



School Committee Meeting Materials

**Salem Public Schools
Regular School
Committee Meeting**

February 3, 2020

7:00 pm

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



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

Mayor Kimberley Driscoll, Chair

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

January 30, 2020 (Date Posted)

REGULAR SCHOOL COMMITTEE MEETING ON FEBRUARY 3, 2020

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on **Monday, February 3, 2020 at 7:00 p.m.** The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

I. Call of Meeting to Order

II. Consent Agenda

- a. Minutes of the Regular School Committee meeting held January 21, 2020
- b. Field Trip request for the Salem High School Girls Volleyball Team to travel to Orlando, FL from September 2-6, 2020 to Compete in a Tournament.
- c. Approval of Warrants: 1/23/2020 in the amount of \$880,814.77 and 1/30/2020 in the amount of \$288,292.56

III. Approval of the Agenda

IV. Public Comment #1: Questions and Comments from the Audience

V. Student School Committee Representative Report – Jillian Flynn

VI. Superintendent’s Report – Kathleen Smith

- a. Update on the Use of Schools during the March 3rd Presidential Primary from Salem Police Dept. and Facilities Dept.
- b. Presentation on the 2020-21 SHS Program of Studies, Dr. Samantha Meier, Interim Principal and Dr. Emily Flores, Academic Dean

VII. PUBLIC HEARING ON THE BENTLEY ACADEMY INNOVATION SCHOOL INNOVATION PLAN, 2020-25

VIII. Action Items: Old Business

- a. Deliberate and vote on the use of school facilities by the public

IX. Action Items: New Business

- a. Deliberate and vote on the Bentley Academy Innovation School Plan, 2020-25

- b. Discussion of Open Meeting Law Complaint submitted by Mr. Scott Andrade on January 24, 2020.

X. Finance Report

- a. Budget Transfers

XI. Policy Subcommittee

- a. Deliberation and vote on the second reading of the recommendation of the Policy Subcommittee on the revision to the following policy:

6409 Public Participation at School Committee Meetings

- b. Deliberation and vote on the first reading of the recommendation of the Policy Subcommittee on the revision to the following policy:

5102.04 Students in Foster Care

XI. Subcommittee Reports

XII. School Committee Concerns and Resolutions

XIII. Public Comments #2: Questions and Comments from the Audience

XIV. Adjournment

Respectfully submitted by:

Kathleen Smith
Superintendent of the Salem Public Schools

**Salem School Committee
Meeting Minutes
Tuesday, January 21, 2020**

A regular meeting of the Salem School Committee was held on Tuesday, January 21, 2020 at 7:00 pm in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: None

Others Present: Kathleen Smith, Interim Superintendent, Kate Carbone, Assistant Superintendent, and Jillian Flynn, Student Representative

Call of Meeting to Order

Ms. Mary Manning called the regular meeting of the Salem School Committee to order at 7:05 pm.

Consent Agenda:

- a. Minutes of the Committee of the Whole meeting held January 6, 2020
- b. Approval of Warrants: 1/9/2020 in the amount of \$578,160.70 and 1/16/2020 in the amount of \$154,653.59

Mr. Fleming motioned to approve the consent agenda. Mr. Cruz seconded the motion. The motion carried.

Approval of Agenda

Mr. Fleming motioned to approve the regular meeting agenda. Ms. Nuncio seconded the motion. The motion carried.

Public Comment

Ms. Manning invited the public to come up and address the School Committee: No Public Comments

Student School Committee Representative Report – Jillian Flynn

Ms. Flynn reported to the Committee, the Student Advisory Council and the Building and Grounds Subcommittee set a date to tour the bathrooms at the high school. The date was set for Monday, January 27th at 4:00pm. She also updated the Committee on past and upcoming events. These events included a leadership retreat with the SAC, to take place on Saturday along with a meeting to be held on Wednesday and all are welcome. She informed the Committee the Drama Club just performed *Sister Act*, and midterms are beginning at the high school. A new group has been formed called the Witchesquad Team. This group assists with trouble-shooting technology issues and works with coding and technology. She also provided information about the Gay Straight Alliance Club, which holds meetings on Tuesdays in Room 312.

Ms. Flynn reported on the discipline handbook, winter sports, and an upcoming fundraiser by the Class of 2020 at the IHop Restaurant. In addition to these updates, Ms. Flynn informed the Committee of the Student Empowerment Day on February 7, 2020.

Superintendent's Report – Kathleen Smith

The Superintendent started her report with a thank you letter from the Peabody community, in recognition to the Salem community for their outpouring of kindness following the passing of Peabody Superintendent Cara Murtagh. Superintendent Smith informed the Committee the Salem High School students sent candy baskets to Peabody in the hopes of helping them through this difficult time. In return, Peabody Public Schools sent the Salem students a Peabody Strong button. Superintendent Smith explained how proud she was that the Salem community reached out to Peabody in support. These efforts really give us all a great sense of community.

Superintendent Smith informed the Committee of an all-day seminar she attended with Ms. Ana Nuncio and Kristen Shaver. The seminar was part of the Influence 100 initiative in which Salem is participating with three “fellows” from our district: Kate Carbone, Assistant Superintendent; Dr. Ruben Carmona, Principal of Horace Mann Laboratory School; and Jose Munoz, Principal of the Bates school. The three fellows worked on a strategic equity plan that will benefit the entire district. She informed the Committee this would open up opportunities for students and staff.

The Superintendent described her dedicated walkthroughs of schools and she was extremely pleased with what she witnessed in the classrooms. The teachers were motivating and had strong lesson plans. The Superintendent was especially pleased with an English Language Arts class for grade 6 in addition to a music class. The music teacher was thrilled to have the Superintendent in his class.

Showcase of Collins Middle School

At this time, Superintendent Smith introduced members of the Collins Middle School staff and students to showcase their school and the great happenings at the middle school. In attendance were representatives from the school administrative team, teacher representatives of science classes, stem and technology, drama, and music. Each teacher spent time showcasing their efforts to the Committee. The teachers described the climate of the school as positive and they are focused on leaving a legacy for their students. The emphasis was on the legacy.

Ms. Larkin presented her science class. She began to talk about the constraints with a time block of 45 minutes. She spoke to a program call IQuest and the appreciation of the extended block, this extension of time allows students to fully utilize their lab times. This extra time assists in tying in composition and literacy, which would otherwise be difficult in a shorter block time.

Mr. Weaver spoke about his STEM class. This program offers six courses. The students in this class have an opportunity to work on hot air balloons, gliders and focus on energy and the environment. He stated his pride in offering these courses that allow students to team build, using models, and technology as well as 3 dimensional printing. He noted that their students won a state challenge. They are very excited about this program.

Mr. Titus, Assistant Principal for grade 6, discussed an opportunity for teacher leadership programs at Salem State University. Mr. Titus expressed his excitement of having excellent teacher mentors and instructional leaders. These leaders provided professional development on differentiated instruction in the classrooms. He spoke about the PAC Program, which is a portfolio program. He described the enrichment blocks, are expanded learning times. New teachers are shown how to utilize this time as expanded learning.

Mr. Chertok, a music teacher, spoke about the music program. He emphasized that his students also receive instruction in general music. There are three elective courses included in the music program. One of the electives is an orchestra program. The Orchestra Program is open to students in grades six through eight. The other groups include band and chorus. He explained that some students are able to participate in pit orchestras and there is an upcoming concert on January 29, 2020. In addition to these programs, the theater program is vibrant and an excellent feeder program to the high school.

A middle school student named Tilda Rieder spoke about the enrichment programs. Through these programs, she is able to do grade 10 geometry. These accelerated classes will assist with higher-level math in high school. She is also a member of the math team that competes with other schools and she was recently named the top scoring eighth grader in math.

Ms. Golden discussed the school traditions. Some of these traditions include Thanksgiving dinner which is of no cost to those who attend, spirit week at the end of December, holiday decorating contests, and the grade eight New York Trip. Ms. Golden described a pep rally where teachers performed a dance and a video was shown. The teachers use these opportunities as a tool to assist with student engagement.

Heather Mercier informed the Committee about community relations, Positive Behavioral Intervention and Supports (PBIS), which includes a new student group called the Culture Squad consisting of sixth graders. Some other positives included a school store called the Shark Tank, students are able to earn sand dollars that are used in the school store. She also spoke about the Pioneer Village that displays student pumpkin carvings. Students are also able to win the Golden Shark Award where the prize is a jacket.

Dr. Pangallo asked what is needed going forward to assist with the efforts of the school and the response was to increase and continue teacher participation. This participation is important to maintain the amount of students who will participate and continue the positive progress.

Mayor Kimberley Driscoll applauded the school's efforts and their hard work.

Update on the Bentley Academy Innovation School Conversion Process

Superintendent Smith discussed the Bentley Academy Innovation School Innovation Plan 2020-2025. There was a team of eleven people, called the Innovation Plan Committee (IPC) who developed this plan. This group worked hard and as a team to make this successful. Following the unanimous IPC vote to approve the plan on January 10th there was a teacher vote on the 17th to move the plan forward and the vote passed with 29 in favor and 7 not in favor (with a total of 36 teachers, representing all the teachers in the school, voting). The plan is in place due to the charter expiring and the school seeks to convert to an innovation school instead. Some of the benefits of the innovation school include longer days, co-teaching models in the classroom for grades K-2, and a dual language program. Parents are pleased with the STEAM and STEM Academy components of the plan as well as the school uniforms.

Mr. Fleming inquired about home visits for the Bentley Academy, as this was an important part of the program. The home visits will stay in place and funded at the hourly rate versus a lump sum stipend. Mayor Kimberley Driscoll asked about what some of the concerns were with those who were not in favor of the plan. Those who were not in favor were primarily concerned with the longer days. The parents also struggled with time constraints. Some other concerns from parents were the strong union representation and the push to vote in favor of what the union wanted. The parent noted no hostility towards the union but rather an observation. Amanda Campbell added her excitement about the STEAM program and thanked Dr. Conrad, the district's Chief of Systems Strategy, who facilitated the work of the IPC, for her efforts and hard work keeping everyone informed.

Mayor Kimberley Driscoll asked if this should be referred to a subcommittee for adoption. The Superintendent stated the next step as outlined by the law is for the Committee to hold a public hearing, which will be scheduled for Monday, February 3rd and then to vote after that. Mr. Fleming motioned to put the Bentley Innovation Plan on the next agenda for a vote following the public hearing. Ms. Nuncio seconded and the motion carried.

The Committee discussed the Student Opportunity Act. The Superintendent noted the budget from the State is out by January 22, or 23rd. Superintendent Smith discussed a three-year plan that would need to be submitted to the Department of Elementary & Secondary Education by April 1st. This is a structured program with guidelines to follow to include goals, community involvement, and data.

Superintendent Smith discussed the upcoming polling day on March 3, 2020. School will be in session this day even though the polls will be open. She met with the Chief of Police and they toured several buildings. The outcome of those tours convinced them the students will be safe and separated from the polls. Mr. Fleming wanted to make sure there was police presence especially in parking lots. Mayor Kimberley Driscoll informed the Committee that closing the schools would be difficult due to no more professional development days, the district would have to cut into a vacation week to make up the day and this could cause a hardship for families. Next year, we will review this prior to setting the calendar to avoid this issue.

A short discussion on Kindergarten Information and Expo Night and the excitement by the incoming students and the appreciation of the parents working with the kids during the Showcase. The children were well behaved and having fun. Superintendent Smith stated how exciting this time is. The Superintendent thanked all involved to make this a success.

Old Business

Use of School Facilities by Members of the Public

Mr. Fleming discussed the Building and Grounds Subcommittee pending business and shared that the matter has been referred to legal counsel for review.

New Business

Appointment of Jennifer Gariepy as Executive Assistant to the School Committee and Superintendent

The appointment of Jennifer Garipey as Executive Assistant to the School Committee and the Superintendent. Mr. Fleming moved to approve the appointment and Mr. Cruz seconded. Motioned carried.

Policy Subcommittee

Mayor Kimberley Driscoll requested a motion for a third reading of the policies, Ms. Nuncio motioned and seconded by Ms. Manning. The motion carried for a third reading of the following policies:

- 5102.03 Student Experiencing Homelessness
- 5204 Grading and Reports on Academic Progress
- 5206 Promotion, Retention, and Level change
- 5207 Parent/Guardian Conferences
- 5208 Homework
- 5210 Home/Hospital Bound Instruction
- 5211 Home Schooling

Mayor Kimberley Driscoll introduced the policy on public participation at School Committee meetings and requested a motion. Dr. Pangallo motioned and Mr. Cruz seconded. Ms. Nuncio explained the policy. The policy is expanded from the original policy. There were two goals. One goal is for the public to be able to participate and comment, especially for our Spanish-speaking parents. The Committee wants to support all non-English speaking parents by having the information translated. The second goal is to make sure we maintain civility during disagreements. Mr. Cruz added the need a formal operating procedure and decorum regarding our civility.

The new policy clarifies that this is a public meeting and we encourage the community to engage. He included the policy will assist with follow up after comments are made by the public. Mr. Fleming requested an explanation on item 6. He was concerned that the language implies the public must have prior written comments. Mayor Kimberley Driscoll clarified that it reads as may submit comments in writing. Mr. Fleming found the language confusing. They agreed additional dialog would happen. Mr. Fleming had concerns about comments only having one session. Ms. Manning wanted to clarify that the School Committee meeting is not a public meeting but rather a meeting that occurs in public. Mr. Cruz added that the meetings are not a town hall type meeting. Ms. Manning wanted to be clear that the public can speak to anything even if it is not on the agenda. Additionally, she added the need to limit comments to one with a beginning and a closing to statements. She went on to explain the need for organization to the process. This would include a sign-up sheet to be given to the Chair prior to the meeting.

Mayor Kimberley Driscoll asked for positive comments and Mr. Fleming noted the comments are in the discussion of the School Committee and Ms. Manning agreed. Ms. Campbell was excited to assist with the language barriers by having interpretation available.

Mayor Kimberley Driscoll requested a vote on the first read of the new policy and the motion carried.

Subcommittee Reports

Mr. Fleming informed the Committee about the Building and Grounds Subcommittee meeting. He informed them of the fiber optic line needing installation. The Committee would need to draft a Site License Agreement. The Committee voted three to zero to move to accept the pending approval of the Site License Agreement subject to final approval by the City Solicitor. Ms. Manning seconded. Mayor Kimberley Driscoll added this is for high-speed internet. The motion carried.

Mr. Fleming met with Loren Green who runs a basketball program at the Bates school. He stated that Mr. Green has a CORI background check on file and all involved in the program will be also complete a CORI background check. He noted that the Committee approved of a fee waiver and custodial services. They discussed the St. Pierre road race and the Committee approved the waiver of custodial fees for that event. Mr. Fleming motioned to waive fees and custodial services and Mr. Cruz seconded. The motion carried.

Mr. Fleming gave an update that the Student Advisory Committee would like the Building and Grounds Subcommittee to review the bathrooms at the high school. He asked Mayor Kimberley Driscoll to attend the meeting on either January 27th or the 28th. The Mayor agreed to Monday and he requested the meeting be posted for Monday at 4:00 pm. Mr. Fleming reported that the Buildings and Grounds Committee approved increasing the custodial fees paid by those who use school buildings to align with the current AFSCME contract rate. That rate would be \$46.48 for Year 2 of the contract and \$47.65 for Year 3. He motioned that the School Committee approve the rate increase. Mayor Kimberley Driscoll asked what the effective date is for the increase and this is effective for the 2020 school year. Mr. Cruz seconded and the motion carried. The public use of facilities discussion will be continued to February. The meeting will be held at 6:15 on February 3. Mayor Driscoll questioned whether or not they should have this be automatic in the policy rather than having to vote on the increase each time. The Committee agreed to have the policy subcommittee review this matter.

School Committee Concerns and Resolutions

Ms. Nuncio added a resolution on equity. She would like to see our strategic plan towards equity. She felt that the Committee had not been able to meet to identify needs. She would like to have a plan in place prior to the budget. Mr. Cruz stated that the Student Opportunity Act has some of this in it. He felt we could implement some plans through the Student Opportunity Act. Mayor Kimberley Driscoll would like the Equity Subcommittee to get things going by using data to identify needs. We need to determine what our community looks like with the use of data. Ms. Campbell added the Committee has a list of items that identify our needs. She mentioned that due to the holidays, meetings were set back and we are working to get all members to the meeting. Superintendent Smith added that equity additionally affects student learning. The Mayor would like to see something prior to budgeting.

Mr. Fleming had concerns about a fundraiser using football squares and he questioned the legality. He does not want this to be sold in public schools for fundraising for our teams.

Public Comment Period #2

The Mayor Kimberley Driscoll requested anyone for public comment.

Adjournment

There being no further business to come before the School Committee this evening, Ms. Campbell motioned to adjourn the School Committee meeting. Mr. Fleming seconded the motion. The meeting was adjourned at 8:51 pm.

Respectfully submitted by:

Kathleen Smith, Secretary to the
Salem School Committee

Meeting Materials and Reports

School Committee Consent Agenda:

- a. Minutes of the Committee of the Whole meeting held January 6, 2020
- b. Approval of Warrants: 1/9/2020 in the amount of \$578,160.70 and 1/16/2020 in the amount of \$154,653.59

Collins Middle School Update (PowerPoint)

Highlights from the Bentley Academy Innovation School Plan (PowerPoint)

Bentley Academy Innovation School Plan: 2020-25

MEMORANDUM

TO: Dr. Kathleen Smith, Interim Superintendent of Schools

CC: Scott Connolly, Athletic Director
Craig Massey, Girl's Volleyball Head Coach, Social Studies Teacher

FROM: Dr. Samantha Meier, Salem High School Interim Principal

DATE: January 14, 2020

RE: Girl's Volleyball Out of State Field Trip

This memo is to recommend that the Salem High School Girls Varsity Volleyball team be given permission to travel to Orlando, Florida. The trip will take place September 2 - 6, 2020. The team will compete in a tournament hosted by KSA events and play three to four matches. Additional information regarding the trip can be found at ksaevents.net.

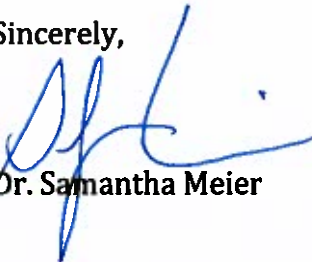
The purpose of the trip is to give our student-athletes an opportunity to bond with their teammates, create lifelong memories, and compete against volleyball programs from different states. Planning, traveling, and competing in an environment like this can be a great educational opportunity for student-athletes as they seek to achieve specific goals both on and off the court.

The trip will be chaperoned by Craig Massey, the Varsity volleyball coach and social studies teacher at Salem High School, as well as three assistant coaches. There will be at least one chaperone for every four students. A list of students with permission forms will be provided immediately following team tryouts on August 25, 2020.

The Girls' volleyball program will organize fundraising opportunities for all prospective volleyball student-athletes who might attend.

This request needs approval by the Salem School Committee in order for additional trip planning to be completed. Please do not hesitate to contact me with any questions. Thank you for your attention to and consideration of this matter.

Sincerely,



Dr. Samantha Meier

Revisions to Salem High School's Program of Studies SY 2020-2021

NOTE:

The Business Department is under a programmatic review with a focus on supporting high-quality instruction and alignment with Project Lead the Way offerings. Findings of the review may result in changes to the course offerings for the 2020-2021 SY.

The CTE department is reviewing expanded offerings available through our partnership with Essex Tech. Findings of the review may result in changes to the course offerings for the 2020-2021 SY.

The World Languages department is including a description of the Seal of Biliteracy program and updating its course descriptions to align with the ACTFL proficiency guidelines.

Dept	Course	Addition/Deletion/Adjustment	Rationale
Science	335 Environmental Science I	The curricula of these four courses will be redesigned into two semester long electives. The new courses will be listed as Environmental Science (Sem I): Environmental Systems	Provide clarity on course content for greater recruitment vs. having multiple courses with the same name and varying lengths (semester vs year long).
	336 Environmental Science I Honors		
	356 Environmental Science II (Fall) 356 Environmental Science II (Spring)	Environmental Science (Sem II): Environmental Resources and Sustainable Development	The courses will be semester long to provide students with an exploratory experience into the field. Feeder courses for PLTW: Environmental Sustainability (STEM Pathway)
	356 Marine Science Honors	Add Honors Level to: 355 MS Physical Oceanography 355 MS Marine Biology.	Provide clarity on course content for greater recruitment vs. having multiple courses with the same name and varying lengths (semester vs year long). The courses will be semester long to provide students with an exploratory experience into the field. Feeder courses for PLTW: Environmental Sustainability (STEM Pathway)
	375 Principles of Biomedical Science 342 Exploring Engineering Design	PLTW added to title of courses	Explicit PLTW designation to increase identification and promote recruitment for courses.
	Project Lead the Way (PLTW) Environmental Sustainability PLTW Principles of	Add course	Add course as part of STEM Pathway (Environmental Science Strand) Add course as part of PLTW

	Engineering		Engineering pathway
	326 Anatomy and Physiology 327 Anatomy and Physiology Honors	Supplanted by PLTW Human Body Systems	Remove courses with duplicate or similar curricula. Continue building out the PLTW courses for a robust STEM Pathway. (ie. proposal to have <i>Human Body Health and Disease</i> supplanted by PLTW Medical Interventions 2021-2022)
Math	215 Algebra I	The CP level of Algebra I will be a full-year, double-block course for 2 credits.	The trend in our 10th grade MCAS scores indicate that remediation and supports have to be reinforced to improve student achievement in math. Having math everyday will address the gaps that result from our alternating schedule. It will provide students with additional time on learning, making room for consistent and targeted instruction.
	216B Algebra I Honors	Remove from the POS	Incoming Freshmen who successfully completed Alg I in middle school (grade level trend score as final grade), will continue on to take Geometry. After successful completion of Geometry, they will take Alg II as Sophomores, which will support their prep for the MCAS exam.
World Languages	400 Latin I 402 Latin II CP 403 Latin II Honors 404 Latin III CP 407 Latin III Honors 405 Latin IV CP 408 Latin IV Honors 406 AP Latin	Remove from the POS	The Latin teacher position was not filled as these courses have been historically under-enrolled (last year's Latin teacher was on a .4 schedule). The World Language department is instead designing robust SBP courses in Spanish and French and scaling the Seal of Biliteracy program.
	483 Translation and Interpretation	Remove from the POS	Seal of Biliteracy offers the same learning opportunities, while also providing marketable credentials.
Business (CTE)	520 Accounting I 521 Accounting II	Course curricula under review for merger.	Currently students must successfully complete both year long courses to earn a total of 1 math credit. Merging the course allows for student scheduling flexibility and alignment with 1 year, 1 credit model of awarding credit.
	500 Keyboarding/Computer	Course curricula under review for	Seeking alignment with PLTW

	Skills 502 Internet/Web Design 504 Computer Applications	modification.	course offerings to build the Computer Science strand of the STEM Pathway or the Business strand of CTE. Anticipated implementation in 21-22 SY.
	523 Money Matters 533 Investing Your Money	Course curricula under review for possible merger.	<p>Merger of similar curricula into redesigned high interest, high relevance course to support greater student recruitment and engagement (i.e. "Personal Finance"; "Applied Economics").</p> <p>Merger also allows for less teacher preps and flexibility for creating teacher schedules.</p>
Social Studies	Genocides: Why they happen? Comparative Government (H) Conflict and Change (CP) American Government and Civics (CP) Social Justice 2 (CP)	Remove from the POS	These courses have been under enrolled or not offered for a number of years.
	World History I	Add to POS	This is the new 9th grade history course aligned with the states new curriculum frameworks.
FAPA	890 Digital Media I 892 Digital Media II	Change Course Names to 890 Digital Film and Animation I 892 Digital Film and Animation II	Provide clarity on course content for greater recruitment and alignment with PLTW Computer Science curriculum (implementation in 2021-2022 SY).
	695 Fashion Design	New Course Description	<p>Remove [Level: College Prep*] To reflect course content more accurately:</p> <p><i>This course is designed for students interested in the creative process of Fashion Design. Students learn how to create their own designs through fashion illustration techniques such as figure drawing and croquis templates. Students will learn about textile design by using various methods such as block printing, silk-screen, paint and dye to create their own fabric designs. Students also learn about garment construction and sewing skills such as embroidery, hand and machine sewing, and garment construction. Final projects demonstrate the students'</i></p>

			<i>ability to create wearable designs and exhibit their skills in fashion illustration.</i>
	826 Piano Lab 806 Wind Ensemble 811 Concert Band 812 Concert Band Honors 817 Chorus CP 819 Chorus Honors 813 Chamber Singers 809 Instrumental Strings CP 810 Instrumental Strings H	Content added to course description	Add to Description: All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the feeder course for AP Music Theory.
PE/Health	901 Fundamentals of Fitness 902 Project Adventure	Remove 'Required' from description	While students will continue to be scheduled into these courses as the 9th and 10th grade PE trajectory, removing the requirement removes barriers for students whose social emotional needs prevent them from accessing the content. This allows for students to earn the 2.5 PE/Health credits via other courses the department offers.

Pathways Overview

What is a *Pathway*?

Pathways provide an optional framework for students to explore a content area of their choosing in greater depth via community-based and advanced coursework learning. All Pathways offer specific strands of interest that culminate with an opportunity to earn an endorsement on their diploma upon graduation.

All Salem High School students will work through courses that help them develop content proficiency and post-secondary readiness regardless of which pathway they choose (or if they follow none). *Note: Students are not required to choose and/or complete a pathway in order to graduate from Salem High School.*

What is a *Strand*?

There are strands representing specific areas of interest that fall under the larger umbrella of a Pathway. For example, students interested in the health profession may select the STEM (Science, Technology, Engineering, and Math) Pathway and follow the *Health Science Strand*.

What is an *Endorsement*?

An endorsement is a seal on the diploma of students who have chosen to complete additional learning experiences within their strand (along with all Salem High School graduation requirements). These additional endorsements include (but are not limited to): Project-Based Learning, Work-Based Learning, Service Learning Projects, and Civics-Oriented Projects. They are outlined in the Pathway description pages that follow.

Endorsements give Salem High School graduates a competitive edge on resumes and college applications because of expanded networks, widened horizons, community partnerships, and mentoring that result from the community-based and advanced coursework learning experiences.

PATHWAYS		
CTE (Career / Technical Education)	Humanities	STEM (Science, Technology, Engineering, Math)
Strands		
Automotive Technology Building and Property Management Culinary Arts Early Education and Care Electricity Medical Assisting *Machine Tool Technology *Construction Craft Laborers *Available via Essex Tech Partnership	English Fine and Performing Arts Social Studies World Language	Health Science Engineering Environmental Science *Computer Science *Implementation to start in 2021-2022 SY

Earning an Endorsement: STEM and Humanities Pathways

In addition to meeting Salem High School graduation requirements, students must complete the following to earn a Pathway endorsement:

1. 30 Credits
2. Minimum 2.5 GPA
3. 30 hours of service learning over 4 years
4. Successful completion of internship, coop, or work-based learning
5. Presentation at Pathway Community Showcase

STEM Pathway

Health Science Strand <ul style="list-style-type: none">• 1 additional mathematics credit• 3 additional science credits,• One must be Honors, AP, Dual Enrollment, or Project Lead the Way	Environmental Science Strand <ul style="list-style-type: none">• 4 additional science credits within the Environmental Science strand• One must be Honors, AP, Dual Enrollment, or Project Lead the Way
Engineering Strand <ul style="list-style-type: none">• 1 additional mathematics credit• 1 additional science credit• Introduction to Engineering Design• Career Technology, Early College, Dual Enrollment, or Project Lead the Way Course	*Computer Science Strand <ul style="list-style-type: none">• 1 additional mathematics credit• 3 additional science credits within the Science/Computer Science strand• One must be Honors, AP, Dual Enrollment, or Project Lead the Way <p>*Anticipated implementation in 2021-2022</p>

Humanities Pathway

Fine & Performing Arts Strand <ul style="list-style-type: none">• 4 additional FAPA credits in cluster area of interest• One of the above must be an Honors, AP, or Dual Enrollment	World Language Strand <ul style="list-style-type: none">• Completion of course progression of one World Language (all four years)• 2 additional courses in another language• One of the above must be an Honors or AP• Intermediate High or Above score in Seal of Biliteracy Exam
English Strand <ul style="list-style-type: none">• 1 additional English credit• 1 additional Fine Art credit• 1 additional History credit• 1 additional World Language credit• One of the above must be an Honors, AP, Early College or Dual Enrollment course	Social Studies Strand <ul style="list-style-type: none">• 2 additional History credits• One of these must be an Honors, AP, Early College or Dual Enrollment course• 1 additional English credit

Earning an Endorsement: CTE Career Technical (CTE) Pathway

Culinary - - Buildings and Grounds - -Electrical - - Early Education
Medical Assisting - - Entrepreneurship - - Auto - - Carpentry -- Business

The CTE Pathway provides a recommended sequence of courses to prepare students for successful continuation of their education at the postsecondary level or for positions in the workforce. Career and Technical Education courses are aligned to all applicable state and federal education frameworks.

In addition to meeting Salem High School graduation requirements, a state-issued CTE certificate can be obtained by:

1. Completing the vocational exploration program
2. Obtaining 900 hours of classroom/shop time in CTE courses

In addition to state issued certificates, students enrolled in Chapter 74 programs may also be eligible for the following industry-based certificates:

Automotive Strand:

OSHA 10 Hour
ASE Student Certification

Building and Property Management Strand:

OSHA 10 Hour

****Construction Craft Laborers Strand:***

****awaiting certification info from Essex Tech***

Culinary Strand:

Servsafe Certificate
Allergen Awareness Certificate

Early Education and Care Strand:

CPR and First Aid
OSHA 10 Hour
State-issued Early Education and Care Certificate (150 hr practicum required)

Electricity Strand:

OSHA 10 Hour
1300 hours towards Massachusetts Journeyman's License

****Machine Tool Technology Strand:***

OSHA 10 Hour
MACWIC
Manufacturing Advancement Center
Workforce Innovation Collaborative

Medical Assisting Strand:

OSHA 10 Hour
CPR and First Aid
EKG Certification
Phlebotomy Certification
Medical Assisting Program Certification

*Available via Essex Tech partnership.

