



School Committee Meeting Materials

Regular School Committee Meeting

March 7, 2016

7:30 pm

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



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

Mayor Kimberley Driscoll, Chair

MEETING NOTICE

March 3, 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, March 7, 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:

FY17 Budget Process
Update on Strategic Planning

Respectfully submitted by:

Eileen M. Sacco, Secretary to the
Salem School Committee

***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."

March 3, 2016

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting Monday, March 7, 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

Monday, March 7, 2016

- I. Call of Meeting to Order**
- II. Presentation of the Salem Awards Foundation Student Awards to**
Evan Aroko from Salem Academy
Jhonel Roberts from Salem High School
- II. Approval of the Agenda**
- III. Adjourn to Executive Session for the purpose of discussing contract negotiations for School Business Manager, Assistant Superintendent, and Director of Buildings and Grounds and the School Committee will return to open session immediately following**
- V. Approval of Minutes**
 - a.** Deliberation and vote on the approval of the minutes of the February 1, 2016 Committee of the Whole/DPAC Meeting
 - b.** Deliberation and vote on the approval of the minutes of the Regular School Committee meeting held on February 1, 2016
- VI. Questions and Comments from the Audience**
- VII. Action Items**
 - a.** Deliberation and Vote on the Second Reading of Policy 6407 – Remote Participation by School Committee member at School Committee meetings
 - b.** Deliberation and Vote on the request of the Nathaniel Bowditch Principal to repurpose the use of \$22,152 of the Dominion Funds allocated in the FY16 NBS Budget

- c. Deliberation and vote on the request of the Salem Boys and Girls Club to install signs at Collins Middle School

VIII. Superintendent Report – Margarita Ruiz

IX. Presentations and Reports

AIP Quarterly Report - Objectives and Education Metrics in AIP

X. Finance Report

a. Approval of Warrants

February 4, 2016 in the amount of \$497,698.07

January 11, 2016 in the amount of \$197,323.03

February 18, 2016 in the amount of \$325,171.09

February 25, 2016 in the amount of \$110,579.78

b. Budget Transfer Requests

XI. Subcommittee Reports

- a. Deliberation and vote on the recommendation of the Personnel Subcommittee on contract recommendations

XII. School Committee Concerns and Resolutions

- a. Resolution Calling for Full Funding of the Foundation Budget Review Commission's Recommendations – Dr. Brendan Walsh

XIII. Next Regular Meeting – March 21, 2016

Schedule Committee of the Whole Meeting – March 21, 2016 at 5:00

XIV. Questions and Comments from the Audience

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

Respectfully submitted by:

Eileen M. Sacco, Secretary to the
Salem School Committee

Salem School Committee
Minutes of the
Committee of the Whole
District Parents Advisory Council Meeting
February 1, 2016

A meeting of the Salem School Committee of the Whole was held on Monday, February 1, 2016 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: Vice Chair, Dr. Brendan Walsh, Mr. James Fleming, Ms. Rachel Hunt, Ms. Mary Manning, Mr. Patrick Schultz, and Ms. Kristine Wilson

Members Absent: Mayor Kim Driscoll

Others Present: Superintendent Margarita Ruiz, Ms. Margaret Marotta, Assistant Superintendent, Eileen Sacco, and Secretary to the School Committee

District Parent Advisory Council Meeting #4

Superintendent Ruiz addressed members of the School Committee and DPAC. She explains that at the last meeting the group came up with five topics to focus on and the topic that we will be discussing this evening is communication. She notes that members were asked to think about what practices are in place in their schools that work well and what could be improved. She asked the members to discuss the things that are happening in each school.

Carlton School

Communications Count

- Facebook Rotating Schedule for upkeep
- Newsletter in English and Spanish goes home on Thursday
- Whiteboard with reminders out front at drop off
- Webpage is separate from Salem Public Schools website

Saltonstall

- CELI (like a twitter feed- 2 way can be public or private)

Nathaniel Bowditch School

Monthly letter

Robo calls

Responsive Parent/Teacher Liaison

Nathaniel Bowditch Cont.

PTO – Facebook page

In depth communication is not as strong

Easy to be out of the loop

Horace Mann Lab School

PTO Issues magnet with important dates lists professional development days and half days – very helpful

*Need key dates in advance

*Need alignment of calendars – protocol

*Communication needs to focus on routine events

Salem High School

Website is more informative on the homepage due to parent involvement

Quick links are helpful

Calendar – Calendars do not agree (SPS District Calendar and School Calendars)

School Council Supported

Web Communication improvement

Parents have tried for the last three years to make improvements in the SHS website and have been successful in getting some changes to the homepage – suggest quick links for ease of information on things like what to do if child is going to be absent etc.

