



School Committee Meeting Materials

Regular School Committee Meeting

January 19, 2016

7:30 pm

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



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

Mayor Kimberley Driscoll, Chair

MEETING NOTICE

January 14, 2016

Committee of the Whole Meeting

Notice is hereby given that the **Salem School Committee will hold a Committee of the Whole Meeting on Monday, January 14, 2016 at 6:00 p.m.** For the purpose of meeting with the **District Parent Advisory Council.** The meeting will be held in the Manning Learning Commons at Collins Middle School, 29 Highland Avenue, Salem, MA.

AGENDA:

Introductions
Finalizing the Structure of DPAC
DPAC Survey Results
Next Generation Assessments
Prioritizing Topics for Discussion
Upcoming Topics in the Salem Public Schools – Strategic Plan and FY17 Budget Process

Respectfully submitted by:

Eileen M. Sacco, Secretary to the
Salem School Committee

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

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



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

Mayor Kimberley Driscoll, Chair

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

January 14, 2016

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting Tuesday, January 19, 2016 at 7:30 p.m.** The meeting will be held in the **School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.**

**REGULAR MEETING AGENDA
Tuesday, January 19, 2016**

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
 - a. Deliberation on the minutes of the December 14, 2015 Special School Committee Meeting
 - b. Deliberation on the approval of the December 21, 2015 Regular School Committee Meeting Minutes
 - c. Deliberation on the approval of the December 7, 2015 Committee of the Whole Meeting with DPAC
- IV. Questions and Comments from the Audience**
- V. Action Items**
 - a. Deliberation on the approval of participation at School Committee Meetings by Remote Participation (Tabled 11/16/15)
 - b. Deliberation on the acceptance of a donation to the Carlton Innovation School from Dribble LLC in the amount of \$10,000 with the condition that the funds are to be used specifically for the Carlton Innovation School and are to be deployed at the discretion of the Principal, and that she alone may decide how the money is spent.
 - c. Deliberation on the approval of Salem High School Choral Music Class Field Trip to the University of New Hampshire on Saturday, January 30, 2016
 - d. Deliberation on the approval of the Salem High School Harvard Model Congress trip to Boston, February 18-21, 2016

- e. Deliberation on the Revote of a motion from the last meeting to approve the Salary Increases for Non Union Employees as the percentage was inaccurately reported at the meeting
- c. Deliberation on the approval of the **Second Reading** of the recommended revisions to the following policies by the Policy Subcommittee
 - 5714 - Transportation to School
- d. Deliberation on the approval of the **Third Reading** of the recommended revisions to the following policies by the Policy Subcommittee
 - 5711 Wellness Policy
 - 5711:02 – Nutrition
 - 5711.03 – Physical Activity
 - 5711.04 – Social Emotional Health
 - 5203 - Academic Program (Title Change from Curriculum)
 - 5208 – Homework Policy
- VI. Superintendent Report – Ms. Margarita Ruiz**
 - Recognition of Salem High School Staff
 - Update on New Liberty Innovation School Planning
- VII. Presentations and Reports**
 - Curriculum Update Series – Update on Curricular Work in Mathematics
 - Update on Nathaniel Bowditch
- VIII. Finance Report – Mr. Philip Littlehale, Business Manager**
 - a. **Approval of Warrants**
 - December 31, 2015 in the amount of \$376,966.26
 - January 7, 2016 in the amount of \$227,121.40
 - January 14, 2016 in the amount of \$140,910.29
 - b. **Budget Transfer Requests**
- IX. Sub Committee Reports**
- X. School Committee Concerns and Resolutions**
- XI.** Next Regular School Committee Meeting – Monday, February 1, 2016
- XII.** Questions and Comments from the Audience regarding January 19, 2016 agenda
- XIII.** Adjourn to Executive Session for the purpose of discussing collective bargaining strategies

Respectfully submitted by

Eileen M. Sacco, Secretary to the
Salem School Committee

Salem School Committee of the Whole
Meeting Minutes
Monday, December 7, 2015

A meeting of the Salem School Committee of the Whole was held on Monday, December 7, 2015 at 6:00 p.m. The meeting was held in the Mary A. Manning Learning Commons at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: None

Others Present: Superintendent Margarita Ruiz, Ms. Kate Carbone, Assistant Superintendent, Ms. Margaret Marotta, Assistant Superintendent, Eileen Sacco, Secretary and Jill Conrad Chief of Systems Strategy

Call to Order

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

District Parent Advisory Council Meeting #2

Members of the School Committee and DPAC introduced themselves for the benefit of new members who are present.

Superintendent Ruiz addressed the Committee and reported that the district has complied the results of the survey that was distributed to members during the last month. She reported that the goal is to identify topics developed from the survey for the DPAC and the School Committee to discuss.

DPAC Structure

Ms. Ruiz suggests that we need to develop a structure of the group for facilitation and to be better able to communicate.

Heidi Guarino suggested that it would be helpful if the DPAC members receive the School Committee agendas. She also suggests that the DPAC could be used as a focus group for the School Committee in developing policies.

Sarah Morrill stated that a goal should be to see that the schools are fully represented and reported that she and the other representatives for Salem High School developed their own survey for Salem High School parents to see how to best represent them. She explained that they asked for strengths, weaknesses and challenges that parents see in SHS.

It was reported that Witchcraft Heights and Saltonstall representatives are doing a survey of their schools as well.

Mayor Driscoll suggested that smaller issues raised by the DPAC may be able to be addressed right away. She also states that she would like to streamline things. She notes that communication back and forth is something the district is working on noting it has been a struggle in the past.

Mayor Driscoll stated that she would like to prioritize agenda items noting that the members of the DPAC should bring concerns to the attention of the district.

Heidi Guarino states that she sees the roll of the DPAC as addressing more district wide issues rather than building specific issues.

Mayor Driscoll explains that the DPAC was established to have deep enriching conversations with parents on issues of the district.

Mr. Fleming stated that for large scale issues he sees the group as being a conduit to the School Committee for discussions in School Committee meetings. He notes that there are three schools that are not represented here noting that the Charter Schools are not represented.

Mayor Driscoll suggested that there needs to be a process for the DPAC to follow with the School Committee.

Dr. Walsh agreed noting that the goal to some extent is included in the title District Parent Advisory Council. He states that he feels that the group would talk about issues that are important to everybody with a goal of providing advice to the School Committee. He also states that he would hope that the members of the DPAC would articulate what is being discussed back to the schools.

Sarah Morrill notes that the DPAC is not a decision making body.

It was noted that it would be helpful if the School Committee provides information in advance in a timely manner so that DPAC can inform their schools of items of interest.

Next Generation of Assessments

Ms. Ruiz reported that the district needs to decide if they will be administering the PARCC Assessment or to administer the MCAS 2.0. She reviewed a Q&A handout that DESE has prepared.

Ms. Ruiz reported that she administered the PARCC Assessment in Boston and she is very familiar with it. She explained that the district would be administering it in paper and pencil form because the district technology is not capable of handling the assessment electronically at this time. She notes that the system is being upgraded this year.

Ms. Ruiz reported that she will be holding a forum on this on Monday, December 14, 2015 at 6:00 p.m. and invited DPAC members to attend as well as inform the members of the school communities about the meeting. She also notes that she will share her presentation for the forum with the members of the DPAC before the meeting. She notes that the timing of this is last minute but notes that the State did not give districts much notice.

Adjournment

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

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

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Salem School Committee of the Whole
Meeting Minutes
Monday, December 14, 2015

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

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

Members Absent: None

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

Superintendent's Forum on Assessment

Superintendent Margarita Ruiz made a presentation on the Next Generation of Assessment and the changes to the Massachusetts Assessment System MCAS and PARCC. She explained that the purpose of the forum is to update the community on the upcoming changes to MCAS and for people to understand the difference between the PARCC and MCAS assessments. She also noted that she would like feedback from parents and community members and give people an opportunity to ask questions.

Ms. Ruiz explained that the State is moving on from MCAS because after two decades of experience with MCAS the state has upgraded their learning expectations through revisions to the curriculum frameworks and content standards and it is time to upgrade the assessments to a new generation.

Ms. Ruiz reviewed the objectives of the PARCC Assessment and explained that it may be taken on a computer so that they are more interactive for students, and allow for greater accommodations and make it more efficient for schools to use results to improve instruction. She also notes that they allow students to show their work and are more than a multiple choice test. She also noted that the tests do not lend themselves to "teaching to the test."

Ms. Ruiz reviewed the differences between MCAS and PARCC noting the following:

MCAS primarily use multiple choice format that emphasizes memorization, test prep, and guessing.

MCAS tests basic understanding of students ability to read. Frequently tests students rote learning.

MCAS offers basic one step problems.

MCAS are too vague to offer detailed insight to gauge students readiness for the next step towards success.

PARCC allows students to submit answers and detailed responses, eliminating guesswork and allowing students to show their thinking and knowledge.

PARCC assesses a student's ability to read carefully, communicate clearly and problem solve.

PARCC presents challenging, multi-tiered problems

PARCC provides students, parents and educators detailed information so they can understand how students are progressing, where they need assistance and where they can be encouraged to do more.

Ms. Ruiz reviewed sample questions from each test. She also reviewed the time spend on testing and the PARCC Data and Privacy Policy, Reporting Levels, Transitional CPI's.

