Salem
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School Committee Meeting Materials

Salem Public Schools
Regular School Committee Meeting

December 7, 2015
7:30 pm

Ms. Deborah Amaral
Mr. Nate Bryant
Ms. Rachel Hunt

Mr. James M. Fleming
Mr. Patrick Schultz
Dr. Brendan Walsh

Mayor Kimberley Driscoll, Chair

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

December 3, 2015

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting on Monday, December 7, 2015 at 7:30 p.m.** The meeting will be held in the **School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.**

REGULAR MEETING AGENDA
Monday, December 7, 2015

I.   **Call of Meeting to Order**

II.   **Approval of the Agenda**

III.   **Approval of Minutes**
   a. Deliberation on the approval of the Minutes of the November 16, 2015 Committee of the Whole School Committee Meeting
   b. Deliberation on the minutes of the November 16, Regular School Committee Meeting

IV.   **Questions and Comments from the Audience**

V.   **Action Items**

   a. Deliberation on the approval of participation at School Committee Meetings by Remote Participation (Tabled 11/16/15)

   b. Deliberation on the approval of the **First Reading** of the recommended revisions to the following policies by the Policy Subcommittee

       5711 Wellness Policy
       5711:02 – Nutrition
       5711.03 – Physical Activity
       5711.04 – Social Emotional Health
       5203 - Academic Program (Title Change from Curriculum)
       5208 – Homework Policy

   c. Deliberation on the approval of the **Second** Reading of the recommendations of the Policy Subcommittee for the following policies in the 5000 Section of the Policy Manual

       5223 Student Advisory Committee
       5400 Student Conduct
       5405 Interrogations and Searches
       5406 Demonstrations and Strikes
       5411 Student Dress
       5805 Use of Hand Held Devices – Name Change

d. Deliberation on the approval of the **Third** Reading of the recommendations of the Policy Subcommittee for the following policies in the 5000 Section of the Policy Manual

5601 Out of State Travel
5802 Bicycles – Title Change to Alternative Transportation
5803 Student Parking
5807 Athletics and Student Activities Fees

e. Deliberation on the approval of the Invitation for the Salem High School JJROTC Unit to present the colors at the National School Board Association Delegate Assembly on April 8, 2016 at the Westin Boston Waterfront Hotel

VI. **Superintendent Report** – **Ms. Margarita Ruiz**
Review and Approval of the Superintendent's Goals
Update on Innovation Planning – New Liberty Charter School

a. Deliberation on the approval of the Superintendent's Goals for 2015-16

VII. **Presentations and Reports**
Report on Standards Based Grading – Kate Carbone
Curriculum Update: Science –Kate Carbone
Teachers Cabinet – White Papers Discussion

VIII. **Finance Report** – **Mr. Philip Littlehale, Business Manager**

a. **Approval of Warrants**
November 19, 2015 in the amount of $165,901.34
November 25, 2015 in the amount of $248,919.83
December 3, 2015 in the amount of 215,393.54

b. **Budget Transfer Requests**

IX. **Sub Committee Reports**

Buildings and Grounds Subcommittee   Policy Subcommittee Finance
Subcommittee   Curriculum Subcommittee
Personnel Subcommittee   Committee of the Whole Report

X. **School Committee Concerns and Resolutions**

XI Next Regular School Committee Meeting – Monday, December 21, 2015

XII. Questions and Comments from the Audience regarding the December 7, 2015 agenda

XIII. Adjourn to Executive Session for the purpose of discussing collective bargaining strategies

Respectfully submitted by:

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Eileen M. Sacco, Secretary to the
Salem School Committee

Salem School Committee
Meeting Minutes
Tuesday, November 16, 2015

A regular meeting of the Salem School Committee was held on Monday, November 16, 2015 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Mayor Kimberley Driscoll, Ms. Deborah Amaral, Mr. Nate Bryant, Ms. Rachel Hunt, Mr. Patrick Schultz, and Dr. Brendan Walsh

Members Absent: Mr. James Fleming

Others Present: Ms. Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Margaret Marotta, Assistant Superintendent, Philip Littlehale, School Business Manager, Dr. Jill Conrad, Director of Operations Strategy and Eileen Sacco, Secretary.

Call to Order

Mayor Driscoll called the Regular Meeting of the Salem School Committee to order at 7:30 p.m.

Approval of the Agenda

Mr. Bryant moved to approve the agenda as presented. Ms. Hunt seconded the motion. The motion carried.

Approval of Minutes

The minutes of the Regular School Committee meeting held on November 2, 2015 were presented for approval.

Mr. Bryant moved approval. Dr. Walsh seconded the motion. The motion carried.

Dr. Walsh called for a moment of Silence in memory of those affected by the tragedy in Paris.

Questions and Comments from the Audience – change this

Fuzzy addressed the School Committee and expressed his concern that tragedy happens all over the world and we should be recognizing all of them not just a few of them.

Action Items

a. Deliberation on the approval of the Saltonstall School 5/6th grade trip to New York City, June 13-15, 2016

    Dr. Walsh moved approval. Ms. Hunt seconded the motion. The motion carried.

b. Deliberation on the approval of the Nathaniel Bowditch Farm School Field Trip in Athol Ma, February 29-March 2, 2015

    Mr. Bryant moved approval. Ms. Hunt seconded the motion. The motion carried.

c. Deliberation on the approval of the Salem High School Drama Department Trip to London April 14-20, 2016

    Mr. Bryant moved approval. Dr. Walsh seconded the motion. The motion carried.

d. Deliberation on the approval of participation at School Committee Meetings by Remote Participation

    Dr. Walsh moved that the matter be tabled for further information regarding what was enacted by the City Council. Ms. Hunt seconded the motion. The motion carried.

e. Deliberation on the approval of the First Reading of the recommendations of the Policy Subcommittee for the following policies in the 5000 Section of the Policy Manual

    5223 Student Advisory Committee (Tabled November 2, 2015)
    5400 Student Conduct (Tabled October 19, 2015)
    5405 Interrogations and Searches
    5406 Demonstrations and Strikes
    5411 Student Dress
    5805 Use of Hand Held Devices – Name Change

    Ms. Hunt noted that the first two policies listed were tabled and suggested that the School Committee takes up the others first.

    Ms. Hunt also explained that the Policy Subcommittee in reviewing the student dress policy wanted to give each school the ability to set their own guidelines for student dress.

    Ms. Hunt moved to approve the recommendation of the Policy Subcommittee on the first reading of the policies 5405 Interrogations and Searches, 5406 Demonstrations and Strikes, 5411 Student Dress, and 5805 Use of Hand Held Devices. Dr. Walsh seconded the motion. The motion carried.

    Dr. Walsh moved to take the matter of policy 5223 Student Advisory Council off the table. Ms. Hunt seconded the motion. The motion carried.

    Mr. Bryant moved to approve the first reading of the policy 5223 Student Advisory Council. Ms. Hunt seconded the motion. The motion carried.

    Dr. Walsh moved to take the matter of policy 5411 Student Dress off the table. Mr. Bryant seconded the motion. The motion carried.

    Mr. Bryant moved to approve the first reading of the policy 5411 Student Dress. Ms. Hunt seconded the motion. The motion carried.

f. Deliberation on the approval of the **Second** Reading of the recommendations of the Policy Subcommittee for the following policies in the 5000 Section of the Policy Manual

    5601 Out of State Travel
    5802 Bicycles
    5803 Student Parking
    5807 Athletics and Student Activities Fees

    Ms. Hunt reported that there are no suggested changes to the policies submitted for second reading.

    Dr. Walsh suggested that the Bicycle Policy title be changed to Alternative Transportation.

    Dr. Walsh moved approval of the policies recommended for second reading as presented. Ms. Hunt seconded the motion. The motion carried.

g. Deliberation on the approval of the **Third** reading of the recommended revision to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual

5204 Grading and Reports on Academic Progress (Tabled 11/2/15) Name change
5402 Tobacco Use Policy
5403 Alcohol Use by Students Policy
5404 Drug Use Policy (Formerly Drug Abuse Policy)
5409 School Bus Conduct

Ms. Hunt moved to remove policy 5204 Grading and Reports on Academic Progress from the table. Dr. Walsh seconded the motion. The motion carried.

Ms. Hunt moved to approve the third reading of policy 5204 Grading and Reports on Academic Progress. Dr. Walsh seconded the motion. The motion carried.

Superintendent's Report

Superintendent Ruiz reported that there will be a presentation this evening on the Salem Public Schools MCAS Assessments. She also reported that there will be a presentation tonight from Salem High School Principal David Angeramo on the results on Advanced Placement (AP) Classes, SAT and ACT Scores and the Drop Out Rate.

Ms. Ruiz reported that the Central Office Team has completed drafting School Improvement Plans. She noted that they are aligned with the Accelerated Improvement Plan for the Salem Public Schools using the strategic initiatives that are outlined in the AIP to support individual students needs.

Ms. Ruiz reported that she met this evening with the Committee of the Whole School Committee to review the draft of her goals for the 2015-16 school year and she will be making a presentation on them at a future meeting.

Ms. Ruiz reported that the district is working on updating our Student Information Systems. She explained that our current system IPass needs to be updated per the Department of Education. She explained that a Request for Proposals was issued and 5 proposals were received. She explained that staff are in the process of reviewing the presentations.

Ms. Ruiz stated that she would like to take this opportunity to wish all of our students and staff and their families a nice and peaceful Thanksgiving Holiday

Presentations and Reports

Presentation on Salem High School Advanced Placement (AP) Results, SAT and ACT Results

Salem High School Principal David Angeramo made a presentation on Advanced Placement and SAT Scores to the School Committee. This presentation is included in the School Committee Meeting materials for this meeting and are available at www.salemk12.org.

Finance Report

Approval of Warrants

November 5, 2015 in the amount of $441,241.77
November 12, 2015 in the amount of $259,463.19

Dr. Walsh moved approval of the warrants in the amounts indicated. Ms. Hunt seconded the motion. The motion carried.

Budget Transfer Requests

FY16 Budget Transfer Request #9 – Collins Middle School

Mr. Littlehale reported that Collins Middle School Principal Glenn Burns is requesting a transfer of $5,000 from Personnel Line Athletics to Non Personnel Athletics Contracted Services. The transfer is requested to move funds to the appropriate line for the needed expenses. He recommended approval of the transfer.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
11/5/2015	From	13450920	5116	Athletics	(5,000)
11/5/2015	To	13450921	5860	Equipment	5,000

Mr. Bryant moved approval of Budget Transfer FY6-9 as presented. Ms. Hunt

Subcommittee Reports

There were no subcommittee reports this evening.

School Committee Concerns and Resolutions

Mr. Bryant stated that he would like to schedule a Committee of the Whole Meeting prior to the next School Committee meeting to discuss the heating situation at Salem High School. Mayor Driscoll suggested Monday, November 30, 2015 as a date noting that there is no regular meeting that night. Members agreed. The meeting will be at 7:00 p.m. in the School Committee Chambers on November 30, 2015.

Ms. Hunt reported that the December meeting of the District Advisory Council will be held on Monday, December 7, 2015 at 6:00 p.m. before the regular School Committee meeting.

Questions and Comments from the Audience Regarding the November 16, 2015 Agenda

There were no questions or comments from the audience.

Adjournment

There being no further business to come before the School Committee this evening, Mr. Bryant moved that the School Committee adjourn the meeting. Dr. Walsh seconded the motion. The motion carried.

The meeting adjourned at 8:45 p.m.

Respectfully submitted by:

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Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials and Reports
Minutes of Regular School Committee Meeting November 16, 2015
School Committee Agenda November 16, 2015
Budget Transfer Request #FY16-9
Presentation on Advanced Placement Results and SAT and ACT Test Scores
Policies Reviewed:
5223 Student Advisory Council
5400 Student Conduct
5405 Interrogations and Searches
5406 Demonstrations and Strikes
5411 Student Dress
5805 Use of Hand Held Devices
5601 Out of State Travel
5802 Bicycles
5803 Student Parking
5807 Athletics and Student Activities Fees
5402 Tobacco Use Policy (Formerly Tobacco Free Schools Policy)
5403 Alcohol Use by Students Policy
5404 Drug Use Policy (Formerly Drug Abuse Policy)
5409 School Bus Conduct

A meeting of the Salem School Committee of the Whole was held on Monday, November 16, 2015 at 6:00 p.m. The meeting was held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Ms. Rachel Hunt, Mr. Nate Bryant, Deborah Amaral, Mr. James Fleming, Ms. Rachel Hunt, Mr. Patrick Schultz, and Dr. Brendan Walsh

Members Absent: Mr. James Fleming

Others Present:, Superintendent Margarita Ruiz, Ms. Kate Carbone, Assistant Superintendent, Ms. Margaret Marotta, Assistant Superintendent , Eileen Sacco, Secretary

Call to Order

Ms. Hunt called the Meeting of the Committee of the Whole to order at 6:30 p.m.