The District calendar and other calendars that are available do not always agree and events are missed. Calendars that are up to date are far more helpful than having to dig through a lot of forms. Calendars online should be kept up to date with information on half days, school events, vacations and holidays.

District calendar needs to be updated more regularly and repeatable events should be easy to schedule for example Kindergarten Info Night, Open House, Portfolio Nights and Annual School Events such as The Mann Event.

Band Director Cynthia Napierkowski has one of the most effective methods of communicating with parents. She provides weekly detailed email for parents that details all events taking place that week, practices, trips, rehearsals, auditions, try outs, what to bring to school etc. and is sent in an email to parents and posted on Facebook group as well.

Each school has a webmaster but they are also full time staff. Hard for them to have time to extra things.

Challenge is getting people to look at website because once they look at it and find its not helpful they do not go back to it.

Carlton and Collins Middle Schools each have their own website. Parents initiated and parent maintained.

Superintendent Ruiz asked what kinds of things do parents think that the district should communicate about

- Could be a District section of each school newsletter to inform parents about district events like Kindergarten Info Night,
- Redundancy and inconsistency in communications
- Create systems/structures – uniform conduct, communications audit
- Transition points –district role is key
- Don't need to complicate it – start small, *paper* - be sure to know all crucial dates.
- Common expectations regarding responsiveness at the classroom level.

How can we reach all?

- Texting – Phone is cheaper than a smart phone or computer
- Multiple Approaches – Phone – email – text – paper
- Learn Audience – Who has what? – Who needs what? - Who wants what?

Email and Texting are great but some families do not have access to a computer or email on a regular basis Need to be thinking about ways to reach all of our families in the district.

- Texts –Robo Calls – and Email are effective – knowing who the kids are that have no internet access would be helpful
- School District can reach out to parents of incoming Kindergarten students through community partners such as Child Care Centers etc.
- Implement a district wide policy that requires all schools to have at a minimum A Monthly Newsletter that reaches all students

Crucial Communication – Regular Communication on enrollment process, what is happening in the schools, District wide events and what is happening at the schools – things that directly impact families.

District should develop a set of standards for communication with parents regarding teachers getting back to parents with such things as concerns about grades, getting test scores back, etc. There are some test scores that are never returned and parents would like to know what they are, There should be a standard timeline for getting grades back to students.

Review of Background Check / Finger Printing Policy

Rachel Hunt reviewed the process of the adoption of the School Committee Policy 4119 on Background Checks. She reported that the School Committee reviewed the policy given to them by the former Superintendent and adopted it in August of 2015. She explained that Ms. Ruiz and her staff had some questions regarding the finger printing of volunteers and the School Committee revisited it last fall for some clarification.

Ms. Hunt explained that the School Committee talked about the issues and discussed what the barriers are, what kind of hardship it would present for families, the value of finger printing. She notes that presently the school system relies on CORI's which provides information on Massachusetts and finger printing information comes from the federal level.

Ms. Hunt reported that Dr. Walsh and former School Committee member Deborah Amaral got a lot of information and feedback from MACS and colleagues about the benefits of fingerprinting, noting that teacher and staff are required to be finger printed and the consensus was that it is a good idea to finger print anyone who has direct and unmonitored contact with children and determined that volunteers who have direct and unmonitored contact with students would be required to be Finger Printed.

Ms. Hunt reported that the School Committee discussed facilitating the ease of the finger printing policy for volunteers and are considering offering monetary relief for the cost of the finger printing, for those who may need it. Dr. Walsh suggested that the School Committee should look at paying for finger printing for all volunteers noting that there is a facility here in Salem that does it.

Ms. Hunt explains that there will be only two people in the district that will have access to the results of the finger printing information. She explains that the Human Resources employees will receive the information and will inform the principal in the event that someone does not pass. She stressed that the information is not shared with anyone.

It was noted that a draw back of this policy is that we are trying to encourage greater parent engagement in the schools. It was also noted that many families do not have status in this country and this is an additional barrier for them.

It was also noted that roll out of the policy was inconsistent and was implemented differently in each school.

Ms. Ruiz notes at this time that the School Committee meeting will be starting in a few minutes and this meeting needs to wrap up. She reported that the next meeting will be on Monday, March 7, 2016 at 6:00 p.m. and suggested that topics for

discussion will be Strategic Planning in the Salem Public Schools and a Discussion on the Budget priorities for FY17.

