

**Ms. Mary A. Manning
Mr. James M. Fleming
Dr. Kristin Pangallo**



**Ms. Ana Nuncio
Mr. Manny Cruz
Ms. Amanda Campbell**

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”

February 25, 2021

REGULAR SCHOOL COMMITTEE MEETING ON MARCH 1, 2021

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Monday, March 1, 2021 at 7:00 p.m.** This is an on-line Zoom meeting.

Zoom Link:

Please click the link below to join the webinar:

<https://zoom.us/j/97855436457?pwd=d2IwSHJoSjFDZlQ1THEkYkOwK0MyQT09>

Passcode: 483138

I. Call of Meeting to Order

a. Summary of Public Participation Policy (SC Policy #6409).

Read aloud: The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Spanish interpretation is available for anyone who needs it.

b. Request for Spanish Interpretation.

Should any member of the public need Spanish interpretation in order to participate in the meeting, please click on the below link (no later than 12:00 pm on the day of the meeting to request Spanish interpretation): <https://forms.gle/JM4EmXteuFnRV1xZ9>

c. Instructions for Participating in Public Comment

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the below link to sign up and submit your comment electronically: <https://forms.gle/TgysY5AVCGk43Dz79>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Nancy Weiss at nweiss@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- a. Minutes of the Committee of the Whole meeting held on February 17, 2021
- b. Minutes of the Regular School Committee meeting held on February 22, 2021
- c. Approval of Warrants: 2/25/2021 in the amount of \$193,117.40.

IV. Public Comment

Please see above for instructions on participating in public comment.

- V. **Report from the Student Representative – Duncan Mayer**

- VI. **Superintendent’s Report**
 - a. Presentation of Superintendent Goals for Evaluation
 - b. Carlton Innovation School and New Liberty Innovation School DESE Annual Evaluation

- VII. **Action Items: Old Business**

- VIII. **Action Items: New Business**
 - a. Vote to Accept Superintendent’s Entry Findings, Strategic Priorities, and District Goals
 - b. Vote to Accept Contract for Mary DeLai as Assistant Superintendent for Finance and Employment Engagement

- IX. **Finance Report**
 - a. Budget Transfer

- X. **Subcommittee Reports**
 - a. Policy Subcommittee
 - i. Policies for First Reading
3105 Budget Transfer Authority

 - ii. Policies for Second Reading
2111 Annual State-of-the-Schools Report

 - iii. Policies for Third Reading
5411 Student Dress

- XI. **School Committee Concerns and Resolutions**

- XII. **Adjournment**

Respectfully submitted by,
Nancy A. Weiss
Executive Assistant to the School Committee
& the Superintendent

“Persons requiring auxiliary aids and services for effective communication such as sign language interpreter, an assistive listening device, or print material in digital format or a reasonable modification in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978) 619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event.”

**Sra. Mary A. Manning
Sr. James M. Fleming
Dra. Kristin Pangallo**



**Sra. Ana Nuncio
Sr. Manny Cruz
Sra. Amanda Campbell**

Alcaldesa Kimberley Driscoll, Preside

“Conozca sus Derechos Bajo la Ley de Reuniones Abiertas, M.G.L. c.30A § 18-25 y Secciones de Ordenanzas de la Ciudad 2-2028 hasta 2-2033”

Febrero 25, 2021

REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR EN MARZO 1ro, 2021

Por la presente notificamos que el Comité Escolar de Salem realizará una Reunión Ordinaria del Comité Escolar el lunes, marzo 1ro, 2021 a las 7:00 p.m. Esta será una reunión en línea vía Zoom.

Enlace en Zoom:

I. Llamado de la Reunión al Orden

a. Resumen de la Política de Participación Pública (Política de SC #6409).

Leer en Voz Alta: El Comité Escolar de Salem desea escuchar al público sobre asuntos que afectan al distrito escolar y están dentro del alcance de las responsabilidades del Comité. La interpretación en español está disponible para cualquier persona que la necesite.

b. Solicitud para Interpretación al Español.

Si algún miembro del público necesita interpretación en español para poder participar en la reunión, por favor presione el enlace a continuación (a más tardar a las 9 am del día de la reunión para solicitar interpretación en español): <https://forms.gle/JM4EmXteuFnRV1xZ9>

c. Instrucciones para Participar en Comentarios Públicos

Si algún miembro de la comunidad de Salem desea participar en un comentario público durante esta reunión, por favor presione el enlace a continuación para inscribirse y someter su comentario electrónicamente: <https://forms.gle/TgysY5AVCGk43Dz79>. Un miembro del personal del distrito recopilará todos los comentarios que se compartirán con los miembros antes del final de la reunión pública. Los comentarios también se resumirán en el acta de la reunión. Por favor contactar a Nancy Weiss en nweiss@salemk12.org o en el 617-285-7567 si tiene preguntas o para reportar cualquier dificultad técnica que experimente.

II. Aprobación de Agenda

III. Aprobación de Consentimiento de Agenda

- a. Minutas de la reunión del Comité Plenario celebrada en febrero 17, 2021
- b. Minutas de la Reunión Ordinaria del Comité Escolar celebrada en febrero 22, 2021
- c. Aprobación de Garantías: 2/25/2021 por la cantidad de \$193,117.40.

IV. Comentario Público

Por favor ver las instrucciones previas para participar en los comentarios públicos.

- V. **Reporte del representante Estudiantil – Duncan Mayer**

- VI. **Reporte del Superintendente**
 - a. Presentación del Superintendente de Objetivos para Evaluación
 - b. Evaluación anual de DESE de las Escuelas Carlton Innovation y New Liberty Innovation

- VII. **Elementos de Acción: Asuntos Viejos**

- VIII. **Elementos de Acción: Asuntos Nuevos**
 - a. Votar para Aceptar las Recomendaciones de Entrada del Superintendente Prioridades Estratégicas, y Objetivos del Distrito
 - b. Votar para Aceptar el Contrato de Mary DeLai como Asistente del Superintendente para Acciones Financieras y Laborales

- IX. **Reporte Financiero**
 - a. Transferencias Presupuestarias

- X. **Reportes de Subcomité**
 - a. Subcomité de Políticas
 - i. Políticas para Primera Lectura
3105 Autoridad de Transferencia Presupuestaria
 - ii. Políticas para Segunda Lectura
2111 Reporte Anual de Estados de Escuelas
 - iii. Políticas para Tercera Lectura
5411 Vestimenta Estudiantil

- XI. **Preocupaciones y Resoluciones del Comité Escolar**

- XII. **Aplazamiento**

Respetuosamente sometido por,

Nancy A. Weiss

Asistente Ejecutiva para el Comité Escolar & el Superintendente

“Las personas que requieran ayudas y servicios auxiliares para una comunicación eficaz, tales como un intérprete de lenguaje de señas, un dispositivo de ayuda auditiva o material impreso en formato digital o una modificación razonable en programas, servicios, políticas o actividades, pueden comunicarse con el Coordinador de ADA de la ciudad de Salem al (978) 619-5630 lo antes posible y no menos de 2 días hábiles antes de la reunión, programa o evento”

**Salem School Committee
Committee of the Whole Meeting Minutes
Wednesday, February 17, 2021**

A Committee of the Whole (COW) meeting of the Salem School Committee was held on Wednesday, February 17, 2021 at 7:00 pm using the Zoom platform.

Members Present: Mayor Kimberley Driscoll, Ms. Mary Manning, Ms. Amanda Campbell, Ms. Ana Nuncio, Dr. Kristin Pangallo, and Mr. Manny Cruz

Members Absent: Mr. James Fleming

Others in Attendance: Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Dr. Jill Conrad, and Sayonara Reyes

Call of Meeting to Order

Vice Chair Mary Manning called the School Committee of the Whole meeting to order at 7:06 p.m.

Discussion regarding the re-enrollment of families that have left Salem Public Schools district during the pandemic

Dr. Jill Conrad came before the Committee to present the proposal for re-enrollment of students who withdrew because of the pandemic. She explained the number of students this may have affected and some of the reasons why they withdrew (home school, health reasons, parent's job, transportation, etc.). Many members agreed that they would like to see the students come back to the district. There was a question regarding the waiting list process and the date they should use as a benchmark and it was suggested that no date be used and this be called a pandemic related withdrawal. The Mayor asked if changes need to be made to our current school choice policy since residency could become an issue.

It was agreed that since this is not a policy change, no vote would be required of the Committee. The Committee decided that the Superintendent would have the authority regarding the re-enrollment requests.

Central Office Review Findings

Dr. Zrike presented to the Committee the recommendations that he has received from an outside consultant regarding setting up strategic priorities. He further explained the reasons why and the 7 findings that the consultant provided in the report. Dr. Zrike also announced that he would like to post a new position, Executive Director of Student of Family Support Services. He explained that this position would be budget neutral and would replace the position that was vacated when Dr. Conrad left. Ms. Manning asked if this could be sent to the Finance Subcommittee.

Adjournment

There being no further business to come before the School Committee of the Whole (COW) meeting this evening, Ms. Campbell motioned to rise and report. Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 6-0

Meeting adjourned at 8:30 p.m.

Respectfully submitted by,

Nancy A. Weiss

Executive Assistant to the School Committee
& the Superintendent

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Salem Public Schools Salem School Committee Meeting Minutes February 22, 2021

On February 22, 2021 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

Members Present: Mayor Kimberley Driscoll, Ms. Mary Manning, Ms. Amanda Campbell, Dr. Kristin Pangallo, Mr. Manny Cruz, Ms. Ana Nuncio, and Mr. James Fleming

Members Absent: None

Others in Attendance: Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Mary DeLai, Chelsea Banks, Liz Polay-Wettengel, Deb Connerty, Duncan Mayer, Beth Beaulieu, Emily Ulman, Joe Hicks, Kate Milano, Kristen Swanson, Leanne Smith, Regan Frayler, and Ryan Bela

Call of Meeting to Order

Mayor Driscoll called the meeting to order at 7:04 p.m. Mayor Driscoll read the new Public Participation Policy 6409 and also explained the request for Spanish interpretation for participation.