Bentley Academy Innovation School

INNOVATION PLAN 2020-2025



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INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	Bentley Academy Innovation School
New/Conversion/Academy within a school:	Conversion
Proposed School Address (if known):	25 Memorial Drive Salem, MA 01970
Lead Applicant Name:	Jenna Cripps, Dean of Operations and School Culture, BACS
Lead Applicant Phone Number(s) :	978-740-1260 or 978-979-4237
Lead Applicant Fax Number(s) :	
Lead Applicant Email Address:	jcripps@salemk12.org

Proposed Innovation School opening school year: ☒ 2020-21

Proposed duration of innovation plan (up to five years): ☐ 3 years ☐ 4 years ☒ 5 years

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year (2020-21)	K-5	330*	53*
Second Year (2021-22)	K-5	360*	54*
Third Year (2022-23)	K-5	390*	55*
Fourth Year (2023-24)	K-5	420*	56*
Fifth Year (2024-25)	K-5	450*	57*

** Estimated enrollment and staff*

INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	Bentley Academy Innovation School
Proposed City/Town Location:	Salem, MA

Names of innovation plan committee members (no more than 11 individuals) selected in accordance with state law:

Affiliation	Name	Vote (yes or no)
Lead applicant:	Jenna Cripps, Dean of Operations and School Culture	
Principal:	Sean McCarthy, Interim Principal, BACS	
Superintendent or designee:	Rebecca Westlake, Director of Bilingual Education and English Learning	
School committee member or designee:	Amanda Campbell, Salem School Committee	
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Kelly Alvarez, Parent	
Teacher employed by district (selected from among volunteers)	Kelly Feurt, Teacher	
Teacher employed by district (selected from among nominees submitted by the local teacher's union)	Jennifer Lima, Teacher	
Member:	Laura Towey, Teacher	
Member:	Elizabeth Ryan, Paraprofessional	
Member:	Alyce Davis, BACS Board of Trustee member	
Member:	Susan Low, Parent	

I hereby certify that the information submitted in this innovation plan is true to the best of my knowledge and belief and has been approved by a majority vote of the innovation plan committee.

Signature of Lead Applicant Member _____ **Date** _____

EXECUTIVE SUMMARY

INTRODUCTION

On May 29, 2019 the Bentley Academy Charter School (BACS) Board of Trustees (the Board) voted to opt out of renewing their charter. As a result, the charter now authorizing and governing the BACS will conclude on June 30, 2020. This decision was not made due to a concern about the school's academic performance or a lack of demand for student seats in the charter school. On the contrary, during its five years of operation, the BACS had become widely known not only for its achievement and success, but for providing a unique, high quality option for the students and families of Salem. As evidence of the demand for the school, BACS has consistently maintained a waiting list of over 100 students for the past two years, with the greatest demand at the kindergarten level. After much deliberation, however, the BACS Board of Trustees determined that a charter renewal was not feasible within the current political environment and opted instead to pursue a conversion process to become an innovation school.

Central to the Board's decision was the confirmation that the school would be able to maintain the core elements of the educational model and approach that has made it successful in terms of its academic achievement, student growth, and positive school culture focused on higher educational attainment. The enclosed innovation school prospectus represents the collective work of the current applicant group along with the insights of the previous school leader and many others who have contributed to the school community. Collectively, the application team hopes the Bentley Academy Charter School faculty and ultimately the Salem School Committee give this innovation plan its support so that Bentley can continue to serve the students and families of Salem long into the future.

Mission and Vision of the Proposed Innovation School

The mission of the proposed Bentley Academy Innovation School (BAIS) is to prepare all students for personal and academic success to get to and through college. The vision of BAIS is that BAIS scholars will achieve at the same high levels regardless of socioeconomic status, race, native language, or other elements of privilege or challenge. By applying the key design elements of our educational program with vigorous reinforcement of our core values, BAIS will eliminate the achievement gap and graduate students with the academic skills and personal mindset to succeed in middle and high school so that a wide range of post-secondary options are available to them.

Beginning in the 2020-21 school year, the district will be locating a newly developed dual language program at the Bentley School. The new Dual Language Program is a two-way immersion Spanish-English program that will serve both English Learners and Spanish Learners in becoming academically successful, biliterate, bilingual learners who display empathy and cultural curiosity. This programmatic mission aligns well with the mission and vision at Bentley and will be integrated within the school.

Core Values and School Design Elements

Our core values guide our work toward achieving our mission. Our school design elements outline the cornerstone of key practices that work to elevate all students toward increased academic achievement. The table below summarizes both.

Core Values	School Design Elements
<ul style="list-style-type: none">• Grit• Integrity• Collaboration• Discipline• Zest	<ul style="list-style-type: none">• High Expectations for All Learners:• Rigorous, Standards-Based Curricula• Data-Driven Instruction• Culture of Professional Learning and Collaboration• Expanded Learning Time• Families as Partners• The Value of Biliteracy• Collaborating for Continuous School Improvement

Additional details on both the core values and design elements can be found in the main body of the innovation plan.

BAIS' educational program centers around a rigorous, standards-aligned curriculum delivered via high quality, individualized instruction that is based on each student's needs as a learner. A Balanced Literacy model will be used to guide our scholars toward becoming excellent, life-long readers and writers. Strategies such as guided reading centers, interactive read alouds with TDQ's, shared close reading, phonics, writer's workshop, and independent reading will be implemented in every classroom. Our Math program will provide content-rich tasks that create productive struggle while honoring both procedural fluency and conceptual understanding. Science and Social Studies instruction will be sourced from high quality providers such as Inspire, Mystery Science, and Salem's district Social Studies curriculum. Differentiated and targeted instruction will be delivered throughout the day, but also supported through a What I Need (WIN) Block that allows students to be grouped based on their abilities relative to the standards as needed through formative assessments.

In an effort to both meet the community demand and to serve the growing number of English Learners at the Bentley, the dual language program will be implemented at the school. In addition to the research-based benefits to English learners, the dual language program will also serve native English speakers. Although some instructional components of this Two-way Immersion Dual Language program will look different from instruction in the other classrooms, the grade level standards and content, as well as many of the instructional strategies will be the same. English Learners will learn alongside Spanish Learners as the students forge friendships and learning partnerships across race, culture, and linguistic backgrounds. During periods of Spanish content instruction, English Learners will be experts and resources to their peers who are acquiring basic and academic language in Spanish. When the instruction switches to English, the roles will reverse, providing clear leadership and collaborative opportunities for students to see the inherent benefit of their home language in their learning environments. Since Bentley serves a large population of English Learners, views the diversity of its students and their families as an asset, and is committed to continuing elementary Spanish instruction for all students, it is a logical location for the district's new dual language program.

In addition, the school has seen recent success with its science education program, showing the 3rd highest results for science in the district on the 2019 Next Generation Science MCAS exams. The school hopes to build on this success in the future to both deepen and expand its focus on science and/or STEAM (Science, Technology, Engineering, Art, and Math) learning in the coming years. One possibility discussed by the Innovation Planning Committee was to, in addition to continuing with rigorous science instruction, add a fifth specialist teacher who would focus on STEM enrichment learning opportunities with students. Staff will, together with families, continue to discuss these types of opportunities and work closely with the new principal, once hired, to determine the best approach to accomplish this goal.

In the Spring of 2020, the current Bentley school leadership team will convene a STEAM Learning Design Team to research and explore ways to expand and implement this innovation within the school. The STEAM Design Team will present a draft plan to the school leadership team by the end of the 2019-20 school year and it shall be given to the new principal. Once hired, the new principal will meet with the STEAM Design Team to review and discuss the draft plan and work with them along with the members of the other collaborative school structures to finalize a plan for Y1 as well as subsequent years of this innovation plan. The STEAM Learning Plan will become part of the School Improvement Plan.

To support the ongoing success of this school and its ability to fully implement the strategies that ensure sustained student achievement and growth, the proposed BAIS will seek several autonomies in all six of the areas allowed under the law: Curriculum, Schedule and Calendar, Staffing, Professional Development, District Policies and Procedures, and Budget. A detailed summary of the autonomies sought along with additional information about the agreements reached by the Innovation Planning Committee, including how they will be implemented during Year 1 of this plan can be found in Table I, below.

AUTONOMIES SOUGHT FOR THE BAIS

The BAIS seeks autonomies in each of the six areas allowed under the law. The table below summarizes all of the autonomies sought. While most of the below autonomies will be exercised and implemented as part of the school's structure, operations, and educational programming in Year 1 of the 5-year plan (as described in the detailed sections below), some may not be fully utilized right away, or at all, should the school's leadership determine that they are not necessary. Inclusion of these autonomies in the enclosed innovation plan, however, provides a foundation and a framework for allowing the school to evolve, over time, while providing a degree of flexibility to allow school leaders, in collaboration with other staff members, to make adjustments based on student and staff needs, over time.

The proposed structures to support ongoing, collaborative decision making between teachers, school leaders, and others are key to ensuring that the school evolves in a way that benefits all, and most especially the students enrolled at Bentley. In the future, should any additional autonomies be sought via an amendment or should the exercise of any of the below autonomies lead to a change in working conditions for Bentley teachers, a vote of 2/3 of the faculty would be required before any changes could be adopted. School Committee approval would also be required. Other proposed changes to the innovation plan such as staffing or other proposed

adaptations as the school evolves over the course of the next five years will follow the decision-making processes outlined within this document.

Table I, below, summarizes the general autonomies sought by the school as well as a summary of the Year 1 implementation agreements within each autonomy area. Additional details for each autonomy area can be found in the main body of the innovation plan.

Table I: Summary of Autonomies Sought and Implementation Agreements

Autonomy Area	Autonomies Sought	Implementation Agreements
A. Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> • The autonomy to develop and/or select our own curriculum • The autonomy to develop and/or select our own assessments • The autonomy to continuously use data to monitor student progress and make curricular decisions based on this data • The autonomy to use our own standards-based report card and system • The autonomy to develop an innovative approach to social-emotional learning with an aligned student behavior system 	<ul style="list-style-type: none"> • BAIS will have these autonomies but may also follow the district curriculum, instruction, assessment, and grading systems as well • BAIS will leverage its collaborative decision-making structures to explore and develop new approaches to successfully support student behavior to be implemented in Year 1 • ESL instruction will follow the district practices • Approach to special education will combine district practices with the co-teaching model • A new Dual Language program will be located at the school, beginning with two Kindergarten classrooms in Y1 of this plan • A detailed plan for preventing and addressing student behavior concerns by Fall 2020
B. Schedule and Calendar	<ul style="list-style-type: none"> • The autonomy to establish the school's annual school calendar independent of the school district should this be desired in the future (in Year 1 and for the foreseeable future, the school will follow the district calendar). NOTE: This does not relate to the length of the school year, but rather the schedule of school days v. non-school days, ½ days, etc. • The autonomy to establish the school's daily schedule for both scholars and teachers that includes an extended day for additional instruction as well as common planning time • The autonomy to establish the school's own schedule and calendar for teacher professional development within the bounds of the school's 185-day annual calendar (for all required professional development) 	<ul style="list-style-type: none"> • The length of day for students will be 7 hours and 35 minutes and 8 hours for teachers. This includes the STU standard contractual agreement where teachers to arrive at least 15 minutes before students and depart at least 10 minutes after students are dismissed. • The length of the school year will be 180 days for students and 185 days for teachers and the school will follow the district's calendar in Year 1. • The schedule for professional development will follow the district calendar in Year 1. • Other opportunities for extended learning (such as Saturday Scholars or after school clubs) will be optional for teachers/other staff and compensated at the contractual hourly rate.
C. Staffing	<ul style="list-style-type: none"> • The autonomy to require staff to work a longer school day than a traditional elementary school in the district • The autonomy to create unique roles and job descriptions to support the implementation of the innovation plan 	<ul style="list-style-type: none"> • The length of day is longer than the standard contractual work day for elementary teachers. For this additional time, teachers will receive a differential of 12%. • The three unique roles that currently exist at the school (Dean of Operations and School Culture, School Office and Operations

	<ul style="list-style-type: none"> • The autonomy to allocate resources to support key staff positions and roles that may be different than the district approach but are deemed critical to implement the innovation plan • The autonomy to offer stipends for unique roles as proposed in the innovation plan or as needs are determined by the principal in collaboration with others • The autonomy to organize leadership teams that may be different and have different roles from those in other district schools • The autonomy to continue with our home visit program. 	<p>Manager, and New Teacher Development Coach) will remain at the school for at least Y1 and current occupants of those roles will notify the Superintendent by April 1, 2020 of their intent to remain in the roles.</p> <ul style="list-style-type: none"> • The principal will have the authority to add, revise, or eliminate up to one unique role per year. Proposals to add more than one new unique role to the school will be discussed with the BALT team members who may, by majority vote, require the proposal to be brought to the BASA. • The Year 1 staffing model is outlined in more detail within the body of the plan. • The school will also retain its co-teacher roles in grades K-2 for at least Y1 and special education inclusion teachers will be assigned by the district • Staffing for the dual language program as well as ESL teachers will be allocated by the district • A variety of teacher leadership roles will be explored beginning with members of the Bentley Academy Leadership Team (BALT) • BALT members will work closely with the principal (and engage other staff) in developing the school improvement plan and its related components (academic and student conduct plan) • All educators at the BAIS will be trained in and encouraged to conduct home visits. Compensation will be \$45 minutes per visit.
D. Professional Development	<ul style="list-style-type: none"> • The autonomy to design our own focus for teacher professional development • The autonomy to create our own schedule and calendar for professional development within the 185-day school year • The autonomy to attend district professional development when this professional development supports the needs of BAIS teachers and scholars 	<ul style="list-style-type: none"> • In Year 1 the BAIS will follow the district calendar for PD. • The focus of professional development will be determined by the principal
E. District Policies and Procedures	<ul style="list-style-type: none"> • Structures to Promote Collaboration for Continuous Improvement including: The Bentley Advisory Board (BAB); the Bentley Academy Leadership Team (BALT); and the Bentley All Staff Assembly (BASA). • The autonomy to create the Bentley All Staff Assembly (BASA) to facilitate collaboration, provide input on the progress of the innovation plan, and provide a mechanism for faculty, paraprofessionals, and other non-managerial staff to discuss, provide input, 	<ul style="list-style-type: none"> • The BAB will consist of staff, parents, and community members. • The BALT will be a teacher leadership team with responsibilities beyond the traditional ILT roles • The BASA will be a forum for all staff to discuss, provide input, and/or vote on matters that are brought to them • Parent voices will be organized through representation on the BAB and also the PTO • Additional structures such as a “Friends of the Bentley” group may be organized in the future

	<p>and/or vote on school matters brought to them.</p> <ul style="list-style-type: none"> • The autonomy to consider a unique process for enrolling students into the new dual language program in the school that may differ from the district's student assignment policy • The autonomy to create our own student handbooks. • The autonomy to have a mandatory uniform policy for students. 	<ul style="list-style-type: none"> • An Innovation Incubator group will help develop and advance innovative learning opportunities within the school • A lottery system will be used to select and assign students to the dual language program. Non-dual language students will be assigned via the district's student assignment policy. • Details for each of the above items can be found in the body of the innovation plan.
F. Budget	<ul style="list-style-type: none"> • In Year 1, the school will operate on a budget that supports the proposed Year 1 staffing plan as outlined in the innovation plan. In the future, however, the school may wish to exercise the autonomy to receive an annual, "lump sum budget" that is based on a set of factors mutually agreed to by the school and the district. • The autonomy to raise and spend funds from grants, private foundations, and third-party sources • The autonomy to establish a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school • The autonomy to retain (carry over) unspent funds from one fiscal year to the next 	<ul style="list-style-type: none"> • The Year 1 proposed budget includes estimated amounts for special education, ESL, and the dual language program. A portion of special education supports will be allocated by the district and all of the supports for ESL and Dual Language program will be allocated by the district, in each case, based on the level of student needs in those areas, which fluctuate depending on enrollment. As a result, the actual amount allocated by the district for these areas may change.

These autonomies were selected based upon the key elements that contributed to the success of the Bentley Academy Charter School (BACS) which operated in Salem from 2015-16 through 2019-20. As the final innovation plan was developed, planning committee members sought to preserve those aspects of the former charter school that were deemed essential to the school's success as well as those that made the school increasingly attractive to Salem families and students. Other aspects have evolved to fit the current and future needs of the school. While each autonomy serves a specific purpose, together they allow more flexibility to allow the school to organize its resources in ways that are responsive to student and family needs, including opportunities for a longer day as an elementary student.

Educational Program

BAIS' educational program centers around a rigorous, standards-aligned curriculum delivered via high quality, individualized instruction that is based on each student's needs as a learner. Additional information regarding the approach to curriculum, instruction, and assessment can be found in the main body of the innovation plan. In an effort to both meet the community demand and to serve the growing number of English Learners at the Bentley, the district's new dual language program will be located and implemented at the Bentley Academy Innovation School. In addition to the research-based benefits to English Learners, the dual language program will also serve native English speakers. English Learners will learn alongside Spanish Learners as the students will forge friendships and learning partnerships across diverse racial, cultural, and linguistic backgrounds. During periods of Spanish content instruction, English Learners will be

experts and resources to their peers who are acquiring basic and academic language in Spanish. When the instruction switches to English, the roles will also reverse, providing clear leadership and collaborative opportunities for students to see the inherent benefit of their home language in their learning environments. The Bentley Academy Innovation School also hopes to build on its recent successes in science and deepen and expand learning opportunities in Science, Technology, Engineering, and Math.

Structures to Promote Collaboration for Continuous School Improvement

Over the last five years when the Bentley operated as a Horace Mann Charter school, many successes and achievements were realized through the hard work and dedication of numerous stakeholders. As the school looks ahead to the next five years, there is a desire to both inspire and harness a renewed spirit of collaboration to guide school-level decision making.

Recognizing that decisions are best made when all voices and perspectives are valued and considered, the BAIS will include multiple structures to support collaborative decision making for the betterment of the school as a whole. These include:

1. **The BAIS Advisory Board (BAB)** that will include teachers, parents, community members, and other staff and will focus on and advise the principal on policy, budget, and other school-wide decisions. The BAB will also form subcommittees that involve additional stakeholders such as a “Friends of the Bentley” group to assist with fundraising and the “Innovation Incubator” group who will review the progress of the innovation plan with a focus on growing increased opportunities for innovative learning programs for all students in the school.
2. **The Bentley Academy Leadership Team (BALT)** that will focus on all matters pertaining to curriculum, instruction, assessment, as well as school culture and climate
3. **A Bentley Parent Teacher Organization, (BPTO)** that will engage a broader spectrum of parents in ongoing issues, events, and decisions
4. **Bentley All-Staff Assembly (BASA)** that will take place at least one time per year. The BASA will allow all of the school’s staff members an opportunity to share their perspectives and to work together to solve shared problems of practice. The BASA will be organized in a way that allows for all staff members to provide deep and meaningful feedback on key issues the school is facing, weigh in on decisions affecting the school, and to share their ideas and areas of interest for the future. The specific processes and methods used for engaging all staff, including the possibility of having staff vote on something¹ will be based on the nature of the issues that need to be discussed and shall be determined by the school principal who will collaborate with the BALT group to determine the best approach. The BASA is intended to facilitate collaboration, provide input on the progress of the innovation plan and annually, the School Improvement Plan including its academic and behavioral system components, and provide a mechanism for faculty and other staff to vote on school matters brought to them (see “Unique Roles” and “Schoolwide Behavioral Systems” sections for details).

¹ As required by the Innovation Schools Act, any proposed change to the school or amendment to the innovation plan that impacts teacher working conditions would require a 2/3 vote of the eligible faculty.

These structures are proposed in the spirit of both innovation and collaboration. As the school transitions from what was previously a Horace Mann Charter School to an innovation school model, there is a broad base of support for the idea of increased collaboration and engagement of all stakeholders in both planning and decision-making processes. By building these structures into the school's innovation plan, the goal is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind.

Other opportunities to engage key stakeholders and involve them in school-wide planning may emerge in the future, including the possibility of forming a student leadership group and a community member group such as the "Friends of the Bentley Innovation School," as a subcommittee to the Bentley Advisory Board to assist with fundraising, forming a 501-c-3 as a separate organization to support resource development for the school.

BENTLEY ACADEMY INNOVATION PLAN: 2020-2025

I. INTRODUCTION

On May 29, 2019 the Bentley Academy Charter School (BACS) Board of Trustees (the Board) voted to opt out of renewing their charter. As a result, the charter now authorizing and governing the BACS will conclude on June 30, 2020. This decision was not made due to a concern about the school's academic performance or a lack of demand for student seats in the charter school. On the contrary, during its five years of operation, the BACS had become widely known not only for its achievement and success, but for providing a unique, high quality option for the students and families of Salem. As evidence of the demand for the school, BACS has consistently maintained a waiting list of over 100 students for the past two years, with the greatest demand at the kindergarten level. After much deliberation, however, the BACS Board of Trustees determined that a charter renewal was not feasible within the current political environment and opted instead to pursue a conversion process to become an innovation school.

Central to the Board's decision was the confirmation that the school would be able to maintain the core elements of the educational model and approach that has made it successful in terms of its academic achievement, student growth, and positive school culture focused on higher educational attainment. The enclosed innovation school prospectus represents the collective work of the current applicant group along with the insights of the previous school leader and many others who have contributed to the school community. Collectively, the application team hopes the Bentley Academy Charter School faculty and ultimately the Salem School Committee give this innovation plan its support so that Bentley can continue to serve the students and families of Salem long into the future.

II. STRATEGIC CHANGE CHART

<u>Current school or district practice</u>	<u>Proposed change in practice</u>	<u>Expected impact on student achievement</u>
<u>Curriculum and Instruction</u> Currently, the BACS has complete autonomy over its curriculum, instruction, and assessment model and practices. All practices are standards-based, however, and do align with those used in the Salem Public Schools. The seven design elements as well as the core features of the school's educational program that have provided a foundation for all of the work at the BACS are outlined above.	The Bentley Academy Innovation School (BAIS) anticipates very few changes to the school's approach to curriculum, instruction, and/or assessment model or practices. As a Horace Mann Charter School, the BACS, while operating with autonomy, has implemented an approach to curriculum that aligns to the district's standards-based approach. This alignment will continue while allowing the school the autonomy to develop unique approaches, as needed. The BAIS will also retain the seven design elements and core features of the school's educational program as outlined above.	In the Bentley Innovation School, students will continue to benefit from the strong, research-based practices inherent in the BAIS standards-based approach. Frequent use of classroom assessments will assist teachers to make adjustments to instruction in order to meet each individual student's needs.

<p><u>Schedule and Calendar</u> Currently, the BACS has full autonomy over its schedule and calendar. Currently, the BACS schedule offers an extended day for both student learning as well as instructional time provided by teachers. The current BACS school calendar also offers an extended year to support student learning and staff professional development.</p>	<p>The BAIS Applicant Team proposes to maintain the school's autonomy over schedule and calendar, relying on this flexibility to adjust the distribution of time for both students and staff to implement the innovation plan and best meet the needs of the BAIS students. BAIS will work collaboratively with Salem district leaders to develop the school's schedule and calendar each year. The proposed BAIS will continue to offer an extended day for both students and staff members as this has not only been a key element in the BACS' success but is a feature that places the school in high demand among Salem families.</p>	<p>A large body of research shows the many benefits that extended learning time can have for both students and staff members. For staff, additional time allows increased opportunities for planning, preparation, and collaboration in order to deliver the highest quality instruction to all students. For students, additional time allows opportunities for targeted interventions, which are essential to accelerate learning for those who may be falling behind, as well as additional time for enrichment and participation in school culture building and other activities.</p>
<p><u>Staffing</u> Currently, the BACS has full autonomy over its staffing model. The school has autonomy over its job descriptions, hiring process, and staffing model. There are a few non-union positions that are unique to the BACS and the school deploys staff in ways that best support student learning. Although (as required by law) all licensed teachers are members of the local union, the current Bentley charter, by virtue of its ability to operate under the approved charter, does not follow some provisions of the STU contract pertaining to some working conditions (e.g. extended time) and/or compensation (e.g. how teachers are paid for the additional time).</p>	<p>The BAIS Applicant Team seeks to retain full autonomy of its staffing model as well as its ability to create unique roles, deploy staff in ways that best support student learning, and operate with some flexibilities in key provisions of the Salem Teachers Union contract as well as potentially, those within other local bargaining units. All staff hired at the BAIS will work a longer day than traditional elementary schools in the district and will receive compensation as outlined in the plan. Additional opportunities for leadership roles as well as outreach to families via home visits will also be encouraged and supported.</p>	<p>Schools that are able to hire and deploy staff members who can be as responsive to ongoing and sometimes changing student needs as possible experience greater degrees of success (in terms of improved outcomes for students) than those without these flexibilities. BAIS anticipates being able to continue its success with students by relying on many of these key features when it converts to an innovation school.</p>
<p><u>Professional Development</u> The BACS has full autonomy over its professional development for staff.</p>	<p>The BAIS Applicant Teams would like to retain this autonomy, however, anticipates increased collaboration with the district in this area.</p>	<p>Adequate time for quality professional development is critical to any school's ability to increase student learning outcomes. BAIS is committed to retaining the time and resources devoted to the ongoing professional learning of its staff.</p>
<p><u>District Policies and Procedures</u> As a Horace Mann Charter School, the BACS has, in effect, served as its own "district" or Local</p>	<p>BAIS seeks flexibilities in certain areas of district policy and procedures in order to maintain some of the key elements that have</p>	<p>Having clearly articulated policies and procedures including stability in a school's governance and oversight is</p>

<p>Educational Agency and had the autonomy to establish its own policies and procedures within the parameters of its approved charter and/or the State Board of Education. For example, the BACS Board of Trustees operates under its own by-laws and is not governed by the Salem School Committee. In addition, by law, student enrollment occurs only by a lottery system, which differs from the rest of the district.</p>	<p>contributed to the school's success. The BAIS proposes to maintain an advisory board for the school, although this board would not have the same degree of autonomy as allowed under the law as does the current Board of Trustees. In addition, the BAIS is proposing a change to how students are enrolled in the school from the way it currently takes place as a charter. The autonomies to develop handbooks and require uniforms will remain. Finally, the BAIS proposes additional structures to promote collaboration for continuous improvement</p>	<p>important to the school's ability to provide a seamless educational experience to both students and engage families as partners.</p>
<p><u>Budget</u> Currently, the BACS is funded as a Horace Mann Charter school and as required by law, funding and other resources are allocated according to the formula articulated in the BACS MOU with the Salem Public Schools.</p>	<p>In Year 1 of the plan, the BAIS budget will be based on the staffing model proposed. In future years, the BAIS seeks to retain the concept of a "lump sum" budget, representing a form of budgeting autonomy with the district and will work out the details in collaboration with the district.</p>	<p>Adequate resources that are strategically supporting instruction and other strategies focused on student learning is key to improving student success.</p>

II. PUBLIC STATEMENT

Bentley Academy Innovation School (BAIS) serves up to 450 Salem scholars in grades K-5. The school is committed to getting each of its scholars to and through college. By creating a culture of achievement based on core values, providing a rigorous and personalized curriculum, and developing deep partnerships with the families and community, the school pushes each scholar to academic and personal successes. BAIS features a committed staff, additional time for learning and professional development, robust coaching, and teacher leadership opportunities. In 2020-21, the school will begin a two-way immersion Dual Language Program with two Kindergarten classes, growing year-by-year to eventually house two of the four grade-level classrooms across the school.

III. MISSION, VISION, STATEMENT OF NEED, AND PROPOSED PARTNERSHIPS

A. Mission Statement

The mission of the Bentley Academy Innovation School (BAIS) is to prepare all students for personal and academic success to get to and through college. BAIS engages both students and adults in high quality expanded learning time, collaborates for continuous, data-driven school improvement, and harnesses the language and multi-cultural learning opportunities presented by the new two-way Spanish-English dual language learning program located within the school. Guided by the core values of grit, integrity, collaboration, discipline, and zest, the BAIS staff

apply the school's design elements to ensure that all students are academically successful, culturally curious, and possess the personal mindset to succeed in the future.

Core Values

Our core values guide our work toward achieving our mission. Scholars and staff members alike commit to exemplifying these values in and out of school. The core values are used as the basis for our behavioral systems, are explicitly taught to our students, are shared with the families and communities who support our students, and drive everything we do at Bentley Academy Innovation School.

- *Grit:* We believe that challenges are a means to improvement, and that we can improve by working hard. We are learners, first and foremost, and show perseverance in everything we do.
- *Integrity:* We believe in doing the right thing even if it is the hard thing. Having integrity means always telling the truth and taking responsibility for our actions, even when we make mistakes.
- *Collaboration:* We believe it is essential to work together to reach our goals. We share ideas and listen respectfully to the perspectives of others. We value all members of our community and their unique contributions.
- *Discipline:* We believe that with hard work, we can reach our goals. By being engaged and focused, and adhering to a code of conduct, we can achieve our best and help others do the same.
- *Zest:* We believe curiosity and enthusiasm create a positive learning environment and make hard work easier and more fun.