Ms. Ruiz reported that the Commissioner of Education is recommending that all districts begin procurement process for MCAS 2.0 with a goal of a single ELA and Math Assessment that draws on PARCC and MCAS to be given in the Spring of 2017 and that all districts commit to full computer based testing by Spring of 2019.

Ms. Ruiz reviewed the options for the district for the Spring of 2016 and notes that districts need to decide by the end of December if they will be taking the MCAS with PARCC items or the PARCC Assessment. She notes that all Massachusetts district's will administer the new MCAS 2.0 in 2017 and all districts will be held harmless for the results of the Spring 2017 test.

Ms. Ruiz reported that she has extensive experience in administering the PARCC Assessment in Boston and she is recommending that the Salem Public Schools administer the PARCC Assessment this Spring.

Ms. Ruiz opened the meeting up for public comment at this time.

Alexa Ogno addressed Ms. Ruiz and states that she is concerned that this will be another interim change that is not going to be a middle step but rather a step aside referring to MCAS 2.0. Ms. Ruiz explained that PARCC items will be added to the MCAS and the items will raise the rigor of the test. Ms. Ogno questioned if there is a way to expose students to rigor without taking a different test. Ms. Ruiz noted that students are being exposed to rigor through the district Accelerated Improvement Plan (AIP).

Sarah Murphy addressed Ms. Ruiz and stated that MCAS 2.0 is PARCC by another name and stated that she would like to see the district move past rigor to creativity in the area of Arts and Science.

State Representative Paul Tucker asked Superintendent Ruiz if she is concerned that many states are pulling out of PARCC testing. Ms. Ruiz stated that the PARCC test is closely aligned to rigorous standards and she is confident that the MCAS 2.0 will challenge our students.

Lise Hansen noted that the district level status will not change with the districts being held harmless for the results of the testing. Ms. Ruiz explained that we are not looking for a relaxation of things and she sees this as an opportunity.

Kathy Picone addressed Ms. Ruiz and questioned who put MCAS 2.0 together. Ms. Ruiz explained that it was put together by Pearson.

Ms. Ruiz thanked everyone for attending the forum and announced that the School Committee will be convening for a special meeting at 7:30 in the School Committee chambers.

Call to Order

Mayor Driscoll called the Special Meeting to order at 7:30 p.m.

Approval of the Agenda

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

Questions and Comments from the Audience

There were no questions or comments from the audience.

Superintendent's Report

Superintendent Ruiz reported that DESE has announced the Accountability Data for the district and noted that she is happy to report that Salem High School is a Level I School. She notes that this is a happy distraction for the district and congratulated Salem High School Principal David Angeramo and the staff on this accomplishment.

Superintendent Ruiz reported that no other schools in the district changed their levels, however there were notable increases in their rankings. She reviewed data and noted that this data indicates that we are a district on the move.

Ms. Ruiz reported that she has requested a position for the district for a Communication, Engagement, and Marketing Strategist. She explained that she heard repeatedly during her listening tour that there is a lack of communication from the district and she feels that this position will help increase the communication from the district. She explained that she has provided the School Committee with a job description for this position and the Personnel Subcommittee has reviewed it and it is on the agenda this evening for School Committee approval.

Mayor Driscoll stated that she would like to extend congratulations to Mr. Angeramo and the staff at Salem High School for their Level I designation. She also noted the hard work of the central office administration as well.

Mr. Bryant note that there are three schools that did not increase their targets and notes that even though they did not reach the target they were not by much.

Mr. Fleming stated that the district should be proud of the levels that the schools are at and notes that praise should go to the former Superintendent as well noting that that this achievement was under his leadership and due respect should be given to him as well.

Superintendent Ruiz reviewed her presentation on the Next Generation of Assessments and the changes to the Massachusetts Assessment System MCAS and PARCC. Her presentation can be found in the School Committee Meeting Materials December 14, 2015 at www.salem.com or www.salemk12.org.

Ms. Ruiz explained that she is recommending that the district administer the PARCC assessment this year.

Mr. Fleming stated that 18-24 states initially adopted the PARCC Assessment and now they are getting out of it.

Mr. Bryant stated that he likes that the district will be held harmless. He stated that he is concerned about the technology piece of this noting that the district is not equipped to take the test online. Ms. Ruiz reported that the goal is go full online for all districts in the state and we are in the process of making improvements to our system. She also noted that we will be taking the test with paper and pencil this year and noted that taking the test online brings tools to students not available with the paper and pencil version.

Dr. Walsh asked what the cost is to bring Salem up to date for next year. Mayor Driscoll explained that they are working on this and the new Director of Technology is now on board and we are working towards upgrading the system.

Dr. Walsh questioned if it is fair to compare paper takers with the online version of the test.

Ms. Amaral stated that she voted against the PARCC test last year but she feels that it is time to get aligned. She noted that Malden has the computer technology in place explaining that they have started using Chromebooks. She stated that she will be voting in favor of PARCC.

Ms. Hunt stated that she thinks that the comparison chart is a little extreme about MCAS and notes that PARCC is better aligned to the standards.

Mr. Schultz stated that there should be a faster turnaround time on the scores with the use of computers and notes that it would be nice to have scores to inform summer program offerings for students.

Mayor Driscoll thanked Superintendent Ruiz for her thoughtful presentation and for recommending PARCC. She stated that she feels that the PARCC test will offer more challenges for students. She also notes that she values the digital aspect of the test and notes that the upgrades to the technology are being funded by the CIP and the balance will be covered from the funds from the Footprint agreement.

Action Items

Deliberation on the Approval of the Superintendent’s Recommendation to administer the PARCC Assessment in the Spring of 2016 in the Elementary and Middle Schools

Ms. Hunt moved to approve the Superintendent’s recommendation to administer the PARCC Assessment in the Spring of 2016. Mr. Bryant seconded the motion. Mr. Fleming requested a roll call vote on the motion. Dr. Walsh and Ms. Amaral agreed.

Mayor Driscoll called for a roll call vote as follows:

Mr. Schultz	Yes
Dr. Walsh	No
Mr. Fleming	No
Ms. Hunt	Yes
Mr. Bryant	Yes
Ms. Amaral	Yes
Mayor Driscoll	Ye

The motion carried (5-2).

Deliberation on the Approval of the Position of Communications, Engagement & Marketing Strategist

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

Discussion:

Ms. Ruiz explained that she will be presenting her entry plan findings at the December 21, 2015 School Committee meeting. She explained that during her entry plan forums she heard repeatedly that communication is an issue in the district. She noted that there are many great things going on in the district that people do not often hear about. She also notes that the position will be PR oriented and will streamline community engagement with parents and stakeholders.

Ms. Amaral reported that the Finance and Personnel Subcommittees reviewed the request and estimated that the position would pay about \$60,000 and the cost for this year would be about \$30,000. She stated that there is money in the budget for the position.

Mr. Fleming stated that he feels that the administration positions in the district are a little top heavy and notes that the salaries are approaching \$1 million dollars.

Dr. Walsh stated that he would rather see funds go toward increasing funding for early intervention programs such as the Parent Child Home Program and he does not think that this is the best use of funds.

Mayor Driscoll called for a vote on the motion. Mr. Fleming asked for a roll call vote. Dr. Walsh and Ms. Hunt agreed.

Mayor Driscoll called for a roll call vote as follows:

Ms. Amaral	Yes
Mr. Bryant	Yes
Ms. Hunt	Yes
Mr. Fleming	No
Dr. Walsh	No
Mr. Schultz	Yes
Mayor Driscoll	Yes

The motion carried (5-2).

Deliberation on the approval of the Memorandum of Agreement by and Between the Salem School Committee and the AFSCME Council 92, Local 294 regarding “Carryover Vacation”.

Mr. Fleming moved approval. Mr. Schultz seconded the motion.

Discussion:

Mr. Fleming explained the Memorandum of Agreement with the AFSCME regarding carryover vacation. He explained that in prior years members were allowed to convert 10 unused vacation days to sick days and there was a change in the contract where in the past they were allowed to carry over 10 unused vacation days and convert the rest to sick time and that was changed. He explained that they are proposing that they be allowed to change it for one year so that unused vacation time can be carried over.

Mayor Driscoll stated that it makes sense to do this at this time due to time constraints but noted that we need to work through this with the Union.

A vote was taken on the motion. The motion carried.

Subcommittee Reports

Mr. Fleming reported that the Personnel Subcommittee met in a joint meeting with the Finance Subcommittee to review the position of the Communications Engagement Strategist and also

reviewed the request for the Director and Assistant Director of Human Resources positions that the Superintendent is proposing with the departure of two employees from the department. He reported that the Subcommittees approved the recommendation and authorized the Superintendent to advertise the positions.

School Committee Concerns and Resolutions

Dr. Walsh reported that he will not be at the next meeting and stated that he wanted to wish Mr. Bryant and Ms. Amaral well as they leave office as School Committee members.

Mr. Bryant thanked Dr. Walsh for the well wishes and stated that it has been a pleasure to serve on the Committee.

Ms. Amaral expressed her thanks as well and noted that she will miss the School Committee but she will enjoy being home with her kids on Monday nights.

Questions and Comments from the Audience

Salem Teaches Union President Beth Kontos addressed the School Committee and reported that she received a donation for Salem High School students of 30 brand new prom dresses from the Ultimate in Peabody, MA.