Approval of Agenda

Mayor Driscoll requested a motion to approve the Regular Agenda. Mr. Fleming motioned and Ms. Manning seconded. The Mayor called a roll call vote.

Ms. Manning	Yes
Mr. Fleming	Yes
Ms. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

Approval of Consent Agenda

Mayor Driscoll requested a motion to approve the Consent Agenda. Dr. Pangallo motioned and Mr. Fleming seconded. The Mayor called a roll call vote.

Ms. Manning	Yes
Mr. Fleming	Yes
Ms. Cruz	Yes
Dr. Pangallo	Yes

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Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

Public Comment

The School Committee Secretary announced that there was 1 public comment request who would like to be recognized to speak.

Donna Fritz, 57 Summit Street, shared feedback from her children regarding attending school 2 days a week in person and 3 days remotely. All three children were asked the same questions and offered their perspectives from elementary, middle, and high school. She ended with thanking the Committee for their hard work in bringing the community together.

Report from the Student Representative

Duncan Mayer announced to the Committee that the Student Advisory Council is following up from the last meeting regarding mental health. He added that he has had conversations with Dr. Zrike and Dr. Meier regarding having a group of students who will be discussing policies from the student perspective and offer improvements. Dr. Zrike and Dr. Meier are in the process of reaching out to teachers and gathering a diverse group of students.

Report of the Superintendent

a. Student Spotlights - 5th Grade Social Studies Curriculum Summary

Assistant Superintendent Kate Carbone introduced teachers Kate Milano, Kristen Swanson, Principal Leanne Smith and students Ryan Bela and Regan Frayler who shared their reflections of the 5th grade social studies curriculum at the WHES.

b. Presentation on Current Events and Civics Education in SPS

Assistant Superintendent Kate Carbone explained that in response to Ms. Nuncio's request there will be an overview regarding Current Events and Civics Education in SPS. Ms. Carbone introduced Beth Beaulieu, District Social Studies Coach, Joe Hicks, grades 9-12 Social Studies/History Coach, and Emily Ullman, Director of Family Engagement & Community Partnerships. Ms. Ullman explained that they are in the process of developing a current events response team that will respond internally and externally to significant current events happening locally, nationally or globally. She also gave examples of how recent current events such as the Capital attack and the Inauguration were handled. In addition, she explained how the Dominican Republic Independence Day was shared in helping students understand our civic responsibility. Ms. Beaulieu spoke next regarding the new framework that was introduced in June, 2018. She explained that this framework has a new renewed focus on civic life in a democracy. She also explained what the 8 guiding principles are and the 7 practice standards and how they are used to plan the curriculum. Mr. Hicks spoke about the planning that goes into the Civics Education curriculum at the high school level. Questions were asked by the Committee members including if the other 2 high schools would be included and Ms. Carbone explained that Mr. Hicks would be working with them regarding the curriculum and civic

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projects. The Mayor added that this pairs up nicely with community service efforts for the high school students.

c. Draft of Superintendent's Entry Findings, Strategic Priorities, and District Goals

Dr. Zrike announced that this was created from feedback he received from the recent School Committee retreat and will be discussed and voted on at the next School Committee meeting.

d. Recommendation of Priority Re-enrollment of Students Withdrawn Due to the Pandemic

Dr. Zrike explained his recommendation of giving priority of re-enrollment to students who withdrew due to the pandemic. He said that this was discussed at the Committee of the Whole meeting on February 17, 2021 and the Committee has supported his recommendation. He noted a few changes that were made since their discussion. He explained that since this is not a policy change, a vote was not necessary.

e. Student COVID Testing Update

Dr. Zrike introduced Chelsea Banks who gave an update of the student testing. Ms. Banks announced that Salem Public Schools has been matched through the state program with Project Beacon. She said that testers and coordinators are in place to help support students with the testing and also manage the consents, rosters and ensure that all the test data is organized correctly. She explained that the next step is for families to complete the consent form to give permission for the student to participate. Ms. Banks also gave a brief overview of how the state program with front-end pool testing works. Ms. Banks also gave updates on important deadlines for families that are interested in returning to in-person learning. She stated that any family interested in switching learning models must inform the school by February 26th. After that date, in person seats cannot be guaranteed until after April vacation.

Superintendent Zrike explained that the return to in-person learning 5 days a week is dependent on many factors, one being the vaccine becoming available to staff. He also said that he is recommending that the Athletics Fall 2 Season, including football, volleyball, and boys and girls track be played, but cheering has been moved to the spring season. He announced that all athletes will be COVID tested before the start of practice on Thursday. Both Dr. Zrike and Mr. Fleming thanked the athletic department for putting together such comprehensive COVID protocols for the past and the upcoming sports season. Ms. Manning asked a question regarding the new guidelines from the state on bus transportation. Dr. Zrike responded that they will be following the new guidance as far as limitations being lifted on bus transportation for students. He added that they would be reaching out to parents this week.

f. Recommendation to Redefine the Business Manager Role and Hire Mary DeLai as Assistant Superintendent for Finance and Employment Engagement

Dr. Zrike announced that he is making a recommendation to permanently hire Mary DeLai as Assistant Superintendent for Finance and Employment Engagement. This will also be discussed and voted on at the next School Committee meeting.

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Old Business

None to report.

New Business

None to report.

Finance Report

a. Budget Transfers

Ms. DeLai requested the following Budget Transfers.

FY21 Budget Transfer Request 14 - The district wide music department requests the following transfer from transportation (HS Student Activities) to instructional supplies to replace or repair music program equipment in the amount of \$4,600.

FY21 Budget Transfer Request 15 - Salem High School requests the following transfer from Contract Services to Stipends to compensate employees for staffing the High School Community Office hours program in the amount of \$15,000.

Mayor Driscoll requested an omnibus motion to approve FY21-14 and FY21-15 Budget Transfers. Mr. Cruz made the motion and Ms. Manning seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

Subcommittee Reports

a. Policy Subcommittee

Ms. Nuncio made a motion to table the first reading for policy 3105 Budget Transfer Authority. Ms. Manning seconded the motion. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

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Motion carries 7-0

- i. Policies for First Reading
2111 Annual State-of-the-Schools Report

Ms. Nuncio made a motion for first reading of 2111 Annual State-of-the-School Report Policy and Ms. Manning seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

- ii. Policies for Second Reading
5411 Student Dress

Ms. Nuncio made a motion for second reading of 5411 Student Dress Policy and Ms. Manning seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

- ii. Policies for Third Reading
3504.01 Emergency Plans
5109 Emergency Closings
5222 Parental Notification of Courses Involving Human Sexuality
5401 Hazing
5713 Emergency Medical and Safety Plans

Ms. Nuncio made a motion for third reading of the above mentioned policies. Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes

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Ms. Nuncio Yes
Mr. Cruz Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

School Committee Concerns and Resolutions

Dr. Pangallo wanted to acknowledge the work the Policy Subcommittee did on the Dress Code Policy.

Adjournment

Mayor Driscoll requested a motion to adjourn. Mr. Fleming motioned and Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Mr. Cruz Yes
Ms. Campbell Yes
Mayor Driscoll Yes

Motion carries 7-0. Meeting adjourned at 8:48 p.m.

Respectfully submitted by,

Nancy A. Weiss

Executive Assistant to the School Committee & Superintendent

Superintendent's Annual Plan March 2021-November 2021

Goal #1 (Student Learning): *The Superintendent will coach and support school leaders to provide evidenced based feedback on professional practice, school improvement goals grounded in equity and on the implementation of the District strategy. More specifically, the focus of these interactions will be to:*

- Practice giving bite-sized feedback to teachers observed on schoolwide priorities or individual teacher goals using the teacher evaluation rubric
- Provide feedback on districtwide instructional priorities and school trends related to school improvement goals and priorities
- Assess the effectiveness of school culture routines- transitions, recess, cafeteria, arrival/dismissal and bathroom procedures, etc.
- Observe and offer input on the strength/impact of professional development sessions and school based teams- instructional leadership, student support, teacher planning, attendance and data.

Key Actions

1. Engage in regular classroom visits with school and District leaders;
2. Design and facilitate professional learning for school and District leaders to continue to fine-tune their observational lens and to develop their ability to provide quality feedback grounded in educational equity;
3. Provide regular guidance to and coaching sessions for school leaders on the frequency and quality of feedback that they provide educators on professional practice and their school's high leverage instructional practices;
4. Coach leaders on the effectiveness and impact of their professional development sessions and school-based teams- instructional leadership, student support, teacher planning, attendance and data.

Evidence

1. Superintendent and Assistant Superintendent visitation calendar;
2. Agendas and content principals' monthly learning sessions;
3. Superintendent observations and personnel evaluations in accordance with approved timelines;
4. District correspondence with staff and families about leadership development efforts;
5. Survey assessing the value add of leadership coaching to principal development and school improvement.

Measurable Outcomes

- **Student Growth:**
 - A 3% increase in average student growth percentile (SGP) in Grades 4-8 ELA (baseline- 49.3);

- A 3% increase in average student growth percentile (SGP) in math (baseline- 49.1) for grades 4-8;
- A 3% increase in average student growth percentile (SGP) in Grade 10 ELA (baseline- 50.1);
- A 3% increase in average student growth percentile (SGP) in Grade 10 Math (baseline- 42.3).
- **School Leader Development:** At least 50% of the school leaders surveyed indicate the positive impact of coaching on their individual leadership and their school's improvement.