School Design Elements

The below design elements outline the cornerstone of key practices that work to elevate all students toward increased academic achievement:

- *High Expectations for All Learners:* Creating a culture of achievement that encourages and supports scholars to reach higher and achieve more. It is a culture of clear, consistent, and high expectations for all based around our five core values: grit, integrity, discipline, collaboration, and zest and on achieving our mission.
- *Rigorous, Standards-Based Curricula:* Teachers and staff develop and implement rigorous standards-based curricula for all scholars.
- *Data-Driven Instruction:* Consistently using data for differentiation and to refine instruction for students based on each student's individual needs.
- *Culture of Professional Learning and Collaboration:* Attaining and developing excellence in leadership and teaching through frequent observation, coaching, collaboration, and professional development.

- *Expanded Learning Time*: Expanded learning time that allows scholars to have additional time for instruction, remediation, and enrichment, and for teachers to have adequate time for common planning and professional learning.
- *Families as Partners*: Commitment to engaging and partnering with families in their scholar's educational experience.
- *The Value of Biliteracy*: Valuing high-quality dual language instruction that leads to strong academic achievement in two languages, bilingualism and biliteracy, and sociocultural competence among all scholars.
- *Collaborating for Continuous School Improvement*: Recognizing that decisions are best made when all voices and perspectives are valued and considered.

B. Vision Statement

All BAIS scholars will achieve at the same high levels regardless of socio-economic status, race, language, or other element of privilege or challenge. By applying our key design elements and with vigorous reinforcement of our core values, BAIS will eliminate the achievement gap and graduate students with the academic skills and personal mindset to succeed in middle and high school so that a wide range of post-secondary options are available to them.

At the Bentley Academy Innovation School there will be

- A strong principal and school leaders regularly monitoring classroom teachers for efficacy and collaborating to encourage continuous improvement gauged against consistent and high standards of practice.
- Teachers who are committed to ongoing evaluation and reflection to ensure their students are supported by data-informed methods. They are empowered to select the curricula and strategies that best serve their students, as determined by regular assessments and relevant professional development.
- Scholars who are held to clearly communicated, uniform standards of behavior, which are reinforced by school staff throughout an extended school day.
- Family and community members who are welcomed and invited to participate in the life and values of the school with regular communications and guided support for how to reinforce the BAIS ethic.
- When this vision is realized scholars will achieve at the highest proficiency rates according to state standards enabling them to advance past elementary school and be enthusiastic about their future as scholars.

C. Statement of Need

BAIS is needed in order to best serve the diverse student body currently attending the Bentley Academy Charter School. The school serves 67% students identified as economically disadvantaged; the highest percentage of all schools in the Salem Public School District. The school also serves a large percentage of English Learners at 23.9%. 41.9% of students at Bentley speak a language other than English at home.

Bentley School was, in its inception, a grades 1-3 school on lower Essex Street. The current location of the school was built and opened in 1961 as a K-5 elementary school. The school has a rich history, beginning with being named after one of Salem's "most productive and beloved citizens," Reverend William Bentley. In the fall of 2011, the original Bentley Elementary School was named a Level 4 school by the state of Massachusetts based on student achievement data. The school went through many changes to try to recapture the spirit of Rev. Bentley, changing from a transformation model to a restart model which allowed a 'fresh start' to take place after a year and a half of student achievement data not meeting benchmarks. The next step in Bentley Elementary School's journey was to become a Horace Mann charter school in 2015. Under this model, the school shed its level 4 status and continued to improve student academic outcomes. The school also increased enrollment, serving 350 scholars for the 2019-2020 school year, up from 275 scholars in its first year of operation. BACS, of all elementary schools in Salem, serves the highest percentage of economically disadvantaged students and also educates one of the highest percentages of English Language Learners. In order to ensure continued academic improvement and achievements for scholars, autonomies including extended day and year, ongoing teacher development and leadership, commitment to a rigorous curriculum based on meeting the needs of scholars, flexibility in aligning monetary resources to meet the needs of scholars, and strong partnerships with families and community partners laid out in this prospectus are needed. To serve the growing needs of English Learners in Salem and in the Bentley Community, the Bentley seeks to expand its number of bilingual students served through the development of a two-way dual language program within the school.

The Successes of the Bentley Academy Model

The Bentley Academy Charter School opened in 2015-16 and throughout its five years in operations improved student learning in a number of ways. Some of the school's successes include:

Academic Improvement

- Within three years of operation, the BACS elevated achievement from the school's previous levels in ELA and Math, demonstrating some of the highest growth and gains in the district and earning a Level 1 status in 2017 on the state's previous accountability system.
- Currently making "substantial progress" on meeting its targets within the new accountability system
- Continuing to see relatively high growth rates for student learning
- Strong gains in science achievement in recent years

Increased Demand

- Over the course of its five years of operation as a Horace Mann Charter School, the Bentley Academy Charter School saw an increase in the demand for the school among Salem's many families. Indeed, the district's Parent Information Center (PIC) confirms that more families opted into the BACS lottery each year making the BACS the top most requested school in the City

Academics is not the only area where we have seen tremendous growth. Family engagement has had a substantial impact on our school. Our model is to be intentional around family engagement while holding ourselves accountable to a "team" mentality.

Every year we have strived to reach 100 percent in parent-teacher conference attendance. This engagement has resulted in academic growth as families are given more information around academic expectations. In addition, our home visit program has strengthened family communication resulting in follow through on school norms and rules within the home.

A large part of our school success can be attributed to our emphasis on the core values and school design elements during our time as a charter school. BACS is a special school to be a part of and we look forward to continuing this work as an innovation school in the future.

D. Primary Proposed Partnership(s)

The BAIS does not currently propose to rely on one particular outside partner to support the creation or ongoing governance or operation of the school. That said, the BACS currently engages many different partners to provide academic and enrichment supports for students, outreach to families, professional development for staff, and the like. These partnerships may very well continue to support the school once it converts to an innovation school. In addition, the BAIS is partnering closely with members of the Salem Public Schools district leadership team in the development of the final innovation plan as well as the development of plans to locate the Dual Language program at the Bentley school. Additional partnerships may be formed in the future.

IV. HOW AUTONOMIES AND FLEXIBILITIES WILL BE USED TO IMPROVE SCHOOL PERFORMANCE AND STUDENT ACHIEVEMENT

The BAIS seeks autonomies in each of the six areas allowed under the law. The table below summarizes all of the autonomies sought. While most of the below autonomies will be exercised and implemented as part of the school's structure, operations, and educational programming in Year 1 of the 5-year plan (as described in the detailed sections below), some may not be fully utilized right away, or at all, should the school's leadership determine that they are not necessary. Inclusion of these autonomies in the enclosed innovation plan, however, provides a foundation and a framework for allowing the school to evolve, over time, while providing a degree of flexibility to allow school leaders, in collaboration with other staff members, to make adjustments based on student and staff needs, over time.

The proposed structures to support ongoing, collaborative decision making between teachers, school leaders, and others, are key to ensuring that the school evolves in a way that benefits all, and most especially the students enrolled at Bentley. In the future, should any additional autonomies be sought via an amendment or should the exercise of any of the below autonomies lead to a change in working conditions for Bentley teachers, a vote of 2/3 of the faculty would be required before any changes could be adopted. School Committee approval would also be required. Other proposed changes to the innovation plan such as staffing or other proposed adaptations as the school evolves over the course of the next five years will follow the decision-making processes outlined within this document.

Table I, below, summarizes the general autonomies sought by the school as well as a summary of the Year 1 implementation agreements within each autonomy area. Additional details for each autonomy area can be found in the main body of the innovation plan.

Table I: Summary of Autonomies Sought and Implementation Agreements

Autonomy Area	Autonomies Sought	Implementation Agreements
G. Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> • The autonomy to develop and/or select our own curriculum • The autonomy to develop and/or select our own assessments • The autonomy to continuously use data to monitor student progress and make curricular decisions based on this data • The autonomy to use our own standards-based report card and system • The autonomy to develop an innovative approach to social-emotional learning with an aligned student behavior system 	<ul style="list-style-type: none"> • BAIS will have these autonomies but may also follow the district curriculum, instruction, assessment, and grading systems as well • BAIS will leverage its collaborative decision-making structures to explore and develop new approaches to successfully support student behavior to be implemented in Year 1 • ESL instruction will follow the district practices • Approach to special education will combine district practices with the co-teaching model • A new Dual Language program will be located at the school, beginning with two Kindergarten classrooms in Y1 of this plan • A detailed plan for preventing and addressing student behavior concerns by Fall 2020
H. Schedule and Calendar	<ul style="list-style-type: none"> • The autonomy to establish the school's annual school calendar independent of the school district should this be desired in the future (in Year 1 and for the foreseeable future, the school will follow the district calendar). NOTE: This does not relate to the length of the school year, but rather the schedule of school days v. non-school days, ½ days, etc. • The autonomy to establish the school's daily schedule for both scholars and teachers that includes an extended day for additional instruction as well as common planning time • The autonomy to establish the school's own schedule and calendar for teacher professional development within the bounds of the school's 185 day annual calendar (for all required professional development) 	<ul style="list-style-type: none"> • The length of day for students will be 7 hours and 35 minutes and 8 hours for teachers. This includes the STU standard contractual agreement where teachers to arrive at least 15 minutes before students and depart at least 10 minutes after students are dismissed. • The length of the school year will be 180 days for students and 185 days for teachers and the school will follow the district's calendar in Year 1. • The schedule for professional development will follow the district calendar in Year 1. • Other opportunities for extended learning (such as Saturday Scholars or after school clubs) will be optional for teachers/other staff and compensated at the contractual hourly rate.
I. Staffing	<ul style="list-style-type: none"> • The autonomy to require staff to work a longer school day than a traditional elementary school in the district • The autonomy to create unique roles and job descriptions to support the implementation of the innovation plan • The autonomy to allocate resources to support key staff positions and roles that may be different than the district 	<ul style="list-style-type: none"> • The length of day is longer than the standard contractual work day for elementary teachers. For this additional time, teachers will receive a differential of 12%. • The three unique roles that currently exist at the school (Dean of Operations and School Culture, School Office and Operations Manager, and New Teacher Development Coach) will remain at the school for at least Y1 and current occupants of those roles will

	<p>approach but are deemed critical to implement the innovation plan</p> <ul style="list-style-type: none"> • The autonomy to offer stipends for unique roles as proposed in the innovation plan or as needs are determined by the principal in collaboration with others • The autonomy to organize leadership teams that may be different and have different roles from those in other district schools • The autonomy to continue with our home visit program. 	<p>notify the Superintendent by April 1, 2020 of their intent to remain in the roles.</p> <ul style="list-style-type: none"> • The principal will have the authority to add, revise, or eliminate up to one unique role per year. Proposals to add more than one new unique role to the school will be discussed with the BALT team members who may, by majority vote, require the proposal to be brought to the BASA. • The Year 1 staffing model is outlined in more detail within the body of the plan. • The school will also retain its co-teacher roles in grades K-2 for at least Y1 and special education inclusion teachers will be assigned by the district • Staffing for the dual language program as well as ESL teachers will be allocated by the district • A variety of teacher leadership roles will be explored beginning with members of the Bentley Academy Leadership Team (BALT) • BALT members will work closely with the principal (and engage other staff) in developing the school improvement plan and its related components (academic and student conduct plan) • All educators at the BAIS will be trained in and encouraged to conduct home visits. Compensation will be \$45 minutes per visit.
J. Professional Development	<ul style="list-style-type: none"> • The autonomy to design our own focus for teacher professional development • The autonomy to create our own schedule and calendar for professional development within the 185-day school year • The autonomy to attend district professional development when this professional development supports the needs of BAIS teachers and scholars 	<ul style="list-style-type: none"> • In Year 1 the BAIS will follow the district calendar for PD. • The focus of professional development will be determined by the principal
K. District Policies and Procedures	<ul style="list-style-type: none"> • Structures to Promote Collaboration for Continuous Improvement including: The Bentley Advisory Board (BAB); the Bentley Academy Leadership Team (BALT); and the Bentley All Staff Assembly (BASA). • The autonomy to create the Bentley All Staff Assembly (BASA) to facilitate collaboration, provide input on the progress of the innovation plan, and provide a mechanism for faculty, paraprofessionals, and other non-managerial staff to discuss, provide input, and/or vote on school matters brought to them. • The autonomy to consider a unique process for enrolling students into the 	<ul style="list-style-type: none"> • The BAB will consist of staff, parents, and community members. • The BALT will be a teacher leadership team with responsibilities beyond the traditional ILT roles • The BASA will be a forum for all-staff to discuss, provide input, and/or vote on matters that are brought to them • Parent voices will be organized through representation on the BAB and also the PTO • Additional structures such as a “Friends of the Bentley” group may be organized in the future • An Innovation Incubator group will help develop and advance innovative learning opportunities within the school

	<p>new dual language program in the school that may differ from the district's student assignment policy</p> <ul style="list-style-type: none"> • The autonomy to create our own student handbooks. • The autonomy to have a mandatory uniform policy for students. 	<ul style="list-style-type: none"> • A lottery system will be used to select and assign students to the dual language program. Non-dual language students will be assigned via the district's student assignment policy. • Details for each of the above items can be found in the body of the innovation plan.
L. Budget	<ul style="list-style-type: none"> • In Year 1, the school will operate on a budget that supports the proposed Year 1 staffing plan as outlined in the innovation plan. In the future, however, the school may wish to exercise the autonomy to receive an annual, "lump sum budget" that is based on a set of factors mutually agreed to by the school and the district. • The autonomy to raise and spend funds from grants, private foundations, and third-party sources • The autonomy to establish a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school • The autonomy to retain (carry over) unspent funds from one fiscal year to the next 	<ul style="list-style-type: none"> • The Year 1 proposed budget includes estimated amounts for special education, ESL, and the dual language program. A portion of special education supports will be allocated by the district and all of the supports for ESL and Dual Language program will be allocated by the district, in each case, based on the level of student needs in those areas, which fluctuate depending on enrollment. As a result, the actual amount allocated by the district for these areas may change.

These autonomies were selected based upon the key elements that contributed to the success of the Bentley Academy Charter School (BACS) which operated in Salem from 2015-16 through 2019-20. As the final innovation plan was developed, planning committee members sought to preserve those aspects of the former charter school that were deemed essential to the school's success as well as those that made the school increasingly attractive to Salem families and students. Other aspects have evolved to fit the current and future needs of the school. While each autonomy serves a specific purpose, together they allow more flexibility to allow the school to organize its resources in ways that are responsive to student and family needs, including opportunities for a longer day as an elementary student.

Educational Program

BAIS' educational program centers around a rigorous, standards-aligned curriculum delivered via high quality, individualized instruction that is based on each student's needs as a learner. A Balanced Literacy model will be used to guide our scholars toward becoming excellent, life-long readers and writers. Strategies such as guided reading centers, interactive read alouds with TDQ's, shared close reading, phonics, writer's workshop, and independent reading will be implemented in every classroom. Our Math program will provide content-rich tasks that create productive struggle while honoring both procedural fluency and conceptual understanding. Science and Social Studies instruction will be sourced from high quality providers such as Inspire, Mystery Science, and Salem's district Social Studies curriculum. Differentiated and targeted instruction will be delivered throughout the day, but also supported through a What I Need (WIN) Block that allows students to be grouped based on their abilities relative to the standards as needed through formative assessments.

In an effort to both meet the community demand and to serve the growing number of English Learners at the Bentley, the dual language program will be implemented at the school. In addition to the research-based benefits to English Learners, the dual language program will also serve native English speakers. Although some instructional components of this Two-way Immersion Dual Language program will look different from instruction in the other classrooms, the grade level standards and content as well as many of the instructional strategies will be the same. English Learners will learn alongside Spanish Learners as the students will forge friendships and learning partnerships across diverse racial, cultural, and linguistic backgrounds. During periods of Spanish content instruction, English Learners will be experts and resources to their peers who are acquiring basic and academic language in Spanish. When the instruction switches to English, the roles will also reverse, providing clear leadership and collaborative opportunities for students to see the inherent benefit of their home language in their learning environments. Since Bentley serves a large population of English Learners, views the diversity of its students and their families as an asset, and is committed to continuing elementary Spanish instruction for all students, it is a logical location for the district's new dual language program.

Structures to Promote Collaboration for Continuous Improvement

Over the last five years when the Bentley operated as a Horace Mann Charter school, many successes and achievements were realized through the hard work and dedication of numerous stakeholders. As the school looks ahead to the next five years, there is a desire to both inspire and harness a renewed spirit of collaboration to guide school-level decision making. Recognizing that decisions are best made when all voices and perspectives are valued and considered, the BAIS will include multiple structures to support collaborative decision making for the betterment of the school as a whole. These include:

1. **The BAIS Advisory Board (BAB)** that will include teachers, parents, community members, and other staff and will focus on and advise the principal on policy, budget, and other school-wide decisions. The BAB will also form subcommittees that involve additional stakeholders such as a "Friends of the Bentley" group to assist with fundraising and the "Innovation Incubator" group who will review the progress of the innovation plan with a focus on growing increased opportunities for innovative learning programs for all students in the school.
2. **The Bentley Academy Leadership Team (BALT)** that will focus on all matters pertaining to curriculum, instruction, assessment, as well as school culture and climate
3. **A Bentley Parent Teacher Organization, (BPTO)** that will engage a broader spectrum of parents in ongoing issues, events, and decisions
4. **Bentley All-Staff Assembly (BASA)** that will take place at least one time per year. The BASA will allow all of the school's staff members an opportunity to share their perspectives and to work together to solve shared problems of practice. The BASA will be organized in a way that allows for all staff members to provide deep and meaningful feedback on key issues the school is facing, weigh in on decisions affecting the school, and to share their ideas and areas of interest for the future. The specific processes and methods used for engaging all staff, including the possibility

of having staff vote on something² will be based on the nature of the issues that need to be discussed and shall be determined by the school principal who will collaborate with the BALT group to determine the best approach. The BASA is intended to facilitate collaboration, provide input on the progress of the innovation plan and annually, the School Improvement Plan including its academic and behavioral system components, and provide a mechanism for faculty and other staff to vote on school matters brought to them (see “Unique Roles” and “Schoolwide Behavioral Systems” sections for details).

These structures are proposed in the spirit of both innovation and collaboration. As the school transitions from what was previously a Horace Mann Charter School to an innovation school model, there is a broad base of support for the idea of increased collaboration and engagement of all stakeholders in both planning and decision-making processes. By building these structures into the school’s innovation plan, the goal is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind.

Other opportunities to engage key stakeholders and involve them in school-wide planning may emerge in the future, including the possibility of forming a student leadership group and a community member group such as the “Friends of the Bentley Innovation School,” as a subcommittee to the Bentley Advisory Board to assist with fundraising, forming a 501-c-3 as a separate organization to support resource development for the school.

A. Curriculum, Instruction, and Assessment

We seek to continue with the autonomies and flexibilities granted in the original innovation plan in the areas of curriculum, instruction, and assessment. Specifically, we seek the following autonomies in these areas:

Autonomy Area	Autonomies Requested
Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> • The autonomy to develop and/or select our own curriculum • The autonomy to develop and/or select our own assessments • The autonomy to continuously use data to monitor student progress and make curricular decisions based on this data • The autonomy to use our own standards-based report card and system • The autonomy to develop an innovative approach to social-emotional learning with an aligned student behavior system

I. Curriculum and Instruction

In order to achieve our ambitious vision, we must ensure our curriculum is both rigorous and aligned to state standards. Our instruction must be individualized and based on each student’s

² As required by the Innovation Schools Act, any proposed change to the school or amendment to the innovation plan that impacts teacher working conditions would require a 2/3 vote of the eligible faculty.

needs as learners. We will also utilize assessments that measure scholar mastery of curriculum and yearly benchmarks.

Core Content in ELA and Math

Curriculum: Teachers will have autonomy to create a curriculum that is based on multiple sources including; the Massachusetts Curriculum Frameworks, Common Core State Standards, district curriculum maps, ANet Standards Schedule, and exemplars from other high performing schools

ELA Instruction: In ELA, BAIS will use a Balanced Literacy model to guide our scholars toward becoming excellent, life-long readers and writers. The balanced literacy model includes guided reading, centers, interactive read alouds with text dependent questions, shared close reading, phonics, independent reading, and a writer's workshop model.

Math Instruction: BAIS will create a Math program that provides content-rich tasks, creates productive struggle and honors both procedural fluency and conceptual understanding. Lessons will be structured to include a developmentally appropriate combination of calendar math (younger grades only), skills mini lessons, center work, or partner practice, independent work time and performance tasks. These performance tasks are important and help students develop the key concept by working with their peers.

WIN Block: BAIS will also provide differentiated and targeted instruction to scholars through the WIN ("What I Need") block which will be scheduled for extended blocks of time each day. These blocks will be created using STEP, ANet, MCAS data, and other assessments as identified by the school leaders in collaboration with teachers. WIN blocks will occur in homeroom classes. The classroom teacher will have access to technology resources such as 1 to 1 technology and/or curriculum resources such as Lexia or other programs for planning interventions, and other supports. In addition, the school will strive to provide support to achieve a student-teacher ratio of approximately 10:1 for the WIN blocks whenever possible. ESL and Special Education teachers will also make use of the WIN block time.

Core Content in Science & Social Studies

In Science and Social Studies, teachers will source their curriculum from Inspire, Mystery Science and Salem's district Social Studies curriculum.

Science Curriculum: Teachers will have autonomy to create a curriculum that is based on multiple sources including; the Massachusetts Curriculum Frameworks, district curriculum maps, and the Inspire Science curriculum, in addition to supplemental resources such as Mystery Science, BrainPOP and BrainPOP Jr, and other websites and resources.

Science Instruction: In order to prepare students for science success through college, students will be engaged in experiential, hands-on learning as often as possible. Emphasis will be placed on scientific thinking and process skills as well as on content, with ample opportunities for engineering design challenges, learning through experimentation and integrating real world phenomena.

Deepening and Expanding Focus on STEAM Learning Opportunities

The school has seen recent success with its science education program, showing the 3rd highest results for science in the district on the 2019 Next Generation Science MCAS exams. The school hopes to build on this success in the future to both deepen and expand its focus on science and/or STEAM (Science, Technology, Engineering, Art, and Math) learning in the coming years. One possibility discussed by the Innovation Planning Committee was to, in addition to continuing with rigorous science instruction, add a fifth specialist teacher who would focus on STEM enrichment learning opportunities with students. Staff will, together with families, continue to discuss these types of opportunities and work closely with the new principal, once hired, to determine the best approach to accomplish this goal.

In the Spring of 2020, current Bentley the school leadership team will convene a STEAM Learning Design Team to research and explore ways to expand and implement this innovation within the school. The STEAM Design Team will present a draft plan to the school leadership team by the end of the 2019-20 school year and it shall be given to the new principal. Once hired, the new principal will meet with the STEAM Design Team to review and discuss the draft plan and work with them along with the members of the other collaborative school structures to finalize a plan for Y1 as well as subsequent years of this innovation plan. The STEAM Learning Plan will become part of the School Improvement Plan.

Social Studies Curriculum: Teachers will have autonomy to create a curriculum that is based on multiple sources including the Massachusetts Curriculum Frameworks, district curriculum maps and district-provided books and curricular resources.

Social Studies Instruction: The 2018 Massachusetts History and Social Science Framework is designed with three strands. Content standards, nonfiction ELA standards, and History and Social Science practice standards. Current best practices from the field, which encourages an integration of historical and civic thinking and drawing information from text, in addition to learning about historical facts, will be used to plan lessons. Lessons will include practice standards, content standards, and, when appropriate, nonfiction reading, writing, speaking or listening standards

Specialist Content in Art, Music, Physical Education, Spanish, and Other Subjects

The BAIS will offer instruction in the typical “specialists” content areas of Art, Music, and Physical Education. The school will follow the district’s curriculum for these three areas. In addition, the Bentley students will benefit from a fourth specialist of Spanish Language Instruction taught by a Full-Time World Languages Teacher. Currently, all Bentley students receive Spanish language instruction and benefits from a fourth period of enrichment in this classroom. As the Dual Language program phases in with an increasing number of students, up to half of the school, part of the Dual Language program, only the non-Dual Language students in the school will participate in the Spanish Language classes. Opportunities to increase the amount of instructional time for Spanish language instruction for the non-Dual Language student body will be explored in the future as the school’s goal, overall, is to develop all students to gain proficiency in both the English and Spanish languages.

The BAIS also hopes to be able to add a fifth “specialist” teacher to its staff so that additional enrichment opportunities in the Science, Technology, Engineering, and Math (STEM) fields may be pursued. While the ability to add this new staff member will be dependent on the school’s available budget, the Bentley aspires to take steps toward increasing students’ opportunities to expand both digital learning and STEM content knowledge each year.

II. Special Populations

The term “Special Population” represents English Learners (ELs), students with Individualized Education Programs (IEPs), and students who identify with both groups. Students who receive ESL and special education services do so in a similar manner through pull out and push in services administered by ESL and special education teachers. In order to be identified as an English Learner, students must first be identified through the state and district processing including the home language survey, linguistic interview and intake, and WIDA Screener. English Learners in the traditional SEI program of Bentley participate in daily English Language Development (ELD) instruction by a certified ESL teacher based on their level of English proficiency. English Learners in the dual language program receive a different model of English Language Development (ELD) by a certified ESL teacher in accordance with the dual language approach and model, as dictated by the state.

Similarly, students who receive an IEP undergo testing and a team meeting to determine their disability. If a student is determined to have a disability, they will then acquire an IEP that includes accommodations, modifications and learning goals that will enable them to make academic progress. The members of these two groups require state mandated service hours which must be coordination between general education, ESL, and special education teachers to determine the times and ways in which the services will be administered. The following information will outline special education and ESL services as they relate to Bentley Academy Innovation School.

Approach for English Language Learners

The BAIS will follow the district’s standards and practices to provide services and supports to all English Language Learners enrolled in the school. These supports and services, including the deployment of ESL Teachers will be based on the level(s) of student needs within the school and will be determined by the district’s English Language Learning department. English Learners who are part of the school’s new Dual Language program, however, will receive ESL supports through that program, and as such, may look different than ELs enrolled in the rest of the school.

Approach for Students with Disabilities

Instruction for students with disabilities will rely on a combination of district practices and supports and school-developed practices. One innovation that the school would like to maintain is having a team of teachers, one who is certified in elementary education and the other certified in special education “co-teach” one classroom per grade level in the early grades of the school (grades K through 2). After five years of implementing this model in the early grades at the school, the Bentley staff believe this opportunity to have two full-time, licensed teachers within one classroom has been key to the school’s success in accelerating the learning of those students

most significantly behind their peers, whether they have an IEP or not. Going forward, the school seeks to maintain this model to the extent possible within its budget. Below is a summary of key practices used for Bentley's co-teaching model:

- It is the grade-level(s) special education teacher's responsibility to create his/her own daily schedule. This schedule should align with the grade(s) that he/she teaches and must cover all minutes designated for all academic services in students' IEPs.
- Special education teachers are also responsible for writing students' IEPs, completing academic testing and writing corresponding reports for students on their caseload, as well as for writing progress reports based on IEP goals and objectives every trimester. Special education teachers must also distribute IEPs to students' general education and specialty teachers prior to the start of the school year.
- Special education teachers will use content time for push-in (b-grid) academic services and may use WIN block time and content time for pull-out (c-grid) academic services. Teachers may also use time such as breakfast and independent reading for push-in and/or pull-out services.
- Push-in and pull-out services must be coordinated with students' general education teachers. Special education and general education teachers must meet prior to the start of the school year to discuss students' IEPs, as well as when special education teachers will be in the classroom or will be pulling students out of the classroom. At this time, they should also discuss what co-teaching model(s) they will be using:
- Parallel Teaching- Both teachers cover the same information, but they divide the class into two groups and teach simultaneously.
- Station Teaching- The classroom is divided into 2-3 groups while each teacher teaches the content to one group and subsequently repeats the instruction for the other group. This allows for one group to work independently.
- Alternative Teaching- One teacher takes responsibility for the large group while the other works with a smaller group.
- Team Teaching- Both teachers are delivering the same instruction at the same time.
- For push-in services, it is the special education teacher's responsibility to differentiate lesson plans sent by the general education math and ELA teachers. Push-in services will depend on the student's IEP and should reflect the appropriate goals, objectives, accommodations and modifications. The students' service delivery grids specify which goal(s) should be taught in which setting (pull-out or push-in). The "measurable annual goals" section of students' IEPs specify how all objectives should be taught (e.g., small group, individual, etc.).
- It is also the special education teacher's responsibility to ensure that students with IEPs have the appropriate accommodations and modifications and that general education teachers are aware of these needs and understand how to apply them when the special education teacher is not in the classroom. When the special education teacher is not in the classroom, it is the general education teacher's responsibility to enact all parts of students' IEPs (e.g., accommodations, modifications, etc.) aside from academic and related services goals and objectives.
- The ultimate goal is that students on IEPs are accessing the general education curriculum through appropriate accommodations and modifications while also reaching their IEP goals/objectives.

For students who have IEPs but are either not enrolled in one of the co-teaching classrooms or are in a grade level where the co-teaching model is not offered, the Bentley school will rely on the district to allocate the appropriate number of special education inclusion teachers based on students' IEPs in any given year. Instruction and support for students with IEPs will follow the district practices in these cases.