Review of Superintendent's Goals fro 2015-16

Ms. Hunt reported that she met with Superintendent Ruiz to define responsibilities and what needs to be done regarding the Superintendent's Evaluation process. She reported that Superintendent Ruiz has drafted her goals which are aligned to the Accelerated Improvement Plan for the district.

Ms. Hunt called on Ms. Ruiz to explain her goals and noted that the School Committee needs to determine next steps and suggested that the School Committee schedule another meeting to determine the process.

Superintendent Margarita Ruiz addressed the School Committee and made a presentation on her goals for the 2015-16 School Year. She reviewed her goals as follows:

Section I – Self-Assessment

Brief Data Overview

The 2015 MCAS data shows evidence that Salem Public Schools is improving student performance in Math and ELA. The 2015 Composite Performance Index (CPI, considered a measure of proficiency, for ELA (77.9) and in Math (71.8) has been the highest in the past four years. However, our district is performing lower than state performance rates in all subject areas. The percent of students in the Needs Improvement category in ELA, Math and Science in SPS has remained stagnant from 2011 to 2015:

ELA – 30% to 33%
Math – 20% to 30%

Science – 40% to 42%

In terms of the achievement of subgroups, both students with disabilities and English language learners have shown growth in both CPI and SGP data. However, the district has a considerable achievement gap in CPI for both students with disabilities (ELA 56.5) (Math 47.2) and English language learners (ELS 51.8) (Math 47.9).

When considering Student Growth Percentiles (SGP), our district is at the 50th percentile in ELA and at the 53rd percentile in Math. This places the growth percentiles in Salem Public Schools on track according to the state recommendations for adequate growth in a given year (50+). However, when the SPS subgroup growth data is analyzed, we see that we have a growth achievement gap with our students with disabilities (ELA 44) (Math 49). English language learners' growth is currently surpassing the district percentiles (ELA 54) (Math 54).

Given that the district growth percentile is lower in ELA than in math, I have selected to focus on increasing performance in ELA as the focus for my evaluation as a superintendent. However, I am proposing the strategic objectives in our AIP to be adopted by School Committee as the priority goals for our district in order to address all subject areas outlined in in the plan.

Standard I – Instructional Leadership

I believe of all 4 standards in the evaluation rubric, this is the one I feel I have a good command of in my practice. This standard relates to ensuring that the superintendent is able to cultivate a shared vision that makes powerful teaching and learning the focus of our work. This standard relates to my ability to support all instructional staff in developing and assessing rigorous instruction; that I ensure that our practices in all settings reflect high expectations regarding content and quality of work; and that all instruction is made accessible to all learners in our district. My vast experience as a teacher, coach, principal and area superintendent has afforded me with a strong content knowledge on what effective instruction should look like from both the school and systemic levels. I also understand what it takes to build the capacity of our teachers and school leaders to develop and implement rigorous instruction, which is accessible to all learners. This is an area of great need in Salem that I strongly believe I can make significant contributions to. I am confident that I can leverage the SPS team in the development of instructional rigor and accessibility of content for our ELLs and students with disabilities in our district.

Standard II - Management & Operations

This standard refers to the superintendent's ability to leverage resources and central office functions to provide an effective, efficient and safe learning environment for all students. This standard relates to how the superintendent leverages Human Resources and Fiscal systems to ensure that schools have proper staffing, curriculum and scheduling. Standards II also addresses the superintendent's ability to support the students' safety, health and social emotional needs by developing systems and procedures as well as to ensure compliance with all state and federal laws.

During the many years of having worked in a large urban district, I was able to understand how effective operational functions in district can and should support teaching and learning in our schools. In order for Salem Public Schools to be considered a high performing district, the several key operational functions need to be improved and revamped: Human Resources, Transportation and the Parent Information Center. I feel confident in my ability to leverage my team to revamp not only these specific functions by the overall approach to our systems and structures.

One area of growth for me in this standard relates to laws and policies that are specific to the city of Salem. I will be making sure this year that I learn the policies and laws that relate to our city as well as any state laws I may not be familiar with.

Standard III - Family and Community Engagement

This standard relates to the superintendent's ability to develop and sustain effective partnerships with families, community organizations and other stakeholders. This is another area that I am finding out is a great strength, but also a major need in Salem. One of the major assets that people have identified of our district and city during my entry forums is the commitment of the community to support our schools. The district has many partnerships and many more local organizations that would like to have deeper bonds with the district. An area of growth for me would be in learning more about the many organizations and resources that we have here in Salem and in the North Shore that could be of support to the work of improving our schools.

In terms of parent engagement, this is a great need in Salem that has been frequently called out in my entry forums by teachers, parents and community members. I was fortunate to have worked in a district that has an effective parent engagement function with great strategies to support parents as partners in the academic work of our schools. I am looking forward to working with our parents and stakeholders to develop an engagement strategy that is aligned and effective to the Salem context. This will be my area of growth that I hope School Committee and our SPS teams will support as I move forward with crafting our family and community engagement strategy.

Standard IV – Professional Culture

This standard related to the superintendent's ability to foster and sustain a culture of high expectations, reflective practice and continuous learning for all staff. This is another standard that I feel reflects very strongly in my practice. From the values that I have shared are guiding my practice as an educator, to the very ambitious goals that I have set on our AIP, I have focused on establishing a culture of trust, transparency and a commitment to establishing Salem Public Schools as an organization that affords learning at all levels. I am looking forward to engaging with all stakeholders in Salem, and primarily with all members of School Committee, in establishing a strong vision for the Salem Public Schools graduates, which will allow them to succeed in postsecondary education and become responsible citizens and global contributors. I feel strong in my ability to engage everyone in Salem to this end.

Section II – Student Learning Goal

ELA: Students will make 1 year's growth or will reach grade level benchmark in ELA.

All of the action steps that I have outlined as part of my Student Learning Goal are taken right out of the AIP.

Key Actions

Refine data inquiry cycles at every school to include ELL and SWD populations' analysis, action planning, and progress monitoring.

Provide PD for teachers on student level data analysis and action planning in order to create focused differentiation during tier one instruction.

Provide PD on text complexity and close reading strategies for leaders and teachers

Use CPT to build teacher capacity to utilize standards-based instructional materials. For example: Calkins reading and writing units

Instructional coaches will support teachers in strengthening instructional practice through, planning, demo lessons, and non-evaluative observation and feedback

Provide a three-part PD series on Supporting Language Acquisition for all teachers and leaders to meet the needs of ELL students

Benchmarks:

100% of students K-5 will make one or more years' worth of growth on the BAS, measured in October, February, and June.

100% of 6th-8th grade students make one or more years' worth of growth on the ELA iReady measure, measured in October, February, and June.

100% of high school students will reach grade level benchmarks on district ELA Galileo measure(s), measured in October, February, and June.

Section II – Student Learning Goal

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All of the action steps that I have outlined as part of my Student Learning Goal are taken right out of the AIP.

Key Actions

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Provide a three-part PD series on Supporting Language Acquisition for all teachers and leaders to meet the needs of ELL students

Benchmarks:

100% of students K-5 will make one or more years' worth of growth on the BAS, measured in October, February, and June.

100% of 6th-8th grade students make one or more years' worth of growth on the ELA iReady measure, measured in October, February, and June.

100% of high school students will reach grade level benchmarks on district ELA Galileo measure(s), measured in October, February, and June.

Ms. Ruiz noted that our district improvement goals are captured in our Accelerated Improvement Plan objectives and initiatives and the three objectives and the three initiatives that will be driving the work in each objective will be the blueprint that we will follow this year to improve teaching and learning in Salem Public Schools. Ms. Ruiz reviewed the Strategic Objectives as follows:

Strategic Objective #1: Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district

Strategic Objective 2: Increase instructional rigor in all classrooms across the district

Strategic Objective 3: Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning.

Accelerated Improvement Plan Benchmarks: Educator & Student Benchmarks

Educator Outcomes

100% of classroom visits reflect instruction that aligns to Common Core "Look Fors" through Instructional Rounds

- By December 1st, at least 60% of classroom visits reflect instruction that aligns to Common Core "Look Fors" through Instructional Rounds.
- By February 1st, at least 75% of classroom visits reflect instruction that aligns to Common Core "Look Fors" through Instructional Rounds.
- By June 1st, 100% of classroom visits reflect instruction that aligns to Common Core "Look Fors" through Instructional Rounds.

100% of principals show evidence of focused feedback given to teachers about improving access to content, in monthly principal coaching sessions

- By December 1st, at least 75% of principals show evidence of focused feedback given to teachers about improving access to content, in monthly principal coaching sessions.
- By February 1st, at least 85% of principals show evidence of focused feedback given to teachers about improving access to content, in monthly principal coaching sessions.
- By June 1st, 100% of principals show evidence of focused feedback given to teachers about improving access to content, in monthly principal coaching sessions.

100% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model, as evidenced by district monitoring visits

- By December 1st, at least 50% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model, as evidenced by district monitoring visits.
- By February 1st, at least 75% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model, as evidenced by district monitoring visits.
- By June 1st, 100% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model, as evidenced by district monitoring visits.

Student Outcomes

100% of students K-5 will make one or more years' worth of growth on the BAS, measured in October, February, and June.

- Students on grade level will make at least one year's worth of growth on BAS.
- Students below grade level will make more than one year's worth of growth on BAS.

100% of 6th-8th grade students make one or more years' worth of growth on the ELA iReady measure, measured in October, February, and June.

- Students on grade level will make at least one year's worth of growth on ELA iReady measure.

- Students below grade level will make more than one year's worth of growth on ELA iReady measure.

100% of high school students will reach grade level benchmarks on district ELA & math Galileo measure(s), measured in October, February, and June.

- Students on grade level will make at least one year's worth of growth on district ELA & math Galileo measure(s).

Dr. Walsh noted that the goals indicated 100% improvement and states that he would prefer to see something that is attainable. He notes that 100% is virtually unattainable and the Superintendent may not have control over some things. He suggested that he would recommend language that indicates that enough work has been done to for students to make some progress.

Ms. Ruiz noted that her professional practice goals are adopted from the Superintendent's Mentoring Program and are written into her entry plan as well.

Ms. Hunt suggested that she would work with Ms. Ruiz on her goals and the School Committee will have a presentation on them at the next meeting.

Adjournment

There being no further questions or comments this evening, Ms. Amaral moved that the School Committee rise and report at this time. Dr. Walsh seconded the motion. The motion carried.

The meeting was adjourned at 7:30 p.m.

Respectfully submitted by:

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Eileen M. Sacco, Secretary
Salem School Committee

STUDENTS AND INSTRUCTION _____ 5000

HEALTH AND SAFETY _____ 5700

WELLNESS _____ 5711

The Salem Public School District is committed to having in place a comprehensive plan for the health and well-being of its students and establishing and supporting the means to achieve it. To that end, the Superintendent shall maintain a School Wellness Advisory Committee (hereafter referred to as the Wellness Committee) for the District.

This committee's members shall include school health, nutrition, physical activity, and counseling staff as well as individuals representing appropriate community youth agencies, parents, and the School Committee. One member of the Wellness Committee shall serve as the liaison between the Wellness Committee and the Superintendent and shall ensure that the committee meets regularly and is actively functioning.

The Wellness Committee shall have as its overall charge, the development of a long-term and permanent program that promotes nutritional, physical and social and mental health in the Salem Public Schools and that actively seeks grants to further these objectives.

The Wellness Committee shall meet at least four times a year and keep minutes and produce reports, one of which will present specific accomplishments to the Superintendent and the School Committee on an annual basis. The Wellness Committee shall establish subcommittees to develop appropriate goals and procedures in each of the three component areas of this policy. These annual goals shall be established to contribute to and gradually implement a long-term, comprehensive Wellness Program for the Salem Public Schools.