Goal #2 (Professional Growth): *The Superintendent will facilitate the development of a clear equity statement that is owned by multiple stakeholders. Additionally, the superintendent will create opportunities for SPS community members to consistently examine, recognize, interrupt and transform systemic inequities and to grow in his ability to make decisions that are rooted in the values and principles of inclusivity and acceptance.*

Key Actions

1. Co-develop equity statements with District stakeholders including the School Committee;
2. Regularly and relentlessly lead the examination of academic, discipline, attendance, access, graduation, dropout and parent engagement data for potential disproportionality;
3. Establish work streams aligned to the District strategy that explicitly pursue educational equity for all students;
4. Ensure that there is alignment between the District's improvement efforts and the work of the City's Race and Equity Task Force;
5. Develop a consistent school visitation protocol that examines the extent to which students can access learning and opportunities to excel.

Evidence

1. District action plans associated with each initiative;
2. An observation tool used to assess educational equity across classrooms and schools;
3. The use of common language across the system when discussing matters of equity and anti-racism;
4. Agendas and content from sessions where disproportionality is examined.

Measurable Outcomes

- Improvement and progress as measured by the District's articulated accountability metrics.

Goal #3 (District Goal): *To build ownership and engagement of the District's revised strategic plan with critical stakeholders. In doing so, the Salem Public Schools will hold itself accountable for the implementation of the objectives, initiatives and targets in the SPS strategic plan.*

Key Actions

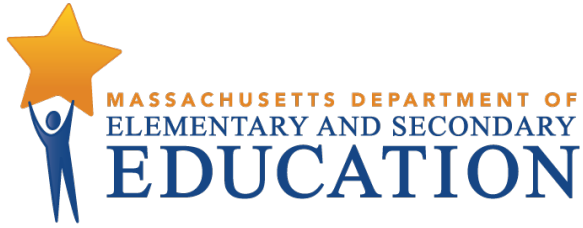
1. Consistently make connections to the District strategy when making decisions;
2. Present the District strategy to individual school communities and to external stakeholders;
3. Host a forum/workshop for the business community on ways that they might support our strategic efforts;
4. Organize a “State of the Schools” forum for the community to provide updates on the District strategy and to solicit input on the formation of the SY21-22 budget proposal;
5. Facilitate regular discussions with members of the School Committee to receive feedback and input on the implementation of the District’s strategic direction;
6. Quarterly assess the progress of the strategy with Executive Leadership Team and the District Leadership Team.

Evidence

1. Action plans corresponding to each of the District’s twelve initiatives;
2. A formative and a summative report on the progress of the District’s instructional strategy;
3. Agendas, notes and work products from quarterly monitoring of District strategy;
4. Alignment between school improvement plans and the District’s strategy.

Measurable Outcomes

- Improvement and progress as measured by the District’s articulated accountability metrics.



Innovation Schools Annual Evaluation

Carlton Innovation School

For School Year 2019-2020

Jill Conrad, Chief of Systems Strategy
Salem Public Schools, jconrad@salemk12.org

Bethann Jellison, Principal
Carlton Innovation School, bjellison@salemk12.org



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Carlton Innovation School	
School Type (New/Conversion/Academy): Conversion	District Name: Salem
Year Innovation Status Granted: 2012	School Year Implementation Commenced: 2012-2013
Grades Served: K-5	Total Enrollment: 272
<p>Mission: The mission of the Carlton School is to meet the needs of each individual student in a systematic and rigorous manner using a continuous progress approach to learning. Students succeed because their academic needs are met according to their individual progress along a learning continuum. By placing importance on the individual student, as opposed to classroom cohorts, students receive diagnostic instruction on a daily basis, resulting in greater academic achievement. Students exhibit the core values of community, curiosity, and effort allowing them to take ownership of their learning and to become active participants in their learning trajectory.</p>	
<p>Vision: The structure of the Carlton School is to provide intensive, personalized instruction that supports students' continuous progress and learning at their own pace to achieve academic and social-emotional growth and mastery of standards. The school's structure supports the individualized teaching of each student, ensuring his or her continuous academic progress. Students and teachers work with intention, purpose, and cognitive clarity. By using a multi-age approach, without grade level distinctions, student's progress at a developmentally appropriate rate that is individualized in nature. Students receive intensive instruction in reading, writing, math, and science that is explicitly driven by the assessment and instruction cycle. The school also embraces a multi-disciplinary and inquiry-based approach to science and social studies, which incorporates the core subjects of reading, writing, and math. Continuous progress teaching is achieved through collaboration among teams of teachers and students working towards growth and mastery.</p>	
<p>Educational Model: The Carlton Innovation School operates under what we define as the "continuous progress model" of education. At Carlton, this is defined as:</p> <p><i>The Instructional Delivery System:</i></p> <ul style="list-style-type: none"> • Kindergarten students begin one or two trimesters earlier, allowing more time for their growth and development. • Each student progresses through cohorts at his/her own pace, allowing for extra time to complete standards as necessary or to move ahead in the curriculum. 	

- We support multi-age classrooms that allow teachers to develop strong relationships with students and families.
- Trimester transitions within multi-year classrooms allow students to move from the newest members of the community to the expert focusing on the growth mindset.
- Students work at different levels within different content areas depending on their progress with the standards, allowing students to move through the curriculum at a faster or slower pace as needed.
- Teams of two teachers share two classes of children for small group instruction, which creates an environment where flexible small groups can be formed and changed efficiently based on student need. Groups of students change as necessary (sometimes even weekly).
- Teachers work in teams and are deployed in flexible ways to “flood classrooms” with academic specialists to provide small group instruction to specific groups of students working at different levels.
- School structures, such as schedule and calendar, support intensive collaboration and common planning time in order to support teachers to communicate students’ daily progress and needs.

The Instructional Practices:

- Teachers engage students as individual learners. Our goal has been to switch the teacher’s focus from the class to each individual student, which will result in individualized instruction instead of whole-class instruction.
- Teachers and staff value the whole student and student learning is matched to the social development of the child.
- We use small group instruction in all content areas.
- We continuously assess students to determine needs and assign students, flexibly, to small groups.
- We transition three times per year so students can accelerate to the next grade based on academic abilities, social emotional benchmarks, and/or age.
- Flexible groupings of students within classrooms and across trimesters allows students to develop deep relationships with their peers and with their teachers
- Each student receives instruction matched to his/her achievement level every day. This is achieved through flexible grouping. Teams of two teachers share two classes of children for small group instruction, which creates an environment where flexible small groups can be formed and changed efficiently based on student need.
- Each student develops an awareness of his/her strengths and weaknesses and takes ownership of his/her learning and achievement.
- The core subjects of reading, writing, and math are taught using a workshop model with intensive and targeted small group instruction.
- Intensive assessment strategies are used daily to make instructional decisions. Most prominent is teacher observation and student work. Common assessments on standards also occur regularly. Progress and independence are monitored with longer district assessments 6-8 times per year.

- Standards-based continuums are used for each team level in each core subject, based on the new MA Frameworks and Common Core State Standards.
- The content areas of science and social studies are taught using inquiry-and project-based methods in heterogeneous groups.
- The curriculum emphasizes student ownership of learning and progress across the standards by involving students with formative assessment and goal setting for mastery.
- Instructional approaches emphasize active and authentic student learning, student discourse, writing, and thinking.
- Identified students will have the opportunity to participate in Success Block to receive a double dose of instruction in that student's area of greatest need or to extend his/her progress.

The fluid movement of students in the Carlton Innovation School's continuous progress model adds a layer of complexity to the daily logistics of school administration. Normal procedures that take place once a year at traditional schools, such as class assignment, orientation, bus enrollment and demographic data accounting, actually happen three times a year at Carlton. It requires continuous effort and flexibility on the part of the school and district personnel to make these processes possible.

The effort to sustain a non-traditional school structure has resulted in significant student ownership, growth mindset, collaborative school culture, and strong, consistent student achievement. The personalization of instruction helps students play an active role in their education. Their education is not something that happens "to them" as a passive recipient. The transparent assessment and instruction cycle helps students understand their learning process as well as the learning outcomes. Because students do not move in cohorts from grade to grade the comparison and competition in learning is all but eliminated, resulting in a culture of strong growth mindset. The flexible structure allows students to fully master standards before moving to the next curriculum and instructional level and results in stronger student achievement. It is clear that the extra effort is needed to ensure the continuous progress model results in a strong educational experience for all students.

We believe the continuous progress model has significantly raised student achievement on multiple measures and will prepare each student for the rigorous academic life of middle school, high school, and college. Three other aspects of our model are important to understand, including:

1. ***School Structure*** – the school organizes students in small groups of up to 12 students who move through mastery of standards in each subject area supported by teachers who are deployed flexibly. Students generally spend approximately three trimesters per grade and subject area, transitioning at each trimester period, as needed. One student, for example, may spend two trimesters working on ELA standards, three trimesters working on Math Standards, and so forth, and may transition from one grade level to the next after four trimesters, depending on the degree to which they have mastered all of the standards at that grade level. The school's structure and flexible staffing allows students to spend as much or as little time needed, in each subject area with the focus remaining on student mastery of standards.

2. ***Trimester Enrollment Patterns and Procedures*** – In addition to the trimester transition periods which allow students to move up to a new grade level when they are ready, rather than only during the traditional academic year, the trimester enrollment also allows many students an early start to Kindergarten. Kindergarten students may enroll either in the fall, winter, or spring trimesters, allowing some students, whose birthdays do not allow them to enroll in the fall, may begin kindergarten “early” in the sense that they could begin in Winter, if they turn 5 by that date, instead of waiting until the following fall.
3. ***Acceleration of Student Learning*** – the structure supports the individualized teaching of each student ensuring his or her continuous academic progress. Each student is looked at as an individual, taking into account the whole child when planning instruction. Students receive diagnostic instruction based upon ongoing formal and informal assessments, resulting in greater academic achievement. By using a multi-age approach and leveraging the trimester transitions, students are able to progress at an individualized, developmentally appropriate rate. For some students, this translates into an accelerated learning trajectory, where a student may complete fewer trimesters in one grade level than others. For other students, who may need more time to master standards, this may mean spending more trimesters at a particular grade level, until they are ready to transition at the following trimester transition period.