III. Two-Way Immersion Dual Language Program to be Located within the BAIS Beginning in 2020-21

Overview of the Dual Language Program

With the recent change in Massachusetts law regarding English Learner Education, Bentley seeks to provide an asset-based approach to the large demographic of Spanish-speaking English Learners (ELs) in Salem through a Two-Way Immersion Dual Language Program. Salem previously had a dual language program from the late 1980's to early 2000's and there has been a community demand for reviving the dual language approach from both the Latino community and English speakers. As elementary schools across Salem serve and house integrated programs (Language-Based Learning Disability Program at Saltonstall, Learning Skills Program at Carlton Innovation School, Autism Spectrum Disorder Program at Witchcraft Heights Elementary School, Therapeutic Support Program at Bates Elementary), Bentley will happily welcome this opportunity to grow the Dual Language program starting at Kindergarten with two classrooms in the 2020-2021 school year. The program will grow year-by-year as the first two kindergarten classes move onto 1st grade in 2021, then 2nd grade in 2022, until 2025-2026 school year, when there is a full strand within the school.

In addition to the research-based benefits to English Learners, the dual language program will also serve native English speakers. English Learners will learn alongside Spanish Learners students will forge friendships and learning partnerships across lines of difference of race, culture, and linguistic background. During periods of Spanish content instruction, English Learners will be experts and resources to their peers who are acquiring basic and academic language in Spanish. When the instruction switches to English, the roles will also reverse, providing clear leadership and collaborative opportunities for students to see the inherent benefit of their home language in their learning environments.

In a recent survey of Bentley families, the large majority of families expressed interest and enthusiasm. Since Bentley currently serves a large population of English Learners, views the diversity of its students and their families as an asset, and is committed to continuing elementary Spanish instruction for all students, it is a logical location for the district's new dual language program.

Student Enrollment in the Dual Language Program

The key aspect of the programmatic design of two-way immersion programs is both English Learners who are native speakers of the target language (in this case, Spanish), and Partner Language Learners who are native speakers of English. Based on the demographics of Salem, the program will serve one third Spanish-speaking English Learners at early proficiency levels (Levels 1 and 2), one third bilingual students who know some amount of each language (most will be English Learners at Levels 3 and 4 or heritage speakers), and one third native English

speakers. Third language learners, such as Portuguese, Arabic, and Albanian speakers who are interested in the program, will be considered in the third bucket of English speakers.

Entry and enrollment in the dual language program will be in accordance with the School Committee Controlled Choice Student Assignment Policy #5103 or otherwise determined by the School Committee. Trained staff at the Parent Information Center (PIC) will oversee all aspects of the enrollment. Here is an excerpt from the enrollment procedures approved by the School Committee for the 2020-21 school year:

Two-Way Dual Language Program: Beginning in Fall 2020, the Salem Public Schools will be beginning a new two-way dual language program for a limited number of entering Kindergarten students located at the Bentley School. Enrollment into this program shall be determined by a lottery process wherein all those who “opt in” have an equal chance of selection. A series of three lotteries will be held between March and August of each year to complete the enrollment process for the fall:

- **Lottery Window #1:** Opt-in applications due by March 1st
- **Lottery Window #2:** Opt-in applications due by June 15th
- **Lottery Window #3:** Opt-in applications due by August 15th

All interested families wishing to have their children attend the dual language program will be given the opportunity to opt into the lottery by completing a registration application by any of the three deadlines. Applicants who are not selected during the first lottery shall be automatically eligible for the second lottery. Applicants who are not selected during the second lottery shall be automatically eligible for the third lottery.

In addition to a complete registration packet, all dual language applicants must complete a language evaluation in both English and Spanish and a screening process. Following this process and in order to accommodate the programmatic approach to dual language which is based on an appropriate linguistic balance of native English and native Spanish speakers of the dual language program, the lottery shall be segmented into three separate “pools” of potential students:

- 1) **Dual Language Learning Group A:** Native Spanish speakers who are identified as English Learners (EL) with lower levels of English proficiency (e.g. “newcomers with Levels 1 and 2 English Proficiency);
- 2) **Dual Language Learning Group B:** Spanish speakers who are ELs with either Levels 3 or above ELD levels or bilingual Spanish/English speakers who are not ELs
- 3) **Dual Language Learning Group C:** English dominant/Non-Spanish speakers with spaces open to 3rd language English Learners (including but not limited to Arabic, Albanian, and Portuguese speakers)

Available seats in the dual language Kindergarten program shall be divided equally among the above three dual language learning groups. Seats shall also be apportioned such that there are available seats for each of the three lottery windows for the dual language learning groups A and B. For dual language learning group C, seats shall be apportioned across the first two lottery windows. The apportionment of seats across the lottery windows shall be determined by the Superintendent based on a combination of data indicating the level of demand as well as the

need to balance enrollment based on language ability as well as economic status. If there are unfilled seats remaining after the 2nd lottery for group C, a third lottery shall be held. If there are unfilled seats remaining after the 3rd lottery window for any category, seats shall be filled on a rolling basis.

The opt-in option will be available on all of the district's standard registration forms and tracked and managed by the Parent Information Center (PIC). Opting into the lottery will not preclude students from being considered for their three school choices through the district.

In the dual language program, class sizes will start slightly larger at kindergarten to account for future attrition and the challenge of filling seats with bilingual students at the upper elementary grades. The teacher to student ratio will begin at 25:1 and aim to maintain at that level as the program grows across the grade levels.

Hiring and Staffing for the Dual Language Program

The dual language program requires properly licensed and qualified staff who are bilingual and biliterate and who hold the new Bilingual Educator Endorsement. In order to serve the growing program, there will need to be bilingual and biliterate support staff including special education teachers and counseling staff. The ELL Director, along with the Bentley school principal, will partner to recruit and run competency-based hiring processes for each opening in the dual language program. The hiring processes will include a demo lesson, in-person interview, Spanish proficiency component, as well as input from Bentley teachers in the grade level to which each position will be hired. Ultimately, the ELL Director and the Bentley school principal will partner for the final hiring decisions as they will be the supervisors and evaluators of the teachers.

As the dual language program rolls up one grade level each year, one teaching position in a traditional SEI classroom at each grade level will be displaced. Each grade level will have two full-time bilingual dual language program classroom teachers and two full-time traditional, general education elementary teachers who use SEI methods with any English learners in their classrooms. In addition, ESL teachers will be assigned to the school to support English Language proficiency development for EL students. The Bentley principal will work with the SEI general education teachers at the grade level affected each year to seek an alternate grade level position within the certification area at Bentley if all three teachers wish to remain at the school. Based on the pattern of Bentley's teacher turnover in the past five years, there have been sufficient vacancies each year to allow placement opportunities for remaining teachers. Should that pattern change and a reduction in force be necessary, the procedures outlined in the Salem Teachers Union contract will be followed.

Curriculum and Assessment in the Dual Language Program

Although some instructional components of this Two-way Immersion Dual Language program will look different from instruction in the two other SEI classrooms at the same grade level, the standards covered and many of the instructional strategies will be the same. The Dual Language Program curriculum will incorporate Common Core Standards in Spanish, the WIDA Can Do Descriptors (in both English and Spanish), and the Teaching Tolerance Social Justice standards. Since dual language learners will be learning in both English and Spanish, and learning to read

in Spanish first, the curricula and assessments must deviate from the Bentley's standard assessments in the traditional SEI classrooms. The Dual Language Program will feature a 90-10 language allocation model in which kindergarten students spend 90% of their instructional time learning in Spanish and 10% learning in English. The amount of learning time in English will gradually increase each year, until there is a 50-50 language allocation in 3rd grade. Research shows that in instances where dual language programs have a transparent language, such as Spanish, in which each letter has a discrete sound, students with both Spanish and English proficiency acquire literacy faster in both Spanish and in English, by beginning instruction in Spanish first. Students in the dual language program will not be assessed with Bentley English literacy assessments including STEP, since students will not add English literacy until 1st grade. As part of the dual language program, students will be transferring their knowledge of Spanish literacy to English, and content knowledge across both languages as they deepen their academic language in both English and in Spanish. As such, teachers will utilize curricula, texts, resources, and assessments in both languages.

Professional Development in the Dual Language Program

Teachers and staff in the Dual Language Program at Bentley will attend all-school professional development alongside colleagues in the traditional SEI strand at Bentley. At times throughout the year, it will be necessary for dual language teachers to attend separate professional development sessions on dual language pedagogy, just as upper elementary math teachers occasionally attend PD sessions related specifically to their specialized content. The Bentley Spanish teacher will be invited to all dual language professional development sessions related to Spanish literacy and content to support his/her growth and development in teaching Spanish in the traditional SEI strand and to foster collaboration.

Collaboration between the Two-Way Immersion (Dual Language Program) and Non-Dual Language Classrooms

The Dual Language Program and traditional SEI classrooms will be co-equal and collaborative aspects of one school, the Bentley Innovation School. Dual language teachers will collaborate closely with traditional SEI teachers and attend professional development and staff meetings together. Students in the dual language program will attend the same field trips, grade level assemblies, and full school activities such as dances, pep rallies, and events, as students in the traditional SEI classrooms. There will be one Parent Teacher Organization (PTO) for Bentley and no separate student, teacher, or parent groups. While the classrooms have distinct pedagogical needs, the dual language program's students and teachers will be an important, integrated part of the Bentley community, not a separate entity.

Outside of the dual language program, in the traditional SEI strand, students will continue to take Spanish language from kindergarten to 5th grade, as one of the rotating specials. All signage and announcements in the school will be bilingual and assemblies and events will have cultural significance. The use of Spanish and the celebration of the Dominican culture, the most prominent of Salem's Spanish-speaking families, as well as other cultures, will be woven throughout the school building. The continuation of Spanish as a special and the increased visibility of the importance of bilingualism will be an important common thread to tie the classrooms and school community together.

Teachers in the dual language program will work in grade level teams to co-plan at the kindergarten through 2nd grade levels, and to coordinate instruction across Spanish-English pairs at the third-fifth grade level. In the kindergarten, 1st, and 2nd grades, teachers in the Dual Language program will teach content in Spanish with support from ESL teachers who will teach across grade levels. At the third through fifth grade levels, one teacher will teach all content in English and one will teach all content in Spanish. In order to avoid repetition of content, closely collaborate with grading, family outreach, and tiered interventions, dual language teachers will need additional time to collaborate and co-plan with both their dual language partner teachers as well as their traditional SEI grade level colleagues.

Budget for the Dual Language Program

The ELL Department will fund all positions in the Dual Language Program, since it is a district ELE (English Learner Education) program that is overseen by federal Title III and Massachusetts English Learner law. This means that the Bentley lump school budget will decrease to cover staffing for the traditional SEI positions as the dual language program expands one grade level at a time since one classroom will be converted per year to the Dual Language program.

IV. Approach to Social-Emotional Learning and Schoolwide Behavior Management System

The Bentley Academy Innovation School will work with all stakeholders over the course of Year 1 and beyond to plan and implement an innovative approach to social-emotional learning as well as development of a robust, school-wide behavior management system. This effort will involve multiple stakeholders, and especially the Bentley Academy Leadership Team (BALT), a collaborative group of teacher leaders who advise the principal on all aspects of curriculum, instruction, and assessment. During the spring and summer of 2020, this group will work with other school leaders to review the current approaches, explore best practices, and determine a school-based plan to improve these areas for the future. The goal will be to devise a detailed plan for student behavior by the fall of 2020 that will be implemented in Year 1 of this innovation plan. The BALT team together with school and district leaders will oversee the implementation of this plan, evaluate its effectiveness, and determine any revisions or changes needed in future years.

Each year, the revised Schoolwide Behavior Management System plan shall be shared with staff in advance of the BASA. Each year, the plan will be ratified by a majority vote of the BASA. If the revised plan fails to be ratified, it may be edited and presented for a second vote. If the revised plan fails to be ratified, the previous year's plan shall remain in effect.

V. Assessment

BAIS will continuously collect scholar data to drive instruction throughout the year. This data will be collected through various forms of assessment such as:

A. Formal Assessments:

1. ANet Interim Assessments (Grades 2-5): ELA and Math, at least 3 times per year
2. STEP Reading Assessment (Grades K-5): ELA, 3 or 4 times a year
 - a) STEP is a research-based formative assessment, data management, and professional development system.
3. Unit Assessments (All Grades): all content areas
4. Science and Social Studies District Assessments

B. Informal Assessments:

1. Exit Tickets (Daily/Weekly)
2. Conferencing and Feedback (Daily/Weekly)
3. Informal Observations (Daily/Weekly)

Assessment of Science and Social Studies. Grades 3-5 science and social studies classes will use the district science and social studies common assessments as benchmark assessments at the end of each unit, with the autonomy to adapt these assessments as needed.

B. Schedule and Calendar

We seek to continue with the autonomies and flexibilities granted in the original innovation plan in the area of schedule and calendar. Specifically, we seek the following autonomies in these areas:

Autonomy Area	Autonomies Requested
Schedule and Calendar	<ul style="list-style-type: none"> ● The autonomy to establish the school’s annual school calendar independent of the school district ● The autonomy to establish the school’s daily schedule for both scholars and teachers that includes an extended day for additional instruction as well as common planning time ● The autonomy to establish the school’s own schedule and calendar for teacher professional development ● The autonomy to consider a possible extended year in the future should all mutual agreement to do so arise in the future

Research is very clear that some learning processes – especially for students who may have started late with English language skills acquisition, learning or developmental disabilities, or challenges accompanying poverty – simply require more time than available in the standard school schedule. “More time used well” translates into a BAIS student’s extended school day that offers 7 hours and 35 minutes of instruction and enrichment opportunities for all students. Additional extended learning time such as optional Saturday Scholars and Acceleration Academies programs that allow for even more targeted instruction and enrichment. For teachers a longer day enables a school day that is customized to allow for considerable common planning time and allows for built in professional development.

I. Length of the Day -- Extended School Day

The school will offer a 7 hour and 35-minute school day for student instruction. Bentley teachers, as do all other elementary teachers in the district, will arrive 15 minutes before students and may depart 10 minutes after students are dismissed³. This translates to an 8-hour work day for teachers. Duties may be assigned to teachers by the administration during this time.

While the principal is ultimately responsible for developing the school's daily schedule, some of the elements that may be found in an extended day (some of which may continue and carry over from the BACS schedule) include:

- Longer specials blocks (1 hour as opposed to 45 min at other schools)
- Longer lunch/recess block for scholars (as much as 40 min)
- Morning Meeting in all grades for scholars to engage in a social-emotional learning
- Developmental play/applied social emotional learning play block in grades K-2
- WIN- "Whatever I Need" intervention blocks for reading and math
- 50 Min per week enrichment block to reinforce social emotional learning happening in morning meeting
- Weekly Town Hall time used to celebrate scholars' achievements, reinforce core values, allow for Buddy Reading across grade levels, and Houses
- Common planning time twice per week for teacher collaboration
- Detailed Schedule Example in Appendix

In the spirit of the school's proposed "collaboration for continuous improvement" theme, it will be important to ensure that teachers are engaged in discussions and planning for the school's schedule each year. While the principal shall maintain the authority to set the schedule, it will be incumbent on him/her to utilize the leadership groups and structures built into this innovation plan to allow teachers to have a voice in the process. For example, if the school is considering a major change to the schedule for a future year, this topic should be included as part of the agenda for discussion during the spring Bentley All Staff Assembly (BASA). The principal will rely on the BALT team members to engage teachers in the process and ultimately to finalize any changes to the schedule.

II. Length of the School Year

BAIS students will have a 180-day school year and teachers will work a 185-day school year, in line with the rest of the district. Both students and staff will follow the district's school calendar in Year 1 and for the foreseeable future. The BAIS Innovation Plan Committee acknowledges that not all members, particularly the parent members, support the change to reduce the longer school year to a traditional school calendar. At the same time, student attendance during the extended year portions of the Bentley Charter School year was consistently low indicating that not all families valued the extended year. The Bentley Advisory Board (BAB) will engage the Parent Teacher Organization (PTO) and "Friends of Bentley" and others in discussions of

³ See Article VI, Section G1 of the STU Contract (section on "Length of School Day" on page 36)

alternative learning opportunities that may be made available for those families seeking extended learning time for their students during the summer months. In the future, should a desire to lengthen the school year re-emerge, school leaders will follow the shared decision making procedures outlined in this plan and a vote of the BASA as well as all faculty would be required, as would approval by the School Committee, as required by the state innovation school statute.

III. Other Possible Extended Learning Opportunities

The Bentley may continue to offer optional extended learning opportunities for students and for those teachers who wish to work and receive additional compensation for these times. Teachers and other staff who may work during these optional extended learning times will be compensated at the contractual hourly rate. The availability of these opportunities will be budget dependent, whether part of the school's general operating budget or available through additional fundraising efforts. Such opportunities may include:

Saturday Scholars

Saturday Scholars is both additional time in the school year and a further differentiation for scholars. Teachers will encourage a select group of scholars that are struggling academically to attend intervention sessions on Saturdays throughout the school year with BAIS teachers. These lessons are meant to engage students in remediation work (e.g., decoding) while continuing to make learning enjoyable. Teachers and other staff members may volunteer to work to support this program and compensation shall be awarded.

Beginning in Year 1, the Saturday Scholars program may include extended learning opportunities in Science, Technology, Engineering, Arts, and Math (STEAM) as part of the school's efforts to increase learning and enrichment opportunities for all students in these areas.

Acceleration Academies

Acceleration Academies have shown results in both Boston Public Schools and Lawrence Public Schools and initial success at BAIS since 2015. Similar to Saturday Scholars, Acceleration Academies are fully optional and available for struggling and excelling students alike. February vacation will focus on ELA and April will focus on Math. Teachers and other staff members may volunteer to work to support this program and compensation shall be awarded.

After School Clubs/Enrichment Programs

Bentley staff members may propose to organize structured enrichment opportunities such as clubs, sports, STEM, Art, Music, or other types of programs after school. Families whose schedules may be adversely affected by the reduction of the extended day time will be given priority to enroll in these opportunities should they be offered during the first year of this plan.

C. Staffing

We seek autonomies and flexibilities in the area of staffing. Specifically, we seek the following autonomies in these areas:

Autonomy Area	Autonomies Requested
Staffing	<ul style="list-style-type: none">• The autonomy to require staff to work a longer school day than a traditional elementary school in the district• The autonomy to create unique roles and job descriptions to support the implementation of the innovation plan• The autonomy to allocate resources to support key staff positions and roles that may be different than the district approach but are deemed critical to implement the innovation plan• The autonomy to organize leadership teams that may be different and have different roles from those in other district schools• The autonomy to offer stipends for unique roles as proposed in the innovation plan or as needs are determined by the principal in collaboration with others• The autonomy to continue with our home visit program.

I. Extended Day

Teachers and other staff at the BAIS will work a standard 185-day school year, but the length of day will be extended beyond the standard contractual work day for elementary teachers. The length of the work day for Bentley Academy teachers will be 8 hours. This includes 7 hours and 35 minutes of student contact/learning time along with 25 minutes of additional time (15 minutes before the student day starts and 10 minutes after students are dismissed) as required in all other elementary schools in the district. In total, the work day for Bentley teachers will be one (1) hour and thirty (30) minutes longer than the standard contractual work day for elementary school teachers in Salem. For this additional time worked, teachers shall be compensated with a 12% differential applied to the STU salary schedule. This rate aligns with the SPS-STU agreements regarding extended learning time across the district.⁴

Student Start and Dismissal Times

Start times for students may need to be adjusted from the current schedule given the reduction of the length of day for students. The Bentley Academy Innovation School will work closely with the district to determine the best start and dismissal times possible, based on the school's length of day as well as optimal transportation services. BAIS IPC members hope to have the start times finalized by March 15th to allow time for staff, families, and others to make any necessary adjustments in their commitments and/or planning for next year. Prospective Kindergarten families will be informed of the final start times once known. This should be done well before the Batch 1 Kindergarten assignments and Lottery Window (for the dual language program) are sent out.

⁴ The agreement is an 8% differential for each additional hour of extended learning time. For Bentley teachers the additional time is 1 hour and 30 minutes which translates to 12%.

II. Creation of and/or Proposed Changes to Unique Roles

BAIS seeks the autonomy to create unique roles and job descriptions, when necessary, to support the implementation of the innovation plan. A unique role is one that is not typically found in other, traditional schools, or does not yet exist elsewhere in the district. As such, some of the staffing roles and related job responsibilities within the school may not align to or be the same as staffing roles that exist within the district's traditional schools. This offers the school the opportunity to deploy staff members in unique ways that fit the needs of the school. In the first year of the innovation plan, the BAIS anticipates having the following staff roles, which are unique to the Bentley school:

- i. *Dean of Operations and School Culture.* This is a non-traditional, non-union administrative role that currently exists within the BACS. In this role, the Dean of Operations and School Culture works in tandem with the school's principal and other members of the leadership team to create and maintain a positive school culture, coordinate supports for student behavior and family engagement, and address a variety of operational matters as needed. The Dean of Operations and School Culture also supports the principal in all efforts to support the school in proactively creating a positive school culture where all students feel welcomed and supported, but also to respond to and address matters of student conduct, including any related family communication. In this role, the Dean may supervise any other team or staff members who are working to support student behavior and family engagement as well. Working in collaboration with the school principal, the BALT, and others in the school, the Dean will help build and strengthen the school's capacity to build positive school culture while effectively addressing and reducing concerns with student behavior. The person in this role does may perform many of the duties typically performed by an Assistant Principal along with other responsibilities. Without the appropriate license, however, this staff member will not evaluate other licensed educators.
- ii. *School Office and Operations Manager.* This is currently a unique, non-union role in the school serving in a similar capacity to a traditional school secretary, but with additional responsibilities including higher levels of logistics and operations, data management, and family engagement as well. Having the flexibility to assign duties and working conditions for this staff member based on the school's unique needs is key to the school's success.
- iii. *New Teacher Development Coach.* This is currently a unique role in the school focused on supporting the school's novice teachers with skill building in a wide range of teaching practices. Should the budget allow, the school would like to continue having a person in this role on staff. The New Teacher Development Coach serves in a role that is similar to other coaches in the district and is covered by the STU Collective Bargaining Agreement.

The current occupants of the above three unique roles must notify the Superintendent in writing, no later than April 1, 2020 of their intent to remain in the position beyond June 30, 2020. Impact bargaining will be scheduled with any unions impacted by these roles as a result of the authorization of this innovation plan.

Additional unique roles may be developed in the future. The school principal will have the authority to add, revise, or eliminate up to one unique role per year. In doing so, the principal will collaborate with the members of the Bentley Academy Leadership Team (BALT) which is comprised of a group of Bentley teachers representing the larger teaching staff. For any additional revisions or changes to unique roles, the principal must obtain the support of the BALT teachers. As part of their responsibilities, the BALT will work collaboratively with the principal to discuss potential new unique roles or any changes to the job duties of existing unique roles. If the majority of BALT members support such changes and/or additions, the proposed change may proceed. The BALT may choose to refer items to the larger teaching staff for additional feedback before agreeing to any changes. The BALT may also request that the larger teaching staff vote on any new positions or changes to existing positions. If the majority of BALT members wish to refer items to the larger teaching staff, any proposed changes to unique roles within the school will not proceed until approved by the BALT and/or the larger teaching staff.

The above provision and approval procedures only apply to unique roles and not to traditional school roles. For traditional roles, the principal shall retain his/her authority to formulate the appropriate staffing plan that aligns to the innovation plan and annual budget. In doing so, the principal will work closely with the district via the annual budget and staffing planning procedures.

III. Proposed BAIS Staffing Model for 2020-21

For Year 1 of this Innovation Plan, the Bentley Academy Innovation School will maintain a level of staffing that is comparable to its current staffing level and model. This will allow the school to maintain small class sizes, foster teacher collaboration, provide individualized learning and supports to every student, offer a unique array of enrichment opportunities to students, and engage in frequent, authentic connections with families. An outline of the staffing model planned for year one is below.

Proposed Roles for the School Administration Team (Year 1)

Job Title	Description of the Role
Principal	Oversight and management of all staff, the educational program, and implementation of the innovation plan
Assistant Principal (optional, if budget allows)*	Supports principal with oversight and management of staff, educational program, and implementation of the innovation plan
Dean of Operations and School Culture	Builds school culture and oversees student supports, behavior management, family engagement, and operational matters as needed

**The Dean of Operations and School Culture position will be retained for at least Year 1 of this plan and will not be affected should an Assistant Principal role be added.*

Proposed Roles for the Faculty and Other Staff (Year 1)

	Job Title	Description of the Role
Kindergarten	2 traditional K teachers (Early Childhood certification)	Teach Kindergarten to up to 42 students in two different classrooms
	1 Special Education Co-Teacher (Early Childhood & Special Ed)	Partners with 1 K teacher to provide a co-taught environment where intensive, individualized supports can be provided to all students
	2 Bilingual Spanish K teachers (Bilingual educator endorsements)	Teaches Kindergarten curriculum in Spanish as part of the Dual Language program.
	4 Kindergarten paraprofessionals (full time as budget allows)	Provide support in each Kindergarten classroom in the school (ideally, the two working in the Dual Language program classrooms would be bilingual)
Grade 1	3 Gr1 Teachers	Teach Gr 1 curriculum to up to 63 students
	1 Special Education Co-Teacher (Elem & Special Ed)	Partners with one Gr1 teacher to provide a co-taught environment where intensive, individualized supports can be provided to all students
Grade 2	3 Gr2 Teachers	Teach Gr 2 curriculum to up to 69 students
	1 Special Education Co-Teacher (Elem & Special Ed)	Partners with one Gr2 teacher to provide a co-taught environment where intensive, individualized supports can be provided to all students
Grade 3	3 Gr3 Teachers	Teach Gr 3 curriculum to up to 69 students
Grade 4	3 Gr4 Teachers	Teach Gr 4 curriculum to up to 75 students
Grade 5	3 Gr5 Teachers	Teach Gr 5 curriculum to up to 75 students
Grades 3-5 (and possibly Gr K dual language)	2 Special Education Inclusion Teachers (assigned by PPS based on IEPs in the school)	Provide support to students with IEPs in Grades 3 through 5 as well as those in the Dual Language program
All Grades	4 Specialists (Art, Music, PE, Spanish); plus one (1) additional STEM Specialist as budget allows	Learning enrichment opportunities for all students. Spanish Instruction will only be provided to the non-dual language students at Bentley
Gr 1-5	5 Paraprofessionals (Grades 1 through 5)	Provide support to students with IEPs as well as other duties as assigned (if the school has more

		paraprofessionals than warranted based on IEPs, distinguish those not tied to IEPs)
All Grades	1 School Adjustment Counselor	Provides a spectrum of therapeutic interventions and supports to identified students, family, and with staff. Maintains a counseling caseload for students with Individual Education Plans that call for school counseling services.
All Grades	1 City Connects Coordinator	Implements the City Connects program within the schools while maintaining a counseling caseload for students.
All Grades	1 Literacy Specialist	Provides direct service to students who demonstrate the need for additional reading/literacy instruction and support.
All Grades	1 Literacy Coach	Builds capacity for high-quality, accessible standards-based instruction in every classroom of the school. Provides coaching and support to deepen teacher content knowledge, strengthen literacy instruction (specifically in the area of making content accessible to diverse learners) and to promote learning across all classrooms.
All Grades	1 New Teacher Development Coach	Builds capacity for expert instruction in every classroom and works directly with new teachers who need additional support and practice to be successful
All Grades	3 ESL Teachers	Provides direct language instruction to ELL student that serves as a powerful lever to increase English proficiency, academic language acquisition and student achievement. One of the ESL teachers will provide daily ELD instruction in both dual language Kindergarten classrooms.
All Grades	1 Nurse	Administers prescription and non-prescription medications according to school policy and in compliance with 105 CMR 210. Assesses illness and injury and provides care as indicated.
All Grades	.5 Science Coach	Builds capacity for high-quality, accessible standards-based instruction in every classroom of the school. Provides coaching and support to deepen teacher content knowledge, strengthen science instruction (specifically in the area of making content accessible to diverse learners) and to promote learning across all classrooms.
TBD	1 FTE	One additional position (a full-time equivalent) the role to be determined by the new principal

Staffing for Special Education

For Year 1, the BAIS seeks to retain its co-teaching model in grades K through 2 where two teachers, one holding an elementary license and the other a special education license are co-equal partners in the planning and delivery of instruction to all students in their classroom. This means continuing with three, co-teachers (one for each grade level, K through 2). The Year 1 staffing proposal includes having a total of 3 Co-teaching positions, one in each grade level, K through 2 as the school would like to continue building on its success with this model. Over the next year, the principal will work with the district to evaluate this model to determine its effectiveness relative to the cost and to use that information to determine if continued investment in this model is warranted or if an alternative is needed. Teachers will be engaged in discussions and have opportunity to provide input into this process over the coming year.

In addition, BAIS will rely on the district to provide a level of support for the remaining students with IEPs through an allocation of special education inclusion teachers that are budgeted and deployed by the district based on the special education caseload that exists within the school. The BAIS will also rely on the district to allocate the appropriate number of instructional and/or intensive paraprofessionals based on the caseload at the school, as the district does with all schools. The BAIS reserves the right to add additional paraprofessionals so that there is at least one for each grade level, should the budget allow.

In grades 3 through 5 elementary education teachers will organize in a departmentalized way and students with IEPs will receive support through a special education inclusion teacher as well as an interventionist, as needed. All teachers will work as a team and as much as possible, work together to make differentiating instruction in an integrated classroom more feasible and seamless. The department teacher will be responsible for the bulk of the core content curriculum planning and delivery. The interventionist will be responsible for tailoring the instruction to the needs of the students in the classroom, particularly those students identified as EL or a student with disabilities. Together, the two teachers will set high expectations for the students in their class and will also be able to provide the kind of individualized support necessary for BAIS scholars' success.