Each year's goals shall be subject to approval by the Superintendent and presented to the School Committee in a public meeting. An end-of-year report shall include progress toward these goals and the long-term program and objectives. Annual goals and the evolving Wellness Program, consisting of specific activities and regulations for the district, will be included in the student and staff handbooks and presented to the Superintenden and to the School Committee in a public forum.

Approved: January 7, 2013

References: M.G.L. c. 111, §233, 105 CMR 215.00

First Reading of Revision: December 7, 2015

STUDENTS AND INSTRUCTION _____ 5000

HEALTH AND SAFETY _____

NUTRITION _____

The Salem Public School District is committed to providing a school environment that promotes and protects student physical, nutritional and emotional health. To that end, the District shall promote healthier nutritional practices in the Salem Public Schools.

Administrators of the District shall ensure that food and beverages sold or provided to students in the Salem schools or at school-sponsored events meet U.S. Dietary Guidelines for Americans, Healthy Hunger Free Kids Act, and Massachusetts School Nutrition Standards; this includes all food and beverages sold in vending machines.

All building principals and those purchasing and serving food to students shall be familiar with Massachusetts' standards for competitive foods in public schools, that were effective on August 1, 2012. They shall also receive ongoing professional development on healthy foods. This policy applies to competitive foods and beverages provided or sold on school grounds during the school day.

The School Wellness Advisory Committee shall, through a Nutrition Subcommittee, each year set at least one measurable goal related to nutrition. The Wellness Committee shall evaluate its success with this goal at the end of the academic year, based on benchmarks established at the beginning of the school year, and subject to approval by Superintendent.

Each year's goal shall support an overall improved Nutrition Program in the Salem Public Schools, as developed and implemented by the Wellness Committee and District Administrators in compliance with state and federal regulation. The specific annual goals, activities, and outcomes in Nutrition shall be detailed in the Wellness Committee's annual report to the Superintendent and School Committee.

105 CMR 225: Nutrition Standards for Competitive Foods and Beverages in Public Schools Approved: 7 January 2013

First Reading: December 7, 2015

STUDENTS AND INSTRUCTION _____5000

HEALTH AND SAFETY _____5700

PHYSICAL ACTIVITY _____5711.03

The Salem Public School District is committed to providing a school environment that promotes and protects student nutritional, physical and social and emotional health. To that end, the District shall promote increased and health-related exercise and physical activity in the Salem Public Schools.

Administrators of the District shall take steps to ensure that all students have opportunity to exercise and engage in physical activity during the school day.

The School Wellness Advisory Committee shall, through an Exercise/Physical Activity Subcommittee, each year set at least one measurable goal related to improved and effective exercise and physical activity. The Wellness Committee shall evaluate its success with this goal at the end of the academic year, based on benchmarks established at the beginning of the school year, and approved then by the Superintendent.

Each year's goal shall build toward an improved overall Physical Activity Program in the Salem Public Schools, as developed and implemented by the Wellness Committee and District Administrators. The specific annual goals, activities, and outcomes in Physical Activity shall be detailed in the Wellness Committee's annual report to the Superintendent and School Committee.

Approved: 7 January 2013

First Reading of Revision: December 7, 2015

STUDENTS AND INSTRUCTION_____ 5000

HEALTH AND SAFETY _____ 5700

SOCIAL AND EMOTIONAL HEALTH _____ 5711.04

The Salem Public School District is committed to providing a school environment that promotes and protects student nutritional, physical and social and emotional health. To that end, the District shall support services and activities that positively impact aspects of the school environment affecting the social and emotional needs of all students in the Salem Public Schools.

Administrators of the District take steps to ensure that students have access to activities, services and opportunities that promote their social and emotional health. The School Wellness Advisory Committee shall, through a Social & Emotional Health and Well-being Subcommittee, each year set at least one measurable goal related to improved and effective activities and services promoting social and emotional health.

The Wellness Committee shall evaluate its success with this goal at the end of the academic year, based on benchmarks established at the beginning of the school year, and approved then by the Superintendent. Each year's goal shall build toward an overall Social and Emotional Health and Well-Being Program in the Salem Public Schools, as developed and implemented by the Wellness Committee and District Administrators. The specific annual goals, activities, and outcomes in Social and Emotional Health shall be detailed in the Wellness Committee's annual report to the Superintendent and School Committee.

Approved: 7 January 2013

First Reading of Revision: December 7, 2015

Salem Public Schools 12/2/2015 3:05 PM
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Rachel Hunt 12/2/2015 10:49 AM
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STUDENTS AND INSTRUCTION **5000**

<u>INSTRUCTIONAL PROGRAM</u> 5200

Academic Program (Formerly Curriclum) 5203

The superintendent of schools or his/her designee/s shall be responsible for the development, implementation, evaluation, and improvement of the academic program for the district.

Public presentations will be made regularly to the School Committee regarding the academic program and any major changes to the program will be presented to the School Committee for approval.

Title Change from Curriculum to Academic Program
First Reading of Revision: December 7, 2015

STUDENTS AND INSTRUCTION   **5000**

INSTRUCTIONAL PROGRAM   5200

HOMEWORK   5208

The School Committee believes in the value of assigning work for students to complete outside of the classroom for the purpose of practicing skills, applying knowledge and expanding understanding. The Superintendent and school leaders will establish specific guidelines and expectations for teachers, families and students to ensure that homework supports student learning.

Legal Reference: MGL 76:5; 76:16 (Chapter 622 of the Acts of 1971)
                 Title VI, Civil Rights Act of 1964
                 Title VII, Civil Rights Act of 1964, as amended by the
                  Equal Employment Opportunity Act of 1972
                 Executive Order 11246, as amended by Executive Order 11375
                 Title IX, Education Amendments of 1972
                 Board of Education, Chapter 622 Regulations Pertaining to Access to
                 E.E.O.,
                  adopted June 24, 1975, amended October 24, 1978

Approved: 1/ 9/06

First Reading of Revision: December 7, 2015

It is the policy of the School Committee that homework assignments shall attempt to remain within the following guidelines for subjects/courses where homework is appropriate:

Grades K- 1   10-30 minutes daily with 15-20 minutes daily reading Grades 2 - 3 30-45 minutes daily with 15-20 minutes daily reading

Grades 4 - 5   30-60 minutes daily with 20-30 minutes daily reading

Grades 6 - 8   60-90 minutes daily with 20-40 minutes daily reading

Grades 9 -12   1 - 2 hours daily with daily reading

EXCEPTIONS

Homework may not be appropriate for all subjects or grade levels for all periods of the year.

Special assignments, such as projects or reports that take more than one night to complete, are exempted from the time limitations provided sufficient notice is given.

Additional study for exams or quizzes is exempted from the time limitations.

At the elementary level, special projects such as encouraging students to read are exempted from the time limitations.

It is understood that the diversity of the student population suggests that some students may need to take a longer or shorter periods of time to complete the assigned homework.

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM 5200

STUDENT ADVISORY COMMITTEE 5223

The School Committee shall meet at least once every other month during the school year with a Student Advisory Committee to consist of at least 5 members composed of students elected by the student body of Salem High School. The leadership of the school shall make every effort to recruit students who are representatives of the diversity of the school to seek election to this body.

The Student Advisory Committee shall elect a chairperson to facilitate its own meetings and to represent the committee as an ex-officio member of the Salem Public Schools School Committee. The Student Advisory Committee chair will participate in regular School Committee members as a non-voting member. S/he will not have the right to attend Executive Sessions of the School Committee.

Legal Reference: MGL 71:38M

First Reading: November 16, 2015
Second Reading: December 7, 2015

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STUDENTS AND INSTRUCTION 5000

STUDENT CONDUCT 5400

All schools will prepare and distribute a student handbook that includes the mission and vision of the school as well as expectations for conduct and general procedures. School handbooks will be developed by school leaders, in consultation with School Councils, and approved by the Superintendent. School leaders and councils will review handbooks annually to consider changes and to ensure compliance with School Committee policy, state and federal laws.

Legal Reference: MGL 71:37H

Tabled: November 2, 2015

First Reading: November 16, 2015
Second Reading: December 7, 2015

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT 5400

INTERROGATIONS AND SEARCHES 5405

The right to interrogate students, inspect school lockers, desks and other school property or items brought onto school premises is inherent in the authority granted to administrators. This authority may be exercised as needed in the interest of safeguarding children and school property. Personal searches or interrogation of students shall be based upon reasonable suspicion of wrongdoing and conducted in accordance with pertinent laws.

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore: 1. When law enforcement officials find it necessary to question 36 students during the school day or periods of extra-curricular activities, the Principal or designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation. 2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as p

If appropriate.

Approved: 1/ 9/06

First Reading: November 16, 2015
Second Reading: December 7, 2015

STUDENTS AND INSTRUCTION   **5000**

STUDENT CONDUCT   5400

STUDENT DEMONSTRATONS AND STRIKES   5406

Any student who willingly takes part in an unauthorized assembly, sit-in, protest meeting, etc., which is disruptive of the educational process, shall be subject to disciplinary action up to and including suspension.

First Reading: November 16, 2015

Second Reading: December 7, 2015

STUDENTS AND INSTRUCTION   5000
STUDENT CONDUCT   5400
STUDENT DRESS   5411

The Salem Public Schools believe that student dress should not distract from the learning process and should be congruent with the district's health and safety requirements. Each school will be responsible for establishing an acceptable dress code or school uniform. Decisions regarding an acceptable dress code will be made by the respective school leadership team in consult with the superintendent.

First Reading: November 16, 2015

Second Reading: December 7, 2015

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Students and Instruction   5000

Miscellaneous Items   5800

Use of Handheld Devices   5805

Handheld devices may be used during school hours to enhance the learning process. Handheld devices include, but are not limited to, mobile phones, tablets, and laptops. Salem Public Schools considers the usage of such devices during school hours as a privilege and not a right. To that end, the rules and regulations on proper use of handheld devices will be the responsibility of the leadership team of the respective school and will be communicated in the student handbook.

First Reading – November 16, 2015

Second Reading – December 7, 2015

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mobile devices are prohibited during school hours. Cellular phones and other electronic devices may be used on school property before and after regular school hours.

Parents may contact their children during regular school hours by calling the main office. The building principal will determine the conditions under which messages will be delivered to students.

For additional information, please refer to the student handbook.

STUDENTS AND INSTRUCTION   5000

 INTERSCHOLASTIC ATHLETICS   5600

OUT-OF-STATE TRAVEL   5601

The superintendent authorizes athletic teams and/or individual athletes to travel out-of-state for the purpose of regularly scheduled contests, scrimmages, or regional events. The athletic director and/or coach are responsible for coordinating such events. The principal must approve all out-of-state travel for athletic purposes.

First Reading: November 2, 2015

Second Reading – November 15, 2015

Third Reading – December 7, 2015

STUDENTS AND INSTRUCTION   5000

HEALTH AND SAFETY   5700

Alternative Transportation to School   (Formerly Bicycle Policy)
5714

If a student rides a bicycle, skateboard, or other alternative forms of transportation to school, he or she should park and lock it securely. The school department does not take responsibility for items that are lost or damaged while on school property. For safety reasons, some schools may prohibit alternative transportation on school property.

For additional information, please refer to the Student Handbook.

First Reading – November 2, 2015

STUDENTS AND INSTRUCTION

5000

MISCELLANEOUS ITEMS

5800

STUDENTS AND INSTRUCTION   5000

MISCELLANEOUS ITEMS   5800

STUDENT PARKING   5801

Licensed students with registered vehicles may park in student parking areas during regular school hours. A parking permit may be required and a fee may be charged for the permit. This fee, if any, will be set by the Salem School Committee and reviewed annually.

For additional information, please refer to the student handbook.

First Reading: November 2, 2015

Second Reading: November 16, 2015

Third Reading : December 7, 2015

HEALTH AND SAFETY

5700

STUDENTS AND INSTRUCTION

5000

STUDENTS AND INSTRUCTION   **5000**

MISCELLANEOUS ITEMS   **5800**

ATHLETICS AND STUDENT ACTIVITIES FEES   **5807**

All students participating in athletics and student activities may be charged a participation fee. Students showing financial hardship, as deemed by the athletic director or student activities director, will be excused from paying these fees or will pay a reduced rate. These fees, if any, will be set by the Salem School Committee and reviewed annually.

