



School Committee Meeting Materials

Regular School Committee Meeting

December 21, 2015

7:30 pm

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



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

Mayor Kimberley Driscoll, Chair

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

December 17, 2015

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting on Monday, December 21, 2015 at 7:30 p.m.** The meeting will be held in the **School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.**

**REGULAR MEETING AGENDA
Monday, December 21, 2015**

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
 - a. Deliberation on the minutes of the December 7, Regular School Committee Meeting
- IV. Questions and Comments from the Audience**
- V. Action Items**
 - a. Deliberation on the approval of participation at School Committee Meetings by Remote Participation (Tabled 11/16/15)
 - b. Deliberation on the approval of a Charter Amendment for the Bentley Academy Charter School
 - c. Deliberation on the approval of the **First Reading** of the recommended revisions to the following policies by the Policy Subcommittee
 - 5714 - Transportation to School
 - d. Deliberation on the approval of the **Second Reading** of the recommended revisions to the following policies by the Policy Subcommittee
 - 5711 Wellness Policy
 - 5711:02 – Nutrition
 - 5711.03 – Physical Activity
 - 5711.04 – Social Emotional Health
 - 5203 - Academic Program (Title Change from Curriculum)
 - 5208 – Homework Policy

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

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

VI. Superintendent Report – Ms. Margarita Ruiz

VII. Presentations and Reports

- Superintendent’s Entry Findings Report
- Update on Salem High School AP and SAT Data – SHS Principal Dave Angerano

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

a. Approval of Warrants

- December 10, 2015 in the amount of \$127,705.74

b. Budget Transfer Requests

IX. Sub Committee Reports

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

X. School Committee Concerns and Resolutions

XI. Next Regular School Committee Meeting – Tuesday, January 19 2015

XII. Questions and Comments from the Audience regarding the December 21, 2015 agenda

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

Respectfully submitted by:

Eileen M. Sacco, Secretary to the
Salem School Committee

Salem School Committee
Meeting Minutes
Tuesday, December 7, 2015

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

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

Members Absent: None

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

Call to Order

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

Approval of the Agenda

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

Approval of Minutes

The minutes of the Regular School Committee meeting held on November 16, 2015 were presented for approval.

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

Questions and Comments from the Audience – change this

There were no questions or comments from the audience.
Action Items

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

Mayor Driscoll noted that the matter was tabled at the last meeting and called for a motion to take the matter off the table.

Mr. Bryant moved to remove the matter from the table. Ms. Hunt seconded the motion.

Mayor Driscoll explains that the matter was tabled for further information regarding conditions of approval that the City may have made when remote participation is used. She also noted that the School Committee has a policy that is contrary to remote participation and suggested that the Policy Subcommittee review the current policy and revise it to be sure that they are aligned.

Dr. Walsh moved to refer the matter to the Policy Subcommittee for review of the current policy. Ms. Hunt seconded the motion. The motion carried.

Mr. Fleming moved to table the matter. Dr. Walsh seconded the motion. The motion carried.

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

Deliberation on the approval of the first reading of policy 5203 - Academic Program (Title Change from Curriculum)

Ms. Hunt noted that the policy 5203 Academic Program was tabled at the last meeting. Mr. Fleming moved to remove it from the table. Dr. Walsh seconded the motion.

Ms. Hunt explained that the only change to the policy since the last reading is that the title has been changed from Curriculum to Academic Program.

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

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

5711 Wellness Policy
5711:02 – Nutrition
5711.03 – Physical Activity
5711.04 – Social Emotional Health
5208 – Homework Policy

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

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

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

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

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

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

Dr. Walsh explained that this invitation was made a the suggestion of Mr. Glen Koocher of MASC and noted that this is a great opportunity for the JROTC Unit. He explained that after consultation with Salem High School Principal Dave Angeramo the invitation was issued.

Mr. Fleming stated that it is a great honor to be asked to participate in a national assembly such as this and the ROTC program.

Superintendent Report – Ms. Margarita Ruiz

Superintendent Margarita Ruiz addressed the School Committee and reported that on Wednesday of this week DESE will be releasing the Accountability Data and Rankings for all of the school districts in the state.

Ms. Ruiz reported that she attended the Salem High School Tri-M Music Honor Society Induction Ceremony last Thursday evening. She congratulated all of the recipients. She also thanked Salem High School Band Director for all of the work she does with our students.

Ms. Ruiz reported that Director of Human Resources Martine Albama is leaving the Salem Public Schools. She thanked her for her service to the Salem Public Schools and wished her well with her new position.

Ms. Ruiz reported that Jeannine D'Entremont is retiring from the Salem Public Schools at the end of December. She noted that Mrs. D'Entremont has served in various positions throughout our schools, retiring as the secretary to the HR Director after over 30 years of service to the Salem Public Schools and wished her well in her retirement.

Ms. Ruiz reported that the Buildings and Grounds office is implementing a maintenance ticketing system to report maintenance issues in the buildings. She reported that the is will be rolled out in phases and will be an online system eventually.

Ms. Ruiz reported that she will be holding a Superintendent's Forum on the Next Generation of Assessments PARCC vs. MCAS on Monday, December 14, 2015 at 6:30 p.m. in the Collins Middle School auditorium.

Finance Report – Mr. Philip Littlehale, Business Manager

Approval of Warrants

November 19, 2015 in the amount of \$165,901.34

November 25, 2015 in the amount of \$248,919.83

December 3, 2015 in the amount of 215,393.54

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

Budget Transfer Requests

FY16 Budget Transfer Request #10 – Collins Middle School

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

The transfer request is summarized as follows:

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

Mr. Littlehale recommended approval of this transfer.

Mr. Bryant moved approval of Budget Transfer FY16-10 as presented. Ms. Hunt

Presentations and Reports

Standards Based Practices Pilot

Assistant Superintendent Kate Carbone made a presentation on Standards Based Grading. She was joined by Michelle Herman in the presentation.

Ms. Carbone reported that the Salem Public Schools teachers have been teaching to the standards defined in the Massachusetts State Frameworks and much of our professional development has been designed to strengthen teacher's capacity to teach to the standards. She explains that the district is

now investing time and resources to guide teachers in learning how to measure student progress against the standards.

Michelle Herman addressed the School Committee and explained the phases of the pilot project. She explained that the district has partnered with the Salem Academy Charter School and the Carlton School in the informed early stages of the work. She notes that all principals, instructional coaches, head teachers and central office staff engaged in book studies and research and met with three nationally recognized experts in standards based practices.

Ms. Herman explained that cross district teams of teachers worked on prioritizing standards and these teams also identified what kinds of tasks and projects would allow students to demonstrate understanding of the standards.

Ms. Herman reviewed the proficiency scale for grading and compared it to a traditional grade book. She also showed examples of what the pilot report card could look like and explains the differences.

Ms. Herman reported that there will be parent and community preparation for the report card changes. She notes that parent information sessions will be held to view the changes to the report card and parent information stations will be available during parent teacher conferences. She also notes that the district will be providing a brochure to parents on standards based grading. She also explained that parent conferences will highlight student work that demonstrates mastery of the standards.