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

Salem School Committee
Meeting Minutes
Monday, February 1, 2016

A regular meeting of the Salem School Committee was held on Monday, February 1, 2016 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Mayor Kimberley Driscoll, Mr. James Fleming, Ms. Rachel Hunt, Ms. Mary Manning, Mr. Patrick Schultz, Dr. Brendan Walsh and Ms. Kristine Wilson

Members Absent: None

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

Call to Order

Dr. Walsh called the Regular Meeting of the Salem School Committee to order at 7:30 p.m. and announced that this meeting is being recorded by SATV and asks at this time if anyone in the audience

Approval of the Agenda

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

Approval of Minutes

The minutes of the Special School Committee meeting held on January 19, 2016 were presented for approval.

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

The minutes of the Committee of the Whole/DPAC Meeting held on January 19, 2016 were presented for approval.

Mr. Fleming moved to approve the minutes meeting. Mr. Schultz seconds the motion. The motion carried.

Questions and Comments from the Audience

Cindy Theriault addressed the School Committee and reported that the Salem High School Swim Team will be holding a Swimathon at Salem State University on Friday, February 5, 2016 at 5:00 p.m. Students and teachers from Salem High School will be participating to raise funds and a portion of the proceeds will be donated to the Salem Children's Charity.

Village Tavern fundraiser on Saturday, February 6, 2016 from 11:00 a.m. – 9:00 p.m. Customers who visit that day should mention the Salem High School Swim Team and the Village Tavern will donate 20% from their bill to the team.

Action Items

a. Deliberation and vote on the approval of the first reading of the policy participation at School Committee Meetings by Remote Participation.

Motion to take the matter from the table Ms. Hunt, Dr. Walsh.

Dr. Walsh and Ms. Hunt motion carried.

Ms. Hunt moved approval. Dr. Walsh seconded the motion.

Discussion:

Ms. Hunt explains that the policy subcommittee reviewed the City policy and the state law regarding this. She explains that they are recommending a policy that is almost the same as the City of Salem policy.

Ms. Hunt explains the differences between the City of Salem Policy and the proposed policy for the School Committee.

Mayor Driscoll called for a vote on the motion. A vote was taken on the motion made by Ms. Hunt to approve the first reading of the Policy on Remote Participation and seconded by Dr. Walsh. The motion carried.

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

5714 - Transportation to School

Ms. Hunt moved approval. Dr. Walsh seconded the motion. The motion carried.

Superintendent Report – Ms. Margarita Ruiz

Ms. Ruiz stated that she would like to publicly thank the Salem Partnership and their Executive Director Beth Debski for the banner on display in downtown Salem congratulating Salem High School and the Carlton School on achieving Level I status. She notes that it is great to have the support of our community partners and we look forward to working with them more in the future.

Ms. Ruiz thanked all of the families that joined us for the Kindergarten Expo held last week at Collins Middle School. She notes that the event was well attended and the feedback was positive noting that many felt that the event was very well organized. She noted that many people commented on all of the great choices parents have for options in choosing a school for their children. She thanked Kate Carbone for planning the event.

Ms. Ruiz reported that tonight we will hear from students and parents and the Innovation Planning Committee at the NLCS. She notes that they worked very hard on the plan that is academically rigorous and financially feasible. She states that the plan that the Committee will review this evening has her full support and she believes that we will have sustainable model that will support the students seeking a high school education at New Liberty. She explains that the School Committee will be hearing from

staff and parents this evening explaining the plan and the School Committee will vote on the plan at a Special Meeting scheduled for February 23, 2016 at 7:30 p.m.

Ms. Ruiz updated the School Committee on the current principal searches in the district for principals for the Carlton School, New Liberty Charter School and the Saltonstall School, which has an interim principal this year. She also notes that we are in discussions with Salem State University on the principal position at the Horace Mann School.

Ms. Ruiz reviewed the principal hiring process adopted by the school district last spring. She notes that there is a generic posting on School Spring for all three positions and explains that the Central Office Management Team will review the resumes and make recommendations on those who would move on to phase two when they will be given tasks to complete and will be rated for further consideration in phase three of the process. She explains that at that time a screening committee will be formed further review of the candidates. She reviews the timeline for the process and notes that the focus groups at each school will have the opportunity to interview the candidates to see if they are a good match for the school. She notes that phase four of the process is a one on one interview with the Superintendent.

Ms. Ruiz asked that if School Committee members are interested in serving on one of the Principal hiring teams they should let her know. She explains that the process starts in early February and she hopes to have the candidates appointed by early April.