First Reading; November 2, 2015
Second Reading: November 16, 2015
Third Reading: December 7, 2015

November 12, 2015

Lt Col Michael Hunter, USMC
MCJROTC Unit
Salem High School
77 Willson Street
Salem, MA 01970

Dear Lt. Col Hunter –

The National School Boards Association (NSBA) will host its 76th Annual Conference and Exposition this year in Boston, Massachusetts. Mr. Glenn Koocher, Executive Director of the Massachusetts Association of School Committees along with Dr. Brendan Walsh, a member of the Salem Public School Committee recommended your JRROTC unit and that we contact you to find out if you would consider an invitation to present colors during the opening of our Delegate Assembly. The Delegate Assembly, is a 150-member body which determines the policy for the organization. The date of this presentation will be Friday, April 8, 2016, at the Westin Boston Waterfront Hotel, located at 425 Summer Street, Boston, MA. Our usual start time for these proceedings is 8:00 a.m., however we will confirm this information via follow-up communication once the agenda has been developed.

The Delegate Assembly is made up of representatives from every state in the Union, and also includes the Virgin Islands. Our delegates certainly will appreciate the discipline, energy, and patriotism that your color guard and chorus will bring to our proceedings.

The National School Boards Association (NSBA) is a not-for-profit organization representing state associations of school boards and their more than 90,000 local school board members throughout the United States. Its mission is "working with and through our state associations, to advocate for equity and excellence in public education through school board leadership." NSBA achieves that mission by representing the school board perspective in working with federal government agencies and national organizations that impact education, and provides vital information and services to state associations of school boards throughout the nation.

In addition to the Delegate Assembly of local school board members who represent their state associations of school boards, NSBA is governed by a 25-member Board of Directors which translates policy and puts it into action. Programs and services are administered by the NSBA Executive Director and staff. NSBA's office is located in metropolitan Washington, D.C.

We certainly hope that you will consider this invitation. I will serve as your point of contact. You can reach me via e-mail at mmaxwell@nsba.org, or (703) 838-6716.

Thank you for your consideration of this request. I look forward to your reply, and hopefully working with you this spring.

Sincerely,

Myra L. Maxwell

Myra L. Maxwell
Administrative Assistant, Member and Leadership Services
National School Boards Association
(703) 838-6716 – office;   E-Mail: mmaxwell@nsba.org

cc: Mr. Glenn Koocher, Executive Director, Massachusetts Association of School Committees
     Mr. David Angeramo, Principal, Salem High School
     Dr. Brendan Walsh, Member, Salem Public School Committee

Salem
Still making history.

Superintendent Evaluation Goals SY 2015-2016

Margarita Ruiz, Superintendent

Salem Public Schools

School Committee Meeting

December 7, 2015

SALEM PUBLIC SCHOOLS

Key Elements of Evaluation Process

School Committee will evaluate the Superintendent using two key elements:

Progress toward Superintendent Goals

+

Superintendent performance on all 4 Standards of Practice on Superintendent Evaluation Rubric

SALEM PUBLIC SCHOOLS

Key Elements of Superintendent Evaluation Process

Superintendent Goals
Student Learning Goal – Student Outcomes
Professional Practice Goal – Superintendent practice that will support the attainment of the Student Learning goal
District Goals - Goals that have been pre-determined for the district (i.e. goals in Accelerated Improvement Plan)
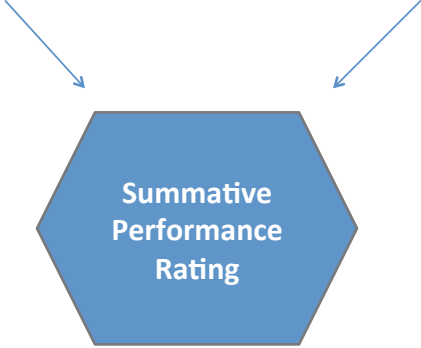
SALEM PUBLIC SCHOOLS

Key Elements of Superintendent Evaluation Process

4 Standards Of Practice in Superintendent Rubric	
Standard I	**Instructional Leadership**
Standard II	**Management & Operations**
Standard III	**Family & Community Engagement**
Standard IV	**Professional Culture**

Four Standards of Practice -- Educator Goals

Summative Performance Rating

Exemplary – Proficient – Needs Improvement -- Unsatisfactory

M. Ruiz Student Learning Goal

Students will make 1 or more year's growth or will reach grade level benchmark in ELA.

Benchmarks (Taken out of the SPS Accelerated Improvement Plan):

100% of students K-5 will make one or more year's worth of growth on the BAS, measured in October, February, and June.

100% of 6th-8th grade students make one or more year's worth of growth on the ELA iReady measure, measured in October, February, and June.

100% of high school students will reach grade level benchmarks on district ELA Galileo measure(s), measured in October, February, and June.

Professional Practice Goal
Effective Entry and Direction Setting

By early spring, the Superintendent will have stakeholders agreement about the district's most critical needs and will set the Superintendent and School Committee up to launch a <u>strategic long term planning process</u> which will:

(a) set a vision for the district

(b) identify key goals and strategies

(c) outline the measures to assess progress

Professional Practice Goal
Effective Entry and Direction Setting

Benchmarks

The three key presentations to School Committee outlined in this goal are completed on schedule as stated in goal (August, December/January and April).

Strategic District Planning Process is adopted by a majority vote of the School Committee members.

Results of spring survey of key stakeholders demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent).

SALEM PUBLIC SCHOOLS

District Improvement Goals - AIP

AIP Objective	Strategic Initiative
Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district.	*Implement rigorous instruction aligned with the rigor and shifts in the MA common core aligned standards*
Increase instructional rigor in all classrooms across the district	*Develop and leverage effective structures at each school and district to drive the academic agenda forward*
Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning	*Meet the needs of all our diverse learners*

SALEM PUBLIC SCHOOLS

District Improvement Goals - AIP

Benchmarks:

100% of students K-5 will make one or more year's worth of growth on the BAS, measured in October, February, and June.

100% of 6th-8th grade students make one or more year's worth of growth on the ELA iReady measure, measured in October, February, and June.

100% of high school students will reach grade level benchmarks on district ELA Galileo measure(s), measured in October, February, and June.

100% of classroom visits reflect instruction that aligns to Common Core

100% of principals show evidence of focused feedback given to teachers about improving access to content

100% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model

Standards-Based Practices Pilot

School Committee Update
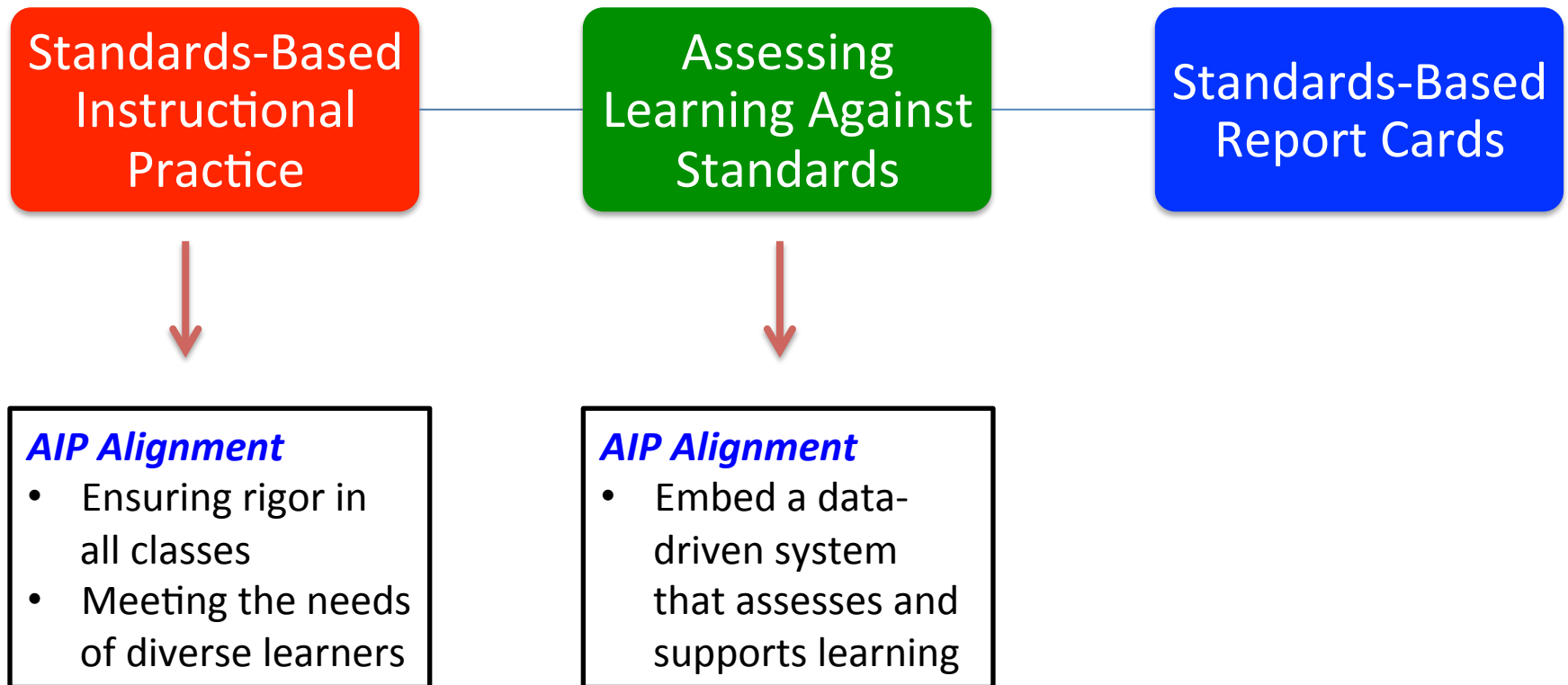
December 7,2015

Objectives

- Update the School Committee on the standards-based grading and reporting initiative

- Provide details on the work of the Vanguard teams

- Layout next steps for the work beyond 2016 school year

Context

- Salem Public School teachers have been teaching to the standards defined in the Massachusetts State Frameworks.

- Much of our professional development has been designed to strengthen teachers' capacity to teach to the standards.

- The district is now investing time and resources to guide teachers in learning **how to measure student progress** against the standards.

Standards-Based Instructional Practice

Standards-Based Instructional Practice	Assessing Learning Against Standards	Standards-Based Report Cards

AIP Alignment
- Ensuring rigor in all classes
- Meeting the needs of diverse learners

AIP Alignment
- Embed a data-driven system that assesses and supports learning

Current Report Card

Key for Performance Skills Indicators

M	Meets Expectations	Demonstrates independence and makes connections regarding this skill
D	Developing	Demonstrates an understanding of this skill, continues gaining knowledge of specific skill
NE	Not Exhibited	Has not yet demonstrated an understanding of this skill
/	Not introduced at this time	

LITERACY DEVE

READING

1. Comprehends literal mear				
2. Applies word analysis and phonics skills				
3. Uses context and/or picture clues to construct meaning				
4. Reads orally with accuracy and expression				
5. Comprehends implied not stated meaning				
6. Understands various story elements				
7. Selects appropriate books for independent reading				
8. Connects reading with experiences				
9. Recognizes various forms of literature				
10. Develops and expands vocabulary				

A Call for Change

✓ To align monitoring of student progress directly to the requirements of the Massachusetts State Frameworks

✓ To more accurately and effectively communicate student progress to parents and students

Pilot Project: Phase 1
A Year of Research and Planning

- A partnership with other schools (e.g. Salem Academy Charter and Carlton) informed early stages of the work.

- All principals, instructional coaches, head teachers, and central office staff engaged in book studies and research.

- Salem Public School leaders met with three nationally-recognized experts in standards-based practices.

Pilot Project: Phase 2
Launch of Vanguard Groups

Elementary Vanguard Groups		
BATES	Grades 3, 4, 5	Math
HMLS	Grades 4, 5	Math
SALTS	Grade 3	Math
WHES	Grade 2	Math

Pilot Project: Phase 2
Launch of Vanguard Groups

- Cross-district teams of teachers worked on prioritizing standards.

- These Vanguard Teams also identified what kinds of tasks and projects would allow students to demonstrate understanding of the standards.