Staffing for the Dual Language Program

The dual language program requires properly licensed and qualified staff who are bilingual and biliterate and who hold the new Bilingual Educator Endorsement. In order to serve the growing program, there will need to be bilingual and biliterate support staff including special education teachers and counseling staff. The ELL Director, along with the Bentley school principal, will partner to recruit and run competency-based hiring processes for each opening in the dual language program. The hiring processes will include a demo lesson, in-person interview, Spanish proficiency component, as well as input from Bentley teachers in the grade level to which each position will be hired. Ultimately, the ELL Director and the Bentley school principal will partner for the final hiring decisions as they will be the supervisors and evaluators of the teachers.

As the dual language program rolls up one grade level each year, one teaching position in a traditional SEI classroom at each grade level will be displaced. Each grade level will have two full-time dual language program classroom teachers and two full-time traditional SEI teachers. The Bentley principal will work with the SEI general education teachers at the grade level affected each year to seek an alternate grade level position within the certification area at Bentley if all three teachers wish to remain at the school. Based on the pattern of Bentley's teacher turnover in the past five years, there have been sufficient vacancies each year to allow placement opportunities for remaining teachers. Should that pattern change and a reduction in force be necessary, the procedures outlined in the Salem Teachers Union contract will be followed.

IV. Teacher Leadership Roles

BAIS believes that teacher leadership is essential in order to improve scholar outcomes. The BAIS will offer teachers a variety of leadership opportunities throughout the life of this innovation plan. For Year 1, the below set of teacher leadership opportunities will be offered with the corresponding structures established. Over time, the school will form a Teacher Leadership Design Team to research and explore additional opportunities for teacher leadership within the school, including possibilities for mentoring, hybrid roles, peer evaluation, and other leading-edge ways to expand and build leadership among teachers.

In Year 1, the primary opportunity for teacher leadership will be for those who serve on the Bentley Academy Leadership Team (BALT). The Bentley Academy Leadership Team shall be made of 8 teachers representative of the larger teaching staff. Members shall include teachers from a variety of grade levels and core content areas, as well as special education and ESL teachers, and other instructional leaders at the school. At least one member should be from the dual language program. Interested teachers will apply to serve on the BALT and be selected by the principal. If multiple teachers from each category are interested, the principal should aim for a rotation of different teachers from year to year to ensure equity of voice and the potential for all teachers to participate (i.e. qualified teachers that have not participated before should be prioritized over teachers from the same category that have had the opportunity to participate).

Grade Level BALT members will serve one-year terms. Categories reserved for special populations (EL, special education, etc.) will serve two-year terms. One teacher may fulfill more than one category, in which case, the total number of BALT members may vary from year to year.

BALT teachers will have the following leadership responsibilities, which go above and beyond those typically assigned to ILT members in a traditional elementary school:

- Plan, lead and facilitate effective and focused common planning time with their teams
- Serve as the school's Instructional Leadership Team (ILT) that meets weekly to plan and implement supports and practices that will continuously improve instruction and student learning throughout the school
- Plan, coordinate, and lead professional development in the school
- Review, update, and modify Bentley curriculum, assessment systems, report cards, and other academic matters

- Meet regularly with the school principal to discuss schoolwide issues, provide input and feedback on plans and initiatives, and plan and coordinate schoolwide events and functions
- Support the principal and others with planning the Bentley All Staff Assembly as well as forming and finalizing the Bentley School Improvement Plan and all other schoolwide documents and/or policies
 - Annually, in the spring, works with the principal to articulate a clear Academic Plan that clearly outlines the school's plans for curriculum, instruction, and assessment for the coming year so that teachers may effectively align their plans to it
 - Also works with the principal to annually outline a Schoolwide Behavior Management System Plan that clarifies the school's policies, strategies, and approaches to addressing student conduct matters and supporting students' behavioral success
 - These plans will be shared with teachers by May 1st of each year and structured opportunities for teachers to provide feedback and input (such as through the BAIS All Staff Assembly) will be offered. Revisions and final plans will be shared with teachers no later than June 15th. These plans will represent the "best effort" plans developed in collaboration with colleagues that teachers and other staff can use to plan ahead for the year.
 - Communicates with and engages fellow teachers in various opportunities to share ideas and provide feedback
 - Work closely with the principal and others to develop a coherent strategy and plan to improve school climate and student behaviors, which has been identified as a priority for the school
 - Form and support a design team focused on exploring and expanding teacher leadership opportunities for the future
- BALT members may be assigned an administrative role by the principal, when necessary
- Serve in additional capacities and roles as directed by the principal

In addition, BALT members may, by a majority vote, bring issues related to the creation of new unique jobs to the BASA to provide additional feedback or to have the BASA vote on said changes. Note that this function of the BALT does not apply to any jobs that are not unique to BAIS, or any unique jobs currently occupied, nor does it pertain to the evaluation and feedback of staff currently in unique jobs. Both the principal and BALT should carefully weigh the benefit of bringing job descriptions that meet these criteria to the BASA, due to the potential divisiveness that this may create amongst the staff members.

In Year 1 of the innovation plan, the school will allocate a total of \$4000 for each of the BALT team members. This amount is greater than the stipends typically received for teacher leadership roles in the rest of the district and reflects a set of responsibilities that goes beyond the roles that a traditional Instructional Leadership Team (ILT) serves. In subsequent years, the stipend for the BALT team members shall follow the guidelines in Article 3(N)(2) of the STU contract. In addition to the BALT, two BAIS teachers will have the opportunity to serve on the BAIS Advisory Board. Additional leadership roles may be developed and offered in the future.

Review of BAIS School Improvement Plan, Academic Plan, and Student Conduct Support Plan

As BAIS shifts toward becoming an innovation school, the innovation planning committee envisions a highly collaborative structure and set of procedures that will allow for authentic engagement and voice in the review and decision making related to matters of curriculum, instruction, and assessment including those related to social-emotional learning and student behavior. Led by the representatives serving on the BALT, teachers and other staff will have opportunities to weigh in on matters of school policy, strategy, academic approach, and school improvement planning.

As part of their responsibilities, the BALT will work with the principal to develop each of these three plans with the School Improvement Plan representing the broad, comprehensive strategic plan for the whole school and the Academic Plan and Student Conduct Support Plan focused only on those two areas. Once developed, the BALT will ensure that the plans get disseminated among other teachers with structured opportunities for feedback provided.

V. Home Visits

BAIS believes that families are essential partners in helping students achieve academically and socially. As discussed earlier, teachers will be trained before the school year on how to complete successful home visits and will be encouraged to complete home visits for their students within the first few months of school. These home visits will create the foundation for productive communication and authentic engagement with families. The home visits are all about building a relationship. During the home visit teachers ask the parents to do most of the talking. They describe the goals and expectations have for their child, explain their child's strengths and weaknesses as they see them, and any hopes or concerns they have for their child. The teachers are there to listen and answer questions that the parents ask. By the end of the home visit it is the hope that the parent and the teacher have created the beginning of a bond that will grow and develop throughout the year(s) that the student attends BAIS. This bond will be fostered through communication, events, and opportunities for the teacher and the parent to engage in new and different ways. We will continue to partner with 1647 Foundation to provide high quality home visits. Teachers and staff are paid \$45 per visit. The rate of pay for home visits will increase in accordance with any negotiated increase to the teacher hourly rate found in the STU teachers' Collective Bargaining Agreement.

D. Professional Development

The Bentley Academy Innovation School seeks autonomies in the area of professional development. Specifically, the school seeks the autonomy to design and schedule our own calendar and focus for professional development:

Autonomy Area	Autonomies Requested
Professional Development	<ul style="list-style-type: none"> • The autonomy to design our own focus for teacher professional development • The autonomy to attend district professional development when this professional development supports the needs of teachers and scholars

In Year 1, the Bentley school will follow the district’s calendar, including the professional development days outlined. This will allow the school to participate in district-wide professional development during this year. The autonomy to schedule time that is different from the district (but within the traditional school calendar year) is retained with this innovation plan so that the school may utilize that as needed in the future.

E. District Policies and Procedures

The Bentley Academy Innovation School seeks autonomies and flexibilities in the area of district policies and procedures. Specifically, we seek the following autonomies in these areas:

Autonomy Area	Autonomies Requested
District Policies and Procedures	<p><i>Structures to Promote Collaboration for Continuous Improvement</i></p> <ul style="list-style-type: none"> ● <i>BAIS Advisory Board (BAB)</i> - The autonomy to create an advisory board consisting of staff members, community members and families of current BAIS scholars. ● <i>Bentley Academy Leadership Team (BALT)</i> – The autonomy to create a teacher leadership team with responsibilities that extend beyond traditional ILT roles ● <i>Bentley All Staff Assembly (BASA)</i> – The autonomy to create an all-staff forum to engage allow all staff members opportunity for input and to engage them in key decisions as the school evolves <p><i>Student Assignment</i></p> <ul style="list-style-type: none"> ● The autonomy to consider a unique process for enrolling some or all students in the school that may differ from the district’s student assignment policy <p><i>Code of Conduct and Student Handbooks</i></p> <ul style="list-style-type: none"> ● The autonomy to create our own student handbooks that contain a code of conduct <p><i>School Uniforms</i></p> <ul style="list-style-type: none"> ● The autonomy to have a mandatory uniform policy

I. Structures to Promote Collaboration for Continuous Improvement

Over the last five years when the Bentley operated as a Horace Mann Charter school, many successes and achievements were realized through the hard work and dedication of numerous stakeholders. As the school looks ahead to the next five years, there is a desire to both inspire and harness a renewed spirit of collaboration to guide school-level decision making. Recognizing that decisions are best made when all voices and perspectives are valued and considered, the BAIS will include multiple structures to support collaborative decision making for the betterment of the school as a whole. These include:

1. **The BAIS Advisory Board (BAB)** that will include teachers, parents, community members, and other staff and will focus on and advise the principal on policy,

budget, and other school-wide decisions. The BAB will also form subcommittees that involve additional stakeholders such as a “Friends of the Bentley” group to assist with fundraising and the “Innovation Incubator” group who will review the progress of the innovation plan with a focus on growing increased opportunities for innovative learning programs for all students in the school.

2. **The Bentley Academy Leadership Team (BALT)** that will focus on all matters pertaining to curriculum, instruction, assessment, as well as school culture and climate.
3. **A Bentley Parent Teacher Organization, (BPTO)** that will engage a broader spectrum of parents in ongoing issues, events, and decisions
4. **Bentley All-Staff Assembly (BASA)** that will take place at least one time per year. The BASA will allow all of the school’s staff members an opportunity to share their perspectives and to work together to solve shared problems of practice. The BASA will be organized in a way that allows for all staff members to provide deep and meaningful feedback on key issues the school is facing, weigh in on decisions affecting the school, and to share their ideas and areas of interest for the future. The specific processes and methods used for engaging all staff, including the possibility of having staff vote on something⁵ will be based on the nature of the issues that need to be discussed and shall be determined by the school principal who will collaborate with the BALT group to determine the best approach. The BASA is intended to facilitate collaboration, provide input on the progress of the innovation plan and annually, the School Improvement Plan including its academic and behavioral system components, and provide a mechanism for faculty and other staff to vote on school matters brought to them (see “Unique Roles” and “Schoolwide Behavioral Systems” sections for details).

These structures are proposed in the spirit of both innovation and collaboration. As the school transitions from what was previously a Horace Mann Charter School to an innovation school model, there is a broad base of support for the idea of increased collaboration and engagement of all stakeholders in both planning and decision-making processes. By building these structures into the school’s innovation plan, the goal is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind.

Other opportunities to engage key stakeholders and involve them in school-wide planning may emerge in the future, including the possibility of forming a student leadership group and a community member group such as the “Friends of the Bentley Innovation School,” as a subcommittee to the Bentley Advisory Board to assist with fundraising, forming a 501-c-3 organization to support resource development for the school.

a. The BAIS Advisory Board

Scope of Authority and Responsibilities

As an innovation school, the Salem School Committee will have the legal and fiduciary responsibility and be the ultimate governing body for the school. As such, the Superintendent

⁵ As required by the Innovation Schools Act, any proposed change to the school or amendment to the innovation plan that impacts teacher working conditions would require a 2/3 vote of the eligible faculty.

will retain the authority to recruit, hire, select, evaluate, and dismiss the school's principal. Under this innovation plan, however, BAIS seeks to also have an Advisory Board whose membership reflects all important stakeholders of the school. The Advisory Board will be a collaborative body that deeply understands the Innovation Plan and will advise the Principal on important decisions and policies affecting the school. Specifically, the BAIS Advisory Board will have the following scope of authority and responsibilities:

- Serve as a mechanism for collaboration, discussion, and communication that engages all key stakeholders
- Serve as the school's site council
- Approve the school's annual budget
- Support and advise the school principal on the implementation of the BAIS Innovation Plan
- Advise the school's principal on the ongoing usage of the school's approved autonomies
- Advise the principal on all major decisions affecting working conditions for staff members
- Annually review the school's progress with respect to implementation of its Innovation Plan and especially its progress in meeting its Measurable Annual Goals
- Collaborate with the principal and others to develop the annual School Improvement Plan each year and on all efforts to collaboratively engage all staff and other stakeholders to continuously improve student learning outcomes for all students
- Develop partnerships that further the school's mission and goals
- Assist with efforts to raise additional funds to support the implementation of the plan.

Membership

The makeup of the BAIS Advisory Board, including stakeholder representation and how those stakeholders are to be selected, is outlined below:

Stakeholder Representation	Number of Representatives	How Selected
Parents	2	1 Selected by the school Parent Teacher Organization (PTO) 1 Selected by the Principal
Teachers	2	Elected by the faculty of the school
Paraprofessionals	1	Elected by the paraprofessionals at the school
School Principal	1	Appointed by the district Superintendent
SPS Dual Language Program Representative	1	Appointed by the Superintendent
Community Members	1	1 Selected by the Principal

Every effort shall be made to select governing board members who represent the demographic makeup of the school community. Service on this board shall not be compensated,

Term of Service

With the exception of the principal, who shall serve so long as employed in this role, BAIS Advisory Board members shall serve one-year terms that commence on July 1 and end on June 30 of each year. Terms may be renewed should the same individuals be selected to continue their service by selection methods described above. Elections and other selections of members (or confirmations of re-appointment) should occur by June 15th of each year.

Decision Making and Board Leadership

The BAIS Advisory Board will strive to make decisions using a consensus model. Where consensus cannot be reached, decisions will be made by majority rule. The Principal shall serve as the Co-Chair of the BAIS Advisory Board. Another Co-Chair shall be selected from among the members during the first meeting of each term. The only decision-making authority of the BAB will be the approval of the school budget, a responsibility taken on due to the BAB serving as the School Site Council. Other than the budget approval, the BAB will be advisory in nature.

Meetings

The BAIS Advisory Board will hold regular meetings once per month. The times and location of the meetings should be scheduled at a time that is mutually convenient for all members. Co-Chairs shall work collaboratively to develop the agenda for each meeting and to ensure that an organized record of Board discussions and decisions made is kept. The Principal is responsible for regularly communicating discussions and decisions made by this body to the broader school community.

b. Bentley Academy Leadership Team

This group will focus on instructional decisions affecting the school. The makeup and responsibilities for this group are described above.

c. Bentley All Staff Assembly (BASA)

The BASA will allow all of the school's staff members an opportunity to share their perspectives and to work together to solve shared problems of practice. The BASA will be organized in a way that allows for all staff members to provide deep and meaningful feedback on key issues the school is facing, weigh in on decisions affecting the school, and to share their ideas and areas of interest for the future.

The BASA will meet at least one time per year in the Spring, between March-May, but may meet more frequently. The BASA will be convened by the school Principal and facilitated by the Principal and the BALT. The BASA will serve as an opportunity for open discussion and collaboration about the school's plans and decision making. During the Spring meeting of the BASA the staff will have opportunities to provide feedback and input into the School Improvement Plan (SIP) which shall include the school's academic plan, a plan for managing student behavior, an overview of the school's staffing plan, and any proposed modifications to the innovation plan.

The specific processes and methods used for engaging all staff, including the possibility of having staff vote on something⁶ will be based on the nature of the issues that need to be discussed and shall be determined by the school principal who will collaborate with the BALT groups. The BASA is intended to facilitate collaboration, provide input on the progress of the innovation plan, and provide a mechanism for faculty and other staff to vote on school matters brought to them.

In addition, BALT members may, by a majority vote, bring issues related to the creation of new unique jobs to the BASA to provide additional feedback or to have the BASA vote on said changes. Note that this function of the BALT does not apply to any jobs that are not unique to BAIS, or any unique jobs currently occupied, nor does it pertain to the evaluation and feedback of staff currently in unique jobs. Both the principal and BALT should carefully weigh the benefit of bringing job descriptions that meet these criteria to the BASA, due to the potential divisiveness that this may create amongst the staff members.

Each year, the principal will share the Schoolwide Behavioral Management System Plan with the BASA members who will vote to ratify it. In addition, should a majority of the BALT members deem necessary, issues related to the creation of new unique will be brought to the BASA. BASA members will provide additional feedback and/or vote on said changes. Note that this function of the BALT does not apply to any jobs that are not unique to BAIS, or any unique jobs currently occupied, nor does it pertain to the evaluation and feedback of staff currently in unique jobs. Both the principal and BALT should carefully weigh the benefit of bringing job descriptions that meet these criteria to the BASA, due to the potential divisiveness that this may create amongst the staff members.

These structures for Collaboration for Continuous Improvement are proposed in the spirit of both innovation and collaboration. As the school transitions from what was previously a Horace Mann Charter School to an innovation school model, there is a broad base of support for the idea of increased collaboration and engagement of all stakeholders in both planning and decision-making processes. By building these structures into the school's innovation plan, the goal is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind.

I. Student Assignment

With the exception of those students seeking seats in the district's dual language program to be located at the BAIS, for the 2020-21 school year, all students entering the BAIS students will enroll in the school following the criteria, process, and timelines outlined in the district's student assignment policy. The BAIS does seek autonomy from that policy, however, to support a unique enrollment process for the dual language program.

The enrollment process for entry into the new dual language program will follow the procedures outlined by the Superintendent and Salem School Committee.

⁶ As required by the Innovation Schools Act, any proposed change to the school or amendment to the innovation plan that impacts teacher working conditions would require a 2/3 vote of the eligible faculty.

Siblings of currently enrolled Bentley students shall have sibling priority to enroll in the non-dual language seats available in the school. To be eligible for sibling priority, eligible families must apply by February 20th of each year, following the district’s timelines for sibling priority.

Up to six seats shall be reserved for sibling priority within the dual language program. To be eligible for sibling priority for the dual language program, eligible families must apply by February 20th. Procedures for applying the sibling priority shall follow the district approved policy.

II. Code of Conduct and Student Handbooks

The Bentley Academy Innovation School seeks the autonomy to create its own handbook(s) for scholars. All required sections of the scholar handbook from the district will be incorporated. Each year, the handbook will be revised prior to the start of school and disseminated among all students and families, with translated copies available, as needed.

III. School Uniforms

BAIS seeks the autonomy to require student uniforms.

F. Budget

As we look to the next five years of implementation and sustainability as an innovation school, we seek the opportunity to sustain our model with an appropriate level of staffing. To do so, we seek to operate with the following budget autonomies:

Autonomy Area	Autonomies Requested
Budget	<ul style="list-style-type: none"> • The autonomy to explore the concept of an annual “lump sum” budget that, if mutually agreed, would be implemented in Year 2 of this plan (budgeting for year 1 will follow the process outlined below) • The autonomy to collaborate with the district to identify potential discretionary services that the school may “opt out of” in exchange for additional budget dollars • The autonomy to allocate the school’s lump sum budget to support and sustain the school’s staffing model as determined annually by the school’s principal and leadership team. • The autonomy to allocate available funds to support additional teacher stipends for extra time and participation in the assessment camp, Success Block, Leadership Team or other purposes as needed. • The autonomy to raise and spend funds from grants, private foundations, and third-party sources • The autonomy to establish a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school • The autonomy to retain (carry over) unspent funds from one fiscal year to the next

I. Year 1 Budget Allocation

The formula and variables that will define the revised Chapter 70 school funding for the 2020-21 school year are currently uncertain for all schools and districts at this time. As a result, it is difficult to determine an appropriate basis for a “lump sum” budget for the first year of this innovation plan. In addition, the incorporation of the new Dual Language program into the school brings additional questions related to how the overall funding of the school should work. As such, this innovation plan proposes to base its Year 1 funding on mutual agreement between the school and the district on a general staffing model for the 2020-21 school year (or its equivalent in terms of a personnel budget) together with mutual agreement between the school and the district on an appropriate amount for non-personnel costs. The proposed amounts are estimated to be:

Estimated FY21 Personnel Budget: \$3,355,743.56

Estimated FY21 Non-Personnel Budget: \$48,000

Total Estimated FY21 Budget: \$3,403,743.56

This proposed budget assumes an 12% differential for teachers and includes one additional position to be added by the new principal. The budget also includes an estimated amount for both the dual language/ESL and special education programming. As such, the actual budget amount for FY21 may change depending on student needs in these areas as well as the final design for the dual language program. A budget adjustment would be made should an additional role such as an Assistant Principal be added by the district.

II. Possibility of an Annual Lump Sum Budget Methodology for Years 2-5

In future years, once a permanent school principal has been hired, the variables for Chapter 70 are known, and operational costs for the new Dual Language program clarified, the principal and Bentley Advisory Board will convene discussion with district representatives to determine the best approach for the school’s budget in Years 2 through 5 of this innovation plan. The group may mutually agree to continue with the staffing allocation model or may determine that a lump sum approach is desired. If so, this innovation plan provides a framework to exercise those autonomies.

A lump-sum budgeting process operates differently than a traditional approach to school budgeting. Instead of building the school’s budget each year according to the traditional method of determining the school’s personnel and non-personnel costs, a school using a lump sum budgeting method would have the autonomy to receive an annual allocation of a “lump sum” amount that is mutually agreed to by the school and the district based on a clear set of factors. Those factors may be based on the number and type of students enrolled such as that used by the Bentley Academy Charter School from 2015 to 2020 or they may be based on a staffing model or other agreed to criteria. Should the Bentley Academy Innovation School wish to explore the possibility of employing a “lump sum” budgeting methodology in the future, the principal shall notify the Superintendent no later than November 15th of year in which the budget planning process for the following year begins.

Should a lump sum budget methodology be employed, each year, the lump sum will increase to cover the cost of contractual obligations for all personnel. The lump sum allocation for the

remainder of the personnel will be increased in accordance with increases approved by the School Committee for similar personnel in the district.

In addition to the overall basis for the lump sum allocation, a determination of which staff member salaries would be budgeted as part of the school's lump sum amount and which would be budgeted and managed by the district would need to be determined. Further, depending on the type of lump sum factors involved, an amount of "hold back" to cover the in-kind costs from the district would also be determined.

The methodology for allocating resources to the school shall be reviewed annually and both parties will collaborate to address any concerns that may arise.

III. Opting out of Discretionary District Services

While the district does not currently offer schools the ability to opt out of specific services in exchange for funding (based on a per pupil amount), the BAIS hopes to participate in future conversations to collaborate with the district to explore this possibility. We look forward to the opportunity to explore this type of innovation in the future.

IV. External Sources of Funds and Establishing a 501-c-3 Non-profit Organization

We seek the autonomy to raise and spend funds from external sources such as grants, private foundations, individuals, and other external sources including anonymous sources. In addition, we seek the autonomy to explore the possibility of establishing a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school.

V. Retention of Unspent Funds

As specified in MGL 71, Section 92 b, an innovation school "may retain any unused funds and use the funds in subsequent school years."⁷ The Bentley Academy Innovation School seeks to explore the possibility of obtaining this autonomy in its innovation renewal plan. Having this ability will allow the school to maintain and re-invest any savings resulting from staffing transition or other shifts to be re-invested in the future of the school. We look forward to collaborating with the district to identify the feasibility and best approach to leverage this opportunity to support the future of our school over the long-term.

V. CAPACITY OF INNOVATION PLAN COMMITTEE

The Bentley Academy Innovation Plan Committee (IPC) is fully committed to supporting the success of the Bentley Academy Innovation School. The IPC brings many years of educational experience to the proposed school and especially experience forming and operating autonomous schools of various types – both charter and innovation schools as well as other educational experience. The applicant team who served on the Innovation Planning Committee includes the following individuals:

7 See: <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92>

- *Jenna Cripps, Dean of Operations and School Culture* (Lead Applicant) -- Ms. Cripps has served in this role for the past two years and worked at the school in a similar role for the past four years.
- *Sean McCarthy, Interim Principal* -- Mr. McCarthy joined BACS in 2019-20 to serve as the Interim Principal and brings nearly 10 years of experience as a school leader in Lawrence, MA.
- *Rebecca Westlake, Director of Bilingual Education and English Learning* – Ms. Westlake serves the IPC as the Superintendent’s designee and has led the EL Department in Salem for the past five years. Over the past year, she has taken the lead to design and develop the new Dual Language program to be located at the Bentley school and will continue to support its start-up and development in the coming years.
- *Amanda Campbell, School Committee Member* – Ms. Campbell has served on the Salem School Committee for the past two years. She is a former ESL teacher in Salem and currently works as the Assistant Director of ELE in the Lynn Public Schools.
- *Kelly Alvarez, Parent* – Ms. Alvarez has been an active parent leader of the Bentley Academy Charter School Parent Teacher Organization for the past five years. She has two children attending the school in grades.
- *Susan Low, Parent* – Ms. Low is a parent of a current Bentley student and currently serves as a member of the Bentley Board of Trustees.
- *Kelly Feurt, 5th Grade Teacher* – Ms. Feurt has been a 5th grade teacher at the Bentley school for the past five years and taught Kindergarten in Lawrence, MA for one year before that.
- *Laura Towey, ESL Teacher* – Ms. Towey has been an ESL teacher at the Bentley school since August 2016 and previously served as a paraprofessional at the Saltonstall school from 2010 to 2016.
- *Jennifer Lima, Co-Teacher/Special Education* – Ms. Lima has been a Co-teacher at the Kindergarten grade level at the BACS for the past three years and prior to that at the Witchcraft Heights Elementary School for two years.
- *Elizabeth (“Betty”) Ryan, Paraprofessional* – Ms. Ryan has been a Paraprofessional at the Bentley school since 1997.
- *Dr. Alyce Davis, BACS Board of Trustees* – Dr. Davis has served on the Bentley Charter Board of Trustees for the past three years. Prior to her retirement, she was Assistant Superintendent in the Salem Public Schools from 2006 to 2010, principal of the Witchcraft Heights Elementary School from 2000 to 2006 and has held positions in the field ranging from teacher of history and geography, to reading specialist, to assistant principal. Dr. Davis is currently retired, but remains active in the field, working as a consultant.

Together, this team of experienced educational leaders have worked to shepherd the initial phases of development for the Bentley Academy Innovation School prospectus, gather feedback from both families and staff members, and have shaped and finalized the enclosed innovation plan for the school. Salem Public Schools can feel confident that along the way, key elements and details have been thoughtfully considered while engaging in a collaborative process with district leaders as the prospectus was finalized.

To develop the final Innovation Plan, the IPC met ten times, sought feedback on various aspects of the plan, engaged stakeholders along the way, and worked diligently to reach agreement on

the contents of this innovation plan. While some different points of view were shared, the IPC found ways to find common ground and all are focused on ensuring the school's success in the future.

The Innovation Plan Committee members have the experience and qualifications needed to implement the Bentley Academy Innovation Plan and all commit to working together to support the successful implementation of the plan in the coming years. Resumes and statements of commitment of the IPC members can be found in Appendix B.

VI. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

Following the approval of the BAIS Prospectus (on September 27, 2019) the applicant group formed the Innovation Planning Committee. The first meeting of the IPC was held on October 21, 2019. The group learned more about the process for finalizing an innovation plan and received a draft innovation plan that included language from the approved prospectus as well as other detailed plans that had been developed in collaboration with Bentley staff members during the summer of 2019. IPC members then reviewed the draft to determine any areas that needed further information, areas of agreement, and areas where more discussion would be needed to reach consensus. Additional IPC meetings were held on October 29th, November 5th, November 12th, November 20th, November 21st, November 26th, December 10th, December 18th, January 7th, and January 10th.

The IPC engaged members of the Bentley staff and community in the process by conducting parent and teacher surveys, hosting forums, and engaging stakeholders in conversations at regularly scheduled meetings and/or professional development sessions.

Should the IPC vote in favor of the final innovation plan on the evening of January 10, 2020, the process for disseminating the final Innovation Plan to the teachers and conducting the vote shall be as follows:

January 10, 2020 (Friday): Innovation Plan Committee votes to approve the draft Innovation Plan

January 10, 2020 (Friday – immediately after vote): The IPC members (via the Principal) distributes draft Innovation Plan (on behalf of the Innovation Plan Committee) to the Bentley teachers who are eligible to vote. Other parties such as the STU and/or the Superintendent may also, separately, distribute summary documents to identify highlights from the plan.

January 14, 2020 (Tuesday): The STU and Superintendent's Office jointly facilitate an informational meeting and Question and Answer session on the Innovation Plan. An online survey for staff members to submit questions ahead of time will be distributed and the results shared with both the STU and the Superintendent's office. The informational meeting is open to all Bentley teachers and paraprofessionals (administrators of the Bentley will not attend). Following this meeting, the STU may hold a "caucus" type meeting with their membership to discuss the draft and answer any remaining questions.

January 17, 2020 (Friday): A secret ballot election is held at the Bentley for one half hour after the work day. The election is overseen by the STU president and a designee of the

Superintendent. The STU and Superintendent will work together to finalize the roster for voting and other details on implementing the vote.

Should two-thirds of the eligible Bentley faculty vote in favor of the innovation plan, it will then be forwarded to the School Committee for their consideration (anticipated for the regular school committee meeting scheduled on January 21, 2020). The School Committee will hold a required public hearing on the plan (anticipated for February 3, 2020) and vote after that.