Dr. Walsh questions if the advertising materials describes any of the unique qualities of the schools that we are hiring principals for. Ms. Ruiz explains that the posting is a generic posting for elementary school principals and notes the names of the schools are mentioned in the posting. She explains that the candidates will have the opportunity to research the schools and visit websites with that information and notes that the generic posting allows for more flexibility noting that they may find a candidate that is qualified for more than one position and allows for a lot more flexibility. She further explains that they try to ensure that they are sending candidates to the schools that have a level of skills that will match the schools and notes that the process tries to marry the two things that are very important in terms of a school leader.

Presentations and Reports

New Liberty Innovation School Proposal Presentation

Mayor Driscoll asked Mr. Schultz if he had any remarks noting that he was the School Committee member on the Committee.

Mr. Schultz states that the process was a short one and was very intense. He stated that he was pleased with the process.

Jess Yurwitz, Principal of the New Liberty Charter School addresses the SC and thanks the staff and parents, School Committee member Patrick Schultz, Assistant Superintendent Margaret Marotta, Linda Saris for serving on the New Liberty Innovation School Planning Committee.

Ms. Yurwitz thanked Superintendent Ruiz who was patient and willing to read multiple drafts of the plan, which was very helpful.

Ms. Yurwitz introduced NLCS student Oliva Mento MSCL to address the School Committee. Ms. Mento distributed letters from her classmates that they wrote explaining their experiences at NLCS. Ms. Mento read excerpts of the letter to the School Committee.

Suzanna Piale a parent, addressed the School Committee and reported on her experience with NLCS from a family perspective. She explained that her daughter has been diagnosed on the autism spectrum and ADD. She explains that she struggled in school despite the efforts of her teachers and she struggled as well with making decisions regarding programming for her daughter. She explains that she was approached by NLCS and decided to look into it and toured the school.

Ms. Piale explained that her daughter was excited about the school and within weeks of attending became more self sufficient and was getting herself ready for school was enjoying school. She also notes that she is making progress academically and expressed her joy in the progress she is making. She noted that she enjoys school and is participating and learning everyday. Ms. Piale praised the school, the staff and the curriculum, noting that she is hoping to see her graduate and maybe go on further in school.

Jess Yurwitz, Principal of NLCS addressed the School Committee and explained the specific changes between the charter and the New Liberty Innovation School.

- The NLIS will accept younger students directly out of middle school as young as 14 and will cap the age at 22
- NLCS Currently take students who reside in Salem and will be able to take students from outside of Salem through inter district agreements and arrangements with other districts, noting that it will not be through school choice.
- NLIS Will be able to provide year round program. They are currently discussing the summer program details
- NLCS has a Board of Trustees that has a fiduciary responsibility and they have opted to have an advisory board that would be part of the school but would have not fiduciary responsibility.
- Ms. Yurwitz explains that currently the Board of Trustees or their designee supervise the principal, and the NLIS plan calls for the Superintendent to supervise the principal as other principals in the district are.
- Ms. Yurwitz explained that NLCS is primarily classroom based and they are looking to expand academic opportunities and a variety of other opportunities such as online learning, and a community schools model that will expand offerings for students.
- Ms. Yurwitz explained that they are changing the number of hours in the school day which are currently 9-4:30 every day and the new plan will be 9-3:45 with the possibility of using the space for night classes through community opportunities.

Ms. Yurwitz introduced Matt Conroy to explain Competency Based education.

Matt Conroy addresses the School Committee and explains that New Liberty provides a rigorous, Common Core aligned curriculum that is innovative both in structure and in day-to-day practice. We strive to produce graduates that are competent and to provide an educational environment that not only produces and ensures high levels of achievement from all students, but also fosters cooperation and collaboration in the learning process. This is the concept of competency-based education - a modular system of competencies and benchmarks that offers each student a personalized, self-paced route to high school graduation.

Mr. Conroy explains that in a competency-based educational system, educators must decide what the necessary knowledge, skills, attitudes, and behaviors are, decide how to deliver the curriculum to ensure competency in that particular content, and then design assessment tools that are able to determine whether the desired competency level was achieved. New Liberty staff used the Common Core and Massachusetts State Frameworks to develop our Individual Learning Plan (ILP), a set of 33 competencies. Our ILP divides student competencies into three domains: academics, employment, and essential habits (the core habits of stable adults). These competencies and their underlying benchmarks can be combined and recombined into traditional courses and a wide variety of innovative competency development opportunities (CDOs) to create individualized graduation progressions. These opportunities can range from Blended Learning opportunities, to innovative synchronous classes

Mr. Conroy explained that Choice, forces students to look back and consider the impact of each choice noting that their Students come from a variety of lives and this pushes them to find their best choices and strategies.