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.

The school used many autonomies in the area of curriculum, instruction, and assessment. The school continues to implement workshop model to guide instruction with a focus on small group instruction. No major changes in curriculum have occurred. The continuous progress model which allows students to progress through academic standards based on individualized learning within multi-age classrooms. The assessment cycle provides valuable information on student learning which in turn places students in flexible groupings in order to maximize each individual student’s learning. The school has also continued to implement its school-wide, enrichment opportunities as another way to build community and engage students. At the center of all of this work, is the focus on each individual student’s competency and mastery in learning the standards. By organizing staff and other structures in flexible ways, the Carlton Innovation School is able to be responsive to student needs as they ebb and flow throughout the year.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of budgetary flexibilities during the 2019-2020 school year.

Carlton benefits from having a “lump sum” budget that allows the school to have flexibility in how the school invests funds to support student learning. By the district allocating money to the school in a lump sum amount (based on the agreement contained within the innovation plan), while budgeting for the school based on teachers’ actual salaries, the school gains additional discretionary funding. When school expenses, including the actual salaries spent, are less than the lump sum, the school has additional dollars in “savings” that it can invest. In the past year, the Carlton Innovation School utilized its budget autonomy to provide additional professional development to support new teacher’s with implementation of flexible, small group instruction throughout the year. The purpose of this is to keep the focus on each individual learner. Stipends were also given to teachers to support assessment week prior to the start of school. In addition, Carlton has the autonomy to carry over the funding from one fiscal year to the next.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school’s or academy’s implementation of school schedule and calendar flexibilities during the 2019-2020 school year.

The Carlton Innovation School benefits from having autonomy to set its own school schedule and calendar. While Carlton’s teachers work the same length of day and year as the rest of the district, the school is able to schedule days for “trimester transition meetings” which are day-long transition days to support students and families who are ready to transition to the next grade level. As a result, the professional development days at Carlton do not align well to those days allocated in the district’s calendar. In addition, the school schedule structure allows for block scheduling of math and literacy in each cohort so that all support staff are available for small group instruction. We also continue to support the summer assessment camp.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy’s implementation of staffing flexibilities during the 2019-2020 school year.

The ability to have staffing autonomy remains key to Carlton’s success. It allows us to recruit, hire, and deploy different staff members in unique ways, as needed, to optimize support for student learning. This can change from year to year depending on the specific student needs at the school in a given year. This past year, the focus was on having additional teachers who were able to provide additional supports for those students who were accelerated in their learning at the 5th grade level and needed support to continue their learning beyond the 5th grade standards as well as support for those students in first, second, and third grade who need additional time and supports before transitioning to the next grade level. To do this, we have employed two “Flex Teachers” in order to facilitate the moving of students during the school year. In addition, we utilize specialist teachers to provide small group instruction in both math and ELA. Our staffing allows for a 1:12 ratio of student-teacher ratio. Using the school’s staffing autonomy to allow specialist teachers to provide instructional support for some of the groups has also helped the school maintain the focus on small group instruction and individualized learning.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of professional development flexibilities during the 2019-2020 school year.

Professional development is used to create common assessments, sequential trajectories and individualized plans for diverse learners. This school year, Carlton provided additional professional development in writing. Teachers were provided both whole group and individual time with the trainer. Writing is an important part of the school’s improvement plan and we will continue to provide professional development in writing to all teachers. While as a school, we try to participate in district provided professional development when its relevant to our needs, we organize our own professional development focus and schedule.

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of district policies and procedures flexibilities during the 2019-2020 school year.

The Carlton Innovation School has continued to benefit from autonomies from several different areas of district policy and procedures, including:

- a. Governance: Carlton relies on a “leadership team” to provide additional oversight and decision-making in collaboration with the school council
- b. Student Assignment/Kindergarten Enrollment: Our autonomy from the student assignment policy allows for kindergarten students to enroll in Carlton three times per year.
- c. Grading, Student Promotion and Matriculation: Our autonomy in this area allows for student’s academic progress on standards to determine the amount of time a student spends within a specific grade level.
- d. Student and Faculty Handbook: the school continues to develop its own handbook for students and faculty.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

Carlton saw a 6% decline in its chronic absenteeism rate between 2018 and 2019. The school went from having 15.3% of its students being chronically absent in 2018 to having 9.3% of students chronically absent in 2019. While we would prefer to see no students be chronically absent, we are proud of this good progress with attendance.

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

Carlton saw improvements in student discipline over the last two years as well. For the 2018-19 school year, the total number of students with reportable conduct offenses was 6 and the following year it was 3.

Student promotion and [retention rates](#)

n/a

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

n/a

Student [dropout rates](#), if applicable

n/a

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

ELA Proficiency - % Meets or Exceeds Expectations - Carlton increased the % of students who meet or exceed expectations in ELA by 2% over the last two years.

2017-19: 54%

2018-19: 56%

2019-20: n/a (not tested)

Math Proficiency - % Meets or Exceeds Expectations – Carlton’s math scores saw a decline over this two year period, from 59% of all students meeting or exceeding expectations to 41%.

2017-19: 59%

2018-19: 41%

2019-20: n/a (not tested)

Science Proficiency - % Meets or Exceeds Expectations – Science saw a bit of a decline (as measured by the comparable CPI). It’s important to note the introduction of the new, Next Generation Science assessment, however.

2017-18: 59% (legacy Science exam); CPI was 84.7

2018-19: 42% (next generation Science exam); CPI was 75.5

2019-20: n/a (not tested)

The table below provides a more detailed overview of achievement scores at Carlton for the past two years.

School Name	Group	2018 ELA Achievement Baseline	2019 ELA Achievement Prelim (3-8)	2018 Math Achievement Baseline (3-8)	2019 Math Achievement Prelim (3-8)	2018 Science Achievement Baseline (5 & 8)	2019 Science Achievement Prelim (3-8)
Carlton	All Students	504.8	504.8	500.8	492.1	84.7	75.5
Carlton	Lowest Performing	479.5		477.2			
Carlton	High Needs	497.0	495.2	494.7	483.7	82.3	68.4
Carlton	Econ. Disadvantaged	498.7	495.1	494.4	484.0	82.1	66.0
Carlton	EL and Former EL						
Carlton	Students w/Disabilities	489.3	485.8	488.6	473.7		
Carlton	Afr. Amer./Black						
Carlton	Amer. Ind. or Alaska Nat.						
Carlton	Asian						
Carlton	Hispanic/Latino	495.9	496.2	488.9	482.4		-
Carlton	Multi-race, Non-Hisp./Lat.						
Carlton	Nat. Haw. or Pacif. Isl.						
Carlton	White	509.4	511.8	506.3	500.3	91.3	82.8

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)

ELA Proficiency Gap

Carlton does see proficiency gaps between its White and more affluent students and other, high needs students. Between 2018 and 2019 those gaps continued to widen slightly, with the exception of Hispanic/Latino students where the scaled Avg. scaled score increased slightly.

Math and Science Proficiency Gap

Carlton did not make progress reducing the proficiency gap in Math or Science between its White and more affluent students and other subgroups over the two year period.

Part C: Innovation Plan Updates (if applicable)

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.

Currently there are no proposed revisions or changes to the school's approved innovation plan. That said, there is one area in which the school sought autonomy that was not granted by the state, which still remains a concern for the school. In July 2017 when the Innovation Plan renewal was sought, the school sought a waiver from then Acting Commissioner Jeff Wulfson to be able to administer the MCAS assessment that was most appropriate to the grade level standards each student was working on during the testing timeframe. Specifically, the request was:

“The goal of this request is to allow students to be tested in a specific grade level as close to their timing of having completed that grade level as possible. While the traditional MCAS administration timeline aligns well with traditional schools, it does not align well to our trimester-based continuous progress model. With our model, a student may master and complete the requirements for 3rd grade (for example) in October, and move onto the 4th grade in December of that year, following our trimester schedule. According to the traditional timeframe for testing administration, the student wouldn't take the 3rd grade MCAS, however, until April or May of the following year, when they were well into the curriculum of the 4th grade. The Carlton would like to explore the possibility of allowing students to take the MCAS within a timeframe that aligns with their matriculation to the next grade level. We feel especially that the advent of new technologies supporting state assessments should provide some opportunities for this flexibility. We look forward to working with both the district and state to explore this possibility in the coming months and years.”

This request was rejected by the state in 2017 and since then the school has done its best to make adjustments to accommodate those students who have moved beyond the grade level in which they are to be tested for MCAS according to the traditional schedule. One such adjustment has been to deploy the Flex Teacher with those students to re-review aspects of the curriculum from their previous grade level, so that they can be refreshed during the time of the MCAS. As time goes on, however, we would still like to engage in discussions with district and state leaders about potential new ways to approach this situation in the future. We welcome the opportunity for this conversation.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to brenton.stewart@mass.gov.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

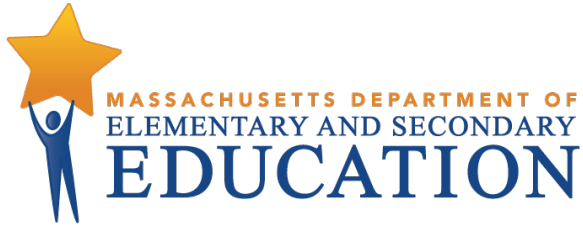
Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR– Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

Click or tap here to enter text.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

n/a



Innovation Schools Annual Evaluation

New Liberty Innovation School

For School Year 2019-2020

Dr. Stephen Zrike, Superintendent, Salem Public Schools, szrike@salemk12.org

Ms. Jennifer Winsor, Principal, New Liberty Innovation School, jwinsor@salemk12.org



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020_*[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: New Liberty Innovation School	
School Type (New/Conversion/Academy): Conversion (2016)	District Name: Salem
Year Innovation Status Granted: 2016	School Year Implementation Commenced: 2017
Grades Served: 9-12	Total Enrollment: 55
Mission: New Liberty Innovation School will educate underserved and under-resourced youth to realize their full potential as high school graduates and prepare them for success in college or career, and citizenship.	
Vision: New Liberty Innovation School will achieve this mission by leveraging educational innovations and public/private partnerships to: <ul style="list-style-type: none"> • Provide rigorous academic instruction and remediation opportunities • Provide a self-paced, competency-based educational environment • Provide full social support services and onsite counseling • Develop in NLIS students the essential habits of stable, independent adults. These include mindfulness, tenacity, and organizational skills, among others to be developed with all staff and student input • Build the confidence and competence of NLIS students through weekly adventure and challenge programming • Provide career readiness skills, leading to internships and employment, in collaboration with partner organizations • Develop strong anchor relationships between students and staff • Develop programming grounded in resiliency, healthy connections, academic competence, and self- advocacy skills. 	
Educational Model: Competency-based education	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.