VII. MEASURABLE ANNUAL GOALS

The Bentley Academy Innovation School will focus on the following Measurable Annual Goals (MAGS) over the next five years. The annual evaluation will provide updated measures showing progress and areas for improvement in each of the below areas.

MAG Category	Measure	Baseline Data (2018-19)
Student Attendance	% student attendance rate	94.%
	% of students who are chronically absent	12.8%
Student Safety and Discipline	# high needs students with reportable discipline incidents	0
	% out of school suspension	0
Student Promotion & Graduation	% of students repeating a grade	0
Student Achievement in MCAS	ELA Scaled Score for all students	492.6
	Math Scaled Score for all students	486
	Science Scaled Score for all students	499.4
	ELA SGP for all students	44
	Math SGP for all students	49.5
Progress in Areas of Academic Underperformance	Math achievement level (% Meeting or Exceeding Expectations) for all students	20%
	Math Achievement Percentile	11
Progress among subgroups of students	ELA Achievement Level (% M/E) for high needs students	30%
	Math Achievement Level (% M/E) for high needs students	22%
	Science Achievement Level (% M/E) for high needs students	41%
	ELA SGP for high needs students	47.4
	Math SGP for high needs students	47.6

Reducing Achievement Gaps	Reduced achievement gap between White and Hispanic students on ELA Scaled Score	White: 504.9 Hispanic: 490.6 Gap Size: 14.3
	Reduced achievement gap between White and Hispanic students on Math Scaled Score	White: 502.7 Hispanic: 488.2 Gap Size: 14.5
	Reduced achievement gap between White and Hispanic students on Science Scaled Score	White: 503.3 Hispanic: 486.1 Gap Size: 17.2
School Defined Measures	<ul style="list-style-type: none"> • The percentage of students who are meeting or exceeding expectations in both ELA and Math MCAS will increase with a target of 10% each year. • Students will make at least one full year of growth on the standards continuum as measured by common assessments. 	<ul style="list-style-type: none"> • From 30% in ELA and from 22% in Math • TBD

APPENDIX A: DETAILED SAMPLE SCHEDULE

NOTE: This sample schedule is a draft and included for illustration and discussion purposes only. This is not the final schedule. The final daily schedule will be determined by the principal.

Time	K	1	2	ELA 3	ELA 4	Science 5
7:30 AM	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom
7:40 AM						
7:50 AM						
8:00 AM	WIN	60	WIN	WIN	Specials	Science
8:10 AM						
8:20 AM						
8:30 AM	WIN	60	WIN	WIN	Specials	Science
8:40 AM						
8:50 AM						
9:00 AM	55	WIN	115	Specials	Ela	Ela
9:10 AM						
9:20 AM						
9:30 AM	5 min. Transition	35	5 min. Transition	Block 1 (40 min)	Science	Lunch
9:40 AM						
9:50 AM						
10:00 AM	Specials	Recess	5 min. Transition	Recess	Science	Lunch
10:10 AM						
10:20 AM						
10:30 AM	45	5 min. Transition	115	Block 1 (40 min)	Ela	Ela
10:40 AM						
10:50 AM						
11:00 AM	5 min. Transition	Lunch	5 min. Transition	Recess	Science	Lunch
11:10 AM						
11:20 AM						
11:30 AM	45	5 min. Transition	Specials	Lunch	Lunch	Recess
11:40 AM						
11:50 AM						
12:00 PM	Transition	115	Recess	Block 1 (30 min)	Recess	WIN
12:10 PM						
12:20 PM						
12:30 PM	Lunch	115	Lunch	Block 2	Science	Specials
12:40 PM						
12:50 PM						
1:00 PM	Transition	115	Transition	WIN	WIN	WIN
1:10 PM						
1:20 PM						
1:30 PM	105	Specials	105	Block 3	Math	Math
1:40 PM						
1:50 PM						
2:00 PM	105	Specials	105	Block 3	Math	Math
2:10 PM						
2:20 PM						
2:30 PM	105	Specials	105	Block 3	Math	Math
2:40 PM						
2:50 PM						
3:00 PM	Social Play	Enrichment	Social Play	Block 3	Math	Math
3:05 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

APPENDIX B: RESUMES OF IPC MEMBERS

Please see attached.

APPENDIX C: LETTERS OF COMMITMENT FROM IPC MEMBERS

Please see attached.

APPENDIX D: CURRENT SCHOOL IMPROVEMENT PLAN

Note: a draft School Improvement Plan is not yet finalized and will be shared once completed.

APPENDIX E: PROPOSED BUDGET FOR 2020-21

Org	Obj	Description	FTE	Budget
<u>Bentley Innovation School - Personnel</u>				
13571520	5117	Administrative	2	205,704.69
13571540	5160	Clerical	1	56,375.00
13571520	5102	Elementary Teaching	23	1,623,525.89
13641520	5102	Elementary Teaching - PPS	5	345,259.73
13711520	5102	Elementary Teaching - Dual Language*	2	134,525.00
13701520	5102	Elementary Teaching - ELL	3	218,561.43
13711520	5163	Paraprofessionals - Dual Language*	2	46,000.00
13571520	5163	Paraprofessionals	3	82,422.85
13641520	5163	Paraprofessionals - PPS	4	110,426.94
13641520	5126	Psychological Services	2	153,633.48
13571540	5125	District Wide Teaching	2.5	193,072.59
13641520	5125	District Wide Teaching - PPS	1	78,864.79
13491540	5124	Nursing	1	75,371.17
13571520	5150	Stipends	1	32,000.00
		Total Personnel Budget:	52.5	3,355,743.56
<u>Bentley Innovation School - Non-Personnel</u>				
13571521	5320	Contract Services		25,000
13571521	5421	Office Supplies		6000
13571521	5514	Instructional Supplies		17,000
		Total Non-Personnel Budget:		48,000
		Total Bentley Innovation School:		3,403,743.56
<p>*This represents a minimal budget for the Dual Language program, and may increase through the FY21 budget process. Non-personnel costs for the Dual Language program will also be added.</p>				
<p>A differential of 12% has been applied for all teaching staff to account for the longer school day.</p>				
<p>This budget also includes 1 additional TBD FTE est. at \$70K</p>				

Bentley Academy Innovation Plan
Appendix B: Resumes of IPC Members

SEAN J. MCCARTHY
180 Main Street, Andover, MA 01810

mccarthys09@tcprincipal.org – (978) 835-1827 – www.linkedin.com/in/mccarthys09

Accomplished and dedicated urban school educator and leader with two decades of experience. Operates under the principle that relationships are essential for success. Fosters community, collaboration, and mutual respect among all he works for and with.

EDUCATION

UNIVERSITY OF MASSACHUSETTS LOWELL (MA) – Ed.D. in Leadership in Schooling	2019
TEACHERS COLLEGE, COLUMBIA UNIVERSITY (NY) – Ed.M. in School Leadership	2010
BREAD LOAF SCHOOL OF ENGLISH, MIDDLEBURY COLLEGE (VT) – M.A. in English	2007
EMERSON COLLEGE (MA) – M.F.A in Creative Writing with a concentration in poetry	1998
FITCHBURG STATE UNIVERSITY (MA) – B.A. in English	1995

PROFESSIONAL EXPERIENCE

INTERIM HEAD OF SCHOOL, BENTLEY ACADEMY CHARTER SCHOOL, SALEM, MA 2019-present

- Educational and instructional leader for 350 K-5 students and 50 faculty and staff.
- Responsible for the transition from Horace Mann Charter to District Innovation School in 2020.

ADJUNCT PROFESSOR

MERRIMACK COLLEGE, NORTH ANDOVER, MA 2016-present

- Design and teach *Social Policy Capstone* and *Social Policy for Children and Families* for Master's students in the School of Education and Social Policy.

UNIVERSITY OF MASSACHUSETTS, LOWELL, MA 2019-present

- Teach *Role of the Curriculum and Instructional Leader* in the Master's program for Leadership in Schooling in the Graduate School of Education.

MIDDLESEX COMMUNITY COLLEGE, LOWELL, MA 2017

- Designed lessons and taught *English Composition I* and *Writing Skills Seminar*.

INTERIM DIRECTOR, PHILLIPS ACADEMY, ANDOVER, MA 2018-2019

- Coordinated and ran the PALS outreach program which provides tutoring and high school preparation during the academic year and summer for Lawrence students in grades 7, 8, and 9.

PRINCIPAL, LAWRENCE HIGH SCHOOL FOR BUSINESS MANAGEMENT & FINANCE (BMF) 2013-2016

- Operational manager and leader for 450 students in grades 10 through 12 and 40 educators.
- Hired, observed, and regularly evaluated all members of the faculty.
- Created teacher-driven committees to boost the turnaround efforts of BMF, foster community, and teacher leadership and engagement.
- Co-authored AmeriCorps grant with Merrimack College Graduate School of Education to fund, Lawrence2College, which provided seniors with mentors and college application support.
- Assessed school needs and implemented targeted interventions, such as: Saturday Academic Support & Enrichment Program; Tutorial; Literacy Workshop; Co-Teaching Initiative; MCAS Mentor Program; Senior Intervention Program; and PLATO Credit Recovery Program.
- Planned and co-led professional development sessions. Topics included reshaping school climate and culture, new instructional initiatives, and teacher evaluation.

ASSISTANT PRINCIPAL, LAWRENCE HIGH SCHOOL FOR MATH, SCIENCE & TECHNOLOGY 2011-2013

- Monitored and maintained student behavior and discipline for 500 high school students.
- Supported decrease in Drop Out Rate from 6.6% prior to arrival to 2.2% over two years.
- Supported increase in Four-Year Graduation Rate by 10.7% over two years.
- Created Master Schedule and prepared class assignments for all students and teachers.

ENGLISH TEACHER

<u>LAWRENCE HIGH SCHOOL, LAWRENCE, MA</u>	2000-2011
<u>ROBERT L. FROST ELEMENTARY SCHOOL, LAWRENCE, MA</u>	1998-2000

ADDITIONAL LEADERSHIP & MENTORING ROLES

SUPERVISOR/MENTOR, <u>TEACHERS COLLEGE, COLUMBIA UNIVERSITY</u>	2013-2016
• Supervised and mentored principal interns enrolled in TC's Summer Principals Academy.	
FIRST VICE PRESIDENT, <u>LAWRENCE TEACHERS' UNION LOCAL 1019 (LTU 1019)</u>	2007-2011
CONTRACT NEGOTIATION TEAM MEMBER, <u>LTU 1019</u>	2007-2011
LTU 1019 DELEGATE, <u>MERRIMACK VALLEY CENTRAL LABOR COUNCIL</u>	2007-2011
LEADERSHIP TASK FORCE CO-LEADER, <u>LHS FOR PERFORMING & FINE ARTS</u>	2009-2010
LAWRENCE HIGH SCHOOL BUILDING REPRESENTATIVE, <u>LTU 1019</u>	2005-2009
IMPACT BARGAINING TEAM MEMBER, <u>LTU 1019</u>	2006-2007
MEMBER OF RENNIE FORUM LABOR/MANAGEMENT INITIATIVE, <u>BOSTON, MA</u>	2005-2006
BREAD LOAF TEACHERS' NETWORK MEMBER, <u>LAWRENCE, MA</u>	2002-2008
FACULTY ADVISORY BOARD CHAIRPERSON, <u>LAWRENCE HIGH SCHOOL</u>	2002-2007
NEASC REACCREDITATION COMMITTEE CHAIRPERSON, <u>LAWRENCE HIGH SCHOOL</u>	2002-2007
• Led the Committee for Assessment & School Resources in this successful reaccreditation effort.	
<i>THE BULLETIN</i> LITERARY MAGAZINE CO-ADVISOR, <u>LAWRENCE HIGH SCHOOL</u>	2002-2007
<i>THE LAWRENCIAN</i> NEWSPAPER ADVISOR, <u>LAWRENCE HIGH SCHOOL</u>	2002-2006
HEAD COACH, <u>LAWRENCE HIGH SCHOOL</u>	
• Junior Varsity Softball	2002-2007
• Junior Varsity Football	2001-2004
ASSISTANT COACH, <u>PHILLIPS ACADEMY, ANDOVER, MA</u>	
• Varsity Wrestling	2002
BREAD LOAF WRITING CONFERENCES ORGANIZER & PRESENTER, <u>LAWRENCE, MA</u>	2001-2008
YWCA INTRAMURAL BASKETBALL PROGRAM COORDINATOR, <u>LAWRENCE, MA</u>	2001-2002
LEAD TEACHER, <u>LAWRENCE HIGH SCHOOL, GRADE 10 TEAM</u>	2001-2004
LEAD TEACHER, <u>ROBERT L. FROST ELEMENTARY SCHOOL, GRADE 7 & 8 TEAM</u>	1998-2000

CERTIFICATIONS

MASSACHUSETTS EDUCATOR LICENSES (# 359126)

- Superintendent/ Assistant Superintendent for all levels – Initial.
- Principal/ Assistant Principal certification for grades PreK-12 – Professional.
- Sheltered English Immersion – Administrator Endorsement.
- Subject-Area Certification in English for grades 5-12 – Professional (9-12); Initial (5-9).

Jenna Leigh Cripps
Cell: 351-201-8063
Email: Jennaleighcripps@gmail.com

Employment History

Bentley Academy Charter School

Dean of Operations and School Culture
Dean of Student Success

July 2017-Present
February 2016-July 2017

- Community and Family engagement
- Behavioral management
- Aiding in cultivating and maintaining school climate and culture
- Planning and supporting PD
- Developing day to day school operations
- Event coordinating
- Coverage allocation
- Assisting with vetting prospective staff members including phone screens and interviews
- Recruitment responsibilities
- Lead Disciplinary

Futures, Beverly Ma

1:1 ABA, Executive Assistant

June 2014- February 2016

- Implementing behavior plans
- Instructing students in a 1:1 setting
- Incidental teaching as it pertains to social and life skills
- Working with specialist and insurance companies to allocate services
- Parental Liaison concerning student records

Bentley Elementary School, Salem MA

professional

Jan. 2013-June 2014 Para-

- Assisted teachers (grades k-8) in instructing the class and individual students
- Aided teachers and administrators in creating a safe and healthy learning environment

The Stonewall Center, Amherst MA

Event coordinator, Ally trainer, Hiring consultant

Sept. 2008-May 2012

- Scheduled and conducted ally trainings and sensitivity trainings concerning the LGBT community
- Assisted in hiring future employees; developed questions and conducted interview Taught classes on sensitivity and acceptance to students as well as University professional staff

Education

Salem State University, Salem MA
Masters in Special Education

Graduated December 2015

University of Massachusetts Amherst, Amherst MA
Bachelor of Humanities and Fine Arts and Social Behavioral Sciences
Double Majored in Women Gender Sexuality Studies and Legal Studies

Graduated May 2012

Jenna Leigh Cripps
Cell: 351-201-8063
Email: Jennaleighcripps@gmail.com

Awards:

Center for Student Development University of Massachusetts Director's Award May 2010

University of Massachusetts LGBT Leadership Award May 2012

Community work:

Board member and Treasurer of the Salem Award Foundation for Social Justice December 2016-present

Rebecca Westlake

15 Saint Mary Road ▪ Cambridge, MA 02139 ▪ RebeccaWestlake@gmail.com ▪ (914) 806-2719

PROFESSIONAL LEADERSHIP EXPERIENCE

Director of English Learning and Bilingual Education, Salem Public Schools, Salem, MA July 2015- Present

- Set the vision, direction, and path of improvement for over 600 emerging bilingual students
- Oversee the World Language Department and conferring of the State Seal of Biliteracy
- Develop new two-way immersion dual language program through state approval process, hiring and recruitment of staff, district development and community and stakeholder outreach
- Facilitate professional development around language development instruction, assessment, cultural proficiency, and family engagement with 30 ESL teachers and four ESL coaches
- Oversee initial and annual identification, assessment, program exit and progress monitoring of ELLs
- Collaborate with Teaching and Learning and Special Education Departments to provide professional development, coaching, and support to principals around accessibility and access for all learners
- Serve on Superintendent's management team to provide input, insight, and support in the district improvement and strategic plans

Interim Principal, Nathaniel Bowditch K-8, Salem Public Schools, Salem, MA January 2017- June 2017

Appointed interim principal of Level 3 school of 440 students mid-year

- Oversaw all instructional, operational, and safety aspects of the school of 440 students and 45 teachers
- Facilitated Professional Development for teachers, paraprofessionals, and staff on accessibility for ELLs, family engagement, MCAS administration and cultivating a positive school culture
- Formally supervised and evaluated assistant principals, ESL, Spanish, Grades K, 4, 5 teachers
- Communicated with families and community members to support a safe, productive, and joyful learning environment for all students

Principal Intern, Rafael Hernández Dual Language School, Roxbury, MA August 2014- May 2015

Completed a leadership practicum in conjunction with Harvard Graduate School of Education to work with and learn from a highly effective principal

- Led and co-led Data Wise inquiry cycles in professional learning communities (PLCs) for K1-2nd grade
- Spearheaded first Dual Language Symposium night to showcase bilingual student achievement, engage parents in language policy, and connect four Dual Language schools in Boston Public Schools
- Communicated and collaborated with parents regarding emergent Parent Council concerns and requests
- Collaboratively facilitated full staff Professional Development on assessments and restorative justice
- Assisted in school-wide operations and troubleshooting of transportation, food distribution, facilities

Founding Assistant Principal, Phoenix Academy, Lawrence, Massachusetts June 2013- June 2014

Founding Dean of Curriculum and Instruction June 2012-June 2013

Selected to found first expansion site of Phoenix Academy, an in-district alternative high school coupling high expectations with wraparound support to support high-risk students with recommitting to education

- Supervised, coached and evaluated 6 teachers with weekly observations, feedback, and formal review
- Facilitated weekly Professional Development for teachers in curriculum planning, classroom management, adolescent development, parent and family outreach
- Implemented and oversaw teacher involvement in data cycles to create a data-driven instructional plan to increase student achievement in MCAS, SAT and Accuplacer school-wide
- Created and implemented school-wide systems for academics and operations including master schedule, state-wide assessment administration plan, and school-wide year-long professional development plan

Rebecca Westlake

15 Saint Mary Road ▪ Cambridge, MA 02139 ▪ Rebecca_Westlake@mail.harvard.edu ▪ (914) 806-2719

Director, English as a Second Language Program

Phoenix Charter Academy, Chelsea, Massachusetts

August 2011- June 2012

- Restructured English Language Learner program to offer three separate language interventions to ELL students; proposed and began Spanish language counseling; expanded ELL department
- Taught and created curricula for three levels of ELL classes leading to school-wide improvement on MEPA
- Led 8 professional development sessions for all teachers on SEI, SIOP model, ESL licensure and rigorous, accommodated instruction

Leader in Residence, ELL Director Community of Practice

Massachusetts Charter Public School Association

January 2012-June 2013

- Led 5 day-long professional development sessions for 45 ELL Directors in Charter Schools across the State around policy changes in RETELL, sharing of best practices of ELL curriculum and program development
- Collaborated with Deputy Director and Program Manager to create agendas for meetings, solicit and implement feedback from the Community of Practice, and assess and respond to needs of the group

Teaching Policy Fellow, Teach Plus, Boston, Massachusetts

September 2011-December 2012

Selected as one of 25 out of 100 applicants of teachers with documented academic gains in the classroom to collaborate and provide teacher voice on pertinent issues of policy affecting low-income schools in Metro Boston

TEACHING EXPERIENCE

ESL and Humanities Teacher, Phoenix Charter Academy, Chelsea Massachusetts

August 2010- August 2012

Scholar, English Language Auxiliar

Fulbright Teaching Assistantship Grant, US Department of State, Madrid, Spain

September 2009- June 2010

Selected as a grantee by a Committee appointed by the President of the United States to assist in a bilingual program in a public school and serve as a cultural ambassador of the United States

10th Grade English Teacher, Ballou Senior High School

Teach for America, Washington, DC

August 2007-June 2009

Selected as one of 3,000 out of 18,200 applicants to serve in national service corps committed to teaching in under-resourced communities and becoming life-long leaders to expand opportunities for all children

EDUCATION

Harvard Graduate School of Education, Ed.M. School Leadership Program, 2015

American University, MAT, Secondary English, 2009

Bates College, BA, English Honors, Spanish Minor, 2007

LICENSURE AND CERTIFICATION

Principal/Assistant Principal, PreK-12

Supervisor/Director: Non-Core

English as a Second Language, Grades 6-12

Language Skills: Fluent in written and spoken Spanish

Alyce Davis
219 Kensington Road
Hampton Falls, NH 03844
(C) 978-395-6522
alyced35@gmail.com

Educator, school administrator, district leader, adjunct professor and educational consultant with significant experience in educational leadership, teacher training, curriculum development, literacy instruction, special program management and evaluation, and central office administration.

EDUCATION

Doctor of Education - Educational Leadership

NOVA Southeastern University

Ft. Lauderdale, Florida

Dissertation Topic: *Teacher Use of Common Planning Time in a Year-Round School*

Harvard Principal's Center - Summer Institute

The Art and Craft of the Principalship, Harvard University

Master of Education - Literacy and Reading

Suffolk University, Boston, Massachusetts

Bachelor of Science - Middle School Education: Geography and History

Salem State University, Salem, Massachusetts

PROFESSIONAL EXPERIENCE

Educational Consultant - Bentley Academy Charter School, Salem, MA

Contracted to observe educators and provide feedback to leadership team prior to DESE site visits.

Leadership Consultant, Leadership Coach, Interim Head of School - Salem Academy Charter School

Contracted to provide leadership training to teachers and school leaders. Served as the interim head-of-school and leadership coach to upper and lower school heads of school at intervals over a seven-year period.

Adjunct Professor, Van Loan Graduate School, Endicott College, Beverly, MA

Professor of graduate studies in special needs education: English Language Arts and Social Science for Diverse Learners SPN565, Functional Curriculum and Educational Planning; Severe Disabilities SPN508, Practicum Experience: Teacher of Student with Special Needs SPN519 and SPN509, and Reflective Seminar SPN516 and SPN510 leading to licensure in special education.

Adjunct Professor, Graduate School of Education, Salem State College, Salem, MA

Professor of graduate and CAGS courses for educational leadership: Curriculum Design and Supervision EDU787, The Principalship in Contemporary Society EDU781, and Supervision and Evaluation of Educational Personnel EDU786.

Curriculum Consultant - Massachusetts Association of School Committees

Developed curriculum documents for the District Governance Support Project in collaboration with the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Association of School Superintendents (MASS).

Educational Leadership Consultant - Salem Public Schools

Contracted by the Salem Public Schools to coordinate the district response to the DESE Educator Evaluation System defined in CMR 35.00.

Contracted by the Salem Public Schools to lead school administrators in a year-long, monthly critical friends leadership seminar for the SPS leaders.

Assistant Superintendent, Salem Public Schools, Salem, MA

District leader responsible for PK-12 curriculum development, PK-12 professional development, leadership training for school and district personnel, supervision of teaching and administrative staff, and new teacher mentor program in an urban district of 4500 students and 545 professional staff.

Principal, Witchcraft Heights Elementary School, Salem, MA

School leader of a diverse urban school with a student population of 500 and a staff of 65. Managed the Comprehensive School Reform Grant, developed literacy initiatives including flooding model literacy block, literacy leadership team, English language learner team, and Title I parent outreach programs. Conducted district-wide professional development training in *Frameworks For Teaching* and mentor program peer coaching training.

Assistant Principal, Dunn Middle School, Danvers, MA

Responsible for scheduling, student discipline, building management, and staff development in a suburban school with a student population of 937 and a staff of 90. Served as the court liaison to Salem Juvenile Court and as the Section 504 Coordinator.

Interim Director of Language Arts, Danvers High School/Dunn Middle School, Danvers, MA

Served as the middle school coordinator of the language arts, English, and reading programs. Conducted monthly department meetings, managed budgetary concerns, supervised teachers and assisted in curriculum and program development. Taught classes in the system's *Off To A Great Start* mentoring program.

U.S. History Teacher/ Team Leader, Dunn Middle School, Danvers, MA

Developed interdisciplinary units using a multi-cultural, thematic approach. Served as team leader of a teaching team of five staff and 120 students. Duties included scheduling of parent conferences, attending weekly administrative meetings and coordinating all team activities.

Reading Teacher/ Specialist, Dunn Middle School, Danvers, MA

Developed and executed an advanced study skills program for all grade eight students. Evaluated students and developed curriculum for the remedial reading program in grades six, seven, and eight.

Reading Teacher/ Specialist, Hanover Middle School, Hanover, MA

Developed reading enrichment programs for 620 students in grades five through eight using a literature-based format with specific emphasis on comprehension and vocabulary development. Designed and taught the Independent Reading Program for grades seven and eight using contemporary adolescent literature.

Social Studies Teacher, Hanover Middle School, Hanover, MA

Taught geography and history to seventh grade students. Developed and coordinated co-taught Language Arts and Social Studies units. Served as cooperating teacher for practice teachers enrolled at Eastern Nazarene College, Wollaston, MA and Curry College, Milton, MA.

ADDITIONAL PROFESSIONAL EXPERIENCE

2012 - 2016 **Salem School Building Committee**, Appointed as the community representative to the the Salem School Building Committee.

2000 - 2010 **Salem School Building Committee**, Served as Co-Chair of the School Building Committee and Chair of the S.B.C. Finance Committee. Attended regular S.B.C. meetings, approved building project expenditures, and attended bid sessions.

Presenter, Build Boston, New England School Development Council (NESDEC) conference, and Massachusetts Association of School Business Officials (MASBO) conference with Flansburgh Associates Inc., and Gilbane Inc.