Linda Saris addressed the School Committee and noted that she has been a member of the Board of Trustees since the school was founded 5 years ago. She explained that the creation of a Community Learning Center is not a new concept noting that there is one at the Ford School in Lynn and the Paul Revere School in Revere. She explains that NLIS will be looking for community partners to provide late afternoon and evening classes for the community they would be available to NLIS students as well. She notes that since school will be ending at 3:45 there will be a lot of opportunity.

Ms. Saris explains that the administration of the community school will be funded by grants and the establishment of a 501C3 noting that they could provide more time on learning and provide community organizations with space they may need. She notes that any revenue raised will offset the cost of the rent for the space.

Ms. Saris reviewed the proposed budget for the New Liberty Innovation School. She explained that the estimated budget for 2016-17 will be \$909,000, which is \$890,000 +2%, increase. She also notes that they are assuming that the rent will stay at \$225,000

Ms. Saris explained what they cut from the present budget to meet the budget. She explained that they cut 1.5 FTE faculty 1.0 Para and reduce funding by \$90,000, and cuts to school hours, contracted services and professional development were also made. Teachers working in the summer will get a stipend for working rather than the 16% differential.

Ms. Saris explained that this funding will not allow the student base to grow beyond 50 students. She also notes that additional funding could come from out of district students estimated at \$19,000 per student.

Ms. Saris noted that while they don't believe that it is an ideal model, they feel that they can make this work and the staff is committed to making this work, noting that improvements will be incremental and will take time to accomplish.

Mayor Driscoll asked if there are any questions or comments from School Committee members at this time.

Mary Manning stated that it is great to see familiar faces out there doing well and notes that she is thrilled to see that they will be accepting 14 year olds. She noted that her concern would be about the 8th grader who will not be 14 until November, noting that in the past that has been an issue. She questions if they are looking at 8th graders who have moved on or 14 year olds to admit, noting that it makes a difference.

Ms. Marotta stated that she thinks that they could accept students who have moved on from 8th grade but she will look further into it.

Ms. Manning also questioned how long they would wait to fill an open seat with out of district students noting that she would be concerned about a Salem High School student who has a tough first quarter and may be interested in the program. She notes that she is concerned that the seat may be filled with someone from out of the district.

Ms. Yurwitz explained that they work with Salem High School to identify students for NLCS and she has found that they have the most interest in the school at this time of year and notes that the number of students fluctuates and she does not see that it would be a problem explaining that they are planning for 50 students +/- 10%.

Margaret Marotta states that they are hoping to have the problem of having too many kids and realize that we have to start small. Mr. Schultz agreed and notes that if there is a need we can certainly grow enrollment.

Ms. Hunt questioned what would the period be on reconsidering the number of students for the enrollment. Ms. Yurwitz explained that currently enrollment is fluid and she expects that would continue and notes that the budget is considered annually and that is when they could consider if there is need for more students. She further explained that the budget is built for 50 students with a leeway of 10% so there may be room for students out of district as well noting that they could take up to 55 students.

Mr. Fleming asked for clarification on the positions that NLIS is we losing... Ms. Yurwitz explained that they are losing a history teachers and a half of a wellness teachers.

Mayor Driscoll asked for clarification on the terms New Liberty Learning Center, Academic Support Center. Ms. Saris explains that Community School and New Liberty Center are interchangeable.

Mayor Driscoll stated that the Community Schools model is intriguing noting that she would like to see more about this. Ms. Saris explained that there not a lot of space available in Salem and NLCS has been approached by Training Resources of America was looking to do a GED programs and another agency was looking to use space for a

culinary arts program. She notes that the Community Schools model is a great way to partner with local agencies and businesses and would be a benefit to the school as well.

Dr. Walsh notes that a culinary program was mentioned and recalls that we have equipment for a culinary program. Ms. Yurwitz confirmed that and reported that it is being stored in Chelsea. She notes that the equipment was one of the reasons they were approached about the culinary program and explains that they were willing to set up the culinary space and were willing to take students from NLCS into their program.

Dr. Walsh notes that the cuts that had to be made are deep cuts and questions replacing history with online courses. Ms. Yurwitz stated that it is not ideal but it is the financial reality they are faced with.

Ms. Yurwitz explained that the staff took a substantial cut across the board last year and reviews the cuts made last year for a total of 2 FTE's and the staff took a 6% pay cut.

Mr. Fleming asked who established the budget ceiling. Ms. Yurwitz explained the budget process and explains that they were able to carry over funds in the amount of \$200,000 and notes that they no longer have funds to carry over for next year. She states that they hope through fund raising to provide more but noted that they hope that being smaller they can focus on the improvements that the district feels are necessary.