Priorities

		KL	KI	1L	1I	2L	2I	3L	3I	4L	4I	5L	5I	6L	6I	7L	7I	8L	8I
KEY IDEAS & DETAILS																			
1	Key ideas & details		P		P		S		P		P		S		P		P		P
2	Central themes & ideas	P	P	P	S	S	P	P	S	P	P	S	P	P	P	P	P	S	P
3	Development across text	P	P	S	S	P	P	P	P	P	S	P	P	P	P	P	P	P	P
CRAFT & STRUCTURE																			
4	Words & phrases in a text	S	S	P	S	S	S	P	S	S	S	S	S	P	S	S	S	S	S
5	Structure of text	S	S	S	P	P	S	S	P	S	P	P	P	S	P	S	P	P	P
6	Point of view	S	S	P	P	P	P	P	P	P	P	P	P	P	S	P	P	P	P
INTEGRATION of KNOWLEDGE & IDEAS																			
7	Diverse media & format	S	S	S	P	S	S	S	P	S	P	S	S	S	P	S	S	S	S
8	Reasoning & claims		S		P		S		P		S		P		P		P		P
8A	Literary concepts & genres	S		S		S		S		S		S		S		S		S	
9	Compare & contrast texts	S	P	P	P	P	P	P	S	P	P	P	P	P	P	P	P	P	P
WRITING		K		1		2		3		4		5		6		7		8	
Text Types and Purposes																			
1	Argument	P		P		P		P		P		P		P		P		P	
2	Informative/Explanatory	P		P		P		P		P		P		P		P		P	
3	Narratives	P		P		P		P		P		P		P		P		P	

Progressions

A learning progression is a road, pathway or staircase of instruction that students travel as they progress toward mastery of a standard. Each progression follows a route composed of a collection of building blocks that are defined by the content standards for a subject.

A.K.A.- Rubric

Proficiency Scale

Grade: 6	
Standard: RL.6.3	
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	
Score 4 (in-depth application)	
Score 3 (target goal- full extent of standard)	**Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution**
Score 2 (simpler goal)	1. Define plot structure, episode, character trait, character growth, and dialogue 2. Describe episodes in the plot 3. Describe character traits 4. Describe how character changes
Score 1	● Partial success at 2/3 level with help
Score 0	● No attempt

A Traditional Gradebook

Name	Quiz 1	Quiz 2	Biography Project	Final Exam
Javier	80%	75%	C	72%
Mike	22%	63%	A+	45%
Allie	100%	89%	B	88%

A Standards-Based Gradebook

Std. 4.MD.4 Solve measurement problems involving distances, time, liquid volume, mass, and money			
	Volume & Mass Lab	Measurement Performance Task	Measurement Word Problems	Measurement Final Quiz
Javier	2	1	1	2
Mike	1	2	2	3
Allie	2	2	3	3

Pilot Report Card: What's Different?

Specific Skills

Standards/Skills

Grade 2 English Language Arts	Term 1	Term 2	Term 3	On Target?
Reading Literature and Informational Text				
Identifies key ideas and details (RL/RI.1)	2	3		ON
Finds the main idea, central message, or lesson (RL/RI.2)	1	2		DEV
Uses text structure and text features (RL/RI.5)	2	2		ON
Compares/contrasts texts on the same topic (RL/RI.9)	NA	2		ON
Foundational Reading				
Uses grade level phonics and word analysis (RF.3)	2	3		ON
Reads grade level text with fluency and accuracy (RL/RI.4)	1	2		ON

What is Different?

Grading Key

Grade 2 English Language Arts	Term 1	Term 2	Term 3	On Target?
Reading Literature and Informational Text				
Identifies key ideas and details (RL/RI.1)	2	3		ON
Finds the main idea, central message, or lesson (RL/RI.2)	1	2		DEV
Uses text structure and text features (RL/RI.5)	2	2		ON
Compares/contrasts texts on the same topic (RL/RI.9)	NA	2		ON
Uses grade level phonics and wor				
Reads grade level text with fluenc				

Grading Key	
3	Student work meets the end-of-the-year grade level standard.
2	Student work is **progressing** toward the end-of-the-year grade level standard.
1	With help, student work demonstrates **a partial understanding** of some of the simpler concepts of the standard.
0	Student work **does not yet demonstrate** understanding of the standard.
NA	Not addressed this term.

Grading

What is Different?

Demonstrates Growth

Grade 2 English Language Arts	Term 1	Term 2	Term 3	On Target?
Reading Literature and Informational Text				
Identifies key ideas and details (RL/RI.1)	2	3		ON
Finds the main idea, central message, or lesson (RL/RI.2)	1	2		DEV
Uses text structure and text features (RL/RI.5)	2	2		ON
Compares/contrasts texts on the same topic (RL/RI.9)	NA	2		ON
Uses grade level phonics				
Reads grade level text wi				

Grading Key	
3	Student work **meets** the end-of-the-year grade level standard.
2	Student work is **progressing** toward the end-of-the-year grade level standard.
1	With help, student work demonstrates a **partial understanding** of some of the simpler concepts of the standard.
0	Student work **does not yet demonstrate** understanding of the standard.
NA	Not addressed this term.

What is Different?

Demonstrates if Student is "On Target"

Grade 2 English Language Arts	Term 1	Term 2	Term 3	On Target?
Reading Literature and Informational Text				
Identifies key ideas and details (RL/RI.1)	2	3		ON
Finds the main idea, central message, or lesson (RL/RI.2)	1	2		DEV
Uses text structure and text features (RL/RI.5)	2	2		ON
Compares/contrasts texts on the same topic (RL/RI.9)	NA	2		ON
Foundational Reading				
Uses grade level phonics and word analysis (RF.3)	2	3		ON
Reads grade level text with fluency and accuracy (RL/RI.4)	1	2		ON

Is student's learning **on target** for this time of the year?		
ON = on target	**DEV** = developing	**AOC** = Area of concern

Parent and Community Preparation

- Parent information sessions to view changes to report card

- Parent information stations during parent conferences

- Standards-based report card brochure

- Parent conferences that highlight student work that demonstrates mastery of the standards

Next Steps

	K-5	6-8	9-12
Spring 2016	• Vanguard groups complete last report card on new Student Information System • Develop remaining progressions and proficiency scales	• Continue to develop standards-based units based on progressions	• Freshman House develops common assessments in ELA, Algebra, and Biology

Next Steps 2016-2017

	K-5	6-8	9-12
Summer 2016	Prepare for 1st marking period • Grading student work at the standard level • Set up Student Information System grade book • Attain feedback from Vanguard teams	Create progressions and proficiency scales: • 6-8 Math • 7-8 ELA	Continue to identify priority standards in core subjects
2016-2017	Issue standards-based report cards in ELA and math Create progressions and proficiency scales for Science and Social Studies Introduce standards-based grading to special areas	Pilot report card in targeted classes	Build common assessments in core subjects • Use new Student Information System to grade using standards-based approach

Questions?

Curriculum Update Series
K-8 Science

School Committee Meeting

December 7, 2015

The SPS Vision for Science, Technology, and Engineering Education

-*All students are capable of meeting high standards* of achievement in science, technology and engineering.

-*Our goal is to challenge students to think and reason through scientific inquiry* and *problem-solve through technology.*

-*We want students to be excited about science and engineering, to believe they can achieve in the science classroom, and to pursue advanced study and careers in STEM fields.*

Aligned K-8 Curriculum Maps

K-8 Science, Technology and Engineering curriculum aligned to the **MA draft STE frameworks**

Standards-Based Common Assessments

• Three common assessments at each grade level K-8
• Combination of multiple choice, performance-based, and open responses

Samples:

If very loud music is played in a room, the windows will ___

   A. change color

   B. freeze

   C. shake

   D. melt

Grade 4

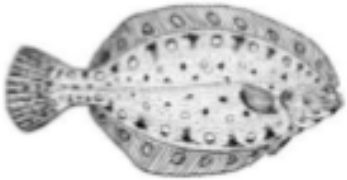Grade 8

What determines one's blood type?

   A) cells absorbed during development

   B) traits inherited from parents

   C) food intake and lifestyle

   D) blood received from donors

Standards-Based Common Assessments

CLAM
Eats plankton

ASIAN SHORE CRAB
Eats plankton, seaweed, grass, mussels, periwinkles, other crabs

PLANKTON (tiny ocean plants)
Uses the energy of the sun to make its own food

BACTERIA
Absorbs food as it breaks down plants and animals

GULL
Eats fish, clams, crabs, snails, other small animals, and food scraps

SEAWEED
Uses the energy from the sun to make its own food

PEOPLE
Eat fish, clams, crab, and seaweed

FLOUNDER (fish)
Eats crabs, shrimp, and small fish

PERIWINKLE
Eats seaweed and plankton

Two different bars of soap are being investigated by a group of students. The students measured the mass and volume of each bar and recorded the results in the table below.

Soap	Mass (g)	Volume (cm³)	Density g/cm³
Kleen Soap	120	100	
Sudz Soap	85	100	

1. Calculate the density of each bar of soap. Record the density in the column above.
   (You may use a calculator. Hint: The formula for finding the density is D = m/v.)

2. The diagram below represents a container of water. The students placed the bars of soap into the container. Draw and label the positions of the bar of Kleen Soap and the bar of Sudz Soap in the container. Inside each bar of soap, draw the particles as they might appear based on their densities.

AIR

WATER
Density of water = 1.0 g/cm3
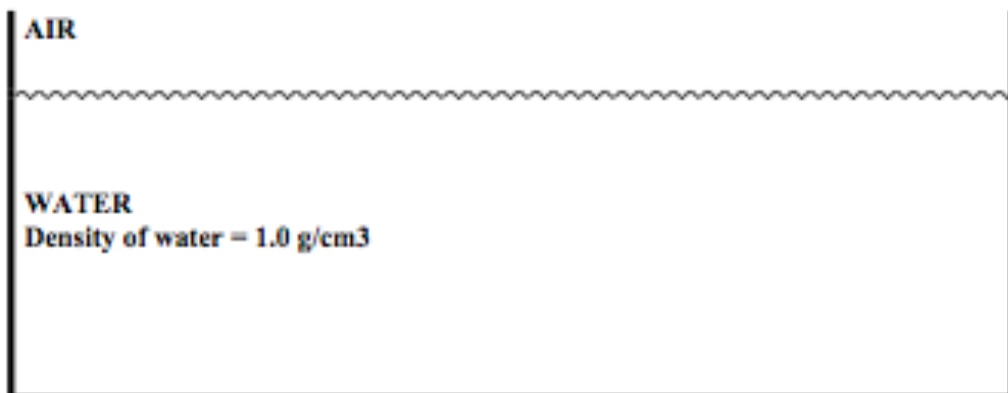
Science Coaching Model

- Piloted science coaching model in 2014-2015.

- Focus is on building capacity of teachers around science content knowledge and instruction.

