



# School Committee Meeting Materials

## **Regular School Committee Meeting**

**June 20, 2016**

**7:30 pm**

*Mr. James M. Fleming  
Ms. Rachel Hunt  
Ms. Mary A. Manning*



*Mr. Patrick Schultz  
Dr. Brendan R. Walsh  
Ms. Kristine Wilson*

*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.”**

**June 16, 2016**

**REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting Monday, June 20, 2016 at 7:30 p.m.** The meeting will be held in the **School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.**

**AGENDA**

**Monday, June 20, 2016**

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
  - a. Deliberation and Vote on the Minutes of the School Committee Meeting of the Whole held on June 6, 2016
  - b. Deliberation and Vote on the minutes of the Regular School Committee Meeting held on June 6, 2016
- IV. Questions and Comments from the Audience**
- VI. Action Items**
  - a. Deliberation and Vote on the acceptance of the donation of the Freight Farm for Salem High School, valued at \$90,000 by Dick and Diane Pabich
  - b. Deliberation and Vote on the approval of the Salem High School Golf Team Trip to Orlando, FL – August 25-30, 2016.
- VII. Superintendent Report – Margarita Ruiz**
- VIII. Presentations and Reports**
  - Bowditch Transformation Update & Focus of Work for SY 2016-2017
  - ELA & Social Studies Curriculum Update
  - Report on the Educator Outcomes metrics of the AIP

**IX. Finance Report**

**a. Approval of Warrants**

June 9, 2016 in the amount of \$189,318.65

June 16, 2016 in the amount of \$212,564.99

**b. Budget Transfer Requests**

**X. Subcommittee Reports**

**XI. School Committee Concerns and Resolutions**

**XII. School Committee Meetings**

Monday, June 28, 2016 - 6:00 p.m. - Committee of the Whole Meeting

Monday, June 28, 2016 – 7:00 p.m. - Special School Committee Meeting

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

**XIV. Adjourn** to Executive Session for the purpose of discussing Collective Bargaining strategies and the School Committee will not be returning to open session this evening if needed

**Respectfully submitted by:**

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Eileen M. Sacco, Secretary to the  
Salem School Committee

Salem School Committee of the Whole  
Meeting Minutes  
Monday, June 6, 2016

A meeting of the Salem School Committee of the Whole was held on Monday, June 6, 2016 at 6:00 p.m. The meeting was held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

**Members Present:** Mayor Kim Driscoll, Ms. Rachel Hunt, Ms. Mary Manning, Ms. Kris Wilson, Patrick Schultz, and Dr. Brendan Walsh.

**Members Absent:** Mr. James Fleming

**Others Present:** Superintendent Margarita Ruiz and Eileen Sacco, Secretary

**Call to Order**

Mayor Driscoll called the Meeting of the Committee of the Whole to order at 6:00 p.m.

**Superintendent's Summative Evaluation**

Ms. Hunt addressed the School Committee and explained that she has been working on the evaluation instrument with Dr. Walsh and they have distributed the template and other documentation for the evaluation. She explains the timeline for the process and notes that the evaluations are due to her or Dr. Walsh by June 15<sup>th</sup> and the School Committee will meet on Tuesday, June 28, 2016 in a Committee of the Whole meeting at 6:00 p.m. to discuss the evaluation followed by a Special School Committee meeting at the conclusion of the COW to review and vote on the evaluation.

Ms. Ruiz addressed the School Committee and made a presentation on her goals for this year. She noted that she has provided members with evidence in a Drop Box file that was distributed to members via email.

**Standard I – Instructional Leadership**

**Year One priority was to establish base line data, assess leadership, culture and opportunities to improve at each school. Guided by the priorities in the AIP, immediate changes where implemented where necessary, expanding best practices for the district with regard to using data to inform and make decisions. Developing processes and adopting new tools for increasing rigor in the district was key this year.**

- Assessments in SPS School Committee presentation
- Analyzed and presented 2015 MCAS data overview SC Presentation
- Revised Accelerated Improvement Plan (AIP) to sharpen focus, accountability
- Prioritized Tracking Student Progress, data analysis added as professional development for school leaders

- Redesigned ELL instruction to accelerate student progress, social development
- Adoption of PARCC assessment as a key tool to increase rigor and usher SPS into the next generation of state assessments
- Transitioned of New Liberty Charter to an Innovation School for 2016-2017 school year
- Revamped of literacy instruction in middle grades with partner Generation Ready
- Launched strategic planning process to support AIP and create clear roadmap for progress and priorities
- Piloted standards base report cards – to fully implement 2016-2017 school year
- Instituted District Leadership Team Instructional Rounds – minimum of three per school
- Trained and created expectation for Principals to lead Instructional Rounds

## **Standard II – Management & Operations**

**Year One priority was to revamp our infrastructure by creating consistent policies and procedures across all school functions and implement best practices for hiring principals, budgeting process, negotiations, professional development and communication within and outside our district.**

- SPS Principal hiring process – implemented consistent, rigorous process that includes local community voice
- Implemented new budget process – rooted on the priorities in our AIP, highly collaborative, transparent process
- Transparency on policies and procedures -- Supt advisory regarding background checks
- New SIS adoption & implementation
- Reorganized human resource office to better serve schools, teachers
- Prepared of for 21<sup>st</sup> century learning and testing (ACCESS for ELLs first on-line assessment in SPS) – prioritized infrastructure to support schools
- Completely overhauled the emergency procedures, protocols, and training; engaged all city emergency services
- Training, pilot roll-out of ALICE at WHES this Spring, roll of district in Fall of 2016
- Created and implemented Entry Course for first year principals –June 2016
- Implemented, along with the negotiating team, interest based bargaining with Salem Teachers Union
- Instituted regularly scheduled senior management and operational leader meetings for consistent implementation of district policies and communications.

### **Standard III – Family & Community Engagement**

**Year One priority was to be responsive and transparent with community stakeholders, improve two-way communications, and strengthen school partnerships.**

- Implemented and leveraged comprehensive Entry Plan process and engagement
- Launched and evolved DPAC
- Salem Public Schools Partnership Collaborative begins to take shape as an entity supporting SPS
- Community engagement around school policies – Background check policy
- Transparency on decision making with community stakeholders
- Revitalized partnership between SPS and SSU as documented through the HMLS MOA for the principal position
- Selection of Salem as one of only six cities in By All Means hosted by Harvard Graduate School of Education – close partnership with city leaders
- Relocation of Salem Prep to shared space with New Liberty Innovation School for SY 2016-2017
- Increased communication through work of Chief of Communications. Implemented monthly community newsletter, SPS Super News. Updated all social media platforms to insure content is current, appropriate and accurate
- Regularly speak to civic and business organizations on the mission and impact of SPS

### **Standard IV – Professional Culture**

Year One priority is to create a clear mission and vision for SPS, establish culture of high expectations for all school personnel supported with professional development and leadership opportunities.

- Developed and implemented District Leadership Institute (summer professional development)
- Rolled out Teacher Leader model
- SEI Endorsement courses to increase # of SEI endorsed teachers in SPS
- Increased professional development opportunities for teachers using Teacher Leaders, Instructional Coaches and Vanguard Group
- Led the process to create vision and mission for the District
- Professional Development for Teachers and School Leaders aligned with AIP
- Create capacity for all teachers to support diverse learners
- Extensive summer learning opportunities for teachers
- Course for 1<sup>st</sup> year principals
- Establishment of District Dispatch to share Superintendent expectations, District policies with school leadership
- Strategic planning process to set course/road map for next 3 – 5 years
- Convened two School Committee retreats summer 2015/winter 2016

## **Adjournment**

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

The meeting was adjourned at 7:15 p.m.