AWARDS

2010 - Paul Harris Fellow: Rotary International

2017 - Salem State University Alumni Association Volunteer of the Year Award

BOARDS AND AFFILIATIONS

2018 - Present **Bentley Academy Charter School - Trustee/ Vice-Chair**

2012 - 2017 **Salem State University Trustee - Vice-Chair of the Board of Trustees, Chair of Academic Affairs and Student Life Committee, Chair of the Presidential Review Committee, Vice-Chair of the Executive Committee, and member of the Risk Management and Audit Committee**

2014 - 2017 **Hamilton Hall Board of Directors**
1998 - 2001

2014 - 2017 **President, Lecture Series on World Affairs at Hamilton Hall - Salem, MA**

2011 - 2013 **Salem Academy Charter School - Trustee**

2011 - 2013 **Salem Community Charter School - Trustee**

2011 - 2015 **Children's Friends and Family Services - Board of Directors**

2010 - 2012 **Salem Education Foundation, Salem, MA - Board of Directors**

2010 - Present **Peabody Essex Museum, Salem, MA - Docent, Guide Council Member**

2009 - 2017 **Salem State University Alumni Board, Vice President/ Trustee**

1996 - 1998 **House of Seven Gables Settlement, Trustee**

Amanda C. Campbell

8 ½ Daniels Street • Salem, Massachusetts 01970

Education	Master of the Arts in Teaching English as a Second Language Salem State College, Salem, MA	May 2010
	Bachelor of Arts in International Affairs and Economics Minors in Spanish and Political Studies Gordon College, Wenham, MA	May 2007
Licensure	Massachusetts licensed teacher of English as a Second Language, grades pre-K to 6 Massachusetts licensed classroom teacher, grades 1-5	
Experience	Lynn Public School District <i>Assistant Director of English Learner Education</i>	September 2015-Present <i>Lynn, MA</i>
	<ul style="list-style-type: none">• Collect and analyze data for over 8,000 ELs and former ELs across the district to assist the ELE Director in making district-wide programmatic decisions and evaluate current program structures.• Assist in writing federal and state grants (both competitive and entitlement) to increase achievement of English Learners• Observe and evaluate ESL Specialists at the elementary and secondary level and provide targeted feedback and support• Oversee the planning and implementation of the Compañeros Dual Language program• Implementation of and compliance with the LOOK Act and other laws and regulations as pertain to ELs and former ELs• Supervise curriculum development teams for ESL and other content areas• Develop and deliver professional development for administrators and teachers on a variety of topics, including language acquisition, literacy development, differentiating instruction for English Learners, and state and federal education laws and regulations	
	<i>Program Specialist, English Learner Education</i>	<i>Lynn, MA</i>
	<ul style="list-style-type: none">• Observed and evaluated ESL Specialists at the elementary and secondary level and provide targeted feedback and support• Developed ESL curriculum and enhanced core-content curricula to meet the needs of English Learners.• Communicated with students and families about intake testing and program placement, administer intake assessments as needed, and assist families with any concerns	
	<i>ESL Specialist</i>	<i>Lynn, MA</i>
	<ul style="list-style-type: none">• Responsible for coordinating ACCESS testing for the entire building• Assisted in administration of state-mandated standardized testing such as MCAS and NAEP• Attended and helped run grade level meetings such as professional learning time and data meetings• Administered and scored the WIDA MODEL for incoming kindergarten students	
	Salem School Committee <i>School Committee Member (Elected)</i>	January 2019-Present <i>Salem, MA</i>
	<ul style="list-style-type: none">• Chair of Curriculum subcommittee and Equity subcommittee, member of Finance subcommittee• Serve on search committees for various district and school administrative positions	
	Salem Public School District <i>Sheltered English Teacher, Grade 1</i>	October 2007-August 2015 <i>Salem, MA</i>
	<ul style="list-style-type: none">• Responsible for classroom instruction in all subject areas to first grade students who have recently arrived to the United States• Emphasis on literacy development through guided reading, Leveled Literacy Intervention, and reading and writing workshop models• Provided English Language Development and vocabulary support• Established relationships with parents to communicate student progress and provide ways to support at home	

ESL Teacher

Salem, MA

- Instructed students in grades K through 8 from a variety of language backgrounds in English as a Second Language
- Assisted in developing curriculum for beginning to transitioning level students
- Monitored and communicate progress of language acquisition to mainstream teachers, school administration, other faculty members, and parents
- Trained school faculty in English as a Second Language methods

Curriculum Development

Salem, MA

- Developed content-based curriculum units for beginning ESL students arranged thematically
- Selected fiction and non-fiction texts to correspond with units to enhance learning
- Designed activities and demonstrations of learning across four domains (listening, speaking, reading, and writing) for thematic units and their corresponding assessments

Massachusetts Assessment Development Committee

2009- 2012

Grade Span 3-4 Panel Member

- Established cut levels for each proficiency level to assist in scoring the MEPA and MELA-O
- Reviewed and evaluated potential reading passages and test questions for the administration of the MEPA
- Analyzed test questions for validity and fair assessment

Center for Secondary School Redesign

August 2008-May 2010

Research Assistant

Salem, MA

- Collect and analyze data supporting project on experiential learning
- Research and apply for external funding for the project
- Assist in the preparation of research articles and professional presentations

United Kingdom Parliament, House of Commons

August 2006-December 2006

Parliamentary Intern

London, England

- Researched legislation, briefings, and other parliamentary affairs
- Monitored media events and coverage
- Coordinated all incoming and outgoing correspondence with constituents and government agencies
- Assisted with the planning and administration of events

Massachusetts State House

August 2005-December 2005

Press Office Intern

Boston, MA

- Prepared daily news clips, monitored and analyzed news coverage of the Governor, Lieutenant Governor and other members of the administration
- Responded to media inquiries
- Wrote news summaries and press releases

U.S. Senate

May 2005-August 2005

Congressional Intern

Allentown, PA

- Tracked and summarized press coverage of relevant policy issues
- Assisted with coordination of local public appearances and press conferences for the Senator
- Handled inquiries from government agencies and constituents

Skills:

Fluent in Spanish

Proficient in Microsoft Windows, Mac Os X and Microsoft Office

Reading Recovery trained

Kelly C. Feurt

kfeurt@gmail.com | (207) 467-5823

960 Rear Main St
Woburn, MA 01801

LICENSURE

Massachusetts Initial Elementary Education Licensure for Grades 1-6

June 2012

EDUCATION

Salem State University, Salem, MA

Expected May 2020

Masters of Education, Professional Licensure Program

Stonehill College, Easton, MA

Bachelor of Arts GPA: 3.68

May 2012

Majors: Education and Multidisciplinary Studies

Created second major through a composite of courses in Sociology, History and Art History

University College London, London, England

Spring 2011

TEACHING EXPERIENCE

Teacher, Bentley Academy Charter Public School, First and Fifth Grade Salem MA

Fall 2015- Present

- Teacher Leader for the first grade team
- Developed Science and Math Standards Based Curriculum for grade level
- Awarded Teacher of the Year for 2015-2016 School Year

Teacher, Community Day Charter Public School Prospect, Kindergarten, Lawrence, MA

Fall 2014-Spring 2015

- Taught a majority English language learning population using multidisciplinary ELL strategies
- Utilized a variety of assessment instruments to target instruction including STEP, MAP, and GOLD
- Adapted Envisions Mathematics Curriculum and Journeys Reading curriculum to meet ELL needs

Teacher, Goddard School, Preschool, Reading, MA

Fall 2013- August 2014

- Primary teacher for approximately 20 three to four and a half year old children
- Responsible for communication with parents through daily check-ins, written reports and parent-teacher conferences
- Utilized Handwriting Without Tears and Everyday Math curriculum

Paraprofessional, Village Elementary School, Grade 5-6, Marblehead, MA

Winter 2013- Summer 2013

- Provided curriculum support for special education students in ten general education classrooms
- Responsible for working with students to meet Individualized Learning Programs learning goals in a general classroom setting for a population of approximately fifty special education students
- Instructed special education students in whole classroom, small group, and personal settings to further academic skills

Paraprofessional, Gloucester Community Arts Charter School, Grades K-1, Gloucester, MA

Fall 2012- Winter 2013

- Received professional development training in Responsive Classroom Design
- Supported students with severe learning and behavioral challenges in many learning environments

Student Teaching Practicum, H.H. Richardson Elementary School, Grade 4, Easton MA

Fall 2011

- Received professional training in the Scott Foresman Reading Street Program
- Adapted the Everyday Math curriculum, to teach with manipulatives to develop conceptual understanding
- Worked within an inclusion classroom and designed lessons to accommodate all learning styles

Pre-practicum Assisting/Teaching, Young Elementary School, Grade 2, Randolph, MA

Fall 2010

WORK EXPERIENCE

Camp Counselor, Kennebunk Summer Day Camp, Kennebunk, ME

Summer 2010 & 2011

- Supervised approximately 30 kindergarten, first grade, and fourth grade students
- Responsible planning activities and accommodating for campers with behavioral and learning challenges

Volunteer Reading Intervention Specialist, Hancock School, Brockton MA

Sept 2009- May 2010

- Provided small group instruction in reading comprehension to fifth grade students

After School Program Teacher, Healthy Kids Club, Kennebunk, ME

Sept. 2007-June 2008

- Supervised and planned activities for approximately 15 kindergarten and first grade students

SKILLS

Computer: Microsoft Word, Excel, PowerPoint, and Interactive whiteboard technology

Language: Proficient in French (Seven years), Public Speaking, Oral and Written Communication

51 BELLEVIEW AVENUE SALEM, MA 01970
978-807-7413 • JENNLIMA@COMCAST.NET

JENNIFER LIMA

OBJECTIVE

To continue my career working with young students in an educational setting while finding the best methods to help facilitate their learning.

SUMMARY OF QUALIFICATIONS

- **Received a Massachusetts SEI Endorsement**
- **Received a Massachusetts Educator's License in the following areas: Early Childhood (prek-3) Moderate Disabilities (prek-8) , and English as a Second Language (prek-6)**
- **Created and implemented lesson plans**
- **Adapted lesson plans for individual needs**
- **Taught students in one to one, small group, and large classroom settings**
- **Drafted IEPs and participated in IEP meetings**
- **Communicated effectively and sensitively with parents of students**
- **Collaborated with co-workers on various school related projects**

EMPLOYMENT

Aug. 2017-Present Salem Public Schools, Salem, MA

Special Education Teacher in a Co-taught Kindergarten Classroom *Bentley Academy Charter School*

Aug. 2016-June 2017 Salem Public Schools, Salem, MA

Special Education Teacher in a Co-taught grade 1 ASD Classroom *Witchcraft Heights Elementary School*

Oct. 2015- June 2016 Salem Public Schools Salem, MA

Long Term Substitute Kindergarten Teacher (Oct.-Jan), Second Grade Teacher (Jan.-Feb.), and Special Education Inclusion Teacher (Feb.-June) *Witchcraft Heights Elementary School*

Aug. 2014-June 2015 Lynn Public Schools Lynn, MA

Kindergarten Classroom Teacher *Drewicz Elementary School*

Aug. 2013-June 2014 Lynn Public Schools Lynn, MA

First Grade Classroom Teacher *Lincoln-Thomson Elementary School*

Aug. 2012-June 2013 Peabody Public Schools Peabody, MA

Kindergarten Classroom Teacher *Welch Elementary School*

Dec. 2011 - June 2012 Peabody Public Schools Peabody, MA

Long Term Substitute ELL Teacher *Welch Elementary School*

Sept. 2009 - Dec. 2011 Peabody Public Schools Peabody, MA

Substitute Teacher *District Elementary Schools*

Oct. 2002 - Oct. 2003 Peabody Public Schools Peabody, MA

Inclusion Specialist/Special Education Teacher *Welch Elementary*

Sept. 2001 - Oct. 2002 Peabody Public Schools Peabody, MA

Title 1 Teacher for Grade 2 *Welch Elementary*

EDUCATION

May 2003 Salem State University Salem, MA

Master's of Education: *Moderate Special Needs Education*

May 1999 Salem State University Salem, MA

Bachelor of Educational Studies: *Early Childhood Education*

Laura J. Towey
19 Wisteria Street
Salem, Ma 01970
lauratowey@bentleyacademy.org

EDUCATION
Salem State University,
Salem, MA Bachelor of Arts and Science May 2016
Major: English Minor: Elementary Education
Master: MAT/TESOL May 2017
GPA: 3.87, Dean's list all semesters
LICENSURE TESOL MAT
SEI Endorsement – Summer 2014

EXPERIENCE

Bentley Academy Charter School, Salem, Ma

ESL teacher, August 2016 – present

- Create and taught relevant English lessons focusing on building proficiency.
- Assess progress of students to ensure successful language acquisition.
- Develop reading, writing, speaking and listening skills in students.
- Create Data Action Plans for students
- Provide push in and pull out instruction based on individual students Wida levels
- Create language acquisition through theme based units.

Saltonstall School, Salem, Ma

Paraprofessional, April 2010 – 2016

- Implemented Wilson, Fundation phonics/reading program for Kindergarten classroom.
Instructed students in grades 1 – 5 in Wilson literacy groups in cooperation with the Special Education Coordinator
- Assisted teachers with classroom instruction
- Guided children during activities including reading, math and writers workshop
- Planned and instructed activities for students from K - 8
- Assisted teachers with station set up and general classroom responsibilities

Permanent Substitute 5th & 6th grade,

February 2015 – May 2015

- Coordinate schedule and trajectory for ELA/Social Studies instruction
- Implement Readers Workshop, Book Clubs, Writers Workshop, Guided Reading groups, conferring with students
- Creating differentiated instruction to address the needs of students who are on IEPs and ELL students
- Monitor and create behavioral plans
- Correlate instruction to meet Common Core requirements
- Attend Professional Development

- Differentiate instruction based on IEPs or ELL WIDA levels

Summer School Employment Healthy Harbors, Paraprofessional, 2015

The Healthy Harbor program Healthy Harbors - Middle school students will work in teams to develop and implement service learning projects that help address real problems in the marine ecosystem in and around Salem.

- Monitor and administer behavioral programs for a diverse group of students
- Support IEP and ELL students to access the curriculum
- Administer small group guided reading instruction to IEP and ELL students

Bentley School, Paraprofessional, 2014

The Bentley Summer program was developed to enhance ELL and low-SES students reading comprehension and writing ability through art and science projects. The education department at Salem State University and Bentley School

elementary grade teachers partnered to provide intensive literacy instruction

and interventions for at risk elementary students

- Created experiments to explore the ocean and ocean life
- Guided reading group instruction
- Research appropriate techniques, materials and literature for Science instruction

Life Skills Summer Program, Paraprofessional, 2013

- Assist teachers with classroom instruction
- Assist teachers with administering behavioral plans
- Care for students educational and emotional needs

LeadershipPhi Lambda Theta Honor Society, Salem State University

- Inducted June 2, 2014**Phi Kappa Phi Honor Society**, Salem State University

Volunteer, Operation Bootstraps,

- Assist instruction for Adult ELL students

Skills

Certified instructor of Wilson Foundations kindergarten reading program

Computer: Microsoft Office including Word, Excel, PowerPoint, Prezi, Smart Board

Susan Low

CONTACTS

44 Essex St.
Salem, MA 01970
Telephone 781.820.4512
Email: lowsusans@gmail.com

Summary

Experienced and enthusiastic education & communications professional dedicated to encouraging and empowering users to understand, utilize and fully embrace software tools. A firm believer in providing a variety of learning tools to meet the needs of different users in ways that meet the needs of their individual learning styles.

Education

- Southern New Hampshire University / MSIT / 2012
- Husson University / MSB / 2008
- University of Maine / Teacher Certification / 1997
- Wheaton College / BA / 1992

Training Expertise

- Experienced in assessing training needs in a variety of environments for a variety of learners
- Able to quickly establish learning objectives
- Enjoys learning new material and communicating complex information to clients and colleagues with a broad range of technical experience
- Able to quickly develop training guides, job aids, procedure manuals, and multimedia tutorials for clients and internal constituents

Client Service Expertise

- More than a decade of experience working with internal and external customers
- Works well with a variety of people

Software Implementation

- Experienced software implementation professional who has worked with clients ranging from tiny nonprofits to multinational corporations
- Guided a variety of clients through software implementations, data migrations, and end user training while maintaining poise and injecting a sense of humor whenever possible

Project Management

- Managed a variety of projects for different industries, ranging from small and informal engagements to those requiring extensive project planning and management expertise

Core Competencies

- Training
- Client Service
- Software Implementation
- Project Management

Professional Experience

- Everbridge, Senior Implementation Specialist 2014-present, Burlington, MA
- Forward Advantage, Implementation Engineer 2011-2014, Braintree, MA
- Soft Trac, Senior Implementation Consultant 2006-2011, Falmouth, ME

-
- United Way of Greater Portland, Senior Marketing Associate, 2005-2006, Portland, ME
 - Northern York County and Sanford-Springvale YMCAs, Marketing Director, 2002-2005, Sanford and Biddeford, ME
 - Rent-A-Husband, Public Relations Assistant, Portland, ME 2001-2002
 - Hospice of Maine, Fundraising Coordinator, Portland, ME 2000-2001
 - Youth Alternatives, Community Relations Coordinator, Portland, ME 1998-2000
 - Telstar Regional High School, English Teacher, Bethel, ME, 1997-98

KELLY ALVAREZ

112 Rainbow Terrace Salem, MA 01970 | (210) 248-4976 | kellyalvarez7@gmail.com

EXPERIENCE:

Commonwealth of Massachusetts,

Department of Children and Families Social Worker 1 08/2019 -Present

- Assess, evaluate, conduct initial and ongoing case management of children and family services and needs.
- Develop, review, update and ensure implementation of strength-based service plans for each child in care or custody including risk assessment, safety plans and goals.
- Complete all documentation in accordance with agency and regulatory requirements.
- Attend home and foster care visits; transport children to health, social services or other agency-related appointments as required.
- Maintain ongoing communication with DCF staff and other constituencies; initiate court action when necessary.
- Empower families to make stable commitments to children by providing counseling and coordinating visits with biological parents and/or guardians and other relatives; develop a helping relationship and ensure needed supports and services are provided.
- Attend weekly supervision, weekly staff meetings, in-service training, and team meetings.
- Maintain a high degree of professionalism in the community, with clients, schools, courts and with referring agencies seeking to build and sustain positive relationships.

Salem Public Schools, Salem, MA

Special Education-Paraprofessional In-home Tutor

08/2017- 08/2019

- Create Lessons that coincide with MCAS guidelines
- Prepare and inventory instructional materials
- Set-up/operate and maintain various learning aides, materials, and assistive technology
- Support and collaborate with the general education and special education teachers on an ongoing basis
- Uphold ongoing communication with various therapists of student such as OT, PT, Speech therapists, and vision therapists
- Demonstrate an understanding of assigned students' profile and learning needs
- Read student IEPs and engage in related
- Implementing accommodations and specialized strategies for instruction, skill reinforcement, work production and test taking

Internship: Becket Family of Services, Beverly, MA

08/2018- 04/2019

Permanency Coach Specialist Mentor

- Complete and submit weekly reports to DCF and Family Networks using established format.
- Complete progress notes in SOAP format using Kaliedacare for all client and collateral contact.
- Provide strengths-based support and mentoring
- Provide transportation when necessary and appropriate as determined by team goals
- Support caregivers in understanding the affects of trauma by utilizing the ARC program
- Provide case management assistance and empower the caregiver to communicate with other systems such as community resource referrals and outreach, school outreach/collaboration, employment outreach as needed
- Support the use of crisis support plans, self-care plans and any other behavioral intervention plan

KELLY ALVAREZ

112 Rainbow Terrace Salem, MA 01970 | (210) 248-4976 | kellyalvarez7@gmail.com

North Shore Community College, Danvers, MA

TRIO Office Assistant

10/2015-

06/2017

- Greet visitors and direct them to the correct staff member.
- Take and distribute messages for advisors and TRIO director.
- Fax, scan and copy documents.
- Maintain office filing and storage systems.
- Assisted TRIO staff member with monthly newsletter.
- Helped organize and set up TRIO related events.

North Shore Community College, Danvers, MA

Tutoring Center Receptionist

09/2016- 01/2017

- Logged students into computer database.
- Answered and transferred incoming calls.
- Greeted public and clients and directed them to the correct staff member.
- Maintained office filing and storage systems.

EDUCATION:

Bachelor of Social Work

Salem State University, Salem, MA

Honors

May 2019

Associate of Science in Criminal Justice

North Shore Community College, Danvers, MA

Sigma Alpha Pi

May 2017

Selected for Student Commencement Speaker, 2017

COMMUNITY INVOLVEMENT:

- Volunteer Practicum at Life Bridge Salem
- Co-President of Bentley Academy Charter School PTA
- Participant of the Salem Pantry's Backpack Program
- Current Sunday school teacher at Branch Church, Peabody
- Prior Secretary of the Bentley Academy Charter School PTA
- Prior Head of Dance Committee for Bentley Academy Charter School
- Prior Parent Reader at the Bentley Academy Charter School
- Volunteered at My Brother's Table, Lynn
- Prior Box Top Coordinator of the Bentley Academy Charter School

Bentley Academy Innovation Plan
Appendix C: Letters of Commitment from IPC Members

To whom it may concern:

I am fully committed to serve as a member of the Innovation Plan Committee. I have been a paraprofessional at the Bentley since October, 1997. I am currently a paraprofessional in the co-taught kindergarten. I have also been in the integrated kindergarten, developmental kindergarten classrooms and have worked for 15 summers in the extended year program. My connections to Bentley goes back even further. I was a student at the Bentley. I also was a proud mother of two daughters that were also students at Bentley. During the time my daughters attended, the school was awarded the recognition of a Compass School. I was also a very active PTO parent.

I feel my experience attending and working at the Bentley Academy Charter School will aid greatly in the development of making sure that Bentley moves forward in the right direction.

Thank you for allowing me this opportunity to be an IPC member.

Sincerely,

A handwritten signature in black ink that reads "Elizabeth Ryan". The script is cursive and fluid, with the first name "Elizabeth" and the last name "Ryan" clearly distinguishable.

Elizabeth Ryan

Kelly Feurt
17 Willson St
Salem, MA 01970
kfeurt@gmail.com

Salem Public Schools
29 Highland Avenue
Salem, MA 01970

To Whom It May Concern:

Please consider this my letter of commitment to the Bentley Academy Innovation Plan. In addition to serving on the Innovation Planning Committee, I have held the position of a first and fifth grade teacher at Bentley Academy Charter School since August 2015. I am committed to the education and well being of the students of Salem Public Schools, Bentley Academy and the innovation plan.

Sincerely,

Kelly Feury
Teacher
Bentley Academy Charter School

Jennifer Lima
51 Belleview Avenue
Salem, MA 01970
JennLima@comcast.net

Salem Public Schools
29 Highland Avenue
Salem, MA 01970

To Whom It May Concern:

Please consider this my letter of commitment to the Bentley Academy Innovation Plan. In addition to serving on the Innovation Planning Committee, I have held the position of a Kindergarten Special Education Teacher in the Co-taught classroom at Bentley Academy Charter School since August 2017. I have been a resident of Salem for 23 years and have had 3 children in the Salem Public Schools. As a parent, a resident, and an educator I am committed to the education and well being of the students of Salem Public Schools, Bentley Academy and the innovation plan.

Sincerely,

Jennifer Lima M.Ed.
Special Education Teacher
Bentley Academy Charter School

ALYCE DAVIS, Ed.D.
219 Kensington Road
Hampton Falls, NH 03844
alyced35@gmail.com
978-395-6522

January 6, 2020
Re: Letter of Commitment
Bentley Academy Innovation School Proposal

To Whom It May Concern;

This letter is written in support of the proposed plan to convert the Bentley Academy Academy Charter School (BACS) as a MA Innovation School. The conversion would include the renaming of the school to Bentley Academy Innovation School (BAIS). As an Innovation School, BAIS will address a number of academic, social, and community needs through a new and innovative practices. The BAIS proposal also includes a commitment to maintaining certain aspects of the school culture valued by stakeholders and supported by the school community.

I had served on the BACS Board of Trustees prior to joining the Innovation Planning Committee. As a trustee, my efforts were directed toward ongoing support of the school community; I remain committed to the successful implementation of the proposed Bentley Academy Innovation Plan.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Alyce Davis', written in dark ink.

Alyce Davis, Ed.D.

Laura Towey
19 Wisteria Street
Salem, Ma 01970
jamestowey@comcast.net

Salem Public Schools
29 Highland Avenue
Salem, MA 01970

To Whom It May Concern:

Please consider this my letter of commitment to the Bentley Academy Innovation Plan. In addition to serving on the Innovation Planning Committee, I have held the position of an ESL Teacher at Bentley Academy Charter School since August 2016. I am currently a member of the Bentley Academy Leadership Team and the Dual Language Task Force. As an ESL teacher and a member of the Dual Language Task Force I am committed to providing and supporting a quality education to Salem's diverse population. I have been a resident of Salem for 26 years, raised two children who attended Salem schools and graduated from Salem High School. I attended Salem State University for both my undergraduate and graduate degrees. As a parent, a resident, and an educator I am committed to the education and well being of the students of Salem Public Schools, Bentley Academy and the innovation plan.

Sincerely,

Laura Towey

Laura Towey M.Ed.
ESL Teacher
Bentley Academy Charter School

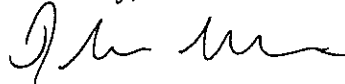
January 10, 2020
Re: Letter of Commitment
Bentley Innovation School Proposal

To Whom It May Concern:

I support the proposal to convert the Bentley Academy Charter School (BACS) to an innovation school. The proposed conversion will broaden opportunities for the Bentley community to serve more students and families from the city of Salem as well as foster the development of the district's new two-way immersion Spanish-English dual language program. The new dual language program will provide even more opportunities for students to see themselves, their home languages, and cultures in the curriculum and their classroom communities.

I serve as the district Director of English Learning and Bilingual Education and I commit to provide ongoing support and collaboration to the Bentley community.

Sincerely,



Rebecca Westlake

KELLY ALVAREZ

112 Rainbow Terrace Salem,
MA 01970 | (210) 248-4976 |
kellyalvarez7@gmail.com

January 6, 2020

RE: Letter of Commitment

Bentley Academy Innovation School Proposal

To Whom It May Concern,

Please consider this my letter of commitment to the Bentley Academy Charter School to convert into a Massachusetts Innovation School. In addition to serving on the Innovation Planning Committee, I have held the position as an officer of the Parent Teacher Association (PTA) and have closely worked with teachers and parents for the past four years. I have also been a very involved parent over the past four years and have volunteered within many of the classrooms. As a parent representative on this committee, I commit to collaborate and advocate for the best interest of the Bentley children and parents to create a successful Innovation Plan for the Bentley School in the coming year.

Sincerely,

Kelly Alvarez.



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

2020 JAN 24 AM 8:47

CITY CLERK
SALEM, MASS.

Your Contact Information:

First Name: Scott Last Name: Andrade

Address: 12 Grant Road

City: Salem State: MA Zip Code: 01970

Phone Number: 1(978)594-4352 Ext.

Email: shrimpenstankisdead@yahoo.com

Organization or Media Affiliation (if any):

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☒ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☒ City/Town ☐ County ☐ Regional/District ☐ State

Name of Public Body (including city/town, county or region, if applicable): Salem School Committee

Specific person(s), if any, you allege committed the violation:

Date of alleged violation: 01/20/2020

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

On January 17, 2020 the Salem School Committee published an agenda for the January 21, 2020 meeting which listed an update from the Superintendent of Salem regarding the conversion of the Bentley Academy Charter School to Bentley Academy Innovation School. A copy of the Innovation Plan was not published for public review until 5:16 PM on January 20, 2020. That is less than 48 hours prior to the meeting. The Innovation Plan existed when the Agenda came out, but the Committee Materials were not published until 26 hours before the update. The Salem School Committee should have published the Innovation Plan on January 17, 2020 (with the agenda). The same Innovation Plan I specifically requested on multiple occasions from the Innovation Planning Committee was given to the teaching staff of the Bentley Academy Charter School sometime between January 10, 2020 and January 13, 2020. Even after it's completion, the Innovation Plan was still withheld from me.

I have included an email chain in my supporting documents that illustrates why I am filing this complaint and why I believe this is an intentional violation of the law.

On November 27, 2019 I requested a draft copy of this document from the Bentley Academy Charter School Innovation Planning Committee. I allowed ten days for the Committee to respond to my initial request but received no answer. A second email request was sent on December 12, 2019. That request for the Innovation Plan also went unanswered. On December 27, 2019, one month after my initial request, I sent another request to the Innovation Planning Committee and CC'd the Salem Superintendent of Schools. That request went unanswered until the Innovation Plan was published online as part of the Salem School Committee meeting materials prepared for the January 21, 2020 meeting.

I have attached a copy of the School Committee agenda, copies of the online media notices (with publishing dates) and a letter I wrote to the Salem School Committee explaining my concern about not being provided the Innovation Plan in a timely manner. Also attached are two previously filed OML Complaints that illustrate my attempts to get information about the process of converting the Bentley Academy Charter School to an Innovation School. The complaint against the Bentley Academy Charter School Innovation Planning Committee has been resolved. The Bentley Academy Charter School Board of Trustees complaint was never responded to.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

I would like the Salem School Committee to acknowledge it did not provide the Innovation Plan to it's public stakeholders in a timely fashion.

Although I believe this violation to be intentional, I am not calling for any other corrective action.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____

Date: 01/24/2020

For Use By Public Body

Date Received by Public Body:

For Use By AGO

Date Received by AGO:

Search your mailbox

Scott Andrade

Account Info

Go

Sign Out

Home

Sent

Contacts

Notepad

Calendar

Switch to the newest Yahoo Mail

Compose

✉

✉

➡

🗑 Delete

⋮ Actions

📧 Apply

Inbox

228

Ad

Drafts

5

Sent

Archive

Spam

🗑

Trash

🗑

Folders

Edit

Show

SA

Scott Andrade <shrimpenstankisdead@yahoo.com>

Dec 27, 2019 at 3:59 PM

To: jcripps@saalemk12.org

Cc: superintendent@saalemk12.org

Print

Raw message

Re: Request from community member Scott Andrad
e

shrimpenstankis.../Sent

Dear Mrs. Cripps,

It is now one month past my initial request for a draft copy of the Innovation Plan your Committee is working on.

The minutes your Committee has posted online make mention of the draft version being reviewed, discussed and modified multiple times.

I do not understand why a copy of the draft has not been forwarded to me as required by Massachusetts State Open Meeting Law.

There is no point in attending the innovation planning meetings without a reference guide to follow along with.

I will not be filing another open meeting law complaint with regard to this email...but the law requires the School to send me a copy of the draft within 10 days of the initial request.

Sincerely,
Scott Andrade

> On Dec 12, 2019, at 9:11 AM, Scott Andrade <shrimpenstankisdead@yahoo.com> wrote:
>
> Dear Mrs. Cripps,
>
> Following up on this request, was the Innovation Plan voted on Tuesday night?
>
> Is there a draft for public review?
>
> How will stakeholders be notified when it has been sent to the Teachers?
>
> Sincerely,
> Scott Andrade
>
>> On Nov 27, 2019, at 8:46 AM, Scott Andrade <shrimpenstankisdead@yahoo.com> wrote:
>>
>> Dear Mrs. Cripps,
>>
>> I would like to request a copy of the draft innovation plan.
>>
>> At yesterday's meeting, it was stated that a draft version of the innovation plan would be handed out for committee members to review over the upcoming break.
>>
>> To date, there have been seven plan committee meetings and one BACS Board Meeting.
>>
>> To date, there are no documents, minutes, or publications about the innovation conversion process available to the public.
>>
>> Please provide me the plan as soon as possible.
>>
>> Sincerely,
>> Scott Andrade
>> 12 Grant Road
>> Salem, MA

Compose

✉

✉

➡

🗑 Delete

⋮ Actions

📧 Apply

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



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

Mayor Kimberley Driscoll, Chair

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

January 16, 2020 (Date Posted)

REGULAR SCHOOL COMMITTEE MEETING ON JANUARY 21, 2020

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on **Tuesday, January 21, 2020 at 7:00 p.m.** The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

- I. Call of Meeting to Order**
- II. Consent Agenda**
 - a. Minutes of the Regular School Committee meeting held January 6, 2020
 - b. Approval of Warrants: 1/9/2020 in the amount of \$578,160.70 and 1/16/2020 in the amount of \$154,653.59
- III. Approval of the Agenda**
- IV. Public Comment #1: Questions and Comments from the Audience**
- V. Student School Committee Representative Report – Jillian Flynn**
- VI. Superintendent's Report – Kathleen Smith**
 - a. Showcase - Collins Middle School
 - b. Update on the Steps for Authorizing an Innovation Plan and Highlights from the Bentley Academy Innovation School 2020-25 Innovation Plan
 - c. Update on Student Opportunity Act District Plan
 - d. Update on the Use of Schools as Polling Places for March 3rd Presidential Primary
- VII. Action Items: Old Business**
 - a. Deliberate and vote on the use of school facilities by the public
- VIII. Action Items: New Business**
 - a. Deliberate and vote on the appointment of Jennifer Gariepy to serve as the Executive Assistant to the School Committee
- IX. Finance Report**

- a. Budget Transfers

X. Policy Subcommittee

- a. Deliberation and vote on the third reading of the recommendation of the Policy Subcommittee on the revisions to the following policies:

- 5102.03 Students Experiencing Homelessness
- 5204 Grading and Reports on Academic Progress
- 5206 Promotion, Retention, and Level Change
- 5207 Parent/Guardian Conferences
- 5208 Homework
- 5210 Home/Hospital Bound Instruction
- 5211 Home Schooling

- b. Deliberation and vote on the first reading of the recommendation of the Policy Subcommittee on the revision to the following policy:

- 6409 Public Participation at School Committee Meetings

XI. Subcommittee Reports

XII. School Committee Concerns and Resolutions

XIII. Public Comments #2: Questions and Comments from the Audience

XIV. Adjournment

Respectfully submitted by:

Kathleen Smith
Superintendent of the Salem Public Schools

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Regular School Committee Meeting Notice and Materials

1-21-20, 7pm

SUBMITTED ON JANUARY 17, 2020 - 12:10PM

REVISED ON JANUARY 17, 2020 - 2:07PM

REVISED ON JANUARY 20, 2020 - 5:16PM

Upload file: [sc_mtg_notice_1.21.20_final2.pdf](#) [1.21.20_sc_meeting_agenda_and_materials.pdf](#)**Date:** Tuesday, January 21, 2020 - 7:00pm**Related Event:** [Regular School Committee Meeting Agenda 1-21-20](#)

REGULAR SCHOOL COMMITTEE MEETING ON JANUARY 21, 2020

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- a. Minutes of the Regular School Committee meeting held January 6, 2020
- b. Approval of Warrants: 1/9/2020 in the amount of \$578,160.70 and 1/16/2020 in the amount of \$154,653.59

III. Approval of the Agenda



SPS Draft FY20 Budget

Salem Public Schools

Salem Public Schools

Home » School Committee



Regular School Committee Meeting Notice and Materials

1-21-20, 7pm

SUBMITTED ON JANUARY 17, 2020 - 12:10PM
REVISED ON JANUARY 17, 2020 - 2:07PM
REVISED ON JANUARY 20, 2020 - 5:16PM
REVISED ON JANUARY 21, 2020 - 10:53AM

Upload file:

- sc_mtg_notice_1.21.20_final2.pdf
- 1.21.20_sc_meeting_agenda_and_materials_updated_mins.pdf

Date: Tuesday, January 21, 2020 - 7:00pm

Related Event: Regular School Committee Meeting Agenda 1-21-20

REGULAR SCHOOL COMMITTEE MEETING ON JANUARY 21, 2020

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on **Tuesday, January 21, 2020 at 7:00 p.m.** The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

- I. **Call of Meeting to Order**
- II. **Consent Agenda**
 - a. Minutes of the Regular School Committee meeting held January 6, 2020
 - b. Approval of Warrants: 1/9/2020 in the amount of \$578,160.70 and 1/16/2020 in the amount of \$154,653.59
- III. **Approval of the Agenda**

Scott Andrade
12 Grant Road
Salem, MA 01970
shrimpenstankisdead@yahoo.com
1(978)594-4352

January 21, 2020

Dear Salem School Committee Members and Supt. Smith,

I read on the Salem School Committee meeting agenda (01/21/2020) that the committee will be receiving an update with regard to the Bentley Innovation Plan.