Curriculum, Instruction, and Assessments

1. The autonomy to create unique curricular materials in the academic, social/emotional learning and employment realms.
 2. The autonomy to provide instruction through a variety of modalities and using many platforms including classroom instruction, individual tutoring, student-led investigations, offsite experiential education and online instruction.
 3. The autonomy to assess students through growth portfolios and exhibitions of learning
- **any successes or challenges experienced during implementation;**
 - We continued to make edits to our academic, social/emotional learning, and employment curricular materials during the 2019-20 SY.
 - We finalized our new Professional Readiness competencies such that they now encompass college readiness skill training. They include a comprehensive set of tasks that each student must complete in this area before graduation. For example, these include completely several online interest inventories in Naviance.
 - We relied heavily on our Academic Facilitator (formerly called our Blended Learning Strategist) to assist teachers in the move to online learning in March.
 - We continued to engage students in regular off-site experiential learning opportunities through our regular Adventures. We took students to Project Adventure, the Boston Museum of Science and local attractions such as the Peabody Essex Museum several times during the 2019-20 SY. Students demonstrated evidence for various competencies during these Adventures.
 - We continue to expand the ways in which we assess students at NLIS. Students prepared portfolios of work during the 2020 SY to share during our one Student-Led Conference with families and teachers (our second conference was canceled in March but we did hold virtual, less formal conferences in June). Teachers still use student growth portfolios and exhibitions on a regular basis, particularly when assessing social/emotional skills. We hope to expand our use of exhibitions and project-based learning this year, although in a (usually) remote environment.
 - **how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by**

race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet;

- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**
- Our new pathway for students who are very under-credited and over-age responds to a variety of student needs, particularly for students who are identified as “high-risk,” because they have a disability, are an English Learner, and/or struggle with poverty.
- A few of our recent graduates (June 2020) graduated under our new alternative plan.
- Our social/emotional and professional readiness competencies directly support high-needs students in learning the soft skills necessary for success in work, post-grad education, and life. Our graduates always site them as having been one of the most useful things they learned at New Liberty.
- Students can earn social/emotional competencies by collecting evidence and presenting on positive changes they are making in their personal life, such as at work, to our teachers. This is helpful for students who must work outside of school, so that some of their experience outside of school can count towards graduation credit. We also require students to have been in at least one internship or job for a minimum of 8 weeks before they can graduate.
- This fall we will ask our students to closely assess the ways they demonstrated non-academic, social-emotional skills while school was closed in the spring. This evidence can count towards them earning competencies required for graduation. For example, helping a younger sibling complete their online work is an example of “Advocate” – “Student demonstrated ability to help or work on behalf of others, to step up and/or speak up for others who may be unable to do so...”
- Using a variety of assessments provides more entry points for students who struggle academically. For example, in some cases a portfolio or project might better demonstrate a students’ learning than a multiple-choice test.
- This spring we had to work very hard to keep connected with our students after going to remote learning. One class that many students did engage in was our “STEM Choice” block. We provided students with a kit of materials they could use at home to creatively solve problems using an engineering design process. For example, they had to build a small roller coaster in their homes that would transport a marble a certain distance. This taught students a variety of physics concepts.
- Use of blended learning allows students who struggle with attendance to make up work when they return (such as in a Schoology classroom) and/or to make up work from home. For example, some of our students have young children and they must miss school to be home with them. They can still access their work online from home.

- Students have access to non-academic opportunities through our regular Adventure programming (field trips). Students also go to the Salem Y most days, as part of our school program of study. This is imperative for exposing students to a wide variety of experiences outside of school, many of which they would not have had access to otherwise.
- Finally, competency-based education focuses on skill/content mastery over seat-time and completion of “busy work.” At NLIS, students never fail and have multiple opportunities to demonstrate knowledge. This proved to be even more useful during the school closure when we had to be thoughtful with how we graded students. Since we already built in a system whereby no student could ever fail a class, our grading system did not have to change drastically to meet the needs of students during the closure.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of budgetary flexibilities during the 2019-2020 school year.

1. Autonomy to budget funds for conferences and staff travel to visit other programs.
 2. The autonomy to use the annual budget allotment for New Liberty to create the staffing and programs that best meet the needs of the students at NLIS. NLIS budget decisions will be made in consultation with Salem Public Schools Central Office administrators and will be reviewed annually as part of the budgeting process.
 3. The autonomy to raise and spend funds from grants, private fundraising, and third-party sources.
 4. The autonomy to establish a non-profit organization that will serve as a fundraising arm and partnership coordinator for NLIS.
 5. The autonomy to retain and spend a portion of all tuition and fees collected from out of town students for the betterment of NLIS.
 6. The autonomy to determine the use of NLIS Title 1 and Title 2a funds in accordance with district and federal grant compliance.
- **any successes or challenges experienced during implementation;**
 - We have the autonomy to create new NLIS positions outside of our local unions. We currently have three staff who fall within this category. For the 2020 SY we were able to successfully change the job description and title of one of those staff

members and give her a pay increase that better reflected the work she is actually doing.

- NLIS worked collaboratively with the district to allocate money for instructional supplies and professional development to best meet the needs of the school. The district has been very accommodating and helpful in covering the costs of items that were too cost prohibitive for NLIS, such as Naviance for college planning and prep.
- We established a 501(c)3 in August 2018 called The New Liberty Innovation Fund. We raised a small amount of money through private donations, which we used for student enrichment opportunities like Adventures, during the 2020SY.
- We were not eligible to receive Title 1 or 2a funds during the 2019-2020 School Year.
- **how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet;**
- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**
- Our Fund money allowed us to offer more Adventure programming this past year before the closure. Students have access to non-academic opportunities through our regular Adventure programing (field trips). Students also go to the Salem Y most days, as part of our school program of study. This is imperative for exposing students to a wide variety of experiences outside of school, many of which they would not have had access to otherwise.
- The Fund also allowed us to purchase materials for our student-run, social enterprise--Project Liberty, which is open to all students. Students made various crafts to sell (to support the school) as part of the Haunted Happenings in Salem last fall and as part of a December, Holiday craft fair.
- We hope to continue to raise more money through the Fund and to use that money to purchase materials and offer more adventure programming.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school

schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.

- The autonomy to schedule school days, exhibition days, vacations and holidays, class times, block length, etc. as needed (including summer programming) that meet the time on learning (TOL) requirements in MA.
- The autonomy to individualize staff work days based on student attendance trends and the availability of off-site employment and competency development opportunities.
- The autonomy to schedule professional development days to the New Liberty calendar and select the content of these professional development days.
- The autonomy to partner with other agencies to provide additional programming during and after regular school hours, on weekends and during vacations. New Liberty students may participate in and create evidence for their competency portfolios through these programs.

- **any successes or challenges experienced during implementation;**

Successes

- We gather staff feedback following every trimester and use that information to make slight adjustments to our schedule before the next trimester.
- Last year we continued by beginning each trimester with a STEM advisory challenge day, where students competed in advisories to produce the best final product instead of attending regular classes.
- We were able to take advantage of our scheduling autonomies to hold our one Student Led Conference for the entire day on November 26th, 2019 rather than hold regular classes.
- Students continue to have an early release day (1:30) every Wednesday to allow for staff meetings and our teacher PLC meeting. Students go to Flex Blocks on Wednesdays, which gives them time to make up missing work or move ahead in classes.
- We altered our schedule this past year such that students took all of their academic classes in the morning and then engaged in a longer, project learning block of their choice for much of the afternoon.
- We had one staff member who was .6-time and this autonomy allowed us to schedule her hours in a way that best met the needs of our students.
- Our staff hours do vary slightly based on role and whether they are in a union or not. For example, teachers work from 8:45-3:45, while our Recruitment and Intake Specialist, who is not in a union, works from 8:45-4:30.

- Our Employment and Postgraduation Planning Specialist utilized our staff scheduling autonomy by meeting with outside partners at various times throughout the day and early evening.
- For additional programming offered by outside partners, several of our students participated in Root last year, which allowed them to learn culinary arts skills, earn a few certifications like Serve Safe, and potentially get a job after they finish. Students attended classes in the morning at NLIS and then went to Root for the afternoon for three months.
- In addition, a few of our current and former students were able to get apartments at Harborlight through working with the Haven Project in Lynn.

Challenges

- We continue to tinker with our schedule and found some pain points with it last year. We found that some students took advantage of our Wednesday Flex blocks while other, usually younger students, did not. The same was true with our afternoon project blocks, which were just too long for some students. This year our schedule will be remote with some “in person-remote” offerings we hope.
- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**
- Our late start (9:00) better meets the research-identified need for teens to get more sleep
- Our frequent rotation of classes (trimesters/quarters) provide students with fresh entry points throughout the year, so that they never feel they’ve “failed” a class and give up.
- Students earn credit (competencies) through their participation with outside providers. For example, students earn their Professional Readiness competencies by completing Root’s program.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy’s implementation of staffing flexibilities during the 2019-2020 school year.