Ms. Carbone reviewed the next steps for the pilot program for 2016-17.

This presentation can be found in the meeting materials for the December 7, 2015 School Committee at www.salemk12.org or www.salem.com.

Dr. Walsh stated that it is important that parents understand the process.

Mr. Schultz offered the thanks of the School Committee to Ms. Hunt and Mr. O'Neil and the staff at the Salem Community Charter School for their assistance in getting this started to improve the grading process in the district. Kate Carbone noted that the staff at the Carlton School has been very helpful as well.

Mr. Bryant stated that he would strongly advocate that the grading system at Salem High School remain numerical grading. Kate Carbone agreed and stated that this new system will be for the elementary schools and the middle schools.

Curriculum Update Series – K-8 Science

Assistant Superintendent Kate Carbone and Amy Richardson addressed the School Committee and made a presentation on K-8 Science in the Salem Public Schools.

Ms. Carbone explained the Salem Public Schools vision for Science, Technology and Engineering Education. She states that all students are capable of achievements in science, technology and engineering and our goal is to challenge students to think and reason through scientific inquiry and problem solve through technology. She notes that we want students to be excited about science and engineering, to believe that they can achieve in the science classroom, and to pursue advanced study and careers in STEM Fields.

Ms. Carbone explained that the K-8 curriculum maps have been aligned throughout the district to the Massachusetts draft frameworks.

Amy Richardson addressed the School Committee and explained that there are standards based common assessments and notes that there are three common assessments at each grade level K-8 which are a combination of multiple choice, performance based and open responses.

Ms. Richardson reviewed the Science Coaching Model and notes that the district piloted this model in 2014-15 and the focus is on building capacity of the teachers around science content knowledge and instruction. She explains that network coaches meet monthly to build their capacity as coaches and to provide supports across the district.

Ms. Richardson explained that there is dedicated time for science and reviewed the average science instructional time in minutes per week in the schools.

Ms. Richardson explained that the science coaches write proposals to purchase supplies and equipment to support teachers in implementing the new science standards. She notes that significant investment in informational science texts to strengthen classroom libraries and foster integration of literacy and science instruction. She also notes that after a pilot program, STEMscopes will be implemented district wide at the K-8 level. She reviewed STEMscopes and notes that they are comprehensive online K-12 science curriculum written by teachers for teachers and aligned to meet all NGSS.

Ms. Richardson explained that district wide professional development for all K-8 Science teachers on the new standards and planning using common assessment are being held. She also notes that school based professional development during regular common planning time and professional development for teacher by coaches are held regularly. She also notes that professional development for coaches are held as well.

Ms. Carbone reported that partnership programming with the Museum of Science, New England Aquarium, Harvard Museum of Natural History, Kestrel Educational Adventures and the Essex National Heritage Area. She reviewed the next steps for the program and notes that a STEM After School Magnet Program will be offered that is free to Salem Public Schools students and will be located at the Nathaniel Bowditch School for grades 3-6 and transportation will be provided. She stated that 60 students will represent all of our elementary schools.

Review and Approval of the Superintendent's Goals

Superintendent Ruiz reviewed her revised goals with the School Committee. She thanked the Committee for their comments and feedback at their meeting and noted that used them to revise her goals.

Dr. Walsh stated that he is still concerned that 100% for student achievement is unattainable. Mr. Bryant agreed noting that the bar is set high.

Ms. Amaral noted that there are two key elements in the goals that being the element of progress and the performance standards and students should show improvement.

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

Mr. Bryant moved to approve the Superintendents goals for the 2015-16 School Year. Ms. Hunt seconded the motion. The motion carried.

Ms. Hunt requested that the Superintendent update the School Committee with reports throughout the year.

Update on Innovation Planning – New Liberty Charter School

Superintendent Ruiz reported that the Innovation Planning Committee for the conversion of the New Liberty Charter School to an Innovation School has been formed and they have been holding meetings. She noted that Mr. Schultz is the School Committee representative on the planning committee and Ms. Marotta is on the Committee as well.

Teachers Cabinet – White Papers Discussion

Mayor Driscoll recalled that the School Committee never held a formal discussion as was noted by Ms. Hunt and she had them included in the School Committee packet for this meeting. She explained that there are many helpful suggestions in the White Paper that have been suggested by the group of Salem Public Schools teachers who participated in the Cabinet.

Mr. Schultz noted that the White Papers should be shared with all of the Salem Public Schools staff noting that there are some valuable suggestions in them regarding teacher retention, leadership and common planning time.

Subcommittee Reports.

Curriculum Subcommittee

Dr. Walsh reported that a Curriculum Subcommittee meeting was held and they reviewed the Program of Studies for Salem High School. He reviewed the changes to the POS and notes that there was a change regarding AP US Government and Policies and Mr. Angeramo will be providing more information on that.

Dr. Walsh reported that the Subcommittee recommends approval of the Program of Studies for Salem High School subject to the Superintendent approving the language changes.

Mr. Fleming moved to approve the Program of Studies for Salem High School pending clarification of the language changes and approval of them by the Superintendent. Mr. Bryant seconded the motion. The motion carried.

Mr. Bryant asked if there has been any attempt to bring back the College Prep Class that was eliminated a few years ago. Mayor Driscoll suggested that the School Committee have a report on what is being done at Salem High School to assist students with college applications.

Ms. Hunt asked for a follow up on the AP and SAT information that was requested at the last meeting.

School Committee Concerns and Resolutions

Dr. Walsh reported that the School Committee has received a letter from Atty. Ed Moriarty requesting a letter of support from the School Committee for the OPIATE Crisis study group.

Dr. Walsh moved that the School Committee send a letter of support for the Opiate Crisis Study Group.

Dr. Walsh reported that the Salem Children's Charity Christmas Party will be held on Tuesday, December 15, 2015 at 5:00 p.m. at Victoria Station.

Mr. Fleming reported that the Saltonstall School is requiring all volunteers to be fingerprinted and notes that he was under the impression that not everyone is required to be fingerprinted. Mayor Driscoll reported that she received a call as well and notes that the Superintendent has talked with the principal to clarify the policy.

Ms. Ruiz explained that only those who will have direct and unmonitored contact with students need to be fingerprinted.

Mayor Driscoll explained that they are proposing a \$220,000 supplemental budget from the City to cover the athletic fee freeze, non union employee increases, and teacher training. She also reported that there is a new Communications position requested by the Superintendent and estimated that it will cost \$30,000 for this year.

Dr. Walsh moved to refer the new Communications position to the Personnel Subcommittee. Ms. Hunt seconded the motion. The motion carried.

Mayor Driscoll requested that the School Committee approve a one-time expenditure from the Dominion Funds for a new study on Information Systems. She estimated that the cost is \$130,000.

Dr. Walsh moved to approve the expenditure from the Dominion Funds. Mr. Fleming seconded the motion. The motion carried.