So that you are all aware, I have filed two Open Meeting Law Complaints against the Bentley Academy Charter School. The lack of transparency during the Innovation Plan deliberation process has been unacceptable on multiple levels.

The first OML complaint, against the Innovation Planning Committee, has been resolved however, it should be understood that as of today (01/21/2020) no minutes from any of the IPC meetings after December 10, 2019 are available for the public to review.

There have been three meetings of the Innovation Planning Committee since December 10, 2019 and no minutes have been released from any of those meetings. A resident should not have to work this hard to find out what is going on within a school in their district.

Accepting that my ideas and concerns might not be popular with those on either the Salem School Committee, The Bentley Academy Charter School Innovation Planning Committee or the Bentley Academy Charter School Board of Trustees I reserve my right to be involved in and informed of the process.

The Agenda for the January 10, 2020 IPC meeting stated that minutes from the January 7, 2020 meeting would be discussed. Those minutes, and those from the December 18, 2019 meeting have not been published. A record of the vote has not been published. The minutes that have been published list Alyce Davis, former head of Salem Academy Charter School and current Board Member of The Bentley Academy Charter School as a "community member". Maybe there are two Alyce Davis?

The second OML complaint, against the Bentley Academy Charter School Board of Trustees (BACSBOT), was never addressed at all. The Board held a meeting on November 6, 2019 and has not held one since. The BACSBOT has not scheduled a meeting for more than seventy days. I have not received notice that the BACSBOT has asked for an extension. This Board has not met to discuss the complaint, and they have not scheduled a meeting to approve the minutes this complaint is about.

I am disappointed in the leadership of this School District.

Here is why:

On November 27, 2019 I emailed Mrs. Cripps (Innovation Committee Chair) and requested a copy of the draft Innovation Plan. A copy of the Bentley Innovation Conversion Plan was not provided. *Massachusetts Open Meeting Law requires a document discussed at a public meeting must be provided after seven days if requested, even if it is only in draft form.*

On December 12, 2019 I again emailed Mrs. Cripps about providing the document I requested. I received no response.

On December 27, 2019 I emailed Mrs. Cripps and Supt. Smith to request the same document I had requested twice before. I received no response again.

It is now January 20, 2020 and I have not received either a response from the Chair of the Innovation Planning Committee or Salem's Superintendent of Schools.

This town is just six days shy of ignoring a request for two months.

On January 20, 2020, after the end of the business day, the Salem School District provided the Innovation Plan text to the public. *It was known to the Committee Members on January 17, 2020 that the Innovation Plan would be discussed at the January 21, 2020 Salem School Committee meeting yet The Innovation Plan itself was not published in the Committee meeting materials until approximately 26 hours before the meeting.*

That is yet another violation of the Open Meeting Law. That Innovation Plan was given to the teachers sometime between January 10 and January 13. It was readily and freely available for dissemination...but was held back from me...even after I requested it on three separate occasions.

Salem always talks about changing the culture of it's school system.

Salem always talks about increasing transparency.

Salem always talks.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Scott Andrade', with a long, sweeping horizontal stroke extending to the right.

Scott Andrade

Agendas

- Regular School Committee Meeting Notice and Materials 1-21-20, 7pm
January 21, 2020 - 7:00pm
- Buildings and Grounds Subcommittee Meeting - 1/21/20
January 21, 2020 - 6:00pm
- Superintendent Search Sub-Committee Meeting 1/16/20, 5:30 pm - Executive Session
January 16, 2020 - 5:30pm
- Policy Subcommittee Meeting 1/16/20
January 16, 2020 - 8:30am
- Bentley Academy Innovation Planning Committee Agenda 1/10/20
January 10, 2020 - 6:00pm

[View all](#)

Minutes

- Bentley Academy Innovation Planning Committee Meeting Minutes 1/10/20
January 10, 2020
- Bentley Academy Innovation Planning Committee Meeting Minutes 1/7/20
January 7, 2020
- Bentley Academy Innovation Planning Committee Meeting Minutes 12/18/19
December 18, 2019
- Bentley Academy Innovation Planning Committee Meeting Minutes 12/10/19
December 10, 2019
- Minutes of the Regular School Committee Meeting 12/2/2019
December 2, 2019

[View all](#)

Salem City Hall, 93 Washington Street, Salem, MA 01970 Phone: 978-745-9595

City Hall Hours of Operation: Monday, Tuesday & Wednesday 8AM - 4PM, Thursday 8AM - 7PM Friday 8AM - 12PM

Municipal offices will close at 11:30am on Friday, April 10th, Thursday, December 24th and Thursday, December 31st. Municipal offices will close at 4:00pm on Thursday, July 2nd and will be closed on Friday, July 3rd.

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APPENDIX A

**Bentley Academy Charter School Innovation Plan Committee OML complaint
(case closed)**



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

2019 DEC 10 PM 3:26

Please note that all fields are required unless otherwise noted.

CITY CLERK
SALEM, MASS

Your Contact Information:

First Name: Scott Last Name: Andrade

Address: 12 Grant Road

City: Salem State: MA Zip Code: 01970

Phone Number: 1(978)210-1463 Ext.

Email: shrimpenstankisdead@yahoo.com

Organization or Media Affiliation (if any):

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☒ Individual

☐ Organization

☐ Media

Public Body that is the subject of this complaint:

☒ City/Town

☐ County

☐ Regional/District

☐ State

Name of Public Body (including city/town, county or region, if applicable): Bentley Academy Charter School

Specific person(s), if any, you allege committed the violation: BACS Innovation Planning Committee

Date of alleged violation: 10/29/19 and ongoing

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

Bentley Academy Charter School's Innovation Planning Committee (BACSIPC) held it's first meeting on 10/21/19 in Salem Massachusetts. Since that date six more meetings have been held. 10/29/19, 11/05/19, 11/12/19, 11/20/19, 11/21/19, 11/26/19.

These meetings happened in such quick succession, Minutes (even in draft form) were not available for review before the start of meetings held on 10/29/19, 11/05/19, 11/12/19, 11/20/19, 11/21/19.

That constitutes five separate violations of the Open Meeting Law.

Three of those meetings have now passed the Massachusetts required thirty day period to release Meeting Minutes without producing/releasing said Minutes (10/21/19, 10/29/19, 11/05/19).

This constitutes three separate violations of the Open Meeting Law.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

I would like the Committee to acknowledge it violated the law.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____

Scott Andrade

Date: _____

12/10/19

For Use By Public Body
Date Received by Public Body:

For Use By AGO
Date Received by AGO:



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2019 School Committee Meeting Agendas

Committee of the Whole Meeting - SC Retreat 12/14

December 14, 2019 - 9:00am

Bentley Academy Innovation Planning Committee Meeting 12/10

December 10, 2019 - 5:30pm

Policy Subcommittee Meeting 12/10/19

December 10, 2019 - 8:30am

Bentley Academy Charter School Innovation Planning Committee Agenda 12/3/19 -- Meeting Canceled due to snow

December 3, 2019 - 5:30pm

Regular School Committee Meeting Agenda 12-2-19

December 2, 2019 - 7:00pm

School Committee Meeting Materials for 12.2.19 Meeting

December 2, 2019 - 7:00pm

Bentley Academy Charter School Innovation Planning Committee Agenda 11/26/19

November 26, 2019 - 5:30pm

Bentley Academy Charter School Innovation Planning Committee Agenda 11/21/19

November 21, 2019 - 5:00pm

Bentley Academy Charter School Innovation Planning Committee Meeting Agenda 11/20/19

November 20, 2019 - 5:30pm

School Committee Meeting Agenda 11/18/19

November 18, 2019 - 7:00pm

School Committee Meeting Materials 11/18/19

November 18, 2019 - 7:00pm

School Committee Meeting Presentation 11/18/19

November 18, 2019 - 7:00pm

School Buildings and Grounds Subcommittee Meeting Agenda 11/18/19

November 18, 2019 - 6:30pm

School Personnel Subcommittee Meeting Agenda 11/18/19

November 18, 2019 - 5:00pm

School Personnel Subcommittee Meeting Agenda 11/13/19

November 13, 2019 - 4:30pm

Bentley Academy Charter School Innovation Planning Committee Meeting Agenda 11/12/19

November 12, 2019 - 5:30pm

Bentley Academy Charter School (BACS) Board of Trustees Meeting Agenda 11/6/19

November 6, 2019 - 6:00pm

Bentley Academy Charter School (BACS) Board of Trustees Meeting Material 11/6/19

November 6, 2019 - 6:00pm

Bentley Academy Charter School Innovation Planning Committee Meeting 11/5/19

November 5, 2019 - 5:30pm

School Committee Meeting Material - New Liberty Innovation Schools Annual Evaluation 11/4/19

November 4, 2019 - 7:00pm

School Committee Meeting Agenda 11/4/19
November 4, 2019 - 7:00pm
School Committee Meeting Materials 11/4/19
November 4, 2019 - 7:00pm
School Personnel Subcommittee Meeting Agenda 11/4/19
November 4, 2019 - 4:30pm
School Policy Subcommittee Meeting Agenda 11/1/19
November 1, 2019 - 1:30pm
Bentley Academy Charter School (BACS) Innovation Planning Committee Meeting Agenda 10/29/19
October 29, 2019 - 5:30pm
School Committee Meeting Agenda 10/21/19
October 21, 2019 - 7:00pm
School Committee Meeting Materials 10/21/19
October 21, 2019 - 7:00pm
School Buildings and Grounds Subcommittee Meeting Agenda 10/21/19
October 21, 2019 - 6:15pm
Bentley Academy Charter School (BACS) Innovation Planning Committee Meeting Agenda 10/21/19
October 21, 2019 - 5:00pm
School Personnel Subcommittee Meeting Agenda 10/17/19
October 17, 2019 - 4:30pm
School Personnel Subcommittee Revised Meeting Agenda 10/10/19
October 10, 2019 - 4:51pm
School Personnel Subcommittee Meeting Agenda 10/10/19
October 10, 2019 - 4:00pm
School Committee Meeting Agenda 10/7/19
October 7, 2019 - 7:00pm
School Committee Meeting Materials 10/7/19
October 7, 2019 - 7:00pm
SC Meeting Materials 10/7/19 MCAS
October 7, 2019 - 7:00pm
Cancelled - School Personnel Subcommittee Meeting Agenda 10/7/19
Cancelled
October 7, 2019 - 2:00pm
Bentley Academy Charter School (BACS) Board of Trustees Meeting Agenda 10/2/19
October 2, 2019 - 6:00pm
School Personnel Subcommittee Meeting Agenda 10/1/19
October 1, 2019 - 2:00pm
Bentley Academy Innovation School Prospectus
September 27, 2019 - 6:00pm
Innovation School Screening Committee Agenda 9/27/19
September 27, 2019 - 1:00pm
Bentley Academy Innovation School Prospectus 9/27/19
September 27, 2019 - 12:31pm
School Policy Subcommittee Meeting 9/19/19
September 19, 2019 - 10:00am
School Committee of the Whole (COW) Meeting Agenda 9/18/19
September 18, 2019 - 6:00pm
School Personnel Subcommittee Meeting 9/17/19
September 17, 2019 - 2:00pm
School Committee Meeting Agenda 9/16/19
September 16, 2019 - 7:00pm
School Committee Meeting Presentation 9/16/19 - Innovation School Conversion Process and Timeline
September 16, 2019 - 7:00pm
School Committee Meeting Materials 9/16/19
September 16, 2019 - 7:00pm
School Buildings and Grounds Subcommittee Meeting 9/16/19
September 16, 2019 - 6:15pm



Bentley Academy Innovation Planning Committee meeting
Bentley Academy Charter School
25 Memorial Drive, Salem, MA

Monday, 10/21/2019

5:00 pm.

School Library

Agenda

5:00pm	Welcome
5:10	Introductions
5:30	BAIS First draft discussion
6:00	Future meeting dates
6:15	Adjourn



2019 OCT 25 AM 11:55

CITY CLERK
SALEM, MASS

Bentley Academy Innovation Planning Committee meeting
Bentley Academy Charter School
25 Memorial Drive, Salem, MA

Tuesday, 10/29/2019

5:30 pm.

School Library

Agenda

5:30	Welcome
5:35	Review and Discuss Feedback on Draft 1 of Innovation Plan
6:15	Identify areas of agreement and areas needing more discussion
6:45	Planning for next steps
7:00	Adjourn

This notice posted on "Official Bulletin Board"
City Hall, Salem, Mass. on *OCT 25, 2019*
at *11:55 AM* in accordance with MGL Chap. 30A,
Sections 18-25.

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



Bentley Academy Innovation Planning Committee meeting
Bentley Academy Charter School
25 Memorial Drive, Salem, MA

Tuesday, 11/5/2019

5:30 pm.

School Library

Agenda

5:30 pm

Review and discuss draft language for the Bentley Academy Innovation School plan

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Bentley Academy Charter School Innovation Planning Committee Meeting Agenda 11/12/19

SUBMITTED ON NOVEMBER 6, 2019 - 7:42PM

Date: Tuesday, November 12, 2019 - 5:30pm**Related Event:** Bentley Academy Charter School Innovation Planning Committee Meeting 11/12/19

Salem City Hall, 93 Washington Street, Salem, MA 01970 Phone: 978-745-9595

City Hall Hours of Operation: Monday, Tuesday & Wednesday 8AM - 4PM, Thursday 8AM - 7PM Friday 8AM - 12PM

Municipal offices will close at 11:30am on Friday, April 19th, Tuesday, December 24th and Tuesday, December 31st. Full holiday listing available [here](#).[Website Disclaimer](#) [Privacy Statement](#) - Government Websites by CivicPlus ©[Login](#)



Bentley Academy Innovation Planning Committee meeting

Bentley Academy Charter School
25 Memorial Drive, Salem, MA

Wednesday, 11/20/2019

5:30 pm.

School Library

Agenda

5:30 pm Review and discuss draft language for the Bentley Academy Innovation School plan



Bentley Academy Innovation Planning Committee meeting

Bentley Academy Charter School
25 Memorial Drive, Salem, MA

Thursday, 11/21/2019

5:00 pm.

School Library

Agenda

5:00 pm Review and discuss draft language for the Bentley Academy Innovation School plan



Bentley Academy Innovation Planning Committee meeting

Bentley Academy Charter School
25 Memorial Drive, Salem, MA

Tuesday, 11/26/2019

5:30 pm.

School Library

Agenda

5:30 pm Review and discuss draft language for the Bentley Academy Innovation School plan

Innovation Planning Committee Vote on the Proposed Innovation Plan



Bentley Academy Innovation Planning Committee meeting

Bentley Academy Charter School
25 Memorial Drive, Salem, MA

Tuesday, 12/2/2019

5:30 pm.

**School Library
Agenda**

5:30 pm Review and discuss draft language for the Bentley Academy Innovation School plan

Review and approve minutes from past IPC meetings

Innovation Planning Committee Vote on the Proposed Innovation Plan (if ready)

** CANCELLED - rescheduled 12/10/19*



2019 DEC -5 PM 6:10

CITY CLERK
SALEM, MASS

Bentley Academy Innovation Planning Committee meeting
Bentley Academy Charter School
25 Memorial Drive, Salem, MA

Tuesday, 12/10/2019

5:30 pm.

School Library

Agenda

- 5:30 pm Review and discuss draft language for the Bentley Academy Innovation School plan
- Review and approve minutes from past IPC meetings
- Innovation Planning Committee Vote on the Proposed Innovation Plan (if ready)

This notice posted on "Official Bulletin Board"
City Hall, Salem, Mass. on *Dec 5, 2019*
at *6:10 pm* in accordance with MGL Chap. 30A,
Sections 18-25.

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 - Witchcraft Heights Elementary School

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Bentley Academy / Calendar

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October 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Sep 29	30	Oct 1	2	3 BACS Mounted Hispanique Parade	4	5
6	7	8 BACS PTA Meeting	9	10	11	12
13	14 Columbus Day - No School	15	16	17	18	19
20	21	22	23	24	25 BACS Boo Bash	26
27	28 ALICE Parent Information Meeting	29	30	31 BACS Early Release	Nov 1	2

BENTLEY ACADEMY

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November 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Oct 27	28 ALICE Parent Information Meeting	29	30	31 BACS Early Release	Nov 1	2
3	4	5 BACS - No School / Full Day PD	6	7 BACS Multicultural Night	8	9
10	11 Veteran's Day - No School	12 BACS PTA Meeting	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27 BACS Early Release at 10:30 AM	28 Thanksgiving Break	29 Thanksgiving Break	30
Dec 1	2	3	4 BACS Early Release Day	5 BACS Holiday Concert	6	7

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December 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dec. 1	2	3	4 BACS Early Release Day	5 BACS Holiday Concert	6	7
8	9	10 BACS PTA Meeting	11	12	13	14
15	16 BACS Parent Teacher Conferences	17 BACS Parent Teacher Conferences	18 BACS Parent Teacher Conferences BACS Early Release Day	19	20	21
22	23 Winter Break - No School	24 Winter Break - No School	25 Winter Break - No School	26 Winter Break - No School	27 Winter Break - No School	28 Winter Break - No School
29 Winter Break - No School	30 Winter Break - No School	31 Winter Break - No School	Jan. 1 Winter Break - No School	2	3	4

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THOMAS H. COSTELLO

MIRIAM K. FREEDMAN
OF COUNSEL

January 9, 2020

Via US Mail

Mr. Scott Andrade
12 Grant Road
Salem, MA 01970

RE: Open Meeting Law Complaint

Dear Mr. Andrade:

This letter is response to your recent open meeting law complaint. This response comes after the Committee met on December 18th to consider your complaint and is copied to the Office of the Attorney General as required by law. I apologize for the delay due to the winter break.

The Committee understands your complaint to be as follows: the Bentley Academy's Charter School's Innovation Planning Committee (BACSIPC) failed to have minutes available after the 10/29/19, 11/5/19, 11/12/19, 11/20/19, 11/21/19 and 11/26/19 meetings.

Response:

The BACSIPC does acknowledge that minutes were not created within the "reasonable" time period as defined by the Attorney General's Office (within the next three public body meetings or thirty (30) days from the date of the meeting) with respect to the October 29th, November 5th and November 20th meetings. The Committee asserts that there was no violation of law regarding the November 21st or November 26th meeting due to the fact that on December 10th, the BACSIPC met and reviewed all the minutes from all meetings. All minutes are now posted on the Salem Public Schools website.

Please note that this was an oversight by the BACSIPC with respect to those three meetings. Moving forward, the Committee is clear on their legal obligations with respect to timely minutes and will make sure that all minutes will be created in a timely manner. I hope this response is satisfactory to you and resolves this issue. Thank you.

Sincerely,



Colby C. Brunt

Cc: Attorney General's Office
Mayor Kimberly Driscoll, Chairperson
Jill Conrad, Salem Public Schools

APPENDIX B

**Bentley Academy Charter School Board of Trustees OML complaint
(never addressed by the BACSBOT)**



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

2019 DEC 10 PM 3: 26

Please note that all fields are required unless otherwise noted.

CITY CLERK
SALEM, MASS

Your Contact Information:

First Name: Scott Last Name: Andrade

Address: 12 Grant Road

City: Salem State: MA Zip Code: 01970

Phone Number: 1(978)210-1463 Ext.

Email: shrimpenstankisdead@yahoo.com

Organization or Media Affiliation (if any):

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☒ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☒ City/Town ☐ County ☐ Regional/District ☐ State

Name of Public Body (including city/town, county or region, if applicable): Bentley Academy Charter School

Specific person(s), if any, you allege committed the violation: BACS Board of Trustees

Date of alleged violation: 12/07/19

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

Bentley Academy Charter School's Board of Trustees held a meeting on 11/06/19.
More than 30 days have transpired and there have been no Meeting Minutes released.
This constitutes a violation of the Open Meeting Law.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

I would like the Board to acknowledge it violated the law.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____

Scott Andrade

Date: _____

12/10/19

For Use By Public Body
Date Received by Public Body:

For Use By AGO
Date Received by AGO:



**BENTLEY
ACADEMY**
CHARTER SCHOOL

**Bentley Academy Charter School
Board of Trustees Meeting**

Wednesday, November 6, 2019

6:00pm

**Bentley Academy Charter School
25 Memorial Drive, Salem, MA**

Mission: Bentley Academy Charter School prepares all of its students for personal and academic success to get to and through college. Through a combination of high academic standards, data-derived instructional methods, and community supports and partnerships, Bentley Academy Charter School establishes the critical foundation necessary for students to thrive as they advance in their academic careers.

600	Call to Order
6:00-6:05	Approval of Minutes (Action Required)
6:05-6:30	Q&A with Bentley teachers about the role of our Board
6:30-7:00	Head of School and Academic Update Finance Update
7:00-7:30	Innovation Plan Committee update
7:30-8:00	New Business Committee Updates
8:00	Adjourn (Action Required)

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

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SCHOOL COMMITTEE

6000

SCHOOL COMMITTEE MEETINGS

6400

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS/PUBLIC HEARINGS

6409

All regular and special meetings of the School Committee shall be open to the public. School Committee meetings, including executive sessions, are conducted in accordance with the Massachusetts Open Meeting Law.

The School Committee desires and encourages citizens of the district to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public. Since Spanish is the second-most prevalent language in the city, interpreters will be available at regular school committee meetings should members of the public choose to address the committee in Spanish.

Public comment is intended to offer citizens an opportunity to express their opinion on issues of School Committee business. Should the Chair believe that an issue or question falls outside the purview of the School Committee, he/she may request that citizens direct it to the appropriate person or body so that the matter is given proper consideration.

The following process will govern public comment and participation at School Committee meetings:

1. A summary of this policy shall be read aloud at the beginning of each meeting in both English and Spanish.
2. The School Committee will have one section for public comment at each School Committee meeting, which shall generally follow the opening of the meeting.
3. A sign-up sheet will be available as people enter the meeting, and people will speak in the order in which they sign up, unless more than one person wishes to speak on a single topic, in which case the Chair may call them together. People who arrive after the sign-in sheet has been removed may speak at the Chair's discretion. The sheet will be handed to the chair just prior to the meeting being called to order.
4. Individuals wishing to speak must identify themselves by name and address and indicate the specific topic they wish to address.
5. Speakers will be allowed up to 5 (five) minutes to present their material. Extension of this time limit is at the discretion of the chair.
6. Copies of comments may be presented in writing, but not required, to the Committee before or after the meeting for Committee members to review or to consider at an appropriate time, and for inclusion in the meeting minutes.
7. Topics raised during the public comment period shall be limited to items that are within the School Committee's authority.
8. All speakers are encouraged and expected to present their remarks in a respectful manner.

Commented [JC1]: Additional revisions adopted by the Policy Subcommittee on 1.29.20 are highlighted, below. The updated proposed policy was re-referred to SC for 2nd reading.

Deleted: ¶
It is the policy of the School Committee that the agenda shall include a provision for community and staff to address the School Committee on topics or issues that would be reflective of the public interest, but for a period of no longer than a 5 minute duration. ¶

Commented [JC2]: Changed word to "summary" instead of precis as appeared in the 1st reading

Commented [JC3]: Added by Policy Subcommittee on 1/29/20 and re-referred for 2nd reading

Commented [JC4]: Revised wording by Policy Subcommittee on 1/29/20 and re-referred for 2nd reading (1st reading said: "Any person wishing to speak must identify him or herself"

Commented [JC5]: Changed from "interest to which they wish to speak" to "topic they wish to address."

Commented [JC6]: Added by Policy Subcommittee 1.29.20

9. All remarks will be addressed to the Chair of the School Committee. Responses to concerns will be made only by the Superintendent or Chair of the meeting, or other members at the Chair's discretion should a member request to speak. While the Committee and/or administration will not typically respond to citizen comments or questions posed at public comment, the Chair, as presiding officer of the meeting, may answer or request an answer to a question if he/she deems it expeditious.

State law also provides that:

No person shall address a public meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

Legal Reference: 30A:20(g)

Referred by the Policy Subcommittee on 1/16/20

First reading on 1/21/20

Revised and re-referred by Policy Subcommittee on 1/29/20

Deleted: S

Deleted: that all committee meetings shall be open to the public and to the press unless the committee shall vote to go into executive session. Further:

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Deleted: Approved – November 21, 2016⁶

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STUDENTS AND INSTRUCTION

5000

ATTENDANCE

5100

STUDENTS IN FOSTER CARE

5102.04

The Salem School Committee is committed to serving all students attending Salem Public Schools including students who are placed in foster care. The Salem Public Schools policy aligns to the requirements of Every Student Succeeds Act (ESSA) which requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). ESSA requires that the Department of Children & Families (DCF), the Department of Elementary and Secondary Education (DESE), and school districts designate points of contact and also that districts collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Designated Point of Contact

The Salem Public Schools designated point of contact for all students in foster care shall be the Homeless Education Liaison who will coordinate with DCF to:

- implement the provisions of ESSA,
- facilitate immediate enrollment of students and transfer of records,
- follow local transportation procedures,
- facilitate best interest determinations, and
- provide professional development and training to school staff on the ESSA provisions and educational needs of children in foster care.

Definition of Foster Care

The US Department of Education has defined "foster care" as 24 hour substitute care for which the state's child welfare agency is responsible, including children and youth that DCF has placed in:

- foster care family homes, kinship placements, pre-adoptive homes; or
- residential facilities, child care institutions, or group homes

Per DESE, students who are living with their parent/guardian in the home, even if they are in DCF custody, do not qualify under the new ESSA regulations as students in "foster care."

When a student enters/exits foster care or changes placements, the Salem Public School District expects to receive a formal Notice to Local Education Agency (LEA). This Notice is a form that indicates that the student is in foster care, along with their state-agency identification badge, to the local school district when enrolling students.

Immediate Enrollment

The Department of Education has defined “school of origin” as “the school the student was attending when placed in foster care, or at the time of a subsequent change in foster care placement.”

If it is determined to be in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately to minimize disruption of the student’s education. ESSA requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child’s school and district of origin to obtain the relevant records and documentation and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present a Notice to LEA form that indicates that the student is in foster care along with their state-agency identification badge to the local school district when enrolling students.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student’s family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. These parties should have the opportunity to participate meaningfully in the decision-making process. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is a disagreement in this process, DCF will finalize the best interest determination. The school district does have a right to dispute this with DESE.

Transportation

Salem Public Schools will work collaboratively with DCF to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care per the Salem Public Schools transportation guidelines.

The Department of Education has encouraged school districts and DCF to consider a variety of options for providing the necessary transportation in each case. The options may include establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from other foster parent(s), etc.

Dispute Resolution

When DCF and the involved district(s) cannot agree about whether it is in the student’s best interest to remain in the school of origin or to enroll and attend locally, and DCF makes a final decision that the district cannot accept, the district can seek review of DCF’s decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and

DCF. Decision made through this process are not subject to review. Under ESSA, to promote educational stability, students should continue to attend their school of origin while best determinations are being made.

Legal References

Every Student Succeeds Act of 2015
MA Department of Elementary Education (DESE)

Referred by the Policy Subcommittee on 1/23/20