- The autonomy to create new job descriptions and titles and hire the right candidates for positions at the school.

- The autonomy to stagger staff schedules during each day and across the school calendar.
- The autonomy to create work year calendars that differ across the staff and differ from other SPS schools, i.e., start and end dates for staff may vary and additional hours will be stipended.
- The autonomy to schedule staff to work with students in an online or blended learning environment outside of the regularly scheduled school day upon mutual agreement.
- The autonomy to use NLIS staff to provide substitute coverage.
- The autonomy to access professional development opportunities that all other SPS schools have or to develop professional development specifically for New Liberty staff.
- The autonomy to review staff working conditions on an annual basis. Agreement on NLIS Working Conditions will supersede all union agreements.

- **any successes or challenges experienced during implementation;**

- We did have one staff member who was .6-time and this autonomy allowed us to schedule her hours in a way that best met the needs of our students.
- In addition, our staff hours do vary slightly based on role and whether they are in a union or not. For example, teachers work from 8:45-3:45, while our Recruitment and Intake Specialist, who is not in a union, works from 8:45-4:30.
- We have three staff who work the entire year.
- Our School Adjustment Counselor is also in a Coordinator position, which requires her to work a few additional days at the end and start of each school year.
- Our Academic Facilitator receives a stipend, which allows her to work additional days in the summer.
- Our Senior Administrative Assistant and principal work all summer.
- All other staff work on the teacher schedule and are off in the summer.
- All teachers have created Google or Schoology Classrooms so that students can access their classwork from home and more easily make up work when they are absent.
- This spring teachers frequently supported students outside of school hours with schoolwork, as it was a necessity in terms of keeping connected with students.
- We did not use district provided substitutes last year; NLIS staff continue to cover teacher absences.
- We again aligned our professional development with the district's Four Instructional Priority Areas this past year. Teachers attended weekly and sometimes biweekly Professional Learning Community meetings where they focused in depth on grading and having a deeper understanding of competency-based education. Our ESL teacher led PLC.
- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**

- Student access to online classwork is vital to help them catch up when they are absent or complete work from home when they must be out. This will be even more important for the 2021SY where all students will be expected to complete the majority of their work from home.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.

1. Autonomy to select professional development related to our target population and curricular requirements of NLIS. This may include options offered free of charge through SPS or those created specifically for NLIS by outside vendors.
2. Autonomy to budget funds for conferences and staff travel to visit other programs
3. Autonomy to act as consultants for other developing programs, and retain funds and revenue generated by NLIS outside the regular workday.

- **any successes or challenges experienced during implementation;**

- We aligned our professional development with the district's Four Instructional Priority Areas this past year. Teachers attended weekly and sometimes biweekly Professional Learning Community meetings where they focused in depth on grading and having a deeper understanding of competency-based education. Our ESL teacher led PLC.
- We also used our professional development and after-school meeting time the last four years to learn more about each student (Academic/Clinical Review) and plan student interventions.
- We used our Fund to pay for a teacher to be trained on Restorative Justice practices.

- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**

Academic/Clinical Review is important in that it leads to new interventions to support struggling students.

The use of restorative practices as alternatives to traditional discipline also benefit students and prevent students from missing valuable time in school.

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.

1. The autonomy to form a New Liberty Advisory Board to include: community partners, parents, students, faculty and administration and members of the New Liberty Learning Center 501(c)3
2. The autonomy for NLIS students to participate in SHS sports, events and programs.
3. The autonomy to retain a student who is close to graduation until the end of the school year in which he/she turns 22 years old.
4. The autonomy to have our own enrollment process separate from Salem Public Schools including the mandate that all prospective students must attend an information session at New Liberty that gives each student and their parent/guardian an understanding of how our school operates.
5. The autonomy to register students on a rolling basis throughout the year including Salem residents and out-of district students.
6. The autonomy to enroll students from outside of Salem and collect tuition payments through inter-district agreements.
7. The autonomy to develop and form partnerships to provide onsite educational programming, such as HiSet and SAT preparation classes and sheltered employment programs.

- **any successes or challenges experienced during implementation;**

- We continue to have a School Site Council and have a Board for our 501(c)3, before the shutdown we were working hard to expand our board and invited a few relevant, experienced community members to join.
- A few students participated in SHS sports this past year.
- We follow the district's enrollment process.
- This year we again enrolled students from outside of the district using Inter-district Choice.
- We have not formed new partnerships to offer additional onsite educational programming, but we do refer students to local HiSet training programs, Leap for Education offers SAT prep, and many of our students are trained at Root each year.

- **how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.**
- We try to be as flexible as possible at NLIS in order to meet a wide variety of student needs. Allowing students to play sports at SHS, allowing them to take afternoon classes at Root, etc. is part of that model.
- We've had success with Inter-District Choice because there aren't any other schools like ours in the Northshore.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Beginning with our 2018 annual evaluation, NLIS will be using our School Improvement Plan to measure growth in addition to the required Innovation Schools MAGs below. Our original school-specific MAGs were created during the 2015-16 SY and no longer closely reflect our focus areas.

A graphic showing attendance and graduation data trends over the last three years. More details below in each section.

2020 Goal	2020 Data	2019 Data	2018 Data
average daily attendance rate to 70%	56.7%	65.5%	54.8%
drop-out rate to below 15%	18%	22%	33%
4-year cohort graduation rate of 26%	62%	17%	24%
extended engagement (5-year) cohort graduation rate of 25.6%	23%	13%	24%
Total graduation rate goal 50%	62%	39%	67%

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

Our relevant SIP goals for the 2019-20 SY were:

1. Overall attendance increase to 70% for the year,
2. Class attendance increase to 65% for the year,

Sep-March Data:

Overall daily attendance: 56.7%

Overall class attendance: 59.1%

1. describe the progress made toward meeting these goals during the 2019-2020 school year;

While we did not meet either of our goals, we did make many strides related to increasing systems in the building to hold students accountable for completing more schoolwork. For example, we held an afternoon mandatory work session for any students who had not gone to or done work for their three core academic classes (Humanities, math, science) in the morning.

We also followed through on disciplinary consequences, such as 1-day suspensions, for refusing to go to class and refusing to work in the afternoon to make up assignments after many chances, reminders, and contact home. As a result of using this new system we also closely tracked much more data than ever before around class attendance, student discipline, and academic progress.

Another structure we put into place last year was a Phase System whereby students earned rewards and privileges by making consistent academic progress, having strong attendance, and acting as a model or leader for other students.

We also held numerous family meetings throughout the year to attempt to reengage students who were falling behind in classes and/or missing a lot of school.

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

Many staff members assisted with data collection last year. We had a very thorough Google Sheets database, which we regularly filled out until school closed in March. Furthermore, teachers filled out a Google Form following each class with all students in the lowest phase level (white group) to provide the Student Support Team, Leadership Team, and Special Ed teacher with up-to-date data on student effort and work completion in class.

Much of this was in response to the many major student behavioral issues at the end of the 2019SY.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Because of our small size, frequent data collection, and constant staff communication and collaboration, we can respond to challenges in all aspects of the school and student population fairly quickly and decisively. We often change course after a quarter or semester when we observe something, like a new policy, not working.

For instance, poor student class performance (attendance, progress) prompted us to bring in the new behavior and reward systems in the 2020SY.

Curriculum & Instruction, Student achievement, & Operations:

One class that showed greater student engagement was our social enterprise/entrepreneurship class, Project Liberty. This class was run as an afternoon

project-block. Because of this, we ran an afternoon project block every quarter. Some were more successful than others.

When the afternoon mandatory work make-up session wasn't yielding better student achievement, we then changed course and focused the class much more on discrete executive function skill development and mindfulness training. Students definitely preferred this format and some made-up more work after the beginning session. Unfortunately, we weren't able to run this all of the second half of the year because of school closing in March.

Student achievement was also definitely harmed by the school closing in March. We struggled mightily to engage our students remotely, many of whom "checked out" and completely stopped completing schoolwork.

School culture: This has already been addressed throughout, but we also had the students create three core "Agreements" related to student behavior last fall. Students made posters and frequently wrote and discussed what they meant to them. We are still using these agreements this year.

We continued to hold restorative justice circles throughout the year and observed more and more students stepping out of their comfort zone and openly sharing during them.

We also held a popular and well-attended weekly "Community Advisory" where all the students and staff came together to do something fun while building teamwork once a week for 30 minutes.

Finally, we began a more formalized PBIS system in the early spring to reward students who kept their phones away (part of the agreement, "Be Present") for the entire class. We weren't able to continue this for long.

PD: Teachers participated in the DMG PD modules to develop positive behavior in class. They also engaged in weekly PLCs, often focused on competency-based education/grading and the district's Four Instructional Priority Areas and conducted weekly co-planning (CPT) sessions.

Staffing: Our biggest struggle during the 2020SY was around staffing. We had two poor, core-subject area teachers who struggled to understand competency-based education, project-based learning, the Four Priority Areas, and classroom management in general. They were not renewed.

One other way we worked to address this struggle, was to have our strongest teachers (not core subject area teachers) teach a core class. For example, our ESL and Special Ed teachers co-taught one Humanities and one math class last year.

Fiscal policies: We used our funds to buy student incentives.

Nearly 100% of NLIS students would be considered economically disadvantaged, so we did not gather separate data on that sub-group. Furthermore, variation in our data by specific sub-groups is not statistically significant. We have observed *very few* data trends related to special ed status, sex, gender, or race/ethnicity over the years.

We do see some trends related to age, which will be described below and have historically struggled the most with our over-age, under-credited ELs, particularly our male ELs.