Ms. Ruiz reported that the vision is that we are starting small within a budget that we feel is fiscally viable and taking into consideration that this is a school for 50 students and we would have the potential to build the school. She notes that one of the things they looked at was the alignment of the enrollment and the resources of the school and she feels that this is a plan and a budget that will allow the school to have fiscal viability.

Mayor Driscoll states part of the problem is the rent and notes that it will probably go up with the addition of Salem Prep in the space as well. She explains that NLCS never really got fundraising going for the school and hopes that there will be an opportunity to do some fundraising for the school moving forward.

Mr. Schultz agreed noting that \$909,000 is a foundation budget with the hop that the formation of 502C3 will result in additional funding. He further notes that the heart and soul of the school is the competency-based learning, which has been increased with rigor to support the students while at the same time having a financial model that will not find us in a situation where we overestimate resources. He also notes that starting smaller will give us the opportunity to grow in a path that will lead to great success.

Mr. Fleming stated that he challenges how you provide a high school education without a history teacher, noting that of all the cuts that were made that bothers him immensely.

Ms. Manning questioned what other counseling services are left with the cut of the Wellness Teacher. Ms. Yurwitz explained that they are left with a 1.0 FTE LISW and two interns who are master's candidates. She explained that every staff member advises 10-15 students. She notes that they could do a better job of bringing in outside clinicians.

Ms. Manning asked if there has been any thought to cross pollination of services with NLIS and Salem Prep. Margaret Marotta explained that there may be opportunities that staff could work across the programs and sharing equipment and that is something they will take a look at.

Ms. Yurwitz explained that as an example both schools noting that NCIS may have 3 students that need services and Salem Prep may have 8 students and in that situation they could share a teacher could share an ELL instructor.

Mayor Driscoll opens the meeting up for public comment at this time. There is no one present who wishes to comment on the matter.

Mayor Driscoll states that the proposal requires a vote of the School Committee. Margarita Ruiz explains that the innovation planning guidelines calls for a presentation on the plan and vote on the plan at a separate meeting. She notes that a special meeting is scheduled to vote on this on February 23, 2016 at 7:30 p.m.

Dr. Walsh thanked Ms. Mento and Mrs. Piale for their presentations this evening and putting a human face on this plan.

Mr. Fleming thanked Ms. Yurwitz for the wonderful service that she has given the district over the last five years. He notes that when you hear the success stories, they are due to her hard work and efforts on behalf of the students.

Mayor Driscoll thanked the members of the New Liberty Innovation Planning team for attending the meeting and for their informative presentation.

Finance Report – Mr. Philip Littlehale, Business Manager

Approval of Warrants

January 7, 2016 in the amount of \$227,121.40
January 14, 2016 in the amount of \$140,910.29
January 21, 2016 in the amount of \$446,620.65
January 28, 2016 in the amount of \$271,962.84

Dr. Walsh moved approval in the amounts indicated. Mr. Fleming seconded the motion. The notion carried.

Budget Transfer Requests

Subcommittee Reports

Policy Subcommittee

Ms. Hunt reported that the Policy Subcommittee held a meeting to revisit the background check policy regarding finger printing. She reviewed the history of the policy and the implementation of it. She explained that the School Committee talked about the alignment of the policy to the state law and notes that the Superintendent requested that the language be tightened up with regards to volunteers. She explains that the state law requires anyone who has direct and unmonitored contact with children are required to be finger printed.

Ms. Hunt notes that there was a lot of confusion about the policy and notes that it was a challenge since the policy was not finalized until the fall. She notes that there is now a facility in Salem where staff and volunteers can go to get finger printed. She also notes that there is a cost and that was a concern as well. She also notes that the finger printing information comes from the Federal level where the CORI information is just for the state of Massachusetts.

Ms. Hunt stated that there are no proposed changes to the Background Check policy at this time.

Mayor Driscoll stated that she wants to be clear that the School Committee is doing this for the safety of our students.

Dr. Walsh noted that some had concerns about privacy issues and reported that the only information that the Salem Public Schools will receive is "suitable" or "non suitable", and stresses that no other information is given to the district.

Mayor Driscoll stated that the City will consider paying for volunteers to get finger printed and notes that the details of that need to be worked out, where it be a sliding scale or something, but noted that if people are willing to give their time to volunteer the least we can do is pay for it.

Buildings and Grounds Subcommittee

Ms. Manning reported that the Buildings and Grounds Subcommittee met with Joanne Scott, Executive Director of the Salem Boys and Girls Club. She reported that they have requested that they be allowed to install signage outside of Collins Middle School noting that they are proposing one large sign in the front of the building and two smaller signs directing people where to go.

Ms. Manning explained that they will be submitting more information and she hopes to have this finalized by the March 7, 2016 meeting.