- Network coaches monthly to build their capacity as coaches and to norm supports across schools.
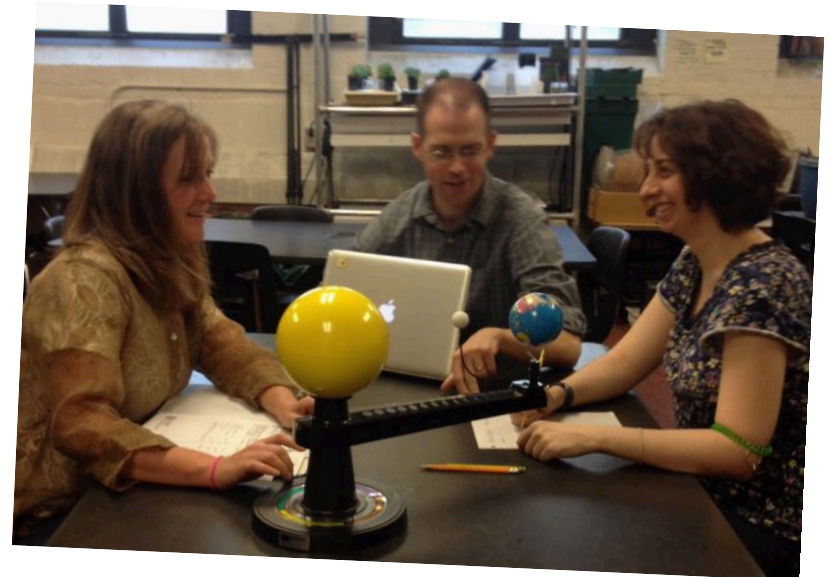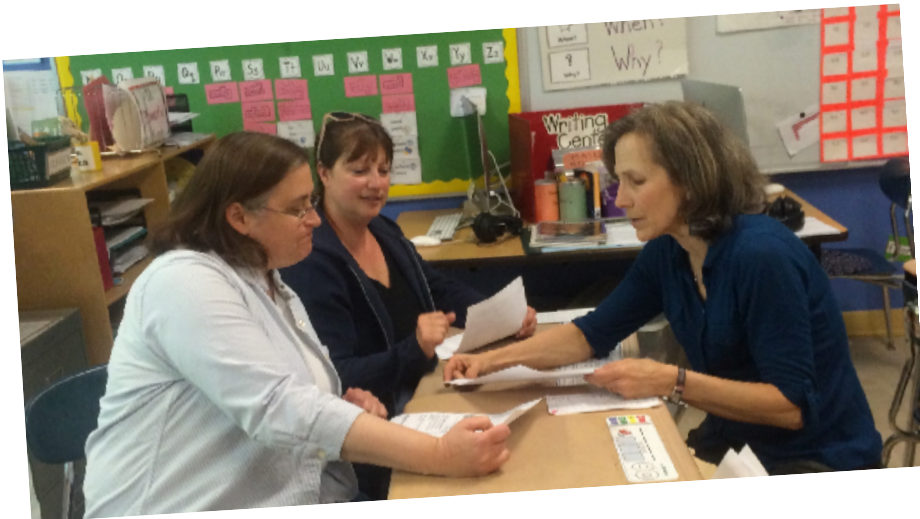
Dedicated Time for Science

Average Science Instructional Time in Minutes per Week

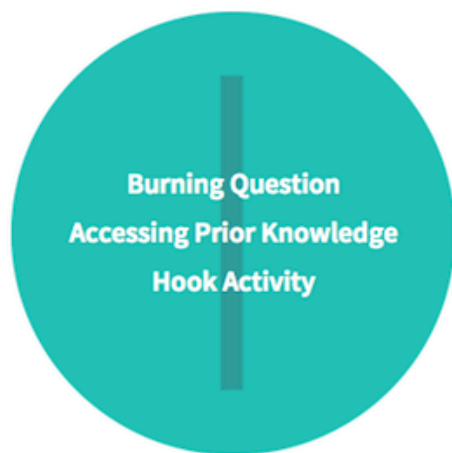| K	1	2	3	4	5	6	7	8
58	66	83	120	123	133	235	242	242

Instructional Materials

- Science Coaches write proposals to purchase supplies and equipment to support teachers in implementing the new science standards.

- Significant investment in informational science texts to strengthen classroom libraries and foster integration of literacy and science instruction.

- After a pilot program, implementing STEMscopes district-wide at the K-8 level.

STEMscopes™

NGSS

Comprehensive online K-12 science curriculum written by teachers for teachers and aligned to meet all NGSS.
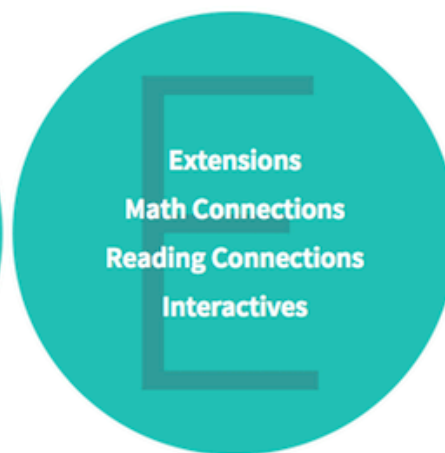
NGSS LESSON CYCLE:
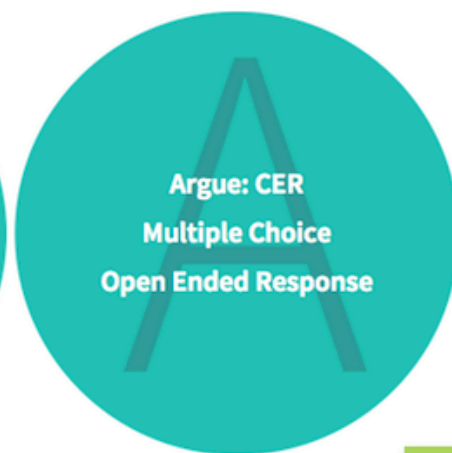
I
- Burning Question
- Accessing Prior Knowledge
- Hook Activity

D
- Science Activity
- Science Investigation
- Engineering Solution
- PBL

E
- Extensions
- Math Connections
- Reading Connections
- Interactives

A
- Argue: CER
- Multiple Choice
- Open Ended Response

» *The IDEA model relies on a gradual release of control from teacher to student.* »

3rd | National Science - Life Science

Life Cycles →

If everything eventually dies, how do we still have plants and animals?

Learning Objective

- The student is expected to develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3rd | National Science - Life Science

Social and Group Behavior →

Why do some animals live alone while others live together?

Learning Objective

- The student is expected to construct an argument that some animals form groups that help members survive.

3rd | National Science - Life Science

Inheritance and Variation of Traits →

If they all have the same parents, why don't the puppies in a litter look exactly alike?

Learning Objective

- The student is expected to analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Introduction to Properties of Waves

Home   Illuminate   Do   Expand   Assess   All

🎓 Teacher Background

A wave is a disturbance or oscillation that travels through space or matter and transfers energy from one place to another. Waves only transfer energy and do not cause a significant change in the location of the matter through which they are traveling.

Ocean waves transfer energy.

There are two major types of waves. Mechanical waves propagate through a medium. As the wave travels, the molecules of the medium are temporarily displaced as the energy is transferred. It is seen as a deformation in the medium that returns to its original state after the energy has been passed onto the next part of the medium. Sound waves fall into this category.

Electromagnetic waves are created by charged particles and are comprised of alternating electric and magnetic fields. Because of their dual composition, electromagnetic waves do not require a medium and can travel through a vacuum. Radio waves, visible light, UV light, and X-rays are examples of electromagnetic waves.

Glacier Melt

Plate Tectonics
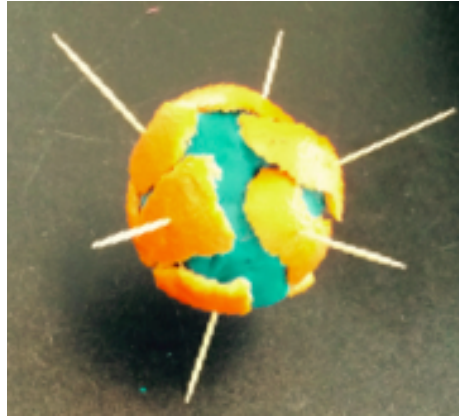
Erosion

Procedure

1. Access simulator such as, the PhET Colorado States of Matter simulator, by searching for University of Colorado Boulder. Search the site for PhET, choose the PhET: Free online physics, chemistry, biology, earth science simulations. Access the solid, liquid, gas simulation under Chemistry and States of Matter.
2. Start with water in its solid state for the substance.
3. Make a drawing in your lab journal, and write your observations about the molecules in the solid.
4. Add heat to the system by adjusting the heat at the bottom of the simulator. As the heat increases, make a drawing and write your observations in your lab journal about the behavior of the molecules. Continue to add heat until the temperature is at its highest point.
5. Once the highest point has been reached, make a drawing and write your observations about the molecules' behavior.

Changes in State

Complex Text

Molarity, Mercury, and You

Lexile 1130L

1. Water quality is a huge issue for modern society, and concerns over water quality are growing every day. As towns and cities expand, and as the demand for power from coal burning plants increases, the question of how to monitor our water quality is also increasing. This issue not only concerns the water that we drink, but also the fresh and ocean water supplies and the organisms that live in them. Both scientists and city health managers need to know and understand the healthy levels of compounds or elements that may be found in water. One specific element that has recently made headlines regarding water quality is mercury.

2. Coal burning plants are one way that mercury finds its way into our water systems. As the coal is burned, winds carry the by-product to nearby waterways, releasing tons of elemental mercury each year. When this element interacts with certain microorganisms within the soil, or in deep ocean sediments, it can undergo a chemical reaction producing the highly toxic compound $[CH_3Hg]^+$, commonly known as methylmercury. Let us use this as an example to show the importance of understanding the concentration of solutes within solutions.

3. The quantity of particles present in the water supply is measured in concentrations units. Concentration is a measurement of the amount of solute that is dissolved in a given quantity of solvent. You may already be familiar with a concentration unit called parts per million, or ppm. This unit tells you how many particles of a solute there are for each million particles of solution. However, this unit is usually used for very small concentrations of solutes. This unit can be converted to molarity, a concentration unit used more widely in chemistry. Molarity measures the concentration of solute in a solution expressed as the number of moles of solute dissolved in 1 liter of solution, and by the equation mol/L, and the unit M.

4. Concentration is a type of empirical evidence. This means that it is a property that can be directly measured by a laboratory procedure. These measurements are repeatable they can be made in different labs by different researchers. Direct observations are also considered empirical evidence.

Professional Development

- **District-wide PD** for all K-8 science teachers on the new standards and planning backward using common assessments.

- **School-based PD –** regular common planning time and PD for teachers by coaches.

- **PD for Coaches**
  - All Coaches Meetings
  - Science Coaches Meeting

Partnership Programming

Museum of Science.

New England Aquarium

Harvard Museum of Natural History

Kestrel Educational Adventures

ESSEX NATIONAL HERITAGE AREA

Bright Spots: 2015 MCAS

Percentage of Students Proficient or Advanced

5th Grade

- **Bates –** increased from **48**% to **55**%
- **HMLS** – increased from **24**% to **30**%
- **NBS** – increased from **11**% to **23**%

8th Grade

- **Collins – increased from 19% - 30%**
- **Saltonstall – increased from 38% - 52%**

*Note: With the exception of Collins, all of these schools had a dedicated science coach as a result of the pilot science coach program.

Bright Spots:
First Common Assessment

Bates: K (88%), 1 (89%), 2 (76%), 4 (81%), 5 (83%)

HMLS: K (84%), 1 (86%), 2 (79%)

WHES: K (75%), 1 (93%), 5 (79%)

NBS: 1 (84%)

Salts: 3 (71%), 5 (80%), 6 (82%)

CMS: 7 (72%)

STEM After-School Magnet Program

- Free to SPS students

- Located at NBS

- Programs for Gr. 3-6 students

- Transportation provided (new)

- Bio-mimicry

- Robotics

- Wild Journeys

- 60 students representing all elementary schools

DREAM INVENT CREATE

Engineer the World

An introduction to the inspiring possibilities of engineering

What's Next?

- Integrate the literacy standards into the curriculum maps.

- Science writing (procedural, science labs, open response, note-taking, data collection).

- Continued focus on building teacher capacity and content knowledge.

- Development of teacher-created assessments.

Salem Teachers Cabinet:
Recommendations for Salem Public Schools

The Salem Teachers Cabinet is a group of 10 teachers and coaches selected by Teach Plus to receive leadership training and provide feedback to Mayor Kim Driscoll, the School Committee, and the community on strategies for improving Salem schools for teachers and students.

Opportunities for Teachers, Results for Urban Students

Introduction

Between the 2013-14 and 2014-15 school years, Salem Public Schools lost 36 percent of our first year teachers. That attrition rate is far too high. We recommend that Salem schools reconsider our policy around teacher retention and induction.

Teacher retention is about more than simply keeping teachers; it is about keeping the right teachers. We propose a comprehensive, multi-pronged approach that hopes to maintain and support the growth of the most effective Salem teachers. The recommendations include rethinking our recruitment and hiring practices, remodeling our induction and mentoring program, retraining administrators, refining our expectations and delivery of professional development for staff, and providing leadership opportunities for teachers. This proposal serves to request a commitment both philosophically and financially to help retain Salem's most effective teachers.

Recommendations: Increasing Teacher Retention in Salem

We believe that by building teacher and leader supports and opportunities around three main levers in the District Accelerated Improvement Plan (AIP), we will create conditions in which high-quality teachers are supported and engaged throughout their teaching career.

I. Recruitment

Salem Public Schools has an opportunity to build a strong system for recruiting new teachers with the many nearby colleges. Recruitment of potential candidates must begin early, preferably prior to the summer. Salem can build upon relationships already established with Salem State University to create structures in which students in the teacher preparation program are placed in all Salem schools for pre-practicum and student teaching placements.