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

Our relevant SIP goal for the 2019-20 SY was:

Decrease out of school suspensions to under 14%

Twenty-two of 74 students received a suspension last year, or 30% (**Sep-March**)

1. describe the progress made toward meeting these goals during the 2019-2020 school year;

Clearly our suspension rate increased a great deal during the 2020SY and did not drop. In addition to using 1-day suspensions as a consequence for students who refused to go to class day-after-day, we also experienced a dramatic increase in the number of major behavioral critical incidents over the course of the year. A few included: student bullying, fights, students damaging a peer's bike in the building, a student experiencing a major psychotic episode, a couple fighting and throwing things at each other, and a student hitting a teacher. These behaviors were way beyond what typically occurs at NLIS.

When we assess the incidents as a whole, there was no clear pattern, but I do believe having less effective teachers contributed to some of the drama students exhibited. Their academic needs were not consistently being met.

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

Student behavior-related data and discipline data went into three places – an internal student log, the larger comprehensive student data Google Sheet, and Aspen.

Students who were struggling also frequently went to a local alternative to suspension program. This alternative program was especially helpful in getting our students better and quicker access to mental health supports. Our suspension rate would actually have been higher without this program.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

The various new systems and interventions described in the section above on attendance apply to our struggles with student behavior and discipline.

Our school doesn't believe in a punitive response to discipline and suspensions are almost never more than 1-3 days. We follow a restorative approach. Frequently students who were suspended for fighting entered into a mediation session with me upon their return. It was common for these same students to then apologize, see each other's perspective, and become good friends.

NLIS also uses the MGH Think:Kids Collaborative Problem Solving approach whereby the student and staff member come up with a workable solution together. I frequently held CPS conversations with students in an effort to avoid suspensions.

Student promotion and [retention rates](#)

This was not a SIP Goal for 2020

Our records show that 58 out of 74 students ended the year with us (or graduated) – 78%. This is a marked increase from 2019 when just 66% of students stayed with us the entire year.

Nevertheless, we continue to experience a great deal of “churn” throughout the year, with 19 out of those 74 having come into NLIS after October 1, 2019 and 16 having left (dropped out or transferred out) before June 19, 2020 (not including graduates).

1. describe the progress made toward meeting these goals during the 2019-2020 school year;

The high churn rate at NLIS speaks to the fact that we are the only in-district, alternative high school for students who are struggling to make progress for one reason or another in Salem.

The majority of our students are many grade levels behind in reading and math, over 50% are on IEPs or 504 Plans, and many come to us with very little credit and a lack of trust or interest in succeeding in school. They are extremely “disengaged learners.”

It’s not uncommon for a student to “stop out” (drop out) mid-way through the year only to re-enroll the following year and make rapid progress and graduate.

Nevertheless, we work hard to meet every student where they are at, to personalize instruction for them, and engage in a tremendous amount of family outreach and engagement.

We held weekly Academic/Clinical Reviews as a whole staff and we frequently problem-solved solutions to poor student attendance and poor academic performance at those meetings. For example, we began running “Student Support Circles” in 2019.

2. describe the process used to evaluate the innovation school’s or academy’s progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

We don’t have a goal around retention rate because we cannot control when students enter our school and we cannot control when they transfer out (usually because of DCF or a family move).

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Our high churn rate informs teacher practice in the classroom every day. We utilized a great deal of blended learning, particularly in math, to get students caught up as they enter a class late. (We are using even more blended learning this year – 2021.)

Our competency-based model lends itself to churn better than a traditional grading system where seat time is counted. We assess students only on mastery of benchmarks, which can be demonstrated at any time (and anywhere).

We held an on-going orientation class every Wednesday run by our two strongest teachers. Our school is very different from most, and it’s imperative that students understand our grading system, course requirements, and culture as quickly as possible upon entering NLIS.

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

Our relevant SIP goal for the 2019-20 SY was:

Graduation rate increase to 50%

13 of 21 (12th graders) graduated, for a rate of 62%

1. describe the progress made toward meeting these goals during the 2019-2020 school year;

We exceeded our goal for the 2020SY!

2. describe the process used to evaluate the innovation school’s or academy’s progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

Student data is held in Aspen, graduation data is entered there.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

All the notes above related to academic engagement, attendance boosters, improvements to our school culture/discipline/behavior also inform our increased graduation rates.

During the 2020SY we also had a few 12th graders who were very close to graduating enroll at NLIS in the winter. This further boosted our numbers.

Student [dropout rates](#), if applicable

Our relevant SIP goal for the 2019-20 SY was:

Drop out rate decrease to below 15%

13 of 74 students dropped out last year for a rate of 18%. Nine of these students were 18 or older when they left.

1. describe the progress made toward meeting these goals during the 2019-2020 school year;

While we didn’t meet our goal of 15%, our drop-out rate was the lowest it’s ever been:

2020 Goal	2020	2019	2018
Drop-out rate below 15%	18%	22%	33%

All of the pro-active measures we take to engage our students both academically and social emotionally, as well as our countless interventions, impact our drop-out rate. However, there are times when a student transfers to NLIS and only attends once and then drops out. We have to work quicker to building a solid, positive relationship with them.

2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

We track when students enroll and leave our school through our own internal database. All of this data is also in Aspen.

It's common for older students to drop-out or stop-out, particularly if they have yet to pass the MCAS and/or are very behind academically. Nine of these 13 students fit into one or both of those categories. Older students also often work full time and have greater responsibilities outside of school which further pull them away from completing high school.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Curriculum & Instruction

Because our over-age, under-credited students are at the greatest risk of dropping out, we created an alternative path to graduation in 2019 and this plan has helped a few of our oldest students graduate.

Staffing

We are fortunate to have a dedicated recruitment and intake staff person at New Liberty. This is a position outside of the union. This staff member works tirelessly over the summer months to connect with NLIS and Salem High drop outs from the previous 1-3 years to re-engage them in school.

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

Our relevant SIP goals for the 2019-20 SY were:

Increase math, ELA, and science MCAS scores such that

- a) ELA = 0% - NM, 75% - PM, and 25% - M
- b) Math = 0% - NM, 80% - PM, and 20% - M
- c) HS Bio = 0% - F, 75% - NI, and 25% - P

We did not give the MCAS exam last spring, so we have no data to compare our progress against.

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)

Our relevant SIP goals for the 2019-20 SY were:

Increase benchmark completion rate to 70% for the year,

- Q1 = 43% passed
- Q2 = 40% passed
- Q3 = 45% passed
- Q4 = 25% passed
- Ave = 38%

We have no MCAS scores to look at from last year and no AP/honors-level courses except for Project Lead the Way, which *all students who still need to take science are enrolled in.*

We also have very few extra-curricular activities except for whole school field trips and walks/visits to places around Salem during our early release days.

We also don't offer any art classes.

All students are required to take a Citizenship class in order to graduate and one of the requirements of that class is to register to vote.

However, the last two years we have looked more closely at our course "passing" rate, which is somewhat inaccurate since students can make up any past work at any time. This rate is based on students' completing a class within a specific time frame (last year we used quarters) with a score of Basic Competent or above, earning them credit on their transcript. However, our transcript does not capture the **benchmarks** that must be demonstrated underneath a class and often these BMs span multiple courses.

Nevertheless, our average "passing" rate last year was very poor, especially after school closed in March. Teachers pivoted to remote instruction using Google Classroom and made significant modifications to the amount and pace of new content delivery. Students who remained engaged academically even a little, did fine, but the majority of NLIS students didn't remain engaged in academic work at all.

Fortunately, NLIS staff was able to maintain contact with **every student** over those four months and supported students' mental health needs through online counseling and connecting students in crisis with additional outside supports.

These low passing rates again likely reflect the quality of instruction students were receiving in their core classes last year. This fall we have two strong core content-area teachers and have seen an increase in work completion and engagement even while most students are continuing to complete work from home.

These low rates also reflect the fact that we haven't taught students in the best possible way given their inconsistent attendance and varied academic skill-levels. The majority of NLIS courses have been synchronous, which has hindered many students' progress.

This year we are running mostly asynchronous courses and adhering to the Modern Classroom Project model of instruction whereby teachers utilize blended learning, direct instruction all lives online and can be accessed anytime, anywhere, and all learning is 100% personalized and done at the best pace for each student.

So far we are seeing some dramatic positive results from this shift. We plan to continue to follow the MCP even after returning to full-time in person instruction.

Furthermore, we are rolling out a new system for all teachers to more closely track student benchmark completion and students and teachers are able to check student academic progress much more easily through Schoology's robust data and reports.

We're hopeful that these percentages will increase dramatically for the 2021SY even while remote.

Finally, we are closely reading Zaretta Hammond's book *Culturally Responsive Teaching & the Brain* and building in more culturally responsive and relevant curricula and instruction and working to develop independent learners.

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2019-2020 SY. Be sure to include when implementation of these revisions or updates began or will take place.

None made.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to brenton.stewart@mass.gov.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–

Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

Click or tap here to enter text.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

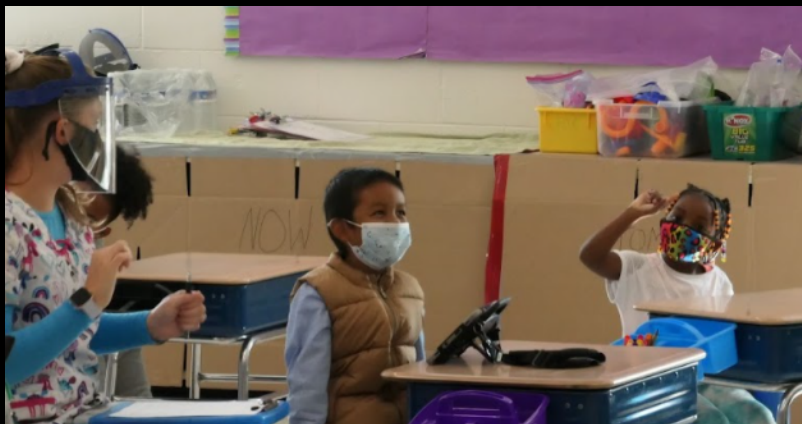
Click or tap here to enter text.



