 12th Graders in A.C. 2016-2019 199 43.4% 8019-2020 213 47% 2026-2021 172 42.5% Current 101 65%

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Year	Number of Students in E.C.
2018 - 2919	45
2019 - 2029	67
2020 - 2021	58
Corrent	112

"Advances Conferon" - Protestage of all statests entitled in 11° and 12° grade that sumplete at least one envenced ocurse, installing but not lenhast to Advance Places and (AP), bloomatical is acculatores (II). Project Lead the Way (IV. IV.), deal entitlement careful. Chapter 74-approved workfoll high buffer stempter contention effects are present and articulation appearant courses, and other DEET according injuries accurses.

Reflections

- Working to make progress more transparent
- We need to rethink how we define success
- There is an urgency to innovate school needs to look differently moving forward (particularly at the middle school level)
- We must surface the voices of traditionally marginalized students, staff and families
- · Social/emotional supports cannot be divorced from the instructional experience

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