Adjournment

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

The meeting was adjourned at 10:30 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Salem School Committee
Meeting Minutes
Monday, December 7, 2015

A regular meeting of the Salem School Committee was held on Monday, December 21, 2015 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: Dr. Brendan Walsh, Rachel Hunt

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

Call to Order

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

Approval of the Agenda

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

Approval of Minutes

The minutes of the Regular School Committee meeting held on December 7, 2015 were presented for approval.

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

Questions and Comments from the Audience

There were no questions or comments from the audience.

Action Items

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

Mayor Driscoll noted that the matter was tabled at the last meeting and called for a motion to take the matter off the table. She noted that the matter is pending a clarification of a School Committee Policy and there has been a recommendation from Attorney Kulak that the new School Committee vote on this matter after the new Committee takes office in January.

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

- b. Deliberation on the approval of a Charter Amendment for the Bentley Academy Charter School relative to Early Release Time.

Mr. Bryant moved to approve the Charter Amendment for the Bentley Academy Charter School. Ms. Amaral seconded the motion carried.

- c. Deliberation on the approval of the First Reading of the recommended revisions to the

following policies by the Policy Subcommittee

5714 - Transportation to School

Mr. Bryant moved approval. Mr. Fleming seconded the motion. The motion carried.

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

5711 Wellness Policy

5711:02 – Nutrition

5711.03 – Physical Activity

5711.04 – Social Emotional Health

5203 - Academic Program (Title Change from Curriculum)

5208 – Homework Policy

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

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

5223 Student Advisory Committee

5400 Student Conduct

5405 Interrogations and Searches

5406 Demonstrations and Strikes

5411 Student Dress

5805 Use of Hand Held Devices – Name Change

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

Superintendent Report – Ms. Margarita Ruiz

Superintendent Margarita Ruiz addressed the School Committee and reported that there was a serious medical emergency at Salem High School that was responded to by Salem Public Schools staff and students as well as the Salem Fire Department. She commended the staff and students at Salem High School for their efforts in helping the individual in need and notes that the members of the Salem Fire Department came back to the school to commend them on the stellar job that they did in helping to save the persons life.

Ms. Ruiz reported that on December 17th she served as a celebrity Judge along with Mayor Driscoll as the student apprentices at Collins Middle School explained their projects. She notes that it was fabulous to see the students so engaged in their work. She also noted that this was a wonderful opportunity for students and members of the community to collaborate and thanked the students and community members who participated.

Ms. Ruiz reported that tonight Salem High School Principal David Angeramo will present Part Two of the Salem High School SAT and ACT presentation.

Ms. Ruiz reported that tonight she will present her findings from her 100 day listening tour and entry plan observations. She thanked Mayor Driscoll and members of the School Committee who participated in the process and notes that she is very excited to present her findings.

Ms. Ruiz noted that this is the last School Committee meeting for outgoing members Deborah Amaral and Nate Bryant. She thanked them for their service and wished them well in their next endeavors.

Presentations and Reports

Superintendent's Entry Plan Findings

Ms. Ruiz addressed the School Committee and made a presentation on her 100 Day Listening Tour and Entry Plan. She explained that as the Superintendent of Schools in Salem, I see that the work ahead is to deeply understand the challenges and opportunities that we have in Salem and beyond, and to engage and leverage all stakeholders in creating a strategic plan that will propel our schools towards excellence in the 21st century. Before undertaking this larger task, I knew that I must first deeply understand the challenges and learn about the work previously done in the district and the city.

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

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

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

Core Values

During the 29 years of my career as an educator, I have been guided by a clear set of values that have informed my work as a teacher, school leader, district administrator and now as a Superintendent. These core values have instilled in me the belief that we must engage the community in developing and executing a strong vision of excellence for all our students.

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

Entry Plan Process

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

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

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

A. One-on-One Interviews with Key Stakeholders

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

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

- School Committee members
- Mayor and other elected officials
- Parents
- Teachers
- Students
- Central office Staff
- Principals
- Chiefs of public safety organizations
- Salem Teachers Union
- Salem State University and other higher education partners
- Community organizations
- Salem based and outside foundations

B. Public Forums

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

C. Online Entry Questions Portal

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

D. District Data Analysis

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

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

D. School Visits & Classroom Observations

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

Entry Findings Analysis: Major Themes Uncovered

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

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

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

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

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

1. Teaching and Learning

Strengths

- Great dedicated teachers and staff; many are from Salem and have chosen to work and remain in the city to work with our students.
- Salem Public Schools has a great music program, which is the pride of the city. The district also has good arts programs, which are supported by partners such as the Peabody Essex Museum and others.
- The increased focus and implementation of more inclusive practices at our schools.
- During the past two years, the Teaching and Learning Office has done great work in aligning the curriculum through the creation of curricular maps that are aligned with the formative assessments administered in the district.
- There have been good investments in the areas of coaches (Math, ELA and Science) to support and build and support content knowledge among our teachers.
- Salem Public Schools offers high quality professional development for teachers both at the district and school level.
- Salem Public Schools has a variety of high quality special education programs, services, and has established schools (Salem Prep High School and Early Childhood Center), that provide specialized instruction and support to students with various disabilities in the district.
- Salem Public Schools has developed and continues to improve the structure for data analysis in all our schools through partnership with ANet.
- Salem Public Schools is currently implementing the Positive Behavior Interventions and Supports (**PBIS**) approach in all our schools to establish behavioral supports and positive school culture needed for all students' social, emotional and academic success.

- Extended learning time has been implemented in three schools in the district, Collins, Bowditch and Saltonstall.
- Salem Public Schools offers a variety of good after school programs.

Areas for Growth

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

2. Communication

Strengths

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

Areas for Growth

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

3. Engagement

Strengths

- There is strong support for our schools from parents; the majority of our schools have active PTOs in place.

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

Areas for Growth

- While many schools have PTOs that are active in fundraising and developing events for the school, many parents express the desire to have workshops and information on how to support their children with their academic work at home. Many feel our schools are not doing enough to build the capacity of our parents to support their children with new, more challenging curriculum they are not familiar with (i.e. Math)
- Some parents, especially those speaking other languages and coming from other cultures, do not feel welcomed at some of our schools and by other parents in the district. Many are frustrated by the school's inability to provide information or accommodate meetings about their children in a timely manner in their language.
- Many members of PTOs across the district express their frustration with their inability to consistently engage parents of different cultural and linguistics backgrounds. The overall opinion expressed by most parents is that the district should have a strategy and resources to support effective parent engagement in the district.
- We have many families leaving the district. Many leave because they are not confident that their children will get a first class education in Salem.

4. Recruiting, Developing and Retaining Talent

Strengths

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

Areas for Growth

- The district has a challenge with retaining teachers. Each summer a large number of teachers either leave current positions or decline job offers to work in other districts with higher pay.
- The hiring process for teachers in Salem takes place too late in the year. The height of hiring season takes place in the early summer after the SPS budget has been approved. This greatly

hinders SPS capacity to be competitive with districts, which complete these processes much earlier and are able to recruit top talent for their schools.

- Staff morale is low. Teachers have felt unappreciated and not valued by the district and city. They feel the Level 4 status brought a lot of pressure and blame on teachers and not enough support. The Bentley “take-over” and later conversion into an in-district Horace Mann Charter further lower morale and prompted a lot of turnover of teachers.
- While the student population is very diverse, there is very low diversity in the teacher and staff ranks. Very few are bilingual educators, especially in Spanish.

5. Infrastructure

Strengths

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

Areas for Growth

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

6. Other

Strengths

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

Areas for Growth

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

Hopes and Aspirations for Salem Public Schools

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

Expectations of the New Superintendent

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

Planning for Now and the Future

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

entry plan findings tell us that our district strategic planning process should include the following key priorities:

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

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

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

- Stronger HR systems and strategy to effectively recruit, develop, and retain talent in our district
- More strategic and transparent budgeting process to distribute resources to schools based on student need
- Robust data and technology systems that increase efficiencies and build a data- and performance-driven culture across the district

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

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

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

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

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

Mayor Driscoll stated that Ms. Ruiz is the first Superintendent that she has seen that brought this level of detail to an entry plan. She stated that she likes that things that were identified that are going well as well as some hard truth that we need to face. She also notes that she appreciates the thoughtfulness and the excitement that Ms. Ruiz has shown in her presentations.

Mr. Schultz stated that he agrees with all of what the Mayor said and note that he has been involved with the Salem Public Schools for 16 years and he feels that the item of fundamental importance for the district is the Vision for the district. He stated that he is impressed with Ms. Ruiz leadership of the district and her understanding of it as well as her unflappable belief that this could be a high performing district.

Mr. Bryant agreed noting that he appreciates that we are raising the bar and notes that this is his third Superintendent during his service on the School Committee and this is the first time he has seen such an in depth entry plan. He also praised the leadership team and noted that they have been instrumental in guiding the leadership team as well.

Superintendent Ruiz’s full presentation is online at www.salemk12.org and www.salem.com. The presentation can be found in the School Committee Meeting Materials for the December 21, 2015.

Update on Salem High School AP and SAT Data- Salem High School Principal David Angeramo

Salem High School Principal David Angeramo made an updated the School Committee on the Salem High School AP and SAT data. Mr. Angeramo’s presentation can be found in the School Committee meeting materials at www.salemk12.org and www.salem.com.

Finance Report – Mr. Philip Littlehale, Business Manager

Approval of Warrants

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

Mr. Fleming moved approval of the warrants in the amounts indicated. Ms. Amaral seconded the motion. The motion carried.