Finance Subcommittee

Mr. Schultz reported that the Finance Subcommittee will be meeting to discuss the budget process for this year. Ms. Ruiz reported that she has been holding budget meetings with school leaders and departments and are looking at things more holistically and are strategizing more on the school budget.

School Committee Concerns and Resolutions

Dr. Walsh reported that the Salem Children's Charity Annual Christmas Party raised \$27,898.00. He also reported that other donations totaling \$2,600 were received as well.

Next Meeting

Special School Committee Meeting Tuesday, February 23, 2016
Next Regular School Committee Meeting – Monday, March 7, 2016

Questions and Comments from the Audience regarding February 1, 2016 agenda

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

Adjournment

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

The meeting adjourned at 9:00 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials and Reports

Minutes of Regular School Committee Meeting January 19, 2016

Minutes of the Committee of the Whole Meeting held on January 19, 2016

School Committee Agenda February 1, 2016

Presentation on New Liberty Innovation School Plan

Policy on Remote Participation at School Committee Meetings

940 CMR 29.10: Remote Participation at Open Meetings

Adoption of Remote Participation. Remote participation in meetings of public bodies is not permitted unless the practice has been adopted as follows:

Local Public Bodies. The Chief Executive Officer (the Mayor), as defined in [M.G.L. c. 4, sec. 7](#), must authorize remote participation in accordance with the requirements of these regulations, with that authorization applying to all subsequent meetings of all local public bodies in that municipality.

Retirement Boards. A retirement board created pursuant to [M.G.L. c. 32, sec. 20](#) or [M.G.L. c. 34B, § 19](#) must, by a simple majority, vote to allow remote participation in accordance with the requirements of these regulations, with that vote applying to all subsequent meetings of that public body and its committees.

Revocation of Remote Participation. Any person or entity with the authority to adopt remote participation pursuant to 940 CMR 29.10(2) may revoke that adoption in the same manner.

Minimum Requirements for Remote Participation.

- (a) Members of a public body who participate remotely and all persons present at the meeting location shall be clearly audible to each other;
- (b) A quorum of the body, including the chair or, in the chair's absence, the person authorized to chair the meeting, shall be physically present at the meeting location, as required by [M.G.L. c. 30A, sec 20\(d\)](#);
- (c) Members of public bodies who participate remotely may vote and shall not be deemed absent for the purposes of [M.G.L. c. 39, sec. 23D](#).

Permissible Reasons for Remote Participation. If remote participation has been adopted in accordance with 940 CMR 29.10(2), a member of a public body shall be permitted to participate remotely in a meeting, in accordance with the procedures described in 940 CMR 29.10(7), if the chair or, in the chair's absence, the person chairing the meeting, determines that one or more of the following factors makes the member's physical attendance unreasonably difficult:

- (a) Personal illness;
- (b) Personal disability;
- (c) Emergency;
- (d) Military service; or
- (e) Geographic distance.

Technology.

- (a) The following media are acceptable methods for remote participation. Remote participation by any other means is not permitted. Accommodations shall be made for any public body member who requires TTY service, video relay service, or other form of adaptive telecommunications.
 - (i) telephone, internet, or satellite enabled audio or video conferencing;

(ii) any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another.

(b) When video technology is in use, the remote participant shall be clearly visible to all persons present in the meeting location.

(c) The public body shall determine which of the acceptable methods may be used by its members.

(d) The chair or, in the chair's absence, the person chairing the meeting, may decide how to address technical difficulties that arise as a result of utilizing remote participation, but is encouraged, wherever possible, to suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at the meeting location. If technical difficulties result in a remote participant being disconnected from the meeting, that fact and the time at which the disconnection occurred shall be noted in the meeting minutes.

(e) The amount and source of payment for any costs associated with remote participation shall be determined by the applicable adopting entity identified in 940 CMR 29.10(2).

Procedures for Remote Participation.

(a) Any member of a public body who wishes to participate remotely shall, as soon as reasonably possible prior to a meeting, notify the chair or, in the chair's absence, the person chairing the meeting, of his or her desire to do so and the reason for and facts supporting his or her request.

(b) At the start of the meeting, the chair shall announce the name of any member who will be participating remotely and the reason under 940 CMR 29.10(5) for his or her remote participation. This information shall also be recorded in the meeting minutes.

(c) All votes taken during any meeting in which a member participates remotely shall be by roll call vote.

(d) A member participating remotely may participate in an executive session, but shall state at the start of any such session that no other person is present and/or able to hear the discussion at the remote location, unless presence of that person is approved by a simple majority vote of the public body.