> *Teacher retention is about more than simply keeping teachers; it is about keeping the right teachers. We propose a comprehensive, multi-pronged approach that hopes to maintain and support the growth of the most effective Salem teachers.*

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- *Establish a consistent hiring process and begin recruiting early.* Hiring practices vary between schools in Salem. By providing a guideline for the hiring process for each school to follow when seeking new staff members, expectations for new teachers will be consistently higher across all of the schools. For example, we recommend that Salem Public Schools establish the expectation that schools are required to have more than one round in the interview process -- and that they involve staff members and administrators in hiring. One of the interview rounds should require a performance task or model lesson. Most importantly, begin recruiting potential candidates as early as possible for the upcoming school year. (See TNTP's report, "Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classrooms."[1])

- *Strengthen University partnerships.* Salem Public Schools should continue to build relationships with local institutions of higher education, most notably Salem State University, as a means to leverage the capacity to not only support novice teachers, but to provide continued training and teacher leadership opportunities to mid-career and veteran teachers.

- *Strengthen teacher preparation through a partnership with Salem State University.* Partners from Salem Public Schools and Salem State should form a team that can establish clear and consistent criteria for pairing student teachers with cooperating practitioners. This team should also work to implement the three recommendations that follow:

    - *Identify teachers who will serve as cooperating practitioners.* The quality of a student teacher's training depends on a strong cooperating practitioner. SPS and SSU should identify rigorous criteria to identify teachers that will serve as cooperating practitioners. The selection process could include elements such as classroom observations, recommendations from administrators, and a record of student achievement. These criteria will identify strong teachers who will be able to effectively train student teachers when they enter the classroom.

    - *Create opportunities for SSU students to integrate into the SPS community.* Student teachers should shadow teachers for responsibilities outside the classroom as well as during the teaching day so they can get a true picture of all of the responsibilities the job entails. Student teachers could have a requirement that in addition to their time in the classroom they spend a designated amount of time attending other events with their cooperating practitioner such as parent conferences, open houses, Instructional Support Team (IST) meetings, team meetings, professional development workshops, etc. This would allow student teachers to fully understand the expectations of teachers' work outside of the classroom.

    - *Build Dual Enrollment Opportunities.* Salem should build upon the Commonwealth Dual Enrollment Program (CDEP) that already exists at the high school and provide incentives for enrolled students who are interested in education degrees to attend Salem State and return to the Salem Public Schools as teachers. Some suggestions include tuition waivers,

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bookstore gift certificates, support in the job application and interview process, etc. The partnership team could identify appropriate incentives.

II. Induction and Mentoring

Salem Public Schools has an opportunity to implement a system of supports for teachers throughout various stages of their professional career. Many of the recommendations below come from a model of comprehensive induction programs for beginning teachers from Saphier, Freeman and Aschheim (2011).[2]. Teachers will benefit from an integrated approach to induction during their first three years, which includes:

- *Establish a district-wide induction sub-committee.* The cabinet will plan, implement and oversee the induction program, including members of central office, human resources, building-based leadership, the teachers union, and new and veteran teachers. The induction program could also include an orientation to the district initiatives, AIP, and expectations for the upcoming school year.

- *School Committee and community partnerships.* The School Committee can show its continued support for a comprehensive induction program by approving a teacher induction policy and make financial commitments to the effort. We must go beyond the state minimum requirements for mentoring and build a foundation of support so every teacher can have the greatest impact on student academic, social and emotional development as possible.

- *Continue the good work.* Many aspects of mentoring are in place in Salem Public Schools. Beginning teacher courses and mentoring programs are in place and should continue to be run strategically.

III. Administrative Professional Development

In order to ensure that Salem's most effective teachers are being valued, stay motivated and most importantly, stay in our classrooms, we must train administrators to 1) effectively leverage data to identify highly effective teachers and, 2) implement effective management strategies.

- *Identify the most effective teachers in our schools.* Half of teachers who leave the profession in the first five years are also the most effective teachers in their buildings.[3] This is a direct result of negligent retention practices by administrators. It is essential that administrators have the ability to analyze data in order to pinpoint their best teachers, utilize them during school improvement, and recognize them for their work. Administrators should make it a goal to actively retain as many of these teachers as possible.

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- *Engage in effective personnel management practices.* Once these teachers have been identified using a common set of indicators, administrators now need to know how to develop those employees into leaders within the school. The second part of required training would include building administrators to receive professional development in employee management and motivation training. Too often, highly effective teachers are ignored and this results in a loss of motivation and commitment.[4] If principals could have the foundations of skillful employee management practices, they could make sure those teachers felt valued and committed to the work.

IV. Align Professional Development

Professional development (PD) should be differentiated to meet the needs of individual teachers so that teachers value PD and find it relevant to their practice. PD should be aligned at the district and school level to the AIP and clearly prioritize goals each year. Currently, the school system emphasizes all priorities equally in PD, which is overwhelming and impractical for teacher improvement each year. As a result, this is prohibiting teachers from excelling in identified areas. Teachers find it difficult to create clear and focused goals and priorities for their own improvement when everything is a priority.

- *All schools should align building professional development to the AIP.* Building-based PD should be determined as a collaborative effort between the school administrators, coaches, and the school-based leadership team. Building PD must be aligned to the District priorities defined in the AIP, but can and should be differentiated based upon the teachers' needs at different grade levels or in different subject areas.

- *Differentiate district professional development for teachers.* The district PD days should be differentiated based on teachers' prior training and take into consideration gaps for new teachers. For example, on a Teaching and Learning Alliance (TLA) PD day, first-year teachers could be in a session that contains info from the first year of the TLA roll out. At that same time, teachers who are in their third year of teaching would be in a session that is focused on small group instruction because they already have some of the reader's workshop structures in place.

- *Prioritize and coordinate training for all teachers.* District and school administrators should collaboratively prioritize PD so that support staff such as special education, ESL teachers, SEI teachers, specialists, and any other support staff are not scheduled to be in multiple PD sessions at the same time. There should be a system of clear communication of who makes the decision of what PD support staff attend and be explicit about the rationale.

- *Progress monitoring for targeted PD.* When targeted PD is provided at the school or district level, there could be progress monitoring through various methods. Evidence of implementation of targeted PD could be gathered during instructional rounds. In addition, student data could be tracked for achievement in classrooms where the strategies from the PD are being implemented consistently.

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- *Empower teacher leaders and coaches.* Empower teacher leaders and coaches to share the knowledge they have gained by utilizing them to run PD workshops and common planning time meetings. Since the teachers and coaches know their buildings, they can craft PD that accounts for the student population and teacher needs at their individual schools.

V. Diverse Pathways for Teacher Leadership Opportunities.

- *Generate multiple career pathways.* Salem Public Schools should provide a diverse set of leadership opportunities to meet the diverse aspirations and skills of its teachers. Salem Public Schools will benefit from continuing to create multiple pathways and leadership opportunities to increase engagement and ownership of teachers.[5]

  One example of such a teacher leadership opportunity is the newly created teacher leadership positions. We support Salem Public Schools and the Salem Teachers Union's agreement to create building-based teacher leadership positions to compliment and expand the work done by coaches. The teacher leaders will provide leadership in an area of their strength, from making decisions based on data to running their grade-level common planning time meetings. In exchange for the additional responsibilities, teacher leaders will have their teaching load reduced by one course that will be covered by a coach. This work is one example of how educators can inform and make a difference in educational policy. The teacher leadership positions hold the promise of leveraging the astounding professional capital we have in each and every Salem Public School and to support teachers to continue their career in the classroom and provide every student with an exceptional teacher.

- *Partner with external organizations to build teacher leadership opportunities.* Teacher leadership opportunities should be built and created both internally and by partnering with external organizations. Two examples of this best practice are the City of Salem partnering with Teach Plus in creating a Teacher's Cabinet to give feedback to the School Committee on key educational policy issues. The partnership with the Lynch Leadership Academy is an example of Salem partnering with an outside organization to provide aspiring and current principals in Salem with high-quality, embedded professional development. We encourage Salem Public Schools to continue to create diverse teacher leadership opportunities from internal and external organizations so that we can differentiate and individualize career pathways and ladders to meet the widest range of interests and skill sets of our educators as possible.

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Salem Teachers Cabinet 2015

Cristina Cardone, 9th- 12th Grade Math Teacher, Salem High School

*Jason Colombino, District STEM Coordinator, Salem Public Schools

*Valerie Drinan, 6th- 7th Grade Math Teacher, Nathaniel Bowditch School, Salem Public Schools

Lynn Embick-Morris, 4th Grade General Education Teacher, Nathaniel Bowditch School

Eric Farley, Student Referral Services, Salem High School,

Victoria Hernandez-Bailey, Humanities Coordinator, Salem Public Schools

Lauren Hobin, 6th Grade English Teacher, Collins Middle School

Rebecca Lewis, 5th Grade English and Social Studies Teacher, Bentley Elementary School

Sean McLaughlin, 11th Grade Social Studies Teacher, Salem High School

*Michael Titus, 7th Grade English Teacher, Collins Middle School

* Denotes Lead Author

End Notes

1. Levin, J., and Quinn (2003). *Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classroom.* TNTP: The New Teacher Project.
2. Saphier, J., Freedman, S., & Aschheim, B. (2011). *Beyond Mentoring: Putting an Instructional Focus on Comprehensive Induction Programs (4th ed.).* Acton, MA: Research for Better Teaching.
3. TNTP (2012). *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools.*
4. TNTP (2012). *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools.*
5. Teach Plus (2015). *The Decade-Plus Teaching Career: How to Retain Effective Teachers Through Teacher Leadership.* Boston, MA.

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Opportunities for Teachers,
Results for Urban Students

Teacher Leadership for Salem
Public Schools

Introduction

According to Dr. Richard Ingersoll at The University of Pennsylvania, "teacher turnover costs school districts more than 2.2 billion dollars per year." Last year, in our own district, we failed to retain 14 percent of our teachers. One of the main factors in teacher attrition, according to Ingersoll, "is the issue of voice, and having say, and being able to have input into the key decisions in the building that affect a teacher's job." Ingersoll then goes on to say, "what is interesting about this finding [is that] this would not cost money to fix. This is an issue of management."[1]

We feel as though the implementation of teacher leadership would be crucial to success in our district for both students and teachers. The teacher leader role would help to open up communication between faculty, administration, and the school community. The teacher leader role would benefit new teachers and would also allow professional growth for those teachers who would be willing to take on an active approach towards leadership. Having teacher leader positions allows for growth but also strengthens the profession. In the article "Great Teachers and Great Leaders," found on the US Department of Education website, it recommends districts, "treat teachers like the professionals they are by providing time for collaboration…and providing on-the job learning opportunities with peers and experts linked to evaluations and to student needs."[2]

Teachers in and outside of our district are yearning for opportunities that allow them to collaborate and make the best use of their interests and talents and have a sense of advancement in their career. There are many teachers within our district that have already taken on these responsibilities without being recognized or compensated for their time and expertise. We have compiled a rubric that outlines various teacher leader roles as well as the responsibilities and different compensations that we believe should come with each.

> *The teacher leader role would help to open up communication between faculty, administration, and the school community. The teacher leader role would benefit new teachers and would also allow professional growth for those teachers who would be willing to take on an active approach towards leadership.*

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The Vision for Salem Public School Teacher Leaders

- *Clearly defined roles for teacher leaders*
- *Accountability and the appropriateness of accountability*
- *Adequate time*
- *Teacher leader rubric for administration and teachers to follow*
- *Compensation/recognition*
- *Opportunities for advancement and on the job training as well as collaboration*
- *Increased student growth based on teacher network of support*

Next steps for Salem Public Schools

After our research and discussions, we recommend the following to the School Committee:

1. Teacher leader job descriptions have been posted by Salem Public Schools for implementation in the upcoming school year.
2. Teacher leader roles, accountability, and compensation should be clearly defined.
3. The district should provide paid opportunities for an accredited teacher leader training program.
4. A consistent mentoring program (within a two year cycle) must be in place.
5. Our district should encourage support teams for new teachers that include: a teacher leader, a mentor, an administrator, and a union representative.