Budget Transfer Requests

FY16 Budget Transfer Request #13 – Collins Middle School

Mr. Littlehale reported that he is requesting the following budget transfers. These transfers will repurpose part of the remaining \$350,000 of the \$355,000 that was budgeted for Collins ELT expenses. \$5,000 was previously transferred in budget transfer #8. Funds for which a repurpose has not yet been determined will be transferred to 13930120 5161 Retroactive Wages to isolate the funds. These funds have become available as the district received the ELT grant to cover the ELT expense.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt	Reason
12/16/2015	From	13700920	5130	Middle School ELL - Teachers	(11,102)	Budgeted ELT Funds
12/16/2015	From	13490140	5111	FT Salary - Nurse	(3,948)	Budgeted ELT Funds
12/16/2015	From	13570920	5130	Middle School Reg Day - Teachers	(250,143)	Budgeted ELT Funds
12/16/2015	From	13460920	5130	Middle School Media	(4,490)	Budgeted ELT Funds
12/16/2015	From	13640160	5126	Psychologist	(17,060)	Budgeted ELT Funds
12/16/2015	From	13640920	5130	Middle School Special Ed - Teachers	(63,257)	Budgeted ELT Funds
12/16/2015	To	13990161	5317	Educational Training	60,000	Lynch Academy
12/16/2015	To	13451021	5246	Athletic Equipment	55,000	Replacement of HS User fees
12/16/2015	To	13032040	5117	Administrative	30,000	Communication Position
12/16/2015	To	13571321	5320	Contract Services	20,000	Prep Move
12/16/2015	To	13930120	5161	Retroactive Wages	185,000	To be determined

Mr. Littlehale reported that he recommends approval of the budget transfers.

Mr. Bryant moved approval of Budget Transfer FY16-13 as presented. Ms. Amaral seconded the motion.

Mr. Fleming reported that the Personnel Subcommittee has reviewed the proposed request and explained that he would like to see the School Committee review the last entry regarding retroactive raises. He explained that the non union personnel would getting a 2% increase but he would like to review the exceptions to the 2% increase. Ms. Amaral recalled that there were some contracts that the Personnel Subcommittee requested to review at their last meeting. She also explained that there is \$125,000 suggested for non union increases which is not in the budget and Mr. Littlehale will have to identify the funds within the existing budget. She recommended that the School Committee adopt

the recommendations subject to receipt of the three contracts the Personnel Subcommittee requested to review.

Mr. Fleming agreed that he could agree to that. Mayor Driscoll called for a vote on the motion. A vote was taken and the motion carried.

Ms. Amaral reported that the Finance Subcommittee also reviewed the request to fund the new Student Information System with Dominion Funds. She stated that the Finance Subcommittee recommends approval of the expenditure of \$130,000.

Ms. Amaral moved to approve the expenditure of \$130,000 from the Dominion funds for a new Student Information System. Mr. Bryant seconded the motion. The motion carried.

Subcommittee Reports.

Buildings and Grounds

Mr. Bryant reported that the Buildings and Grounds Subcommittee has been working on the matter of the data collection for the cold classrooms and they will be reporting back to the School Committee at a future meeting. He also noted that Mr. L'Heureux is pursuing pricing information on the repairs that need to be made.

School Committee Concerns and Resolutions

Mr. Fleming addressed the School Committee and expressed his thanks to outgoing members Nate Bryant and Deborah Amaral. He stated that they have made tremendous contributions to this body and complimented Ms. Amaral's leadership during the budget process as the Chair of the Finance Subcommittee. He wished them well as they leave the School Committee.

Mayor Driscoll thanked Mr. Bryant and Ms. Amaral for their service to the City of Salem as School Committee Members and presented them with gifts as a token of our appreciation.

Mr. Bryant addressed his colleagues and thanked them. He stated that he has enjoyed his service on the School Committee and noted that although it was challenging at times he feels that the district is heading in the right direction.

Ms. Amaral addressed the School Committee and thanked them for their help over the years. She noted that she is looking forward to being home with her children more. She stated that she has enjoyed her service on the Committee and notes that she feels that the district is heading in the right direction.

Questions and Comments from the Audience Regarding the December 21 Agenda

There were no questions or comments from the audience.

Adjournment

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

The meeting adjourned at 10:30 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials and Reports

Minutes of Regular School Committee Meeting December 7, 2015

School Committee Agenda December 21, 2015

Budget Transfer Request #FY16-13

Presentation on Superintendent's Entry Plan Findings

Presentation on Salem High School AP and SAT Data

Policies Reviewed:

5714 Transportation to School

5711 Wellness Policy

5711.02 Nutrition

5711.03 Physical Activity

5711.04 Social Emotional Health

5203 Academic Program – Formerly Curriculum

5208 Homework Policy

5223 Student Advisory Council

5400 Student Conduct

5405 Interrogations and Searches

5406 Demonstrations and Strikes

5411 Student Dress

5805 Use of Hand Held Devices



The Salem Public Schools
Carlton School

Jean-Marie Kahn, Principal
Teegan von Burn, Assistant Principal
10 Skerry Street • Salem, Massachusetts 01970

E-Mail: jeanmariekahn@salemk12.org
E-Mail: teeganvonburn@salemk12.org
Tel. (978) 740-1280 Fax (978) 740-1283

December 23, 2015

Mr. Richard Thornett
Dribbble LLC
16 Front Street Suite 202
Salem, MA 01970

Dear Mr. Thornett,

Re: Your check 1143 dated 12/21/15

Thank you so much for your generous donation of \$10,000 to the Carlton Innovation School. Your support will help us continue the vision of our Innovation Plan.

Sincerely,

A handwritten signature in blue ink, appearing to read "J-M Kahn", is written over the word "Sincerely,".

Jean-Marie Kahn
Principal

Tax ID# 046-001-413

Rich Thornett
Dribbble LLC
16 Front St., Suite 202
Salem, MA 01970

December 22, 2015

To whom it may concern:

Enclosed is a check for \$10,000 from Dribbble LLC to the Carlton Innovation School in Salem, MA. This donation is made under the condition that these funds will be used specifically for Carlton and will be deployed at the discretion of Principal Jean-Marie Kahn. She alone may decide how the money is spent.

Sincerely,

A handwritten signature in black ink that reads "Rich Thornett". The signature is written in a cursive style with a large initial "R" and a stylized "T".

Rich Thornett
rich@thornett.com
978.745.2763

DRIBBLE LLC
16 FRONT ST SUITE 202
SALEM, MA 01970

53-179-113

1143

Pay to the order of
Jen Howard and Carlton School

date 12/21/2015

\$ 10,000.00

 **Eastern Bank**

Bank, MA 02110
easternbank.com
1-800-EASTERN

for 2015 Donation

signature Ken M. [Signature]

⑆011301798⑆ 060067320E⑆ 1143

Memorandum

To: Ms. Margarita Ruiz, Superintendent of Schools

CC: file

From: David J. Angeramo, Salem High Principal



Date: December 23, 2015

Re: Out of State day Field Trip to the University of New Hampshire

This is to recommend the Choral Music Class field trip to the University of New Hampshire. The field trip will take place January 30, 2016. This trip will give our students the opportunity to visit and experience a college music program. The one-day field trip will be chaperoned by Ms. Lianne Goodwin, Choral Music instructor. A list of students (25 students) with permission slips will follow. Our school nurses have cleared all students attending. The students & Ms. Goodwin will travel by bus paid for by the music department .

This is an excellent opportunity for our students to experience of rehearsing and participating in a concert with other high schools and college student musicians.

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

Please call me if you have any questions or concerns.

Attachment

The Salem Public Schools City of Salem

Salem High School
Lianne Goodwin, Director of Chorus and Drama

77 Willson St., Salem, MA 01970
(978) 740-1136 Fax (978) 740-1110

December 15, 2015

Mr. David Angeramo, Principal
77 Willson St.
Salem, MA 01970

Dear Mr. Angeramo,

I am writing on behalf of the choral department students to respectfully request permission to attend a field trip in January to the University of New Hampshire. During this proposed one day trip, the students will be participating in a choral festival culminating in a concert in the evening.

This trip will last only one day and not include an overnight stay. The students (approximately twenty-five total) and I will travel by bus to the University of New Hampshire in Durham, NH, departing in the morning of January 30th and returning later that evening. Because the trip is on a Saturday, the students will not miss any school.

Although the primary focus of this trip will be rehearsing and participating in a concert performance of John Rutter's "Gloria" with other high school and college student musicians, the students will also have the opportunity to see some of the campus and its facilities, eat in the dining halls at UNH, and interact with current University students.

Students will only be responsible for paying for or bringing their own meals on this trip. The high school choral department will cover the bus costs for the trip. The choral department participated in this festival six years ago and it was very successful. Feedback from the parents who attended the concert and the students who participated was very positive. The students enjoyed the musical experiences as well as the opportunity to visit and explore a large university with many program offerings.

Should you have any questions, please do not hesitate to contact me at the high school at 978-740-1136.