(e) When feasible, the chair or, in the chair's absence, the person chairing the meeting, shall distribute to remote participants, in advance of the meeting, copies of any documents or exhibits that he or she reasonably anticipates will be used during the meeting. If used during the meeting, such documents shall be part of the official record of the meeting, and shall be listed in the meeting minutes and retained in accordance with [M.G.L. c. 30A, sec. 22](#).

Effect on Bylaws or Policies. These regulations do not prohibit any municipality or public body from adopting bylaws or policies that prohibit or further restrict the use of remote participation by public bodies within its jurisdiction.

**Update to School Committee on Use of Dominion Funds
and
Request for Reallocation of Funding
February 23, 2016
Presented by: Johanna Even, Principal, Nathaniel Bowditch School**

Total Dominion Allocation:

Summer Retreat	\$50,000
ELT School Year	\$200,000

Current/Projected expenditures:

	Allocation	Expenditures	Projected Unused Funds
Summer Retreat	\$50,000	\$36,829	\$13, 171
ELT School Year	\$200,000	\$134,317 – projected payroll & stipends	\$22,152
		\$43,531 – instructional supplies	
Total			\$35,323

Proposal for Re-Allocation of Funds

The Bowditch School is requesting permission to use all funds from the original \$250,000 Dominion allocation, specifically those that are projected to be unused, to support implementation of goals in the school's transformation plan. Listed below are some of the proposed uses and alignment to the Bowditch School Improvement Plan:

Strategic Objective #2: Ensure implementation of scaffolded instruction that provides a variety of entry points to support the needs of all learners.

- 2 Chromebook carts to enhance a blended learning model and implementation of academic interventions (\$18,000)

Strategic Objective #4: Consistently implement strong Positive Behavioral Intervention Systems to develop a school culture in which all scholars have what they need to focus on learning.

- Student incentives to support PBIS system (\$5,000)
- Professional Development and Teacher Coaching To Support Consistent Implementation of Classroom Management Strategies (\$12,700)



BOYS & GIRLS CLUB
OF GREATER SALEM
Established 1869

PO Box 24 Collins Middle School Salem, MA 01970 Tel 978-744-0915 Fax 978-744-6203 www.bgcgs.org

February 1, 2016

Salem School Committee
29 Highland Avenue
Salem, MA 01970

Dear School Committee Members:

As you know the Club leases space in Collins Middle School. That lease says, "The Landlord has not conveyed to the Tenant any rights in or to the outer side of the outside walls of the building of which the leased property forms a part. The Tenant shall not display or erect any lettering, sign, advertisement, awning or projection in or on the leased property or in or on the building which it forms part, or make any alteration, decoration, addition, or improvement in or to the leased property, or in or to the building of which it forma a part, without the prior written consent of the Landlord."

The Boys & Girls Club of Greater Salem requests permission to install a sign below the current Collins Middle School sign in the front of the school. This signage is necessary so that the public knows we are in business and also to allow Club visitors to find our location.

In addition, the Club requests permission to put two flags on school poles directing Club visitors to the rear main entrance.

Below is a mock-up of a Boys & Girls Club sign below the Collins Middle School sign:

Thank you very much for your considation.

Sincerely,
Joanne Scott
Executive Director

Executive Director
Joanne Scott
jscott@bgcgs.org

Chief of Operations
Doug Bollen
dbollen@bgcgs.org

Officers
Stan Schwartz
President

Gregory Richard
Vice President

Douglas Thorpe
Treasurer

Secretary
Peter Mason

Board of Directors
Don Armell
Robert DiGiovanni
Elizabeth (Lisa) Golden
Mary Manning
Milan Patel
Amy Rein

Advisory Council
Kennon Anderson
David Angeramo
Nate Bryant
C. Holly Harris Feman
Paul Herrick
Ed Moriarty
Beth O'Grady
Wendy Olson
Paul Passeri
Thomas Leonard
Sarah Roy
Nancy Santana
Paul Tucker
Bruce Whear



Great Futures Start [Here](http://www.bgcgs.org).

Introduction

The work that is underway this school year in the Salem Public Schools under the focus of the Accelerated Improvement Plan (AIP) can be defined with one word: cohesion. The objectives and the initiatives in the plan are closely guiding district work, including: all professional development for principals and teachers; the district's instructional rounds and school visits; School Improvement Plans; and the budget priorities that will guide the process for next year's budget. This cohesion has also enabled principals to align the priorities, objectives, and professional development at their schools with the AIP.

In addition, district leaders have developed a strong sense of collaboration within the organization. A cross functional team of senior management - with members from the Teaching & Learning Office, Pupil Personnel Services, and the Office of English Language Services - plans professional development sessions, conducts school visits to monitor implementation of