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Examples of Teacher Leadership Programs

The Following is a list of Teacher Leadership Programs that may be poised to train our district's teacher leaders:

- The Lead Teacher Program in Boston Public Schools
- Teacher Leadership Endorsement
- Northwestern Teacher Leadership Program
- Brandeis Teacher Leadership Program
- Boston Public Schools/Boston Teachers Union Leadership Roles
- Leading Educators Fellowship
- Teachers 21 (T21)
- KIPP Academy Teacher Leadership Program

Proposed Teacher Leader Roles for Salem Public Schools

Role[3]	Responsibilities	Time Requirements	Compensation/ Consideration
Building-Based Coach (subject specific)	An instructional specialist, subject-specific according to their licensure, who helps colleagues implement effective teaching strategies. This would include generating ideas for differentiating instruction, planning lessons in partnership with fellow teachers, and modeling content area delivery consistently. Coaches study research-based classroom strategies, explore which instructional methodologies are appropriate for the school, and share findings with colleagues.	20% of time should be spent modeling exemplary instruction in a live classroom setting that would allow peer observation.

80% of time should be spent researching, planning lessons, planning PD sessions, executing PD, and working with Lead Teachers to effectively utilize common planning time (CPT). | 100% of work day is accounted for.

Additional stipend for ILT time contribution. |

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		In addition, coaches should sit on any Instructional Leadership Team/Committee formed at their respective school.	
Teacher Leader	Teacher leaders will facilitate peer visits across their own teams. Leaders incorporate new teachers into the culture and expectations of the school. They support PD delivered by the building-based coach and model classroom management strategies for peers within their building.	80% of time should be spent modeling exemplar instruction in a live classroom setting that would allow for peer observations. 20% of the time should be spent analyzing data as part of the school's ILT and data meetings, facilitating grade level CPT, collaborating with the coach, and supporting new teachers with standards-based instructional planning and classroom management.	100% of work day is accounted for. Additional stipend for ILT time contribution and outside teacher leadership training.
Curriculum Specialist (STEM and Literacy)	Curriculum specialists must have deep understanding of content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments. Teachers help their colleagues by sharing instructional resources. These might include web sites, instructional materials, readings, or other resources to use with students. They might also	Time is spent attending current PD sessions and developing delivery to teaching staff with the assistance of Building Coaches and Teacher Leaders. Time should be devoted to keeping Atlas maps updated and notifying staff at large of changes. Time should be devoted to developing and maintaining district-wide common assessments that will enhance teaching and	Full time job, salary determined by the district.

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		not hinder time on learning. Time will be spent sharing instructional resources that will lead to strength and consistency in instruction across the district. Some time should be devoted to visiting classrooms across the district to follow up on consistency and reflect on the effectiveness of their own work.	
Mentor	Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics.	A number of hours in mentoring is required by the state for a first year mentee. This would be performed by the mentor in addition to regular work day duties.	50 hours x $35=$1,750 $1,750-33%=$1,172.50 Rounds to $1,000
		A number of hours in mentoring is required for a second year mentee. This would be performed by the mentor in addition to regular work day duties.	Next step on pay scale.
		Attend six mandatory, after-school Mentor trainings as well as attend training on 8/18/15 from 8:30 a.m.-12:30 p.m. The mentor will also be responsible for documenting and	

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		completing the mentor log.	
School Leader	Being a School Leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.	Time commitments may vary according to committee.	Stipend will vary according to committee.

*ILT/DLT should become one team of Building Coaches and Teacher Leaders.

Salem Teachers Cabinet 2015

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Michael Titus, 7th Grade English Teacher, Collins Middle School

* Denotes Lead Author

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End Notes

1. R. Ingersoll (NPR, March 30, 2015).
2. U.S. Department of Education. *Great Teachers and Great Leaders.* Retrieved from http://www2.ed.gov/policy/elsec/leg/blueprint/great-teachers-great-leaders.pdf
3. Harrison, Cindy and Joellen Killion; "Ten Roles for Teacher Leaders," *Teachers as Leaders* Pages 74-77, September 2007, Volume 65, Number 1.

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Use of Common Planning Time

Introduction

Recall an unproductive meeting. Minds wander, people doodle on agendas and others sneak a peek at the many emails they have waiting to be answered. Maybe you thought, "If only this meeting was better organized and they included me in the conversation…" Teachers often feel the same way about **common planning time**.

Common planning time among educators is a powerful component to the success of a school. It must be sacred time. Common planning time is a period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Ideally it is a form of professional development that is collaborative in nature. Instruction improves when teachers are afforded the time to collaborate on best practices, look at student work, create curriculum, and discuss children. Kassissieh and Oxley state, "collaborative teams, in which teachers share planning time and a common group of students, have been correlated with better school culture, more effective parent communication, higher student achievement, and increased teacher motivation and job satisfaction."[1]

As Fullan & Miles noted, research has proven that proper instructional planning prevents poor performance within a school.[2] Schools need to provide a solid block of common planning time, with a consistent cycle run by a teacher, teacher leader, or coach. This is not the current practice in all Salem schools. We believe that time, consistency and effective leaders could help schools move toward a better plan for the implementation of common planning time. Therefore, we make the following recommendations:

1. All schools should strive for at least 45 minutes of common planning time a week.

According to Fullan & Miles a "fundamental lesson learned in the past decade of school reform efforts is that far more time is required for professional development and cooperative work than is now available. In fact, time has emerged as *the key issue* in every analysis of school change appearing in the last decade."[3] We propose the district make a concerted effort to provide all teachers with a minimum of 45 minutes per week of common planning time with their peers.

Teachers are expected to deeply understand the Common Core State Standards and change their practice accordingly. In addition, teachers need to stay abreast of new instructional techniques, assessment practice, and data analysis in order to be highly effective educators. Teaching is a complex task, and substantial time is

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required for educators to research new ideas, implement them, adjust their approaches, and then assess for mastery.

Corcoran supports this idea, stating that teachers "need more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. They need opportunities to develop, master, and reflect on new approaches to working with children."[4]

Currently, the Salem School District is inconsistent in its approach to common planning time. The table at right shows that while some grade level teams are provided the opportunity to collaborate weekly, others are only allocated monthly time with their peers.

School	Current Common Planning Time
Bates Elementary	90 minutes per week
Bentley K-2	40 minutes per week
Bentley 3-5	40 minutes twice per week
Bowditch Elementary	40 minutes per week
Collins Middle	60 minutes per six day cycle
Horace Mann Elementary	30 minutes per week
Salem High School 9-10	60 minutes per two day cycle
Salem High School 11-12	90 minutes per month
Saltonstall	45 minutes per week
Witchcraft	40 minutes per week

II. Schools need to build a consistent cycle.

Effective common planning time can take on many different forms. Teachers need to identify weaknesses by analyzing data, looking at student work and discussing common misconceptions. Teachers then need to plan lessons to address those weaknesses and reflect on the implementation of those lessons. Some teams may address aspects of all three of those items in an hour, while other teams may spend an entire meeting on one aspect. Right now there are schools that have a highly unbalanced approach.

Teachers will be more receptive to participating in common planning time if they know the time will be used to prepare for the classroom. Teachers engage more in the process if the conversations during the meeting are meaningful and relevant – and if meeting facilitators plan the time so as to maximize time together. This time should not be used to complete school business, such as planning assemblies or making announcements. A focus on student learning and teacher practice during meetings would strengthen the performance of both teachers and students.

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Frequently, schools use common time in a reactive way, completing paperwork, inputting data, grading, or holding student support meetings. Instead, schools should be proactive about that time. Common planning time needs to be thought about with the end in mind, much like a trajectory for a unit of study. It is important to schedule time for those topics of discussion. Teams of teachers can decide on a cycle to follow at the beginning of the year. The cycle should be supported by administration. The cycle would include time for miscellaneous duties that are bound to appear. Until teachers are given the freedom to determine what work needs to be done and the time to do it, they will not be able to reach their potential as a collaborative, productive team.

III. Meetings should be run by teachers, teacher leaders or coaches.

Consistent, dedicated common planning time allows teachers to collaborate and bring about positive change to their instructional practice. Teachers are tasked with everything from analyzing data, to creating action plans, to implementing new school-wide and district initiatives. In some Salem schools, this work is still being led by an administrator. By creating a teacher leader- or instructional coach-led common planning time model, Salem can foster a culture in which teachers are empowered to take on more responsibility in this important work. Teachers should be empowered to tailor meetings to meet the relevant, real-time needs of the classroom, which would in turn lead to teachers being better prepared to address the needs of their students. Creating a safe, teacher leader or coach-led environment during common planning time would foster greater professional collaboration and ultimately lead to greater student achievement and success.

The Value of Professional Learning Communities

I love planning with my Professional Learning Community (PLC). I share ideas, discuss potential student pitfalls, and determine the best teacher moves to help students just enough to get them back on the path of success without taking away the triumph of accomplishment. When I have a particularly difficult student or class to manage, my PLC is there to listen and offer constructive criticism. When I have a great day or a breakthrough with a student, my PLC celebrates with me as if it were their own accomplishment. Who is a part of this outstanding community? One teacher lives in New York City, another in Los Angeles, still others are spread across the world. My PLC is online. I would love to have this level of collaboration with the teachers down the hall, but there isn't time at school. Instead, I spend my evenings and weekends talking to my global math department. Wouldn't it be great if teachers in all our schools had this same level of support as I have in my PLC?

-- Tina Cardone

To support teacher leader development in this regard, Salem should include teacher leaders in the professional development cycle already provided to instructional coaches and administrators by the district. By including the teacher leaders in the ongoing initiatives at the district level, the district would not only ensure cohesion with the central vision, but would also infuse a flexibility to meetings that can often feel

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stilted and out of touch with building or team-level needs. As meetings became more purposeful, teachers could begin to operate in the collaborative fashion of professional learning communities.

Creating and communicating a clear vision for common planning time initiatives at the beginning of the year and then involving teacher leaders in the process of disseminating this information would create a more responsive and more productive culture for common planning time.

> *By creating a teacher leader – or instructional coach-led common planning time model, Salem can foster a culture in which teachers are empowered to take on more responsibility in this important work. Teachers should be empowered to tailor meetings to meet the relevant, real-time needs of the classroom, which would in turn lead to teachers being better prepared to address the needs of their students.*

Salem Teachers Cabinet 2015

*Cristina Cardone, 9th- 12th Grade Math Teacher, Salem High School

Jason Colombino, District STEM Coordinator, Salem Public Schools

Valerie Drinan, 6th- 7th Grade Math Teacher, Nathaniel Bowditch School, Salem Public Schools

Lynn Embick-Morris, 4th Grade General Education Teacher, Nathaniel Bowditch School

Eric Farley, Student Referral Services, Salem High School,

*Victoria Hernandez-Bailey, Humanities Coordinator, Salem Public Schools

Lauren Hobin, 6th Grade English Teacher, Collins Middle School

*Rebecca Lewis, 5th Grade English and Social Studies Teacher, Bentley Elementary School

*Sean McLaughlin, 11th Grade Social Studies Teacher, Salem High School

Michael Titus, 7th Grade English Teacher, Collins Middle School

* Denotes Lead Author

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End Notes

1. Oxley, D., & Kassissieh, J. (2008). From comprehensive high schools to small learning communities: Accomplishments and challenges. FORUM: For Promoting 3–19 Comprehensive Education, 50(2), 199–206.
2. Fullan, M. G., & Miles, M. B. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan, 73,* 745-752.
3. Fullan, M. G., & Miles, M. B. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan, 73,* 745-752.
4. Corcoran, T.B. (1995). Helping teachers teach well: Transforming professional development. *CPRE Policy Briefs* [On-line]. Retrieved from http://www.ed.gov/pubs/CPRE/t61/index.html

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Philip Littlehale
Business Manager

The Salem Public Schools
City of Salem

Memo

To: Salem School Committee

From: Philip A. Littlehale

Date: November 5, 2015

Re: FY16 Budget Transfer Request (9) – High School

High School Principal David Angeramo is requesting a transfer of $8,400 from Textbooks to Contracted Services. The transfer is to cover the cost of non-employee music instructors. Actual needs are higher for contracted services and less for textbooks than was budgeted.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
11/5/2015	From	13571021	5511	Text Books	(8,400)
11/5/2015	To	13571021	5320	Contracted Services	8,400

I recommend approval of the transfer.

Thank You.

Version #2