Sincerely yours,



Lianne Goodwin
Director of Chorus and Drama

Trip Form

Salem Public Schools-Salem, MA

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

Name of Organization or Activity: Salem High School Choral Dept

Total number of (CORI NEEDED) Chaperones _____ Teachers 1

Trip dates: Departure Date & Time 1/30/16 8:00 AM

Return Date & Time 1/30/16 10:00 PM

Contact person: Lianne Goodwin

Cell Phone Number: 573-529-3547 Telephone: NA

Destination: City & STATE Durham, NH Country: USA

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

Hotel (s) Name, Address, telephone number: NA

Rating of Hotel: Excellent _____ Good _____ Average _____

Insurance coverage: _____

Room Rate: Single Occupancy _____ Rate _____ Double Occupancy _____ Rate _____

Student rooms needed: _____ Rate _____ ADULT rooms needed: _____ Rate _____

Meals included? _____ Quality of meals? _____

Other types of accommodations: Name: _____ Rate: \$ _____

Name of travel agent: NA

Address: _____

Telephone Number: _____

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

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

PREFERRED METHOD OF TRANSPORTATION:

BUS: LBK

NAME OF COMPANY (ADDRESS & TELEPHONE)

Danvers, MA

PLANE: _____

NAME OF COMPANY (ADDRESS & TELEPHONE)

TRAIN: _____

NAME OF COMPANY (ADDRESS & TELEPHONE)

COMMENTS & ADDITIONAL INFORMATION:

Salem Public Schools Field Trip Request

Form

School Year 2015-2016

*Needed for all Field Trips Regardless of Transportation Provider

School Salem High School

Proposed Field Trip Primary Contact Lianne Goodwin

Date of Request 12/15/15 (must be 2 weeks prior to field trip)

Date of Proposed Field Trip 1/30/16 # of Students ≈ 25 Accessible Vehicle? YES NO

Nursing Consult (must be completed for all field trips):

- A. Does any student have an Epi Pen or Medical Plan? YES NO
- B. Does a nurse need to attend (or parent/guardian)? YES NO
 - Parent of student in need will attend YES NO
 - The school is requesting nursing coverage YES NO

School Nurse Signature (required) Beth Ann Hart, RN

Salem Public Schools Transportation Request: LOCAL TRIPS ONLY

Proposed Destination OD to Durham, NH

Pick Up Time _____ NO EARLIER THAN 9 AM Return Time _____ NO LATER THAN 1 PM

Principal Signature (required) _____


Fax Request to 978-825-5542

No trip is considered confirmed until PPS & Transportation have returned approved request
Director of Pupil Personnel Services must approve all special education field trip requests
Request will be returned with confirmation/denial and estimated cost of trip

FOR INTERNAL USE ONLY:	
DATE RECEIVED _____	
PPS APPROVED _____	NURSE ASSIGNED _____
TRANSPORTATION APPROVED _____	DENIED: _____ REASON DENIED _____
COST OF TRIP: _____	NUMBER OF HOURS: _____
LISTED IN BOOK: _____	REQUEST RETURNED: _____

Memorandum

File to file 1/5/16

To: Ms. Margarita Ruiz, Superintendent of Schools
CC: file
From: David J. Angeramo, Salem High Principal 
Date: December 23, 2015
Re: Harvard Model Congress 2015

This is to recommend the Salem High School Harvard Model Team be given permission to participate in a four-day conference in Boston, MA. This trip will take place during vacation week; February 18 to February 21, 2016 the trip will give students the opportunity to participate in this conference. Advisors/Chaperones, Andrew Bub and Amy Selvaggio are both Salem High School teachers.

The group will stay at the Sheraton Boston Hotel. Cost of the trip is \$375.00 per student. They will travel by LBK Transportation and the driver will have a CORI. A list of students attending and the itinerary are enclosed. The students are planning several fundraisers to defray the cost.

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

Please call me if you have any questions or concerns.

Attachment

**Salem High School
Harvard Model Congress
Memo**

To: David Angeramo, Principal, Salem High School; Margarita Ruiz, Superintendent, Salem Public Schools; Members of the Salem School Committee

From: Andrew Bub and Amy Selvaggio, co-advisors of Harvard Model Congress at Salem High School

Date: December 21, 2015

Topic: Attending the Harvard Model Congress Conference at the Boston Sheraton Hotel, February 18- February 21, 2016

Participating in Harvard Model Congress (HMC) over February vacation has been an honored tradition at Salem High School for over 20 years. Run by a staff of Harvard undergraduates and overseen by prestigious faculty members, HMC is the largest simulation of U.S. Government, attracting high school students from across the nation and around the world including students from Venezuela, United Arab Emirates, and Israel. In recent years, Harvard has expanded this immersive experience to include conferences in San Francisco, CA; Dubai, United Arab Emirates; São Paulo, Brazil; Seoul, South Korea; and a rotating European city, this year landing in Rome, Italy. HMC is a living lesson in civics with students assigned the role of an actual senator or congressman/woman, or participating in Special Programs such as the West Wing, Cabinet, FBI, World Bank, and Supreme Court to name a few.

Students are expected to maximize their experience at HMC by thoroughly researching their assigned role and preparing short speeches, and policy proposals prior to the conference. Students become experts on the handpicked policies for their committee, and must confront the unique challenge of defending positions that they may not agree with personally. At the conference, engaging in open debates, caucuses, trials, press conferences, and testimonies, students are able to better appreciate the purpose and role of the political process. A committed staff of Harvard students strives to facilitate a supportive and educational learning environment that focuses on student participation. First and foremost a teaching institution, HMC dedicates itself to providing an enjoyable and instructive atmosphere in which to develop a commitment to and interest in American government and civic engagement.

This year, HMC will take place Thursday February 18- Sunday February 21, 2016. Most students have been busy fundraising to help cover the cost of the trip (\$105.00 Harvard Delegate Fee, \$334.00 for the hotel, plus spending money for food) as the costs have continued to increase each year. Additionally, Harvard has selected several of our students as recipients of partial or full scholarships.

As the co-advisors of HMC, we are asking that the students be allowed to attend the HMC conference over February break. The relationships and lessons our students are exposed to on this trip are invaluable.

Thank you for your time and consideration.

Salem Public Schools Field Trip Request

Form

School Year 2015-2016

*Needed for all Field Trips Regardless of Transportation Provider

School Salem High School

Proposed Field Trip Primary Contact Amy Selvaggio

Date of Request 12/21/15 (must be 2 weeks prior to field trip)

Date of Proposed Field Trip Feb. 18-21, 2016 # of Students 24 Accessible Vehicle? YES NO

*Not needed
- School Bus
From LBR*

Nursing Consult (must be completed for all field trips):

A. Does any student have an Epi Pen or Medical Plan?

YES NO
YES NO
YES NO
YES NO

B. Does a nurse need to attend (or parent/guardian)?

- Parent of student in need will attend
- The school is requesting nursing coverage

School Nurse Signature (required) [Signature]

Salem Public Schools Transportation Request: LOCAL TRIPS ONLY

Proposed Destination Harvard Model Congress Sheraton Boston - Will Be Calling LBR ***

Pick Up Time 10 am NO EARLIER THAN 9 AM Return Time 2 PM NO LATER THAN 1 PM

Principal Signature (required) [Signature]

Fax Request to 978-825-5542

No trip is considered confirmed until PPS & Transportation have returned approved request

Director of Pupil Personnel Services must approve all special education field trip requests

Request will be returned with confirmation/denial and estimated cost of trip

FOR INTERNAL USE ONLY:

DATE RECEIVED _____

PPS APPROVED _____

NURSE ASSIGNED _____

TRANSPORTATION APPROVED _____ DENIED: _____ REASON DENIED _____

COST OF TRIP: _____

NUMBER OF HOURS: _____

LISTED IN BOOK: _____

REQUEST RETURNED: _____

Salem High School
Field Trip Approval Form

Administrator's Approval: *CS* Date of Approval: 12/22

Teacher's Name: Ms Selvaggio / Mr. Bova

Date of Trip: Thurs 2/18/16 - Sun 2/21/16

Student: _____ Field Trip Class: Harvard Model Congress

Activity: HMC Conference Location: Boston Sheraton Hotel
39 Dalton St. Boston, MA 02199

Departure Time: Thurs 2/18/16 10am Return Time: Sun 2/21/16 2pm

This form must be completed and returned to the teacher by: 2/8/2016
The top part of this form MUST be completely filled out before class/teacher permission is sought.

Red Day	White Day
A Block Teacher's Signature	E Block Teacher's Signature
B Block Teacher's Signature	F Block Teacher's Signature
C Block Teacher's Signature	G Block Teacher's Signature
D Block Teacher's Signature	H Block Teacher's Signature

I agree to make up All class work missed as a result of this field trip.

Student's Signature: _____ Date: _____

Parental Approval: My son/daughter has permission to participate in this activity.

Parent's Signature: _____ Date: _____



Transportation Permission Slip

X I _____ give my son/daughter _____ X
Name of Parent/Guardian Student's Name

Permission to attend field trip/event/program HMC Conference 2016
Name of the event/program

On date: Thur. 2/18/2016 - Sun. 2/21/2016 at time: 10am - 2pm which takes place at

The following location: Boston Sheraton Hotel 39 Dalton Street, Boston, MA 02199

I understand that the Salem School Department will/ will not (circle one) provide transportation to and from this event. In the event that transportation is not being provided by the Salem School Department or if the parent or guardian prefers that the student drive or be driven in a private vehicle to and from this event, a separate vehicle permission slip (below) must be completed. In granting my permission for my child to attend this program, I understand that the Salem School Department shall not be liable for any injuries or damages sustained as a result of the student's participation in this program.