Respectfully submitted by:

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Eileen M. Sacco, Secretary  
Salem School Committee

Salem School Committee  
Meeting Minutes  
Monday, June 6, 2016

A regular meeting of the Salem School Committee was held on Monday, June 6, 2016 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

**Members Present:** Dr. Brendan Walsh, Ms. Rachel Hunt, Ms. Mary Manning, Mr. Patrick Schultz, and Kristine Wilson.

**Members Absent:** Mayor Kimberley Driscoll, Mr. James Fleming

**Others Present:** Ms. Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Margaret Marotta, Assistant Superintendent, Philip Littlehale, School Business Manager, Dr. Jill Conrad, Chief of Operations Strategy, Chief of Communications Kelley Rice.

These minutes were transcribed by Eileen Sacco from the SATV video of the meeting.

**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**

Dr. Walsh moved to approve the agenda as presented. Ms. Wilson seconded the motion. The motion carried.

**Recognition of Retirees**

Dr. Walsh read the list of employees retiring from the Salem Public Schools this year and presented them with City Seals in appreciation of their service to the Salem Public Schools. He congratulated them on their accomplishments and wished them well in their retirement.

**Questions and Comments from the Audience**

There were no questions or comments from the audience at this time.

**Approval of Minutes**

The minutes of the Regular School Committee Meeting held on May 2, 2016 were presented for approval.

Ms. Hunt moved approval, Ms. Wilson seconded the motion. The motion carried.



Dr. Walsh moved to approve the minutes of the May 2, 2016 Regular School Committee meeting. Ms. Wilson seconds the motion. The motion carried.

Ms. Hunt moved approval, Ms. Wilson seconded the motion. The motion carried.

### **Action Items**

- a. Deliberation and Vote of the approval of the JROTC Trip to Camp Edwards in Bourne, Ma., June 27-July 1, 2016

Ms. Hunt moved approval. Ms. Wilson seconded the motion. The motion carried (3-2) with Ms. Manning and Mr. Schultz opposed.

- b. Deliberation and Vote to approve the Memorandum of Understanding with Salem State University regarding the Principal position at the Horace Mann Lab School

Ms. Manning moved approval. Ms. Hunt seconded the motion.

Discussion:

Ms. Ruiz addresses the School Committee explains that we have always had a great partnership with Salem State University and explains that the Memorandum of Agreement before the School Committee this evening lays out an agreement with Salem State University regarding the principal position at Horace Mann Lab school. She explains that the principal of the Horace Mann will have a dual role that being the principle of the Horace Mann in the Executive Vice President of the partnership with Salem State in the film's public schools. She explains that the principle of Horace Mann will remain an employee of Salem State University and the salary will be paid in full by Salem State University.

Ms. Ruiz explains the principal hiring process under this agreement and notes that there is a maximum of three two-year terms for the position of principal under this agreement. She stated that she feels that this is an incredible opportunity for our district to really think of Horace Mann as really one of the areas where a partnership with Salem State University is focused, and she is sure that she speaks for the University and the district that this is going be a win-win situation for all. She also stated that this will be an amazing opportunity for the students and the staff at Horace Mann who will benefit from the incredible resources at the University.

Mr. Schultz asked how much influence over practices at the lab school will the University will have and will the practice differ from the district noting instruction. Ms. Ruiz stated that the school leader will ensure that the priorities of the district are being met at the school and in conjunction with that, being the Executive Vice President of the partnership the Principal will be the dual keeper of the interest of both the University in the district. She explained that the Principal will be reporting

to the superintendent and will be evaluated by the superintendent so that if there are questions concerning practices that are being established in the school that are not in line with the district she would have the opportunity to address those matters. She noted that she and her team would be supervising the position.

Ms. Hunt stated that this is a really exciting opportunity to really bring the university back into the school and she was happy to see the provision that if there is not a right fit that there is a process to address noting that it is a really important provision because when it is the right fit it's a tremendous benefit.

Ms. Ruiz stated that she agreed and states that there was a lot of discussion about that during discussions on the MOA. Ms. Hunt stated that in the MOA she didn't really see how they would bridge the gap if there is not a leader from Salem State questioning whether Horace Mann would still be considered a lab school if the principle is not affiliated with the college. Ms. Ruiz explains that it would and that along with the principle there will be other programs and collaborations that would continue to exist. She noted that Dr. Chad Leith Lewis agreed to stay on board and is working with staff at Salem State on how the partnership is going to benefit both sides so there would be a blueprint in place, should that situation occur. She noted that Emily Ullman is involved in those discussions and in that work.

Dr. Walsh stated that he thinks this requires a world call vote  
Dr. Walsh called the role as follows:

Ms. Wilson	Yes
Ms. Hunt	Yes
Mr. Schultz	Yes
Ms. Manning	Yes
Dr. Walsh	Yes

The motion carried (5-0).

- c. Deliberation and Vote on the Superintendent's request for \$40,000 from the Dominion Fund to cover additional costs for the build out of the space at the New Liberty Innovation School to be occupied by the Salem Prep School at the Museum Place Mall

Ms. Hunt moved approval. Ms. Wilson seconded the motion.

Discussion:

Ms. Manning asked for a description of the location of the proposed location of the of the Salem prep at the new liberty school. Ms. Ruiz explained the location noting that New Liberty is not getting smaller, and Salem Prep will be expanding into additional space at the site.

Ms. Marotta explained that New Liberty was supposed to grow to 125 students and in planning for that when leasing the space, they did not build out all of the space that was leased. She explained that this space that Salem Prep is moving into is the additional space that was intended for New Liberty to expand.

There being no further questions or comments regarding this matter, Dr. Walsh called for a vote on the motion. A vote was taken on the motion made by Ms. Hunt and seconded by Ms. Wilson to approve the use of \$40,000 of Dominion Funds for the build out of Salem Prep at the New Liberty Innovation School. The motion carried (5-0).

### **Superintendent Report – Margarita Ruiz**

Ms. Ruiz reported that she is pleased to introduce Ms. Jennifer Windsor who has been appointed to be the new Principal of the New Liberty Innovation School.

Mr. Ruiz reported that on May 25, 2016 she had the opportunity to attend her very first Arts in the Evening event at Salem high school. She stated when she first came to the district she heard repeatedly about the great pride that Salem has in their art and music programs and she has had the opportunity to observe some of our teachers teaching lessons throughout the year. She noted that this was the first opportunity that she had to see some of the artwork and the amazing performances of bands that we have in our district. She stated that it was pretty powerful for somebody who had never been there before and noted that it is something we need to protect and make sure that it grows in Salem. She congratulated all of our teachers especially Cynthia Napierkowski for all of the good work that they do with our students.

Ms. Ruiz reported that on June 2 she attended the Salem Prep Graduation at the House of Seven Gables and notes that it was amazing to celebrate with these graduates who have overcome some pretty difficult social and emotional challenges to get to that milestone. She congratulated Director of Salem Prep Carol Donnelly and the staff at for the amazing work that they do with our students.

Ms. Ruiz reported that on Friday evening June 3 she attended her very first Salem High School Graduation. She stated that she was impressed by the amazing accomplishments of our students. She also noted that she appreciated the representation of the School Committee and all the staff that attended the graduation and stated that she was very proud. Ms. Ruiz congratulated the graduates again for all of their accomplishments as well as their parents and teachers for all their work over the years to get them to this point.