Salem Public Schools

Strategic Planning Update

March 1, 2021



Context

- Building from existing plan (2017-2022)

1: Create a Vibrant K-12 Teaching & Learning Ecosystem

2: Reimagine the High School Experience

3: Nurture Staff Leadership & Empowerment

4: Strengthen Family & Community Engagement

Conditions for Success

- Committed to streamlining existing plan by prioritizing and focusing within established strategy
- Need for equity and metrics to be more elevated in the revised plan
- Propose that this serve as 30-month plan, until June of 2023



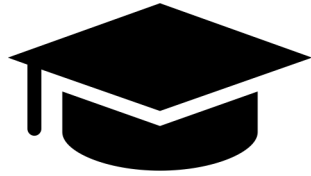
The Role of Equity in the Plan

- Equity must be the lens through which we examine everything we do.
- Students and families must be empowered to advocate and to be active participants in designing the system they want.
- Anti-racist and equity work must be visible and concrete in every work stream.

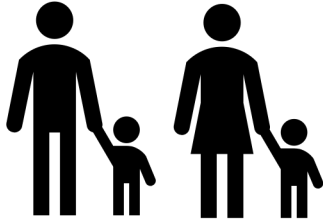


Entry Plan Activities and Findings

- What should I know the Salem community?
- What is working well in the Salem schools?
- What are areas of growth for our schools?
- What advice do you have for me?



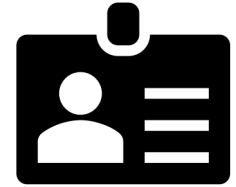
Students



Families



Educators



Staff



Union Leaders



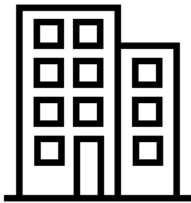
Education Partners



Community Organizations



City Governance



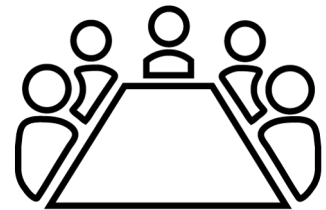
Businesses



Community Leaders



Local Press



School Committee

District-Level Improvement Strategy Framework

Strategic Objectives: The most important levers (3-5 of them) you think the system can pull to drive improved instruction and student learning. These levers should be big and substantive enough to drive the system's focus for 3-5 years. (Big Rocks).



Strategic Initiatives: The specific projects or initiatives you will undertake to bring the strategic objective to life. These projects may take three months or several years. The emphasis is on initiatives/projects rather than individual action steps.



Strategic Measures: Results orientated measures that are used to track progress in achieving objectives and goals.



**Revised from Rachel Curtis and Liz City's, John Kotter's and Andrew Foley's work

Equity Statement and Strategic Objectives

Build a robust talent development system for all staff

Strengthen the pre-K to post-secondary experience

Effectively meet the social/emotional and behavioral needs of all students and create a vision for engaging their families

DRAFT: Equity and belonging are core values within the Salem Public Schools. Educators and staff enact these values through unequivocal support of and explicit attention to the diverse strengths and challenges of each student we serve. Valuing equity means that we share a collective responsibility to recognize, interrupt and transform systemic educational inequities and support each student's unique path toward high standards regardless of ethnicity, race, color economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation gender identity or gender expression.

Design and implement data-informed systems that ensure equitable use of resources and accountability for outcomes

Draft Strategic Priorities- Priority I

Priority I:
*Build a
robust talent
development
system for all
staff*

- *Diversify the workforce by building a strategic approach to talent*
- *Cultivate culturally and linguistically responsive, social justice-driven staff*
- *Develop staff to position schools as the unit of change*

Draft Strategic Priorities- Priority II

**Priority II:
Strengthen
the pre-K to
post-
secondary
experience**

- ***Expand high-quality early childhood education***
- ***Focus on developing independent learners***
- ***Create a shared vision for the high school experience with equity at the center***

Draft Strategic Priorities- Priority III

Priority III:

Effectively meet the social/emotional and behavioral needs of all students and create a vision for engaging their families

- ***Empower students***
- ***Engage families as partners***
- ***Align structures for students' social-emotional support***

Draft Strategic Priorities- Priority IV

Priority IV:
Design and implement data-informed systems that ensure equitable use of resources and accountability for outcomes

- ***Allocate resources strategically and operate efficiently***
- ***Create strong systems of accountability***
- ***Develop effective data systems***

Draft Metrics- Our North Star



- Increase the percent of educators/staff who represent the racial, ethnic and linguistic diversity of students
- Increase the percent of educators and staff who are retained annually
- Increase the percent of three and four-year-olds in high quality Pre-K seats
- Decrease student chronic absenteeism as measured by the percent of students who are absent 10%+ days of the year
- Decrease the number of suspensions and close the gaps in disproportionality of suspensions based on student race
- Increase the percent of students who feel their teachers care about them (as measured by Panorama survey)
- Increase the percent of students who report that their identity and culture is respected and embraced at school (to be measured by Panorama survey)
- **High School outcomes:**
 - Increase the percent of students who graduate in 4 years
 - Decrease the percent of students who dropout on an annual basis
 - Increase the percent of students accessing advanced coursework
- **Overall performance as measured by MCAS:**
 - Increase the outcomes of our lowest performing students, as measured by the new school accountability reporting by DESE
 - Increase the percent of students who are at/above grade level in math, ELA, & science
 - Increase the percent of schools who meet/exceed DESE performance targets





What's Next?

- Continue to make revisions through March based on community feedback
- Align budget request to strategic objectives and outcomes
 - *Public budget forums on March 8th and March 17th from 6-7:30 pm*
- Further refinement of District equity statement
- Set explicit targets
- Create work plans for each initiative
- Link evaluation goals to strategic plan. Share and seek SC approval (see next slide)



Superintendent's Goals

- **Goal #1 (Student Learning):** *The Superintendent will coach and support school leaders to provide evidenced-based feedback on professional practice, school improvement goals grounded in equity and on the implementation of the District strategy.*
- **Goal #2 (Professional Growth):** *The Superintendent will facilitate the development of a clear equity statement that is owned by multiple stakeholders. Additionally, the superintendent will create opportunities for SPS community members to consistently examine, recognize, interrupt and transform systemic inequities and to grow in his ability to make decisions that are rooted in the values and principles of inclusivity and acceptance.*
- **Goal #3 (District Goal):** *To build ownership and engagement of the District's revised strategic plan with critical stakeholders. In doing so, the Salem Public Schools will hold itself accountable for the implementation of the objectives, initiatives and targets in the SPS strategic plan.*

Memo:

To: Salem School Committee

From: Mary C. DeLai

Date: February 18, 2021

Re: FY21 Budget Transfer Request 16

The Central Office requests the following transfer be made from Legal Services to Contract Services to fund districtwide consulting services.

Account Description/Use	Account Number	Amount From	Amount To
Legal Services	13252030-5303	\$9,600	
Contract Services	13032041-5320		\$9,600

I recommend approval of the transfer.



FISCAL MANAGEMENT & NON-INSTRUCTIONAL OPERATIONS **3000**

BUDGET 3100

BUDGET TRANSFER AUTHORITY 3105

Transfers between accounts within the school's operating budget in excess of \$25,000 will require a formal vote of the School Committee. Transfers of \$25,000 or less between accounts within a particular cost center of the school's operating budget will require approval of the Superintendent of Schools or his/her designee. For budget transfer purposes, the school operating budget cost centers shall consist of:

- District Administration
- Regular Education – Districtwide
- Special Education – Districtwide
- Student and Family Supports – Districtwide
- Salem Early Childhood Center
- Bates Elementary School
- Bentley Academy Innovation School
- Carlton Innovation School
- Horace Mann Lab School
- Saltonstall K-8 School
- Witchcraft Heights Elementary School
- Collins Middle School
- Salem High School
- New Liberty Innovation School
- Salem Prep
- Operations and Maintenance
- Athletics

The School Business Administrator shall report to the School Committee no less than quarterly on all budget transfers executed within the previous quarter.

Legal Reference: M.G.L. Ch 71, Sections 34, 37

Additional Reference: MA Dept. of Revenue Bulletin, Vol. 18, No. 6, June 2005

Reviewed and referred by the Policy Subcommittee 2/18/21

First reading on 2/22/21 (tabled)

First reading on 3/1/21

ADMINISTRATION **2000**

SUPERINTENDENT OF SCHOOLS 2100

~~ANNUAL "STATE-OF-THE SCHOOLS" REPORT~~ ~~ANNUAL REPORT~~ 2111

~~An annual report~~ "State-of-the-Schools" report covering the diversified activities of the school system and the administration's recommendations for their improvement will be prepared annually by the Superintendent and presented to the School Committee. Upon Committee approval, the report will be made available to the public and used as one means for informing the parents/guardians, citizens, Commissioner of Education and others of the programs and conditions of the ~~citytown~~'s public schools.

Referred by Policy Subcommittee on 2/18/21

First reading on 2/22/21

Second reading on 3/1/21

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. The Superintendent shall Each school will be responsible for establishing guidelines for school an acceptable dress codes and/or school uniform programs. These guidelines shall reflect our values of equity and inclusivity. guidelines that promote inclusivity and are respectful of evolving cultural norms.~~

~~Decisions regarding Development of an acceptable dress code and/or school uniform program will be made by the respective school leadership team in consultation with the Superintendent.~~

The Salem Public Schools believe that student dress should align with all health and safety requirements and not cause disorder or disruption in keeping with state law.

Legal Reference: MGL ch. 71, Section 83



Reviewed and referred by the Policy Subcommittee on 11/20/20

First Reading 12/7/20

Tabled prior to 2nd reading on 12/21/20

Re-reviewed by the Policy Subcommittee on 1/28/21, 2/4/21, and 2/18/21

Re-referred for 2nd reading on 2/18/21

Second(2nd read on 2/22/21)

Third reading on 3/1/21