X _____
Signature of Parent/Guardian Date

Signature of Student if 18 or older

.....
PERMISSION FOR TRANSPORTATION IN A PRIVATE VEHICLE

My child: _____ has my permission to drive his/her vehicle

To and from _____ or to be transported by a fellow

Student or the instructor in a private vehicle. I understand that transportation home from this

Location will (circle one) be provided for those who are not otherwise driving their own

Vehicles, and that my child will need to be picked up at this location at _____

I further understand that the Salem School Department shall not be liable for any injuries or damages

Sustained as a result of these transportation arrangements.

Parent/Guardian's Signature Date

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM 5200

Academic Program (Formerly Curriculum) 5203

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

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

Title Change from Curriculum to Academic Program

First Reading of Revision: December 7, 2015

Second Reading: December 21, 2015

Third Reading- January 19, 2016

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

Grades K- 1	10-30 minutes daily with 15-20 minutes daily reading
Grades 2 - 3	30-45 minutes daily with 15-20 minutes daily reading
Grades 4 - 5	30-60 minutes daily with 20-30 minutes daily reading
Grades 6 - 8	60-90 minutes daily with 20-40 minutes daily reading
Grades 9 -12	1 - 2 hours daily with daily reading

EXCEPTIONS

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

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

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

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

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

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

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

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

Approved: 1/ 9/06

First Reading December 7, 2015
Second Reading December 21, 2015
Third Reading – January 19, 2016

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STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 5700

WELLNESS 5711

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

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

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

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

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

Approved: January 7, 2013

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

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

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

[Third Reading - January 19, 2016](#)

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STUDENTS AND INSTRUCTION

HEALTH AND SAFETY

NUTRITION

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

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

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

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

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

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

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

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

[Third Reading – January 19, 2016](#)

5000

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| STUDENTS AND INSTRUCTION _____ 5000

| HEALTH AND SAFETY _____ 5700

| PHYSICAL ACTIVITY _____ 5711.03

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

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

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

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

Approved: 7 January 2013

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

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

[Third Reading - January 19, 2016](#)

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| STUDENTS AND INSTRUCTION _____ 5000

| HEALTH AND SAFETY _____ 5700

| SOCIAL AND EMOTIONAL HEALTH _____ 5711.04

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

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

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

Approved: 7 January 2013

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

[Second Reading – December 21, 2105](#)

[Third Reading – January 19, 2016](#)

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Curriculum Update Series: Mathematics

School Committee Meeting
January 19, 2016

SPS Guiding Principles for Mathematics

- All students are capable of meeting **high standards** of achievement in mathematics.*
- Students are challenged to **think and reason through inquiry and problem-solving**.*
- Students are **excited about math** as they work with peers to solve real world problems.*
- Students are fluent with **math facts and procedures** and demonstrate **conceptual understanding**.*

High Quality Mathematics Instruction Includes Opportunities for..



- Working in groups to solve complex problems
- Student-led discourse

- Working independently
- Perseverance in problem solving



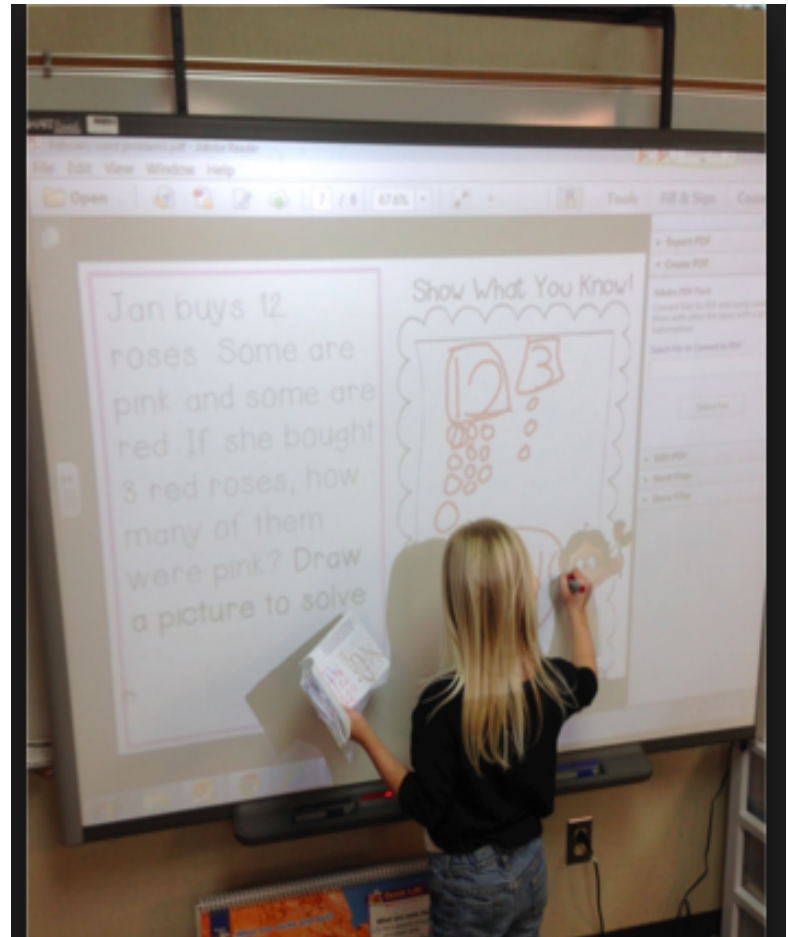
High Quality Mathematics Instruction Includes Opportunities for...



- Using tools to model mathematical thinking
- Reasoning both abstractly and quantitatively

High Quality Mathematics Instruction Includes Opportunities for...

- Students to share strategies and solutions
- Learning from mistakes/errors



Aligned K-8 Curriculum Maps

K-8 mathematics curriculum aligned to the MA Frameworks
(Common Core)

The image shows a screenshot of a curriculum map interface. At the top right, there is a logo for Salem Public Schools with the tagline "Still making history". Below the logo are navigation links for "Activities", "Support", and "Admin". There are also buttons for "View", "Edit", "Actions", and a help icon. A timestamp indicates the content was last updated on Thursday, July 30, 2015, by Amy Richardson. A "Unit Saved" button is also visible.

The main content is divided into two sections:

- Content**: A section titled "Students will know about ..." containing a list of mathematical concepts:
 - Simple expressions to record calculations with numbers
 - Parentheses, brackets, braces in numerical expressions
 - Decimal place value concepts
 - Patterns of zero when multiplying by powers of 10
 - Rounding decimals to any place value
 - Standard algorithm for multiplication of multi-digit whole numbers
 - Division of whole numbers (up to four-digit dividends and two-digit divisors) using a variety of strategies
 - Multiplication and division of decimal numbers to the hundredths
 - Measurement conversions within a given measurement system
- Skills**: A section titled "Students will be able to ..." containing a list of skills:
 - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating.
 - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
 - Use place value understanding to round decimals to any place.
 - Fluently multiply multi-digit whole numbers using the standard algorithm.

At the bottom left, there is a partially visible "Add an Attachment" button and some text starting with "In the ... patterns of the ...".

Navigator




Year-Long Curriculum Overview



SPAN VIEW

GRADE VIEW



P K 1 2 **3** 4 5 6 7 8 9 10 11 12



Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10	Place Value and Problem Solving with Units of Measure	Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10	Multiplication and Area	Fractions as Numbers on the Number Line	Collecting and Displaying Data	Geometry and Measurement Word Problems
25 DAYS	25 DAYS	25 DAYS	20 DAYS	35 DAYS	10 DAYS	40 DAYS



-  Expressions & Equations
-  Algebra and Modeling
-  Number, Geometry and Measurement

-  Statistics and Probability
-  Statistics and Probability and Modeling

-  Functions
-  Functions & Modeling

-  Geometry
-  Geometry and Modeling

-  Numbers
-  Numbers Quantities and Modeling

-  Fractions
-  Ratios and Proportions



Module Standards

FOCUS GRADE-LEVEL STANDARDS ▾

FOUNDATIONAL STANDARDS ▾

HIGHLIGHTED STANDARDS FOR
MATHEMATICAL PRACTICE ▾

In This Module

- Methods of Instructional Delivery
- Terminology
- Assessment Summary

Scaffolds are found throughout the lessons to support:

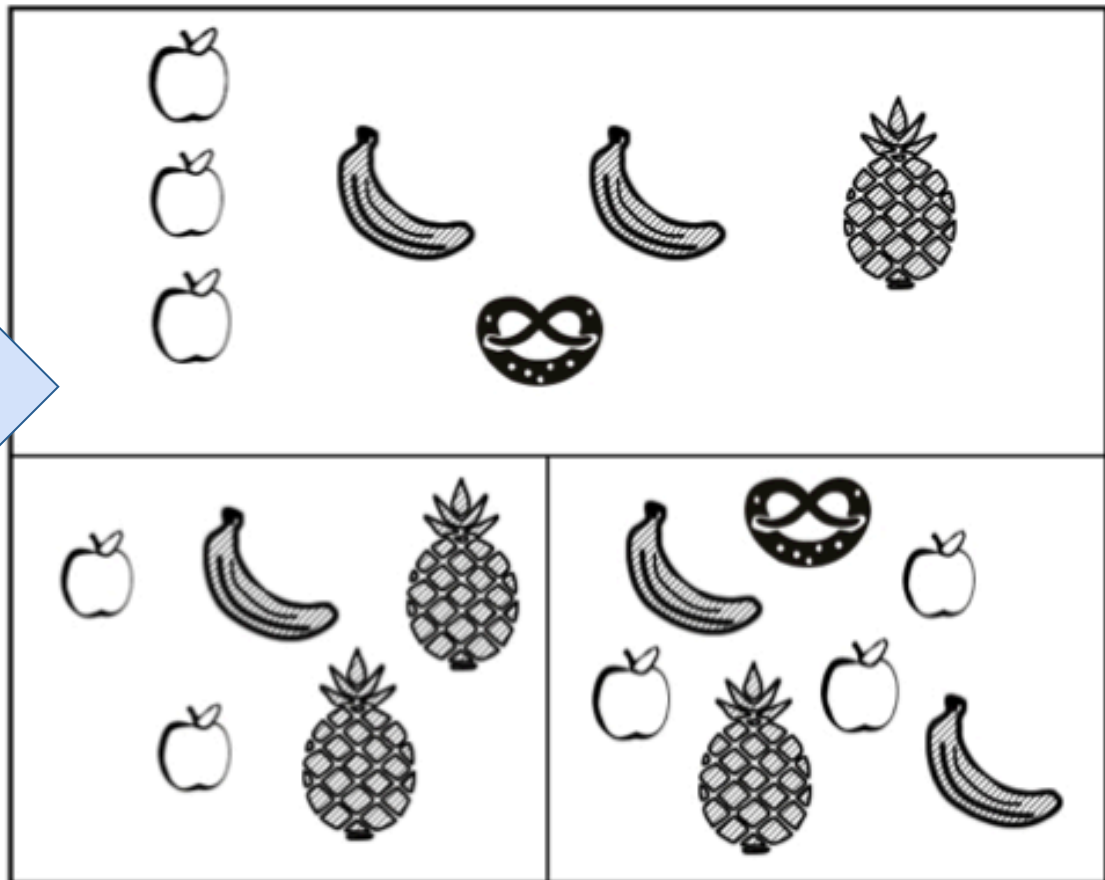
- English Language Learners
- Students with Disabilities
- Students Performing Above Grade Level
- Students Performing Below Grade Level

Tools & Representations

- Materials for Grade 5

Standards-Based Common Assessments K and Gr.1

- Count the objects in the box at the top of the page. Which box below shows the same number of objects.



K Sample: KCC.6- Identify whether the number of objects in one group is equal to the number of objects in another group.

Standards-Based Common Assessments Grades 2-8

5.NBT.6: Find whole number quotients

Sasha is saving money to buy a car.

- a. Sasha saves the same amount each week. During the first 12 weeks, she saves a total of \$768. How much, in dollars, does Sasha save each week? Show your work.
- b. Sasha increases the amount she saves each week to \$85 and saves for several weeks. Including the \$768 she saved in the first 12 weeks, Sasha has now saved a total of \$1,873. For how many weeks did Sasha save \$85 each week? Show your work.

20. Which expressions are equivalent to the one below?

$$m(n + p + 6)$$

Select **all** that apply.

A. $mn + mp + 6m$

B. $mn + p + 6$

C. $mn + m(p + 6)$

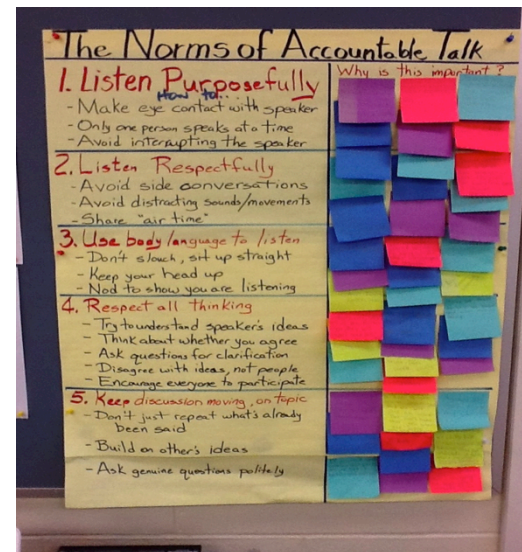
D. $m(n + p) + 6m$

E. $m + (n + p + 6)$

7.EE.1:
Expand linear expressions with rational coefficients

Math Coaching Model

- 3 district math coaches; 2 building-based math coaches (CMS & NBS).
- Focus is on building capacity of teachers around math content knowledge and instruction.
- Math coaches meet monthly to build their capacity as coaches and to norm supports across schools.



Professional Development

District-wide PD

- Cognitively Guided Instruction in Mathematics
- Standards-Based Practices Vanguard Groups
- Lessons that Embed the Standards of Mathematical Practice

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

PD for Coaches

- All Coaches Meetings
- Math Coaches Meeting

Bright Spots: 2015 MCAS

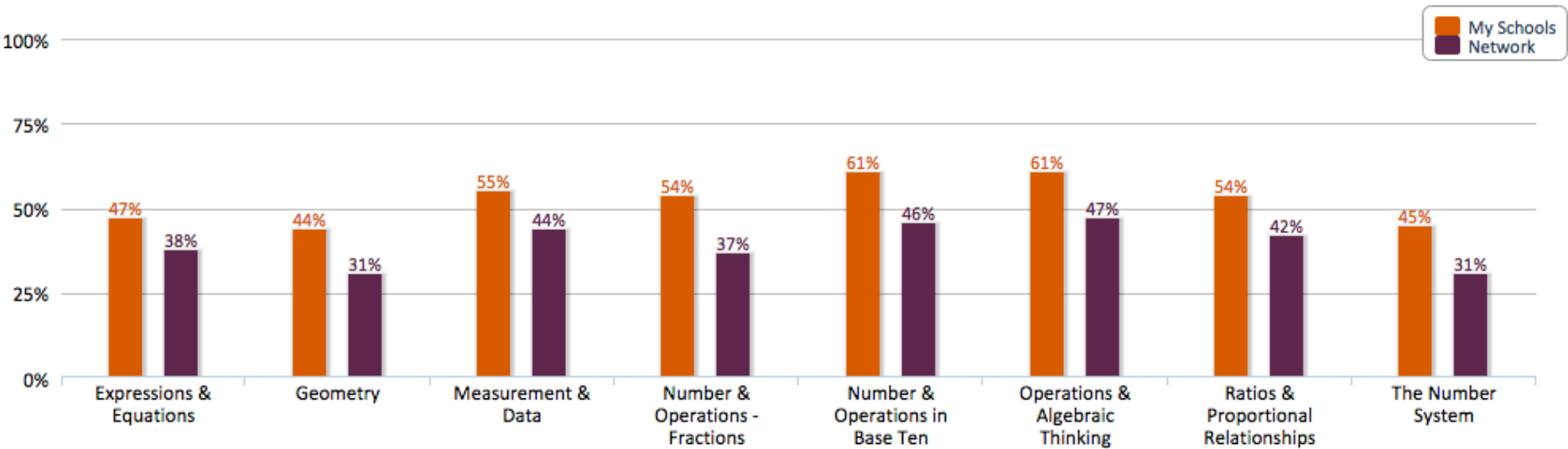
SGP increased by 10 points from 43 to 53, highest since 2012

CPI increased from 67.5 to 71.8, highest since 2012

Proficient/Advanced increased by 5%, higher than in any other year since 2012

Warning decreased by 5% from last year

Bright Spots: First Common Assessment



What's Next?