Ms. Ruiz reported that School Committee members Patrick Schultz and Mary Manning will be serving on the Strategic Planning Steering Committee and explained that the School Committee members will have opportunities to participate in workgroups and she hopes that they will do so.

Ms. Ruiz reported that the implementation of a new student information systems is an opportunity to implement My School Box which is an online portal for parents to pay for school lunch. She also noted that while updating the student information system she wants to take this opportunity to review our policies and procedures regarding school lunch and requested that the Policy Subcommittee review the policies relative to the implementation of My School Box.

Ms. Ruiz reported that they are continuing with the implementation of the A.L.I.C.E program and stated that this week the first evacuation drill will be held at the Witchcraft Heights elementary school. She explained this will be a simple drill and the students and staff have been informed about it.

Ms. Ruiz reported that next week the district will be participating in a tabletop exercise with other city departments that focuses on a drill that will effectively help us roll out our emergency plans. She stated that this will be an opportunity for us to run through scenarios and have the opportunity to make sure that our safety protocols are in place. She stated that this will be an opportunity to talk about simulated situations and it will be no evacuations.

Ms. Ruiz reported that the safety of drinking water has been in the news recently and reported that Northeast Environmental Labs tested all water fountains in all Salem Public Schools for lead and mineral levels in our water. She reported that the and the tests found no reportable levels of lead or minerals in our water. She also noted that they tested sinks and student bathrooms and based on the testing results they reported one drinking fountain at the Witchcraft Heights School that had a reportable level of copper, however upon a second test the copper level was found to be below a reportable level. She noted that the drinking fountain has been taken out of service. Ms. Ruiz noted that all in all there was very good news about the drinking water we are serving our kids and precautions were taken regarding the few concerns that we had with the level of copper.

Ms. Ruiz reported this month a new district newsletter was published stated that it will be created with Constant Contact and eventually will be available for subscribers through email.

Ms. Ruiz reported that there are over 500 spots available for summer programs in the Salem public schools this summer and there are lots of opportunities for students to be engaged in summer learning. She noted that staff are actively recruiting students for these programs and noted that Emily Ullman will be making a presentation this evening.

Mr. Ruiz requested that the School Committee consider a policy that would give her the autonomy to grant raises for exempt employees in the district in the range of 1% - 3%.

She stated that any for any amount greater than three percent she understands she would have to come to the School Committee for approval.

Mr. Schultz stated that he feels that Mr. Ruiz should have autonomy to incentivize give her leadership team raises at her discretion. He asked if this should go to the personnel of finance subcommittees or for discussion work in the school committee.

Ms. Hunt stated that she did not think there was a policy that required Mr. Ruiz to come to the School Committee to get approval of raises for exempt employees and noted that in the past it has been a courtesy discussion with the Finance and Personal subcommittees.

Dr. Walsh stated that he felt that as long as the money is in the budget and the Superintendent was sticking to the 1% to 3% range there would not be a need to come to the School Committee.

Mr. Shultz stated that he would support the request of the Superintendent to have the autonomy to grant raises in a range of 1-3% to exempt employees.

Dr. Walsh stated that he feels that as long as the money is in the budget and it is within that range School Committee approval would not be required. He noted that if it involved a budget transfer that would need approval.

### **Presentations and Reports**

Ms. Ruiz called on Emily Ullman, Director of Extended Learning Time to make a presentation on Partners in Action – Making the Most of Expanded Learning Time.

Ms. Ullman addressed the School Committee and explained that the Community Partnerships in our schools provide:

- Whole child support and student voice
- Innovation and expertise
- Hands-on application of learning
- Community Engagement
- Sustainability for diversified programming

Ms. Ullman reported that in the last two years we have secured over \$1.4 million dollars from state, federal and local resources to support Extended Learning Time (ELT) and Out of School Time (OST) opportunities in our schools for both after school and in the summer. She also notes that we have built a partnership collaborative including approximately 40 partners. She further noted that we have leveraged partners to support arts integration, family engagement and cultural proficiency.

Ms. Ullman introduced Carolyn Rosco Navokonis to review the Citizen Schools program at Collins Middle School.

Ms. Navikonis addresses the School Committee and explains the Citizen Schools:

- Runs electives for all 6<sup>th</sup> graders
- Electives take place during 9<sup>th</sup> and 10<sup>th</sup> period on Wednesdays and Fridays
- 160 students are served
- Electives are taught by volunteers from the greater Salem community
- Volunteers are paired with Collins Middle School staff
- A showcase event is held in December and May where students “teach back” what they have learned.

Ms. Navikonis related some of the experiences that Collins Middle School students have had with the program noting the Mock Trial Apprenticeship, Social Entrepreneurship, Secrets of a Millionaire, and Solar Cars.

Collins Middle School Principal Glen Burns addressed the School Committee and gave the “Principals Point of View” noting that this program has introduced the Greater Salem Community into the classroom. He reviewed the following points with the School Committee:

- Provided high quality elective curriculum linked to 21<sup>st</sup> Century skills (innovation, collaboration, communication, problem solving)
- Engaged families in Fall and Spring student showcases
- Created time for collaborative planning for the full 6<sup>th</sup> grade team
- Supported CMS leadership team through SC onsite coordinator
- Provided professional development opportunities for paraprofessionals
- Generated positive student focused stories in traditional and social media

Mr. Burns explained that for the 2016-17 school year the Citizens School will be:

- Serving 6<sup>th</sup> and 7<sup>th</sup> grade students
- Increased program support
  - Citizen School on-site coordinator
  - Full time Endicott College Intern
  - Part Time Salem State University and North Shore Community College Interns
  - Student showcase will grow to include electives outside of Citizen Schools programming and family transportation will be incorporated to increase engagement

Ms. Ullman introduced Charity Lezama, Executive Director of the Salem YMCA to make a presentation on their partnership with the Nathaniel Bowditch School.

Ms. Lezama addressed the School Committee and explained the Mindfulness Programming and the Enrichment Choice classes for students in grades K-5 at the Nathaniel Bowditch School. She explained that some of the classes offered at Yoga, Jedi Training, Drumming, Girls Today, Dance, Theater and Swimming classes.

Ms. Lezama noted that 100 Nathaniel Bowditch scholars learned new swim skills and improved their water safety and awareness. She also reported that the students gave positive feedback on their experiences

Dr. Walsh thanked Ms. Ullman for the very thorough presentation.

Ms. Hunt stated that it was a very informative presentation.

## **Finance Report**

### **a. Approval of Warrants**

The following warrant totals were presented for approval this evening.

May 12, 2016 in the amount of \$554,802.05

May 19, 2016 in the amount of \$319,611.35

May 26, 2016 in the amount of \$452,345.99

June 2, 2016 in the amount of \$504,235.61

Ms. Hunt moved to approve the warrant as stated. Ms. Wilson seconded the motion. The motion carried.

## **Budget Transfer Request #20– Human Resources**

Dr. Walsh reported that Interim Business Manager Toni Mertz has requested budget transfers be approved to facilitate the year end process by consolidating available funds spread across multiple lines to a one or more line items in the amount of \$355,742.31.

Ms.. Manning moved to approve the budget transfer requests. Ms. Hunt seconded the motion. The motion was approved (5-0).

## **Budget Transfer Request – Bentley Academy Charter School**

Dr. Walsh reported that the School Committee has received a request form the City Finance Director Sarah Stanton to transfer One Hundred and Seventy-One Thousand Dollars (\$171,000) from the “Transfers Out: Bentley Academy Charter School,” to the Salem Public Schools “Collective Bargaining Reserve”

Dr. Walsh explained that this transfer request, covers the difference in per pupil costs and projected enrollment for the Bentley Academy Charter School.

Ms. Manning moved approval. Ms. Wilson seconded the motion. The motion carried.

### **Subcommittee Reports**

There were no subcommittee reports this evening.

### **School Committee Concerns and Resolutions**

Dr. Walsh reported that the adult recipient of this year's Giving Tree Award at Salem High School is Joanne Scott, Executive Director of the Salem Boys and Girls Club. He also reported that the student recipient this year is Kaitlin Copelas who will be attending UMASS in the fall.

### **Questions and Comments from the Audience Regarding the June 6, 2016 Agenda**

### **Adjournment**

There being no further business to come before the School Committee this evening, Ms. Manning moved that the School Committee adjourn the meeting. Ms. Hunt seconded the motion. The motion carried.

The meeting adjourned at 9:15 p.m.

Respectfully submitted by:

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Eileen M. Sacco, Secretary  
Salem School Committee

### **Meeting Materials and Reports**

Minutes of Regular School Committee Meeting May 16, 2016  
School Committee Agenda June 6, 2016  
Budget Transfer Request #20  
Budget Transfer Request from City Finance Director  
Presentation on Community Partnerships  
MOA with Salem State University



# RONAN, SEGAL & HARRINGTON

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FILE NO.

OF COUNSEL  
MICHAEL J. ESCHELBACHER

June 14, 2016

City of Salem  
School Committee  
29 Highland Avenue  
Salem, MA 01970

Attn: Eileen M. Sacco

Dear Ms. Sacco:

I represent Richard and Diane Pabich, who have donated the Freight Farm located at Salem High School for the benefit of its students.

The Freight Farm and the costs of installation have a total value of Ninety Thousand and 00/100 Dollars (\$90,000.00) and as you are aware the School Committee must accept any donation made to the public schools.

I have attached a Bill of Sale for acceptance and approval of the Committee and would appreciate it being placed on the agenda for acceptance by the Committee.

Ronan Segal & Harrington

By 

George W. Atkins III

GWA/dap  
Cc: Beth Rennard

**BILL OF SALE**

KNOW ALL MEN BY THESE PRESENTS that we, Richard Pabich and Diane Pabich (hereinafter "Sellers") in consideration of One (\$1.00) Dollar paid by City of Salem, Massachusetts School Committee for the benefit of Salem High School (hereinafter "Purchaser"), the receipt whereof is hereby acknowledged, do hereby grant, sell, transfer, and deliver unto the said City of Salem School Committee the following goods and chattels, namely:

One (1) 40' x 8' x 9.5' Freight Farm Shipping Container and all equipment contained therein for growing of food products.

To have and to hold all and singular the said goods and chattels to the said City of Salem School Committee for the benefit of Salem High School and its successors and assigns to its own use and benefit forever.

And the Sellers hereby covenant with the Purchaser that it is the lawful owner of the said goods and chattels; that they are free from all encumbrances, that the Sellers have good right to sell the same as aforesaid; and that the Sellers will warrant and defend the same against the lawful claims and demands of all persons.

IN WITNESS WHEREOF, the said Richard Pabich and Diane Pabich have caused their seals to be affixed this 19<sup>th</sup> day of June, 2016.


  
Witness to both George W. Atkins

  
Richard Pabich

  
Diane Pabich

# Memorandum

Tom Doyle

**To:** Mrs. Margarita Ruiz, Superintendent of Schools  
**CC:** file  
**From:** David J. Angeramo, Salem High Principal   
**Date:** 6/13/16  
**Re:** August 2016-Out of State Field/Golf Trip to Orlando, Florida

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This is to recommend the Salem High Golf Team be given permission to travel to Orlando, Florida. This is the 14<sup>th</sup> year bringing our team to play golf at Disney World, Florida, as in the past the students love it. This trip will take place from August 25 to August 30, 2016. The Golf Team will play golf at the Walt Disney Courses, Palm & Magnolia for four days. The trip will give students the opportunity to tour Disney's Animal Kingdom, Epcot, Hollywood Studios, and the Magic Kingdom. This is an experience of a lifetime. All trips will be chaperoned by Mr. Tom Doyle advisor and an additional teacher. All have had a CORI. A list of students is attached and permission slips will follow. There will be at least one chaperone for every 4 students. The students & chaperones will travel by Jet Blue and Southwest Airlines. They have already done a lot of fundraising and look forward to receive your official approval. Hotel accommodations will be of better quality at the Old Key West Disney Hotel. The hotel will also supply transportation through the Disney Magical Express.

This needs to be brought before the School Committee for approval so that additional planning can be completed. Thank you for your attention to this matter.

Please call me if you have any questions or concerns.

Attachments

## Field Trip Procedure

1. The appropriate Head Teachers must approve field trip requests before being presented to the Housemasters. Written supportive rationale provided on this application should include:
  - Goals and objectives
  - Specific relationship to curriculum
  - Specific requirements of student participants
2. The field trip sponsor must:
  - Present field trip requests to the appropriate Housemaster.
  - Forward an alphabetized list of students including their student ID number to the appropriate Housemaster's secretary at least one week prior to the date of the field trip.
  - Obtain parental permission forms-only students with parental permission (if under 18 years of age) to attend the field trip.
  - Present roster of students not attending the field trip to the Housemaster's secretary before the bus departs on the day of the field trip.
3. NO trips will be approved for the final week of the first & third quarter because of possible conflict with testing.
4. NO trips will be approved during the last two weeks of the second & fourth quarters.
5. Requests for exceptions to this procedure outlined above and for purposes of accommodating spontaneous learning where appropriate planning time did not exist or in cases where conformity to the dates would deny student access to superior learning opportunities may be negotiated.

To minimize the risk of losing money to unscrupulous or financially unsound travel companies the following precautions should be taken:

- Check with agencies that collect complaints about businesses (i.e. Attorney General's Office, One Ashburton Place, Boston, MA 02108)
- Insist upon specific information about the accommodations to be included in your travel package. Obtain information on the location and quality of all accommodations.
- Make sure you are provided with clear, complete information about the refund and cancellation policies of a travel company in WRITING. Clear up any ambiguity before you send in your money.
- Make sure that you receive a copy of any insurance policy you purchase, or that the travel company promises to purchase for you.

To evaluate the financial stability of a particular travel company:

- If dealing with a travel agent, ask if any portion of your money will be placed in escrow. If so, ask for the details of the escrow arrangement.

- Ask if the company is bonded. Ask for a copy of any liability insurance policy the company has to protect its customers from its own failure to provide services or refunds.

Trip Form

Salem Public Schools-Salem, MA

Name of School: Salem High School, 77 WILLSON STREET. SALEM, MA 01970

Name of Organization or Activity: GOLF TEAM

Total number of (CORI NEEDED) Chaperones 2 Teachers 2

Trip dates: Departure Date & Time THURSDAY AUG 25th, 2016 AM

Return Date & Time TUESDAY AUG 30th, 2016 PM

Contact person: THOMAS DOYLE

Cell Phone Number: 978 836 8471 Telephone: 978 740 1113

Destination: City & STATE ORLANDO, FLORIDA Country: USA

Return to Salem, MA from (if different that destination) \_\_\_\_\_

Hotel (s) Name, Address, telephone number:

WALT DISNEY WORLD OLD KEY WEST  
1510 NORTH COVE ROAD, LAKE BUENA VISTA, FL 32830

Rating of Hotel: Excellent  Good \_\_\_\_\_ Average \_\_\_\_\_

Insurance coverage: \_\_\_\_\_

Room Rate: Single Occupancy \_\_\_\_\_ Rate \_\_\_\_\_

Double Occupancy \_\_\_\_\_ Rate \_\_\_\_\_

Student rooms needed: 1 Rate 432.60

ADULT rooms needed: 1 Rate 432.60

Meals included? NO Quality of meals? \_\_\_\_\_

Other types of accommodations:

Name: GOLF Rate: \$ 40/72 <sup>student</sup> <sup>adult.</sup>

Name of travel agent: None

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Total cost per student: \$ 1100.00 (including transportation & hotel)

Total cost per adult: \$ 1300.00 (including transportation & hotel)

PREFERRED METHOD OF TRANSPORTATION:

BUS: \_\_\_\_\_

NAME OF COMPANY (ADDRESS & TELEPHONE)

\_\_\_\_\_

PLANE: SOUTHWEST AIRLINES

NAME OF COMPANY (ADDRESS & TELEPHONE)

\_\_\_\_\_

TRAIN: \_\_\_\_\_

NAME OF COMPANY (ADDRESS & TELEPHONE)

\_\_\_\_\_

COMMENTS & ADDITIONAL INFORMATION:

THIS IS OUR 14th year bringing the team  
down to Walt Disney World to start our  
Season with team building and bonding.  
Prices are estimates as I will have to book  
after approved. All money is expected to be  
fundraised so the cost to the family is zero  
if they take advantage of opportunities.

Thank you for your consideration.



# NBS Year One Update

Presentation to the SPS School  
Committee

June 20, 2016



# NBS Mid-year Assessment

## January-February, 2016

- **Surveys of Parents and Teachers**
- **Review of Instructional Practices and Formative Assessment Data**
- **Incorporated SEI Program Review**

# Priority Challenges

- **School Culture and Climate**
- **Programming and Instruction for English Language Learners**
- **Family Engagement**

# School Culture and Climate Immediate Response Plan

- PD and common planning time on school culture & climate
- Used resources for training on behavior management
- School visits to observe/learn best practices for routines & procedures
- Staff meetings to create shared vision, consistent practices

# Meeting the needs of English Language Learners Immediate Response Plan

- **PD for ALL staff on District vision for ELLs**
- **Support for ALL teachers to obtain SEI endorsement**
- **Working to reconfigure model for ESL instruction**
- **Adopted strategies to accelerate ELLs level of achievement**

# Family Engagement Immediate Response Plan

**Re-vamped annual fundraiser (Bowditch Bash) to be more inclusive**

**Hosted several family events that showcased all students' work & learning**

# School Culture and Climate Summer/Fall 2016 Next Steps

- **Summer Retreat priorities:**
  - consistent routines, de-escalation strategies, cultural competencies
- **Revise schedule to minimize transitions**
- **Create a strategic plan for family inclusion & engagement**
- **Provide targeted coaching on classroom climate in first 10 weeks of school**

# Meeting the needs of English Language Learners Summer/Fall 2016 Next Steps

- Provide integrated homerooms for all ELLs
- ESL instruction during literacy block
- Common planning time for ESL teachers
- Use new ESL coach for more support for ESL and SEI strategies
- Implement effective SEI & strong ESL instruction

# Family Engagement Summer/Fall 2016 Next Steps

## 2016 Summer retreat:

- PD on effective family engagement
- Family engagement planning

Work with family engagement team and partners to create strategic plan to engage families





# K - 8 English Language Arts and Social Studies

**School Committee Update**

June 20, 2016

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# English Language Arts

# Balanced Literacy Model

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## Readers' Workshop

(45 min. – 1 hour)

**Focus Lesson** (10 - 15 mins)  
Teacher Demonstration & Guided Practice

**Independent Reading**  
1:1 Conferences & Small Group Lessons

**Group Share**

## Writers' Workshop

(45 min. – 1 hour)

**Focus Lesson** (10 - 15 mins)  
Teacher Demonstration & Guided Practice

**Independent Writing**  
1:1 Conferences & Small Group Lessons

**Group Share**

## Phonics/Word Study

(15 – 30 mins)

## Interactive Read Aloud

(15 – 30 mins)

# Supporting the Balanced Literacy Model

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- District curriculum maps aligned to Common Core (online)
- Lucy Calkins resources
- Professional development with the Teaching & Learning Alliance
- Literacy coaches in every K-8 school
- Classroom libraries, text sets, and mentor texts
- K-5 Fountas & Pinnell Benchmark Assessment System (3x)
- Grades 6-8 iReady reading assessment (3x)

# Focusing on Our Youngest Learners (2016 - 2017)



All Kindergarten teachers have received training in Wilson Reading's Foundations, a research-based word study program that includes:

- Phonemic awareness
- Phonics/word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

## Readers' Workshop

(45 min. - 1 hour)

**Focus Lesson** (10 - 15 mins)  
Teacher Demonstration & Guided Practice

**Independent Reading**  
1:1 Conferences & Small Group Lessons

**Group Share**

## Phonics/Word Study

(15 - 30 mins)

## Writers' Workshop

(45 min. - 1 hour)

**Focus Lesson** (10 - 15 mins)  
Teacher Demonstration & Guided Practice

**Independent Writing**  
1:1 Conferences & Small Group Lessons

**Group Share**

## Interactive Read Aloud

(15 - 30 mins)



# Focusing on Our Youngest Learners (2016 - 2017)

Flexible, small group instruction:

- Based on student data
- Focused on one key skill at a time
- Progress monitoring
- Clear exit criteria

What does this child  
need to get to the  
next level?



# Literacy Coaches' Work at the K-5 Level

## What kind of person is Leo?

*When describing a character:*

- Show that you know the character is complicated (for example, tell about more than one trait)
- Tell about the character's motivation(s)
- Give details from different parts of the story that support your understanding of the character

RL.4.1

## How did Leo change from the beginning to the end of the story and why?

*When discussing character change:*

- Describe one or two ways the character changes
- Explain what caused the change
- Include how different story elements (other characters, setting, key events) contributed to the change

RL.4.3

## Reread lines 87-93 from "Slower Than the Rest." How is this part of the story important to the whole story?

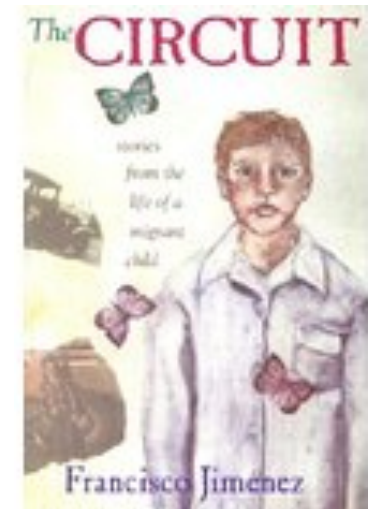
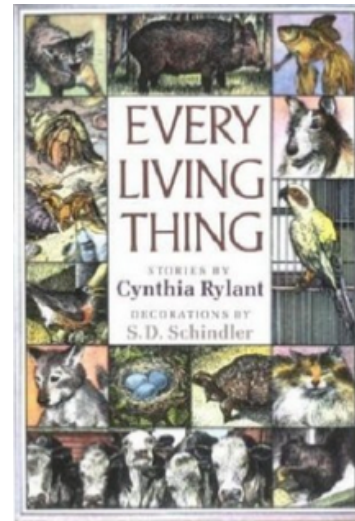
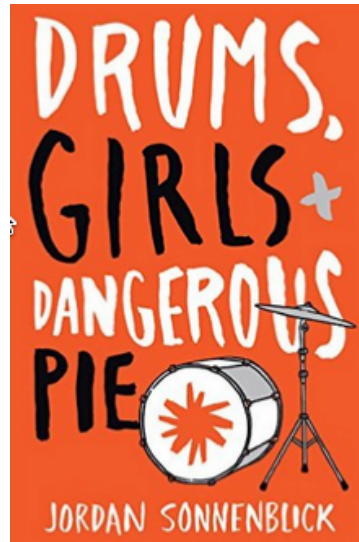
*When writing how one part fits the whole story:*

- Name the story element that is highlights in this part of the story
- Explain how this part fits with other parts of the story
- Use words like *tension*, *resolution*, *setting* or other words that show what you know about the story elements of narrative craft.

RL.4.2

## Work at the Middle School Level (2015 - 2016)

- Selected appropriate texts for the revised units.
- Teachers received professional development on:
  - *close reading*
  - *reciprocal reading*
  - *genre immersion*



- Focusing on student outcomes: the literary essay



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# **Social Studies**

# K-8 Social Studies Curriculum Mapping Project

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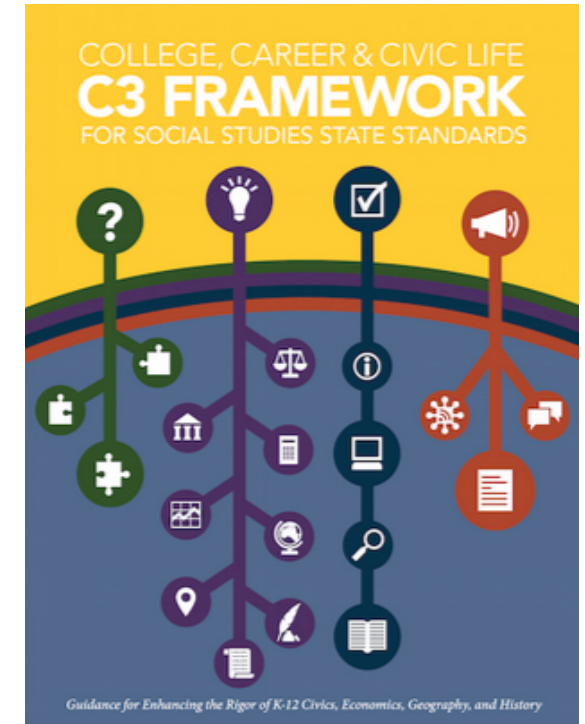
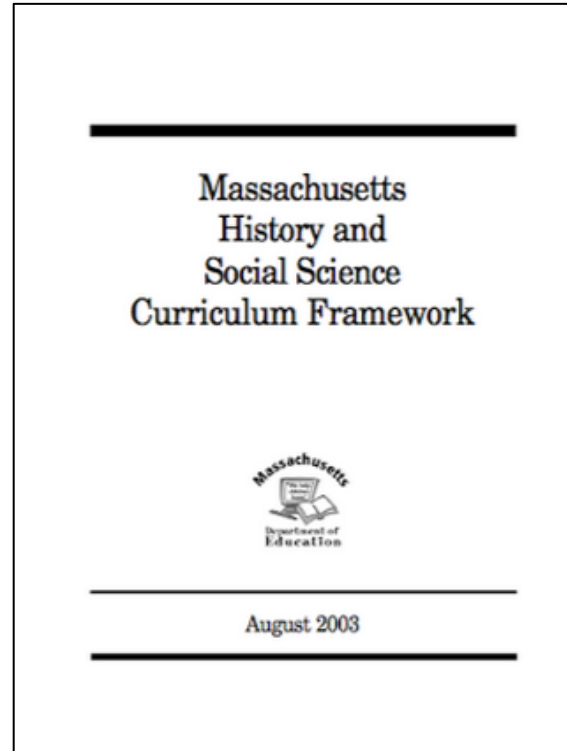
## Objectives of the project:

- To update the current social studies maps to better reflect the rigorous expectations of the Common Core
- To revisit the expected K - 8 content and skills, while keeping in mind the high school pathway
- To ensure that K - 8 social studies maps are available electronically to all SPS educators

# Social Studies Curriculum Map Timeline

<i>Spring 2016</i>	<ul style="list-style-type: none"><li>● Foundational planning for articulated K-8 social studies curriculum</li><li>● Representative teachers in grades 4 and 8 begin in-depth unit planning</li></ul>
<i>Summer 2016</i>	<ul style="list-style-type: none"><li>● Additional grades begin mapping their units</li></ul>
<i>2016-2017 School Year</i>	<ul style="list-style-type: none"><li>● K-8 draft maps completed</li><li>● Teachers pilot one or more units</li></ul>
<i>Summer 2017</i>	<ul style="list-style-type: none"><li>● Maps finalized</li></ul>
<i>Fall 2017</i>	<ul style="list-style-type: none"><li>● K-8 social studies maps in place</li></ul>

# Resources for Planning a K-8 Social Studies Curriculum



## Reading Standards for Literacy in History/Social Studies 6–12

[RH]

The standards below begin at grade 6; standards for pre-k–5 reading in history/social studies, science, and technical subjects are integrated into the pre-k–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:

Grades 9–10 students:

Grades 11–12 students:

# K-8 Social Studies Curriculum

**DRAFT**

**Civics**

**Geography**

**Economics**

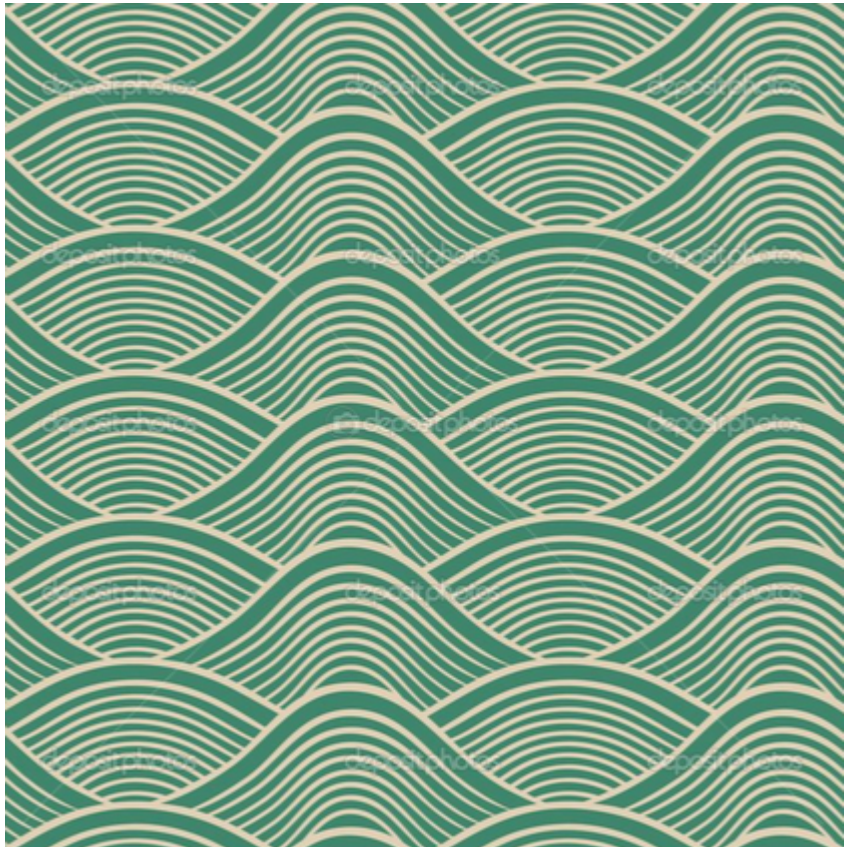
**People, Groups, and  
Institutions**

**History**

K	My Community and Me
1	America's Story
2	Perspectives on the World
3	Salem
4	Massachusetts
5	Colonial America and the American Revolution
6	Ancient History
7	Geography
8	The Medieval and Renaissance Eras

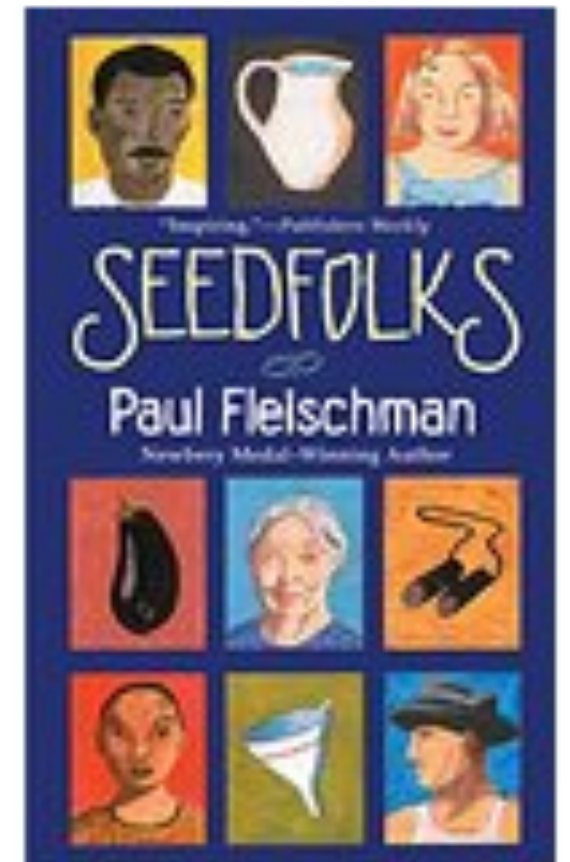
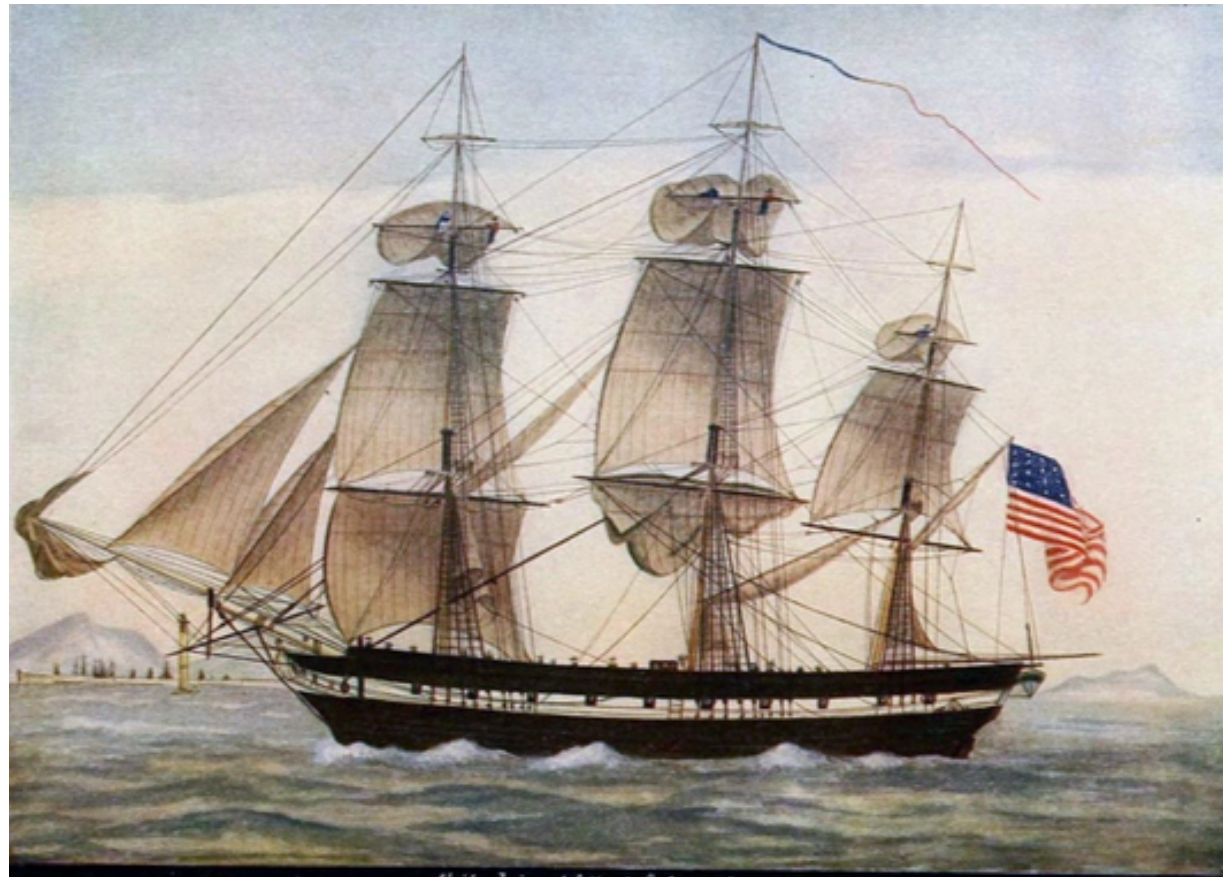
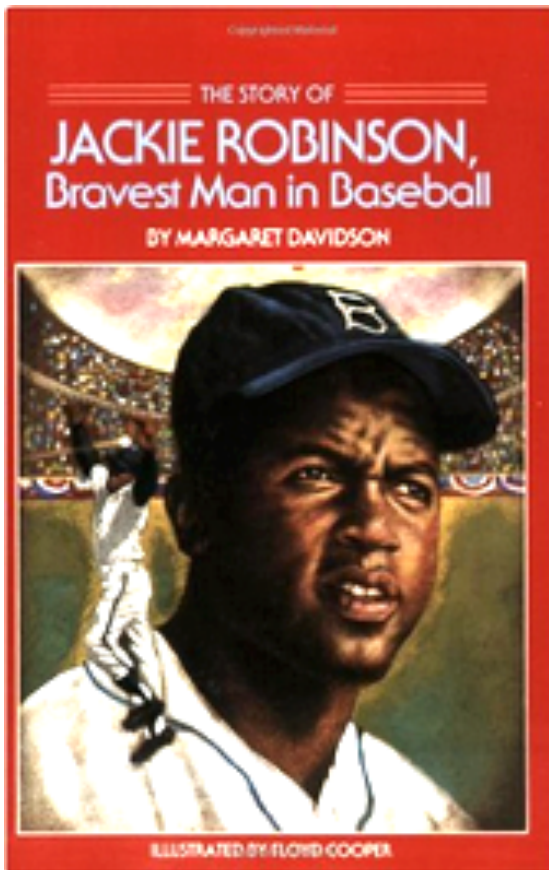
# Weaving Essential Skills into the Content

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- Reading
- Research
- Note-taking
- Evaluating sources
- Debate
- Discussion
- Explanatory and informational writing
- Argument writing

# Questions?





# AIP Educator Outcomes Data

Spring 2016



## Educator Outcomes

### *100% of classroom visits reflect instruction that aligns to Common Core “Look Fors” through Instructional Rounds*

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

Literacy									
Indicator	Fall			Winter			Spring		
	<i>I</i>	<i>PI</i>	<i>NO</i>	<i>I</i>	<i>PI</i>	<i>NO</i>	<i>I</i>	<i>PI</i>	<i>NO</i>
Students are engaged in reading, listening to, speaking, or writing about texts.	78%	13%	9%	57%	33%	10%	71%	21%	8%
There is well-defined progression throughout the lesson that leads students to arrive at deep understandings of content and/or the reading process.	72%	7%	21%	33%	42%	25%	39%	36%	25%
The teacher planned a lesson that is standards-based and rigorous.	70%	27%	3%	38%	46%	16%	21%	59%	20%
The teacher poses questions that are text-dependent and text-specific.	45%	27%	27%	50%	17%	33%	47%	32%	21%
The teacher provides opportunities for all students to participate in the work of the lesson.	14%	57%	29%	40%	30%	30%	50%	29%	21%
The teacher checks for understanding throughout the lesson, using informal but deliberate methods.	64%	10%	26%				61%	17%	22%

*I=Implemented*

*PI=Partially Implemented*

*NO=Not Observed*

*Note: The data presented in this table in the fall and winter benchmarks does not represent a comparison of the same classrooms in both periods. This data represents a snapshot of the classrooms visited during the instructional rounds visits in the fall and winter.*

## Educator Outcomes

Mathematics									
Indicator	Fall			Winter			Spring		
	<i>I</i>	<i>PI</i>	<i>NO</i>	<i>I</i>	<i>PI</i>	<i>NO</i>	<i>I</i>	<i>PI</i>	<i>NO</i>
The teacher uses explanations, representations, and/or examples to make the mathematics of the lesson explicit.	38%	33%	24%	67%	25%	8%	17%	58%	25%
The teacher poses challenging questions and problems that prompt students to share their developing thinking about the content of the lesson.	30%	43%	28%	55%	27%	18%	40%	40%	20%
The teacher provides time for students to work with and practice grade-level problems and exercises.				69%	31%		83%	6%	11%
The teacher uses variation in students' solution methods to strengthen other students' understanding of the content.				28%	36%	36%	50%	50%	0%
The teacher checks for understanding throughout the lesson, using informal but deliberate methods.				71%	29%		17%	66%	17%
There is well-defined progression throughout the lesson that leads students to arrive at an understanding of the content objective.				75%	25%				

*I=Implemented      PI=Partially Implemented      NO=Not Observed*

*Note: The data presented in this table in the fall and winter benchmarks does not represent a comparison of the same classrooms in both periods. This data represents a snapshot of the classrooms visited during the instructional rounds visits in the fall and winter.*

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

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

In order to gauge the leadership structure at each school, Salem Public Schools developed the following rubric with indicators for effective Instructional Leadership Teams, Common Planning Time, Data Cycles and Interventions. These indicators are taken from the ILT-CPT and Data Teams toolkits developed by the Department of Elementary and Secondary Education (DESE). Principals in Salem Public Schools were given the toolkits that contain rubrics and resources to develop effective practices in each of the areas highlighted by the rubric. This rubric has guided the monitoring and support of these structures in the Salem schools through school visits and one on one coaching of principals and their teams.

In the Fall of 2015, all Salem Public Schools started the school year with Instructional Leadership Teams, with common planning time for their teachers, data inquiry cycles as well as with interventions. The data showed that 100% of the schools had the leadership structures referenced in this metric. This became the baseline data by which cohesion would be measured in the winter and spring of this school year. Given that the metric on the Salem Public Schools' AIP is related to cohesive and effective leadership structures with effective data practices with a tiered support model, the data presented in this report relates to the percentage of schools that have each of the indicators as established practice.

The following table shows the percentage of Salem Public Schools that have each of the indicators of effective practice and the progress made from the winter to spring data collection periods:

## Salem Public Schools Cohesive Leadership Structures Rubric

**Yellow = 100% of schools have indicator established**

**Green = 50% or less have indicator established**

	<b>Indicators of High Effective Practices</b>	<b>Winter</b>	<b>Spring</b>
<b>Instructional Leadership Team</b>	Agendas and minutes are used to guide and archive the work of the ILT.	100%	100%
	There is a system for recording and sharing ILT agendas and minutes with team members and the wider school community.	75%	100%
	Meetings focus on strengthening school-wide instructional practices.	100%	100%
	Data and student work are used to inform the work of the ILT.	100%	100%
	There is a connection and continuity between ILT meetings.	62%	100%
	The ILT informs CPT and PD agendas.	62%	62%
	A cross section of staff representing different roles regularly attends ILT meetings.	87%	87%
	The ILT holds itself accountable for student-learning outcomes aligned to the SIP and AIP.	100%	100%
<b>Common Planning Time</b>	Agendas and minutes are used to guide and archive the work of CPT.	100%	100%
	There is a system for recording and sharing CPT agendas and minutes with team members and the wider school community.	75%	100%
	Data cycles focused on student level data are embedded in the routine work of grade-level teams.	75%	100%
	Unpacking and planning from standards is a common activity at CPT.	87%	100%
	Teachers share instructional practices that have been successful in supporting student learning and thinking.	100%	100%
	Facilitation of CPT is shared amongst team members.	25%	75%

	Teacher leaders play a pivotal role in planning CPT.	50%	87%
<b>Data Cycle</b>	There is a schedule that outlines dates and activities associated with the school's data cycle.	100%	100%
	For assessments without an automated data collection tool (e.g. BAS), the school has a system in place to archive data.	100%	100%
	Teachers/grade-level teams regularly review student level data.	100%	100%
	Teachers/grade-level teams engage in action planning, and plans are shared with the ILT and school leaders.	50%	50%
	The ILT and leadership team have a system for monitoring results of action plans (e.g. student learning).	25%	75%
<b>Interventions</b>	Data is used to identify students who are significantly behind grade-level standards.	100%	100%
	Approaches such as regrouping, small group instruction, and guided reading are used as classroom level interventions.	87%	100%
	Reading specialists and tutors are mobilized based on student level data to provide intervention support.	87%	100%
	The ILT and leadership team closely monitor the progress of students in intervention.	37%	50%

**Total Number of indicators in rubric = 24**

**Metric value as of June 1<sup>st</sup> = 100%**

**Schools in Salem Public Schools had 75% or higher in 21 out of 24 indicators = 87%**

**Schools in Salem Public Schools have established practices in 87% of the indicators in relationship to the June metric.**

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

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

In order to gather data regarding how the feedback principals are providing teachers with to improve access to content and the effectiveness of the feedback in general, the rubric below was developed. A sample of at least 10 feedback entries by each principal was analyzed using the indicators in this rubric. The table below shows the percentage of principals providing feedback reflecting the indicators on the rubric.

**Salem Public Schools Criteria for Effective Feedback Rubric**

**Yellow = 100%**

**Green = 50% or less**

		<b>Winter</b>	<b>Spring</b>
<b>Effective Feedback</b>	Feedback is evidence-based (e.g. based on direct observation or artifacts).	100%	100%
	Feedback references the connection between the lesson observed and impact on student learning, especially for improving access to content.	37%	62%
	Feedback is useful, practical, and growth oriented.	62%	75%
	Feedback is actionable (e.g. references “bite-sized next steps”).	62%	75%

**Total Number of indicators in rubric = 4**

**Metric value as of June 1<sup>st</sup> = 100%**

**Principals had 75% or higher in 3 out of 4 indicators = 75% total for the June metric**