Mayor Driscoll reported that a decision needs to be made as to whether we will administer the MCAS or PARCC Assessment this school year and suggested that a Special Meeting be held on December 14, 2015. She requested that members contact Ms. Sacco with availability for the meeting.

Dr. Walsh stated that he will not be at the next meeting and extended his best wishes for the future to Mr. Bryant and Ms. Amaral who are leaving the School Committee at the end of the year.

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

Salem Teachers Union President Beth Kontos addressed the School Committee and reported that she received 30 dresses today from the store Ultimate and thanked them for their generosity to Salem High School.

Ms. Kontos also stated that it would be a benefit for students to have the College Bound course back in the program of studies.

Adjournment

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

The meeting adjourned at 10:30 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials and Reports

Minutes of Regular School Committee Meeting November 16, 2015

School Committee Agenda December 7, 2015

Budget Transfer Request #FY16-10

Presentation on K-* Science Curriculum

Presentation on the Grading

Policies Reviewed:

5711 Wellness Policy

5711.02 Nutrition

5711.03 Physical Activity

5711.04 Social Emotional Health

5203 Academic Program – Formerly Curriculum

5208 Homework Policy

5223 Student Advisory Council

5400 Student Conduct

5405 Interrogations and Searches

5406 Demonstrations and Strikes

5411 Student Dress

5805 Use of Hand Held Devices

5601 Out of State Travel

5802 Bicycles

5803 Student Parking

5807 Athletics and Student Activities Fees



Justin Vernon
Head of School

Marlena Alfonso
*Director of Curriculum
and Instruction*

Victoria Crisp
Head of Student Services

Hai Son
Head of Operations

Brenda Pena
*Head of Family and Community
Engagement*

December 21st 2015

Dear SPS School Committee Members,

In accordance with Department of Elementary and Secondary Education guidelines, and on behalf of the Bentley Academy Charter School Board of Trustees, I respectfully request your approval of an amendment to change our charter to begin having early release or half days for professional development this school year. These early release days would be in-line with those days the Salem Public Schools (SPS) school district has identified. There are four such days remaining for the remainder of the school year. SPS uses these days for professional development for teachers throughout the district. After students go home, teachers engage in professional development sessions until their regular work day ends.

Currently, our charter outlines that we will not have early release days for professional development. These changes to our charter will be effective starting March 2nd 2016, the date of the next early release/professional development day for SPS staff members. Our having early release days in-line with SPS would be a permanent change, not a change just for this school year. The number of such days is relatively low; in total, SPS has seven early release days identified for the 2015-2016 school year. This change would not impact the number of school days outlined in our charter, nor would this alter the typical total hours of schooling per day. Transportation will be provided by SPS for all eligible students as it is on all other school days. Currently, 11:40am is the early release time for Bentley Academy Charter School students. The early release times for the days outlined would most likely be the same, but, ultimately, will be mutually agreed upon by Bentley Academy Charter School and Salem Public Schools leadership.

The Bentley Academy Charter School Board of Trustees wishes to make this change for a couple reasons. This change will allow for more professional development time for our teachers and as we are building and growing the staff sees this additional professional development time as necessary. In addition, having these early release days in-line with SPS will better lead to professional collaboration between Bentley Academy staff members and SPS teachers and staff members. This could happen in the form of Bentley Academy teachers joining a district sponsored professional development session or vice versa.



Justin Vernon
Head of School

Marlena Alfonso
*Director of Curriculum
and Instruction*

Victoria Crisp
Head of Student Services

Hai Son
Head of Operations

Brenda Pena
*Head of Family and Community
Engagement*

The Bentley Academy Charter School Board of Trustees voted to approve this request on 11.18.2015. Also, we recently received the approval of Salem Teachers Union President, Ms. Kontos, on this matter. We are now hoping to get your approval at the SPS School Committee level. We thank you for considering this change and hope the committee will approve this change.

Sincerely,

Justin A. Vernon, Head of School
Bentley Academy Charter School

CC: Mr. Ryan Lovell, Bentley Academy Charter School Board Chair

STUDENTS AND INSTRUCTION

5000

HEALTH AND SAFETY

5700

[Transportation to School](#)

5714

If a student [drives to school](#) or rides a bicycle, [skateboard](#), or [other forms of transportation](#) to school, he or she should park and lock it securely. The school department does not take responsibility for [vehicles](#) or [other means of transport](#) that are lost or damaged while on school property. For safety reasons, schools [may prohibit certain means of transportation on school property](#).

For additional information, please refer to [individual](#) Student Handbooks.

First Reading: [December 21, 2015](#)

Nate Bryant 8/21/2015 4:28 PM

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STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 5700

WELLNESS 5711

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

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

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

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

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

Approved: January 7, 2013

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

First Reading of Revision: December 7, 2015

Second Reading – December 21, 2015

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STUDENTS AND INSTRUCTION

HEALTH AND SAFETY

NUTRITION

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

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

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

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

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

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

[First Reading: December 7, 2015](#)
[Second Reading – December 21, 2015](#)

5000

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| STUDENTS AND INSTRUCTION _____ 5000

| HEALTH AND SAFETY _____ 5700

| PHYSICAL ACTIVITY _____ 5711.03

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

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

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

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

Approved: 7 January 2013

[First Reading of Revision: December 7, 2015](#)

[Second Reading – December 21, 2015](#)

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Rachel Hunt 12/2/2015 10:47 AM

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STUDENTS AND INSTRUCTION _____	5000
HEALTH AND SAFETY _____	5700
SOCIAL AND EMOTIONAL HEALTH _____	5711.04

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

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

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

Approved: 7 January 2013

[First Reading of Revision: December 7, 2015](#)
[Second Reading – December 21, 2015](#)

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STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM 5200

Academic Program (Formerly Curriculum) 5203

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

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

Title Change from Curriculum to Academic Program

First Reading of Revision: December 7, 2015

Second Reading: December 21, 2015

STUDENTS AND INSTRUCTION	5000
<u>INSTRUCTIONAL PROGRAM</u>	5200
HOMEWORK	5208

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

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

Approved: 1/ 9/06

[First Reading December 7, 2015](#)
[Second Reading December 21, 2015](#)

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STUDENTS AND INSTRUCTION

5000

INSTRUCTIONAL PROGRAM

5200

STUDENT ADVISORY COMMITTEE

5223

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

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

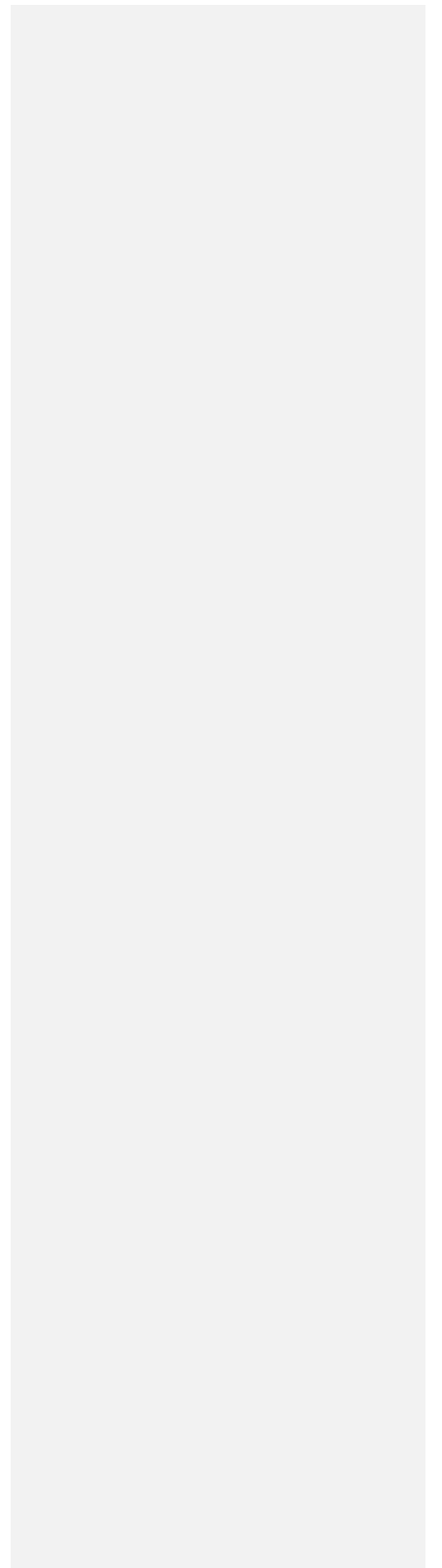
Legal Reference: MGL 71:38M

[First Reading: November 16, 2015](#)
[Second Reading: December 7, 2015](#)
[Third Reading: December 21, 2015](#)

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STUDENTS AND INSTRUCTION 5000

STUDENT CONDUCT 5400

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

Legal Reference: MGL 71:37H

Tabled: November 2, 2015

First Reading: November 16, 2015

Second Reading: December 7, 2015

Third Reading: December 21, 2015

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT 5400

INTERROGATIONS AND SEARCHES 5405

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

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

[If appropriate.](#)

Approved: 1/ 9/06

[First Reading: November 16, 2015](#)

[Second Reading: December 7, 2015](#)

[Third Reading December 21, 2015](#)

STUDENTS AND INSTRUCTION

5000

STUDENT CONDUCT

5400

STUDENT DEMONSTRATIONS AND STRIKES

5406

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

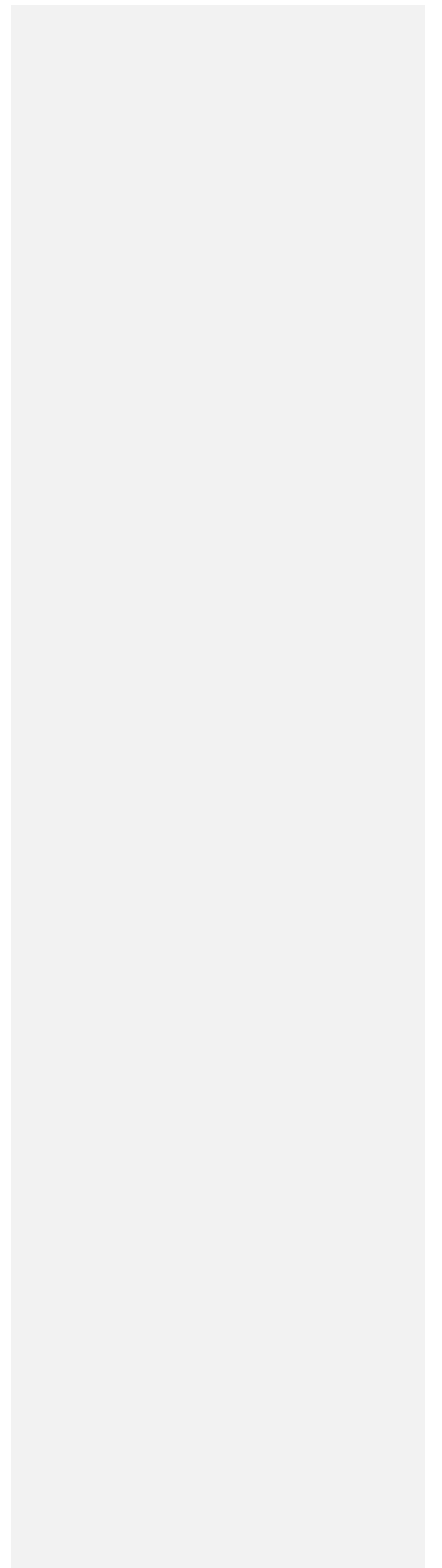
[First Reading: November 16, 2015](#)

[Second Reading: December 7, 2015](#)

[Third Reading: December 21, 2015](#)

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STUDENTS AND INSTRUCTION	5000
STUDENT CONDUCT	5400
STUDENT DRESS	5411

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

First Reading: November 16, 2015

Second Reading: December 7, 2015

Third Reading: December 21, 2015

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Students and Instruction	5000
Miscellaneous Items	5800
Use of <u>Handheld Devices</u>	5805

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

[First Reading – November 16, 2015](#)

[Second Reading – December 7, 2015](#)

[Third Reading – December 21, 2015](#)

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Superintendent Entry Report Salem Public Schools

Margarita Ruiz
December 21, 2015

Introduction

It was with great pleasure and anticipation that I accepted the role of Superintendent of the Salem Public Schools effective July 1 2015. I am thankful and honored that the Salem School Committee and Mayor Kim Driscoll placed their faith in the years of experience that I bring to this opportunity. After decades of working as a teacher, school leader and area superintendent in a large district, I was given the exciting opportunity to serve the children of the city that I also call home. I couldn't be happier to partner with the leaders, students, families and community members to provide all the students in Salem with the excellent education they deserve.

Salem is a vibrant, diverse and dynamic city that has seen tremendous economic growth in the past decade. However, with a designated Level 4 school district, it is the desire of the city, its leadership and all the residents, to see our schools exit the Level 4 status and become the premier school district we all know Salem can be. The Salem district is faced with challenges that many urban districts face: poverty, homelessness, and populations of high needs students that require their needs to be met in a variety of ways. As the Superintendent of Schools in Salem, I see that the work ahead is to deeply understand the challenges and opportunities that we have in Salem and beyond, and to engage and leverage all stakeholders in creating a strategic plan that will propel our schools towards excellence in the 21st century. Before undertaking this larger task, I knew that I must first deeply understand the challenges and learn about the work previously done in the district and the city.

To accomplish this, for the last few months, I implemented an entry plan designed to listen to multiple voices and stakeholders. This entry plan, entitled *Listening and Learning to Lead and Understand* was designed to equip me with a deep understanding of the work and context in Salem Public Schools in order to effectively develop a comprehensive strategic plan for the future. My 100-day Listen and Learn campaign involved multiple stakeholders and methods of data collection scheduled from July through November. This document reports the findings from this data gathering process.

The goals of the 100-day *Listening and Learning to Lead and Understand* campaign were to identify:

- **What is working well?**
- **What are the challenges?**
- **What are the hopes and aspirations for the district?**
- **What expectations do various stakeholders have of me as the new superintendent?**

Core Values

During the 29 years of my career as an educator, I have been guided by a clear set of values that have informed my work as a teacher, school leader, district

administrator and now as a Superintendent. These core values have instilled in me the belief that we must engage the community in developing and executing a strong vision of excellence for all our students.

- **Excellence for all**
 - Every one of our students, regardless of their background or learning styles, deserves access to high quality education and high expectations.
- **Relationships are important**
 - Building strong relationships with staff, students, families and community partners is key to engaging them in the process of reforming and improving our schools.
- **Equal access to information and fair play; Transparency**
 - Honor the importance and participation of all stakeholders, not just of some. This is the cornerstone of trust and respect.
 - Build trust by gathering and by providing accurate information in a timely manner
- **Culture of learning at all levels & Reflection; Reflection**
 - Create conditions for learning at both district and school level
 - Reflection sets the foundation for reform and change

Entry Plan Process

In order to gather data and listen and learn about the district, I asked the following entry questions to guide all conversations that I had with stakeholders in our district:

1. **What has gone well in the district?**
2. **What do you see are the challenges in Salem Public Schools?**
3. **What are your expectations of me as your Superintendent?**
4. **What are your hopes for Salem Public Schools?**

The following sections provide the framework that I used to organize the way I was to engage in conversations and collect data from the district:

A. One-on-One Interviews with Key Stakeholders

During one-on-one interviews, I had the opportunity to meet with engage in conversations, which were prompted by the questions above. However, most of the conversations were done in an informal manner as to encourage those being interviewed to be honest, open and direct about their responses to the entry questions and about their insights into the district.

Some of the stakeholders I held interviews with to listen and learn included:

- School Committee members
- Mayor and other elected officials
- Parents
- Teachers
- Students

- Central office Staff
- Principals
- Chiefs of public safety organizations
- Salem Teachers Union
- Salem State University and other higher education partners
- Community organizations
- Salem based and outside foundations

B. Public Forums

Public forums provided opportunities for large groups of stakeholders in the SPS community to engage in discussion using the questions outlined above. During the forums, I met with teachers, parents and students in the district and gathered their responses to the entry questions.

C. Online Entry Questions Portal

An online portal where stakeholders could enter their responses online was developed and added to the Salem Public Schools website. This provided a convenient, easy to access portal that allowed for easy collection and organization of responses to the entry questions by the stakeholders.

D. District Data Analysis

I also conducted an analysis of a wide array of data and information sources that included:

- MCAS and other student performance data reports to discern trends and patterns, areas of accomplishment and areas for needed focus.
- Other relevant student performance indicators, such as graduation rate and AP course taking, disaggregated by subgroups and programs.
- Operational and capital budgets
- AIP Plan and other important district level documents
- Reports giving feedback regarding programs and compliance in SPS
- Human Resource management systems
- Operational functions in central office – Transportation, Parent Information Center, Food and Nursing Services

D. School Visits & Classroom Observations

I conducted daylong observations at each of the Salem Public Schools. Observations allowed me to gain insights as to the quality of instructional practices and implementation of the district initiatives. These visits also included conversations with the principal and key staff members with the goal of understanding the structures and systems that each school has to drive their academic agenda.

Entry Findings Analysis: Major Themes Uncovered

The process to analyze the data collected and generate findings began once all the interviews, forums and online survey data was gathered and the review of documents was completed. As each of the responses were tallied and organized during the analysis, it was clear that there was much overlap in many of the stakeholders' responses. The majority of the responses provided have been organized in five main themes or categories:

1. Teaching and Learning
2. Communication
3. Engagement
4. Recruiting and Retaining Talent
5. Infrastructure
6. Other

In order to organize the entry findings in relation to the questions posed to all stakeholders, each theme will be divided into two sections: **strengths** – areas that are perceived as strong practice in Salem; **opportunities for growth** – areas that are perceived as challenges and areas in need of work in the district.

Following the themes, the report outlines the main responses related to the hopes and aspirations for the district as well as the expectations of the superintendent.

1. Teaching and Learning

Strengths

- Great dedicated teachers and staff; many are from Salem and have chosen to work and remain in the city to work with our students.
- Salem Public Schools has a great music program, which is the pride of the city. The district also has good arts programs, which are supported by partners such as the Peabody Essex Museum and others.
- The increased focus and implementation of more inclusive practices at our schools.
- During the past two years, the Teaching and Learning Office has done great work in aligning the curriculum through the creation of curricular maps that are aligned with the formative assessments administered in the district.
- There have been good investments in the areas of coaches (Math, ELA and Science) to support and build and support content knowledge among our teachers.
- Salem Public Schools offers high quality professional development for teachers both at the district and school level.

- Salem Public Schools has a variety of high quality special education programs, services, and has established schools (Salem Prep High School and Early Childhood Center), that provide specialized instruction and support to students with various disabilities in the district.
- Salem Public Schools has developed and continues to improve the structure for data analysis in all our schools through partnership with ANet.
- Salem Public Schools is currently implementing the Positive Behavior Interventions and Supports (**PBIS**) approach in all our schools to establish behavioral supports and positive school culture needed for all students' social, emotional and academic success.
- Extended learning time has been implemented in three schools in the district, Collins, Bowditch and Saltonstall.
- Salem Public Schools offers a variety of good after school programs.

Areas for Growth

- There is a lack of effective training and support for the instruction of English language learners in the district.
- Lack of rigor in the instruction; lack of challenging curriculum.
- Many confuse rigor with rigid instruction devoid of creativity.
- Many teachers in the district struggle with differentiating instruction for the diverse learners in their classrooms. Many teachers lack strategies to address high needs students.
- While there are often more than one adult in classrooms to support high needs students, often their efforts are not coordinated and focused resulting in high needs students not having their instructional needs met.
- There are pockets in the district where there is no consistency in the instructional practices of the teachers.
- Not enough time in the instructional day for social studies and science.
- The district lacks a strategy to increase the quality of early childhood education (Kindergarten).
- There has been a lot of focus on students who are struggling to meet proficiency but not enough focus on the high achievers in the classroom.
- There is a perception of excessive testing and a narrowing of the curriculum.
- Low ranking on test scores.

2. Communication

Strengths

- There is great desire from parents, teachers and community members to receive information about what is happening in the district.
- Many schools and PTOs are leveraging social media to communicate with their stakeholders about events and other information related to students.

- Many parents and members of the community take to social media to discuss issues related to education in our schools.

Areas for Growth

- Parents, teachers and community members express frustration with the lack of communication from the district.
- Central office staff reports not having enough communication internally about the work being done by other functions in the district. Work is done in silos.
- Salem Public Schools have a public perception problem; many people outside the district have a negative sentiment toward the district.
- It is difficult to get local newspapers to highlight the very positive things happening in SPS.
- Lack of effective/updated infrastructure to support communication: outdated, unhelpful website; ineffective and inconsistent use of social media; lack district publications that promote the programs and strengths of the district.

3. Engagement

Strengths

- There is strong support for our schools from parents; the majority of our schools have active PTOs in place.
- There is also strong support from many organizations in Salem. The Community Advisory Board and, the recently organized, Salem Public Schools Partnership Collaborative include partners from the business, higher education and social and medical agencies all willing to support SPS.
- Salem State University has been a long time partner of the district providing training opportunities for our teachers and SSU students as well as learning support for our students through summer learning opportunities.

Areas for Growth

- While many schools have PTOs that are active in fundraising and developing events for the school, many parents express the desire to have workshops and information on how to support their children with their academic work at home. Many feel our schools are not doing enough to build the capacity of our parents to support their children with new, more challenging curriculum they are not familiar with (i.e. Math)
- Some parents, especially those speaking other languages and coming from other cultures, do not feel welcomed at some of our schools and by other parents in the district. Many are frustrated by the school's inability to

- provide information or accommodate meetings about their children in a timely manner in their language.
- Many members of PTOs across the district express their frustration with their inability to consistently engage parents of different cultural and linguistics backgrounds. The overall opinion expressed by most parents is that the district should have a strategy and resources to support effective parent engagement in the district.
 - We have many families leaving the district. Many leave because they are not confident that their children will get a first class education in Salem.

4. Recruiting, Developing and Retaining Talent

Strengths

- The number one strength expressed throughout all of my entry conversations was the fact that Salem Public Schools has highly dedicated teachers and staff. Nearly all stakeholders who attended forums, were interviewed or entered their responses online expressed the same sentiment about our teachers.
- School Committee conducted a highly inclusive and effective process to solicit feedback and input from the community during the superintendent search for the district last school year.
- All our schools have Assistant Principals, instructional coaches, full time nurses, student support personnel that guide and support teaching and learning. The great majority of our classrooms have between 2 to 3 adults on the average working with students in any given period.
- SPS is planning to launch the Teacher Leaders Initiative in the 2015-2016 school year with the goal of increasing leadership opportunities for our teachers.

Areas for Growth

- The district has a challenge with retaining teachers. Each summer a large number of teachers either leave current positions or decline job offers to work in other districts with higher pay.
- The hiring process for teachers in Salem takes place too late in the year. The height of hiring season takes place in the early summer after the SPS budget has been approved. This greatly hinders SPS capacity to be competitive with districts, which complete these processes much earlier and are able to recruit top talent for their schools.
- Staff morale is low. Teachers have felt unappreciated and not valued by the district and city. They feel the Level 4 status brought a lot of pressure and

- blame on teachers and not enough support. The Bentley “take-over” and later conversion into an in-district Horace Mann Charter further lower morale and prompted a lot of turnover of teachers.
- While the student population is very diverse, there is very low diversity in the teacher and staff ranks. Very few are bilingual educators, especially in Spanish.

5. Infrastructure

Strengths

- Buildings in Salem Public Schools are in great condition.
- Many classrooms in the district have been outfitted with wall-mounted projectors and many have Smartboards that teachers and students can access. Every school has a relatively newer computer lab.
- Salem Public Schools has a great breakfast program and meals that are prepared fresh and onsite at each of our schools.
- The SPS Student Assignment process provides families choice among the diverse schools and offerings in the district.

Areas for Growth

- **Human Resources** – Hiring processes begin too late in the season, are reactive rather than driven by a proactive strategy, are not clear; are paper dependent and as a result difficult to extract data to inform recruitment strategies. The process to onboard new employees is a manual process by which paper is sent to several offices within the organization (Benefits, Payroll and back to HR), which involves duplicative efforts and many inefficiencies. No online systems to support and expedite this process.
- **Budget Process** – The allocation of resources is not guided by a clear set of priorities that directly relate to the priority needs of the district. This lack of focus on priorities makes difficult fiscal decisions a challenge to support and explain to stakeholders. The late timeline for budgets in Salem seriously impacts the district’s ability to hire top talent for our schools. Resources are unevenly distributed across the schools. Schools with the highest needs students do not necessarily receive more resources to support their work.
- **Communication** – See Section #2
- **Parent Information Center** - PIC serves primarily as the registration center for the district, but lacks a parent engagement function or strategy. See Section #3.

6. Other

Strengths

- The diversity of the city and the student population was the number one strength identified by the vast majority of stakeholders who provided feedback during the entry process.
- There is a shared desire in the Salem community for the schools to improve.
- Salem has a demonstrated openness to innovation; has two Horace Mann charter schools (New Liberty and Bentley Academy) and one Innovation School (Carlton).

Areas for Growth

- The district lacks a vision to strive for and guide the work. This results in many initiatives that give many staff the feeling that they are working toward different directions and there is constant change in programs.
- There is lack of cultural proficiency among many staff members in the district.

Hopes and Aspirations for Salem Public Schools

- To be the best, highly rated district in MA (promoted by realtors). To be a highly chosen district by families looking for a world-class education for their children.
- Restore the pride in our schools.
- Become a vibrant school district that inspires the love of learning in all students.
- Develop and promote a strong vision for the future that unites the work and efforts of all our stakeholders.
- To be an inclusive district where all diverse populations feel welcomed, respected and celebrated.
- To be a district of high expectations for all students. To ensure college and career readiness for all.
- Increased academic achievement for all student populations in SPS. We must have trust that the needs of ALL students are being met.
- Ensure that we have a rigorous curriculum that also focuses on teaching the whole child.
- Attract and retain great teachers, leaders and staff to our district.
- Ensure high levels of collaboration across all stakeholders. School leaders to collaborate more with the community.
- Better leadership and communication from the administration in SPS.

- Develop a better budget process that aims to allocate resources based on the needs of students, thus reducing inequities across the system.

Expectations of the New Superintendent

- Build consensus and a shared vision for the district.
- Continue reaching out to parents, teachers and other stakeholders in the district and to listen to and consider their input.
- Provide regular, clear and consistent communication to all in Salem Public Schools and beyond.
- Raise the bar, insist on high expectations for all.
- Exhibit courageous, passionate leadership.
- Have accountability for results at all levels.
- Be visible; visit schools frequently.
- Improve our schools; restore our sense of pride in Salem Public Schools.
- Be a transparent leader who develops a culture of trust and respect at all levels.
- Foster better, more positive connections with minority communities, parents, teachers and our community in general.

Planning for Now and the Future

Now, shifting toward the future, it is clear that these findings point us in the direction we need to focus our efforts on in the coming months and years. Some of the findings reinforce work that is already well underway in the district and others provide a starting point for longer-term planning and efforts. Moving forward, we will continue to focus on implementation of the Accelerated Improvement Plan in the near-term and begin to develop a long-term strategic planning process in other areas. The entry plan findings tell us that our district strategic planning process should include the following key priorities:

1. Ensure Learning and Growth for Every Student, Every Day

- Focused, Effective, and Engaging Instruction to Prepare All Students for Success in 21st Century College and Careers
- Increase rigor
- Meeting needs of diverse learners

2. Strengthen Our Infrastructure to Ensure Support for Schools and to Develop Strategies for the Future

- Stronger HR systems and strategy to effectively recruit, develop, and retain talent in our district

- More strategic and transparent budgeting process to distribute resources to schools based on student need
- Robust data and technology systems that increase efficiencies and build a data- and performance-driven culture across the district

3. Inform and Engage Our Parents and Community at Every Level

- Develop and implement systems of informing and soliciting input from stakeholders leveraging print and social media and other forms of contact
- Engage parents and community in the academic and social growth of our students

4. Develop a Powerful Vision and Strategic Plan for the Future

- Develop a more robust strategic planning function, data-driven
- Exploring opportunities to bring more 21st century learning strategies into the district
- Identify, articulate, and develop the strategic opportunities that will make Salem Public Schools **THE** district of choice on the North Shore

In the coming weeks, we will develop an engagement strategy to include all interested staff, students and parents and community members in the development of a long-term strategic plan for the district. This work will include articulation of a vision statement, the identification of district core values and long term strategic goals for Salem Public Schools will be developed. The goals generated by these groups will lead the Leadership Team and staff of Salem Public Schools into action planning and objective setting. All together, this will be the roadmap that will ensure that we are well on our way to success for all students and families in Salem.

Timeline for Strategic Planning

	Fall 2015	Winter 2015	Spring 2016	Summer 2016	Fall 2016	Beyond 2016-17
Data collection	Forums Interviews Survey	Report of Entry Plan Findings				
Strategy Development		Developing a Process for Strategic Planning				
Execution			Launch Strategic Planning Process		Strategic Plan informs 2016-17 and beyond	
Monitoring						Develop system for tracking progress

Acknowledgment

Thanks to the New Superintendents Induction Program (NSIP) for their support, guidance and continued mentorship during the first year of my tenure as superintendent of Salem. NSIP is collaboration between the Department of Elementary and Secondary Education (ESE) and the Massachusetts Association of School Superintendents (MASS).

This entry plan findings report format was, in part, informed by the following entry reports:

Swampscott Public Schools
Pamela Angelakis
Superintendent

Weymouth Public Schools
Kenneth N. Salim, Ed.D.
Superintendent



Superintendent Entry Report

Salem Public Schools
School Committee Meeting
December 21, 2015

Presentation Outline

- **Review of Entry Plan Purpose and Process**
- **Summary of Entry Findings and Themes**
- **Proposed Priorities to guide Strategic Plan for the District**
- **Timeline for Continued Analysis and Strategic Planning**

Goals of Entry Plan

- **To learn about the strengths and areas of growth for Salem Public Schools**
- **To learn about the hopes and aspirations for the district from our stakeholders**
- **To build relationships with stakeholders in SPS**
- **To begin provide data to inform a strategic planning process**

Entry Plan Questions

- **What are the strengths in SPS?**
- **What are the challenges?**
- **What are the hopes and aspirations for SPS?**
- **What expectations stakeholders have of the new superintendent?**

Process to Collect Entry Data



Major Themes Uncovered

Teaching and Learning

Communication

Engagement

Recruiting and Retaining Talent

Infrastructure

Other

Teaching & Learning

Strengths	Areas for Growth
Investments have been made to support instruction in schools (i.e. coaches and Teacher Leaders)	Ineffective instruction of English language learners
Music and arts programs - pride of the city.	Lack of rigor in instruction. Rigor is confused with rigid curriculum.
Recent alignment in curriculum	Many teachers struggle with differentiating instruction.
Inclusive practices; high quality special education programs; PBIS	Several adults in classrooms, but their efforts are not coordinated and roles are not clear.
High quality professional development	No strategy to increase quality of early childhood education.

Communication

Strengths	Areas for Growth
Stakeholders share desire to be informed	Parents, Teachers and Community members are frustrated with lack of communication from district.
Schools and PTOs leverage social media	SPS has a problem with public perception; great things happening in SPS that public does not know
Parents and Community members take to social media to discuss issues in education in SPS	Weak infrastructure – outdated website, ineffective use of social media, no materials to promote district and recruit talent

Engagement

Strengths	Areas for Growth
Support from parents; very active PTOs	Parents want to be engaged in the academic support of their children. Need support in helping their children.
Strong community support	Many parents from other cultures and speaking other languages do not feel welcomed by their schools and other parents.
Community Advisory Board and SPS Partner Collaborative	PTO members express frustration with their inability to engage diverse parents.
	Many families have left the district, lack confidence in the quality of SPS

Recruiting, Developing and Retaining Talent

Strengths	Areas for Growth
Very dedicated teachers.**	Challenge retaining teachers/leaders. Many teachers leave in the summer to other districts.
Inclusive process used by School Committee to search for new superintendent.	Low teacher morale – teachers feel unappreciated and not valued by the district.
Schools are well staffed – Assistant Principals, Coaches, Full-time nurses and support personnel.	Peak hiring process happens too late in the year (summer) due to a late budget process.
Teacher Leader Initiative launched in SY 2015-2106	While students are diverse, there is very low diversity in the teacher ranks.

Infrastructure

Strengths	Areas for Growth
Buildings and facilities in great condition	Human Resources – late hiring season; lack of recruitment strategy; paper dependent, outdated processes
Many classrooms with mounted projectors; newer computer labs in every school	Budget Process – allocation of resources is not based on stated priorities; uneven resources in schools-high needs schools do not necessarily receive more funds.
Great breakfast program and meals that are prepared fresh onsite.	Lack of effective systems for communication inside and outside the district.
Student Assignment Policy provides families with choice.	PIC serves parents during registration but lacks a parent engagement function or strategy.

Other

Strengths	Areas of Growth
Diversity of the city and the student population. Many have moved to and work in Salem attracted by the diversity in the city.**	The district lacks a vision to guide the work.**
Shared desire and commitment in Salem to the improvement of our schools.	There is lack of cultural proficiency among many staff members in district.
Openness to innovation in Salem: has 2 Horace Mann in-district charter schools and 1 Innovation School.	Unclear, inconsistent processes that are not transparent have allowed some misinformation to settle as fact. (i.e. schools in SPS do not offer recess).

Hopes

Hopes and Aspirations for Salem Public Schools

To be a highly rated and highly chosen district promoted by realtors.

Become a vibrant school district that inspires the love of learning in all students.

To have a strong vision for the future which unites the work of all stakeholders.

To be a district of high expectations for students. To ensure college and career readiness for all.

To attract and retain great teachers, leaders and staff in our district.

To be a highly inclusive district where all of our diverse populations feel welcome, respected and celebrated.

To have a better budget process that allocates resources based on the needs of students, thus reducing inequities across schools.

Expectations

Expectations of New Superintendent

Build consensus and a strong shared vision for the district.

Provide regular, transparent communication to all stakeholders.

To raise the bar, insist on high expectations for all.

To exhibit courageous, passionate leadership.

To improve our schools; restore pride in the Salem Public Schools.

To foster better, more positive connections with minority communities, parents in general, teachers and the community.

Key Priorities to Drive Strategic Planning

Ensure Learning and Growth for Every Student, Every Day

- Prepare **ALL** students for college and career success
- Increase **rigor**
- **Meet the needs of our diverse learners**

Strengthen Infrastructure to Support our Schools

- **Strong HR systems** – effective recruitment and retention of talent
- **Strategic and transparent budget process**; reduce resources inequalities
- **Robust data and technology systems** that increase efficiencies and build data and performance-driven culture across district.

Key Priorities to Drive Strategic Planning

Inform and Engage our Parents and Community at Every Level

- Strong systems of **informing and soliciting input from parents and community**
- Engage parents and community in **the academic and social growth of our students**

Develop a powerful vision for the Future of SPS

- More **robust strategic planning function**, data driven
- Explore opportunities for **bring more 21st century learning strategies** into the district
- Identify, articulate and develop opportunities that will **make SPS THE district of choice in the North Shore.**

Timeline

	Fall 2015	Winter 2015	Spring 2016	Summer 2016	Fall 2016	Beyond 2016-17
<i>Data collection</i>	Forums Interviews Survey	Report of Entry Plan Findings				
<i>Strategy Development</i>		Developing a Process for Strategic Planning				
<i>Execution</i>			Launch Strategic Planning Process		Strategic Plan informs 2016-17 and beyond	
<i>Monitoring</i>						Develop system for tracking progress



Salem High School
AP, SAT, and ACT
Data (Part II) - 2015

MCAS Data at Salem High School:

- Salem High School has been designated as a Level 1 school by the MA DESE
- Recognized for performance, progress, and meeting gap narrowing targets on MCAS
- Validates the work being done through the AIP and SIP
- We are committed to continue on this trajectory
- MCAS 2.0 and PARCC have higher standards and expectations
- We will continue to increase rigor of our instruction
- We are focused on meeting the needs of all learners

Salem High School Advanced Placement (AP) Data 2009-2015

School Year	# of Students Enrolled in AP Courses	# of Students Scoring 3+ on an AP Exam	% of Students Scoring 3+ on an AP Exam	# of AP Exams Taken	# of AP Exams with a Score of 3+	% of AP Exams with a Score of 3+
2008-2009	110	55	50.0%	178	72	40.4%
2009-2010	107	60	56.1%	170	95	55.6%
2010-2011	156	89	57.1%	301	141	47.0%
2011-2012	157	99	63.1%	314	195	62.1%
2012-2013	165	100	60.6%	312	165	52.9%
2013-2014	250	130	52.0%	510	219	42.9%
2014-2015	202	103	51.0%	422	177	41.9%

Salem High School Advanced Placement (AP) Data 2011-2015

School Year	# of Students Enrolled in AP Courses	# of Students Scoring 3+ on an AP Exam	SHS % of Students Scoring 3+ on an AP Exam	State % of Students Scoring 3+ on an AP Exam	Global % of Students Scoring 3+ on an AP Exam
2010-2011	156	89	57.1	72.8	60.2
2011-2012	157	99	63.1	73.9	61.5
2012-2013	165	100	60.6	72.6	60.9
2013-2014	250	130	52.0	72.2	61.3
2014-2015	202	103	51.0	71.0	60.7

Salem High School Advanced Placement (AP) Data 2010-2015

School Year	% of Graduating Class Scoring 3+ on an AP Exam over 4 years	% of 12 th Grade Scoring 3+ on an AP Exam in this year	% of 11 th Grade Scoring 3+ on an AP Exam in this year	% of 10 th Grade Scoring 3+ on an AP Exam in this year
2009-2010	17.5	13.1	7.7	0.7
2010-2011	20.3	16.6	15.0	0.6
2011-2012	24.3	20.6	12.1	4.2
2012-2013	21.0	17.9	17.3	1.8
2013-2014	26.4	22.0	13.7	6.2
2014-2015	23.5	17.2	16.4	5.9

Salem High School SAT Data 2011-2015 (Average Scores)

Class of	# of Students Taking the SATs	% of Students Taking the SATs	SHS Average Verbal/ Critical Reading Score	State Average Verbal/ Critical Reading Score	National Average Verbal/ Critical Reading Score	SHS Average Math Score	State Average Math Score	National Average Math Score
2011	185	57	472	513	497	481	527	514
2012	157	55	477	513	496	485	530	514
2013	172	58	467	515	496	465	529	514
2014	169	60	460	516	497	475	531	513
2015	171	64	478	516	495	480	529	511

Salem High School SAT Data 2011-2015 (50th Percentile Scores)

Class of	# of Students Taking the SATs	% of Students Taking the SATs	SHS 50 th ile Verbal/ Critical Reading Score	State 50 th ile Verbal/ Critical Reading Score	National 50 th ile Verbal/ Critical Reading Score	SHS 50 th ile Math Score	State 50 th ile Math Score	National 50 th ile Math Score
2011	185	57	460	510	490	490	520	510
2012	157	55	470	510	490	490	530	510
2013	172	58	460	510	490	470	530	510
2014	169	60	450	510	490	470	530	510
2015	171	64	480	520	490	480	530	510

Salem High School ACT Data 2011-2015 (Average Scores)

Class of	# of Students Taking the ACTs	% of Students Taking the ACTs	SHS Average English Score	State Average English Score	National Average English Score	SHS Average Math Score	State Average Math Score	National Average Math Score
2011	49	15	20.8	24.1	20.6	22.5	24.6	21.1
2012	62	22	19.0	23.9	20.5	19.8	24.5	21.1
2013	56	19	21.3	23.8	20.2	21.0	24.4	20.9
2014	33	12	20.1	24.0	20.3	21.5	24.6	20.9
2015	44	16	22.6	24.2	20.4	22.5	24.6	20.8

Salem High School ACT Data 2011-2015 (Average Scores cont.)

Class of	SHS Average Reading Score	State Average Reading Score	National Average Reading Score	SHS Average Science Score	State Average Science Score	National Average Science Score	SHS Average Comp. Score	State Average Comp. Score	National Average Comp. Score
2011	21.6	24.4	21.3	21.1	23.2	20.9	21.6	24.2	21.1
2012	20.2	24.2	21.3	20.1	23.2	20.9	19.9	24.1	21.1
2013	22.0	24.4	21.1	20.7	23.2	20.7	21.3	24.1	20.9
2014	22.1	24.5	21.3	21.2	23.5	20.8	21.2	24.3	21.0
2015	24.0	24.6	21.4	22.5	23.8	20.9	23.0	24.4	21.0

Implications of the Data for Salem High School:

- MCAS is a 9th and 10th grade test
- SAT, ACT, and AP are mainly 11th & 12th grade tests
- This data helps us to better measure College and Career Readiness of our students
- We have developed a PD plan that is focused on meeting the rigor demands of the Common Core for all students in all departments
- Staff is receiving PD on complex text, teaching ELLs, cultural proficiency, and other topics