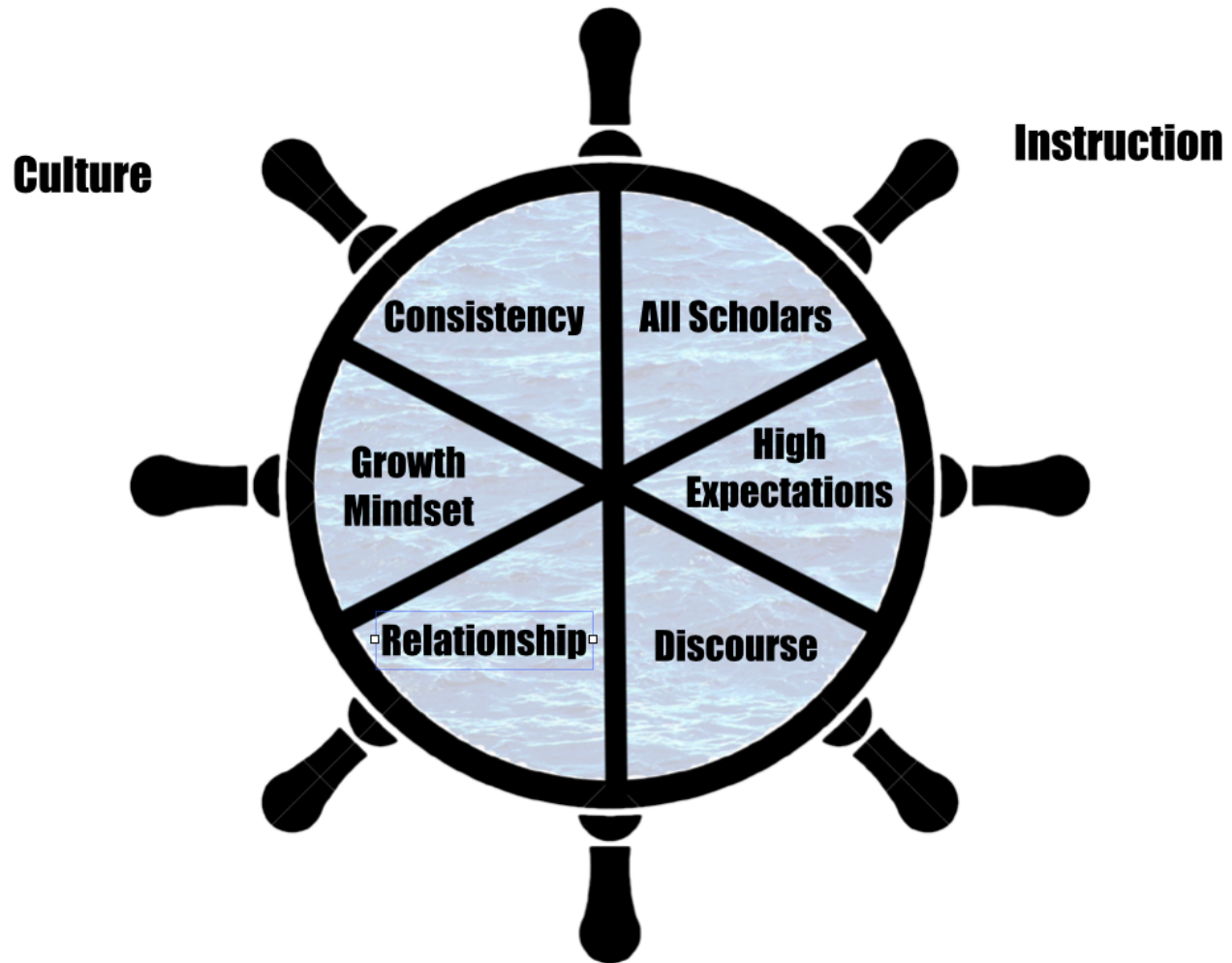
- Continue to shift from teacher-led to student-centered discourse in math classes
- Build capacity of teacher-leaders to plan and deliver district and school level PD
- Plan an April Vacation Math Enrichment Academy
- Development of teacher-created assessments
- Fill district math coach vacancy



Bowditch School Transformation Updates

School Committee Meeting
January 19, 2016
7:30PM

Our Strategy



Initial Evidence of Progress

- Indicators of student academic progress
- Increases in family engagement
- Strong team teaching team



Feedback from Families

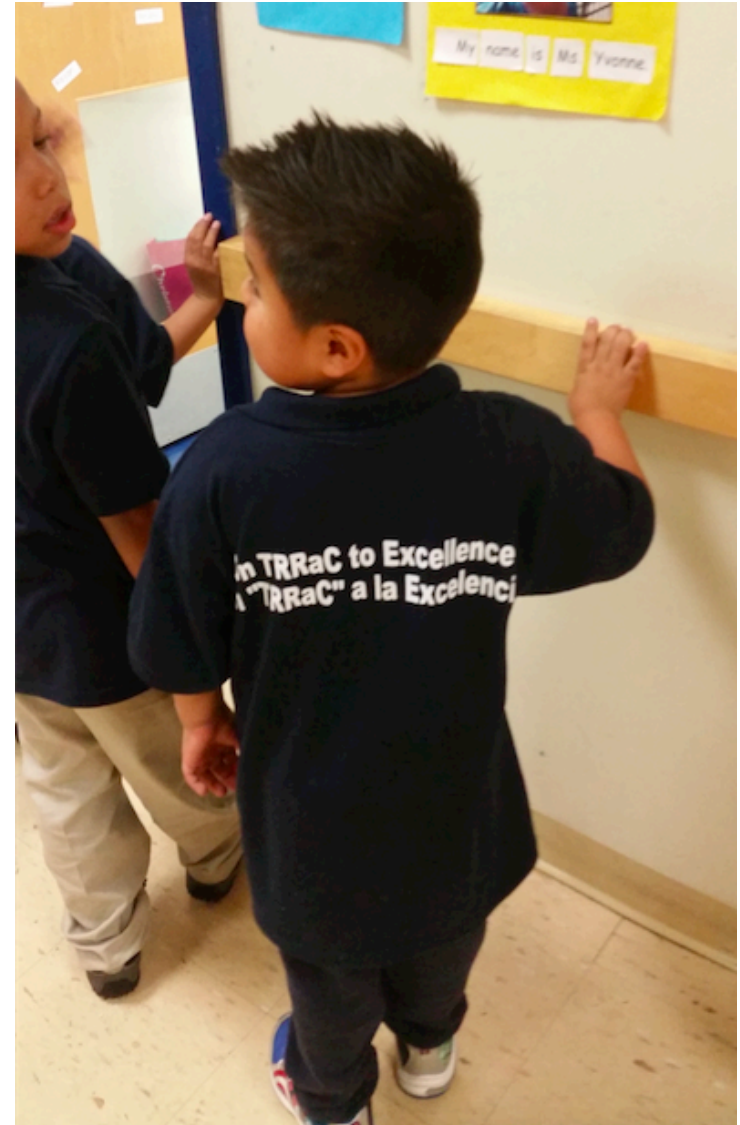
The addition of extra time for weekly choice times, extended time on subjects, etc has been great. Specifically, The WIN block has especially been helpful. My son has really made improvements in his weaker subject because of it.

My child) knows what to expect every day; and when your kid comes home and says “this was the best day ever” then something is being done right! (and she has said it more than once). I was one of those parents who seriously considered pulling my child out of Bowditch at the end of the last school year. What I am seeing this year is so encouraging.

The consistency that I have seen this year is great, both curriculum and behavior management systems.

The Mid-Year Review Process

- Convene a joint STU/ SPS monitoring team prior to Jan 1, 2016 to review the progress of these recommendations and consider next steps.



Monitoring Team Composition

- District Representation - Superintendent, Assistant Superintendents, Department Directors (ELL, TLD, Extended Learning)
- Union Representation (Union President, Regional AFT Field Rep)
- Bowditch Administrative Team
- 3 Bowditch Teachers (selected by their colleagues)



Recommendations

Completed Recommendations	Recommendations Under Review
Recruit Principal & set competitive salary	Support rollout of instructional materials
Implement a reapplication process for APs	Plan and execute a Summer Retreat
Conduct confidential staff reviews	Reevaluate and execute PBIS
Implement reapplication process for NPTS staff	Consider reconfiguration of NBS to K-5 school
Monitor placement of Bentley staff at NBS	Build master schedule with at least 90 minutes of CPT and Intervention blocks
Empower Principal to recommend up to 2 involuntary transfers	Implement an expanded school day schedule designed to meet student needs
	Review Spanish language programs

Using Recommendations to Guide the Review Team Process

RECOMMENDATION:

2D- Support the new principal in identifying, acquiring and rolling-out instructional materials for the implementation of the standards-based district curriculum maps in ELA and math across all grade levels.

GUIDING QUESTION(S)

Do teachers have the resources they need to plan and implement rigorous lessons aligned with the district curriculum and common core standards? If, not, what specific gaps exist?

DATA COLLECTION PLAN

Focus groups led by teacher representatives on review team

Teacher survey

Monitoring Team Process and Timeline

- December 2015 - Bowditch Transformation Team determined process for selecting teacher members
- January 7 - Team convened to review recommendations and plan data gathering
- January 14 - letter to families outlining process
- January 15 - Teacher members presented overview of purpose and process of mid-year review to teachers
- January 25-February 12 - Data Gathering
- March 1 - Report shared with school community with findings and recommendations

Questions and Comments



Bowditch Transformation Recommendations, Updates, and Plan for Review

Recommendation	Action Taken	Review Team Plan
1. Leadership and Shared Responsibility - (hiring new principal, requiring assistant principals to reapply)	Completed	No additional research needed
2. Instruction (a.Reviews of all staff, b. Bentley placements approved by Superintendent, c. Non-renewal of NPTS, support for acquiring and implementing instructional materials	Recommendations a,b,c completed in Spring 2015	Research progress on recommendation D - acquiring and rolling out instructional materials for the implementation of standards-based district curriculum maps in ELA and Math.
3. Staff Collaboration and Professional Culture a. Annual summer retreat b. Empower the Bowditch principal to recommend up to 2 involuntary transfers	Summer retreat was held in August 2015	Research the impact of the retreat and recommendations for 2016 retreat.
4. Safe and Respectful Climate	PBIS team meets weekly to support implementation of positive systems	Research impact of PBIS implementation on student and staff culture

Recommendation	Action Taken	Review Team Plan
5. Schedule, Calendar, Time, District Supports (Consider reconfiguring NBS as a K-5 school b. Creation of master schedule to include at least 90 minutes of weekly CPT. c. Extend the school day)	Schedule has been reconfigured and includes longer day and 130 minutes of weekly CPT	Research impact of CPT on instructional effectiveness. Research effectiveness of schedule in meeting student needs and supporting staff efficacy.
6. Targeted and Specific Student Supports a. Include intervention/extension block. b.Appoint a team to research effective Spanish programs and make recommendations	45 minute daily WIN block for all Bowditch scholars 45 minutes of Spanish instruction 4 days a week for all Bowditch Scholars	Research impact of WIN Block

Additional Areas of Need Identified By Transformation Team

1. Investigate the level of impact of current programming on the progress of English Language Learners.
2. Investigate current initiatives to increase family and community engagement and make recommendations for next steps.
3. Investigate specific actions the team can take to promote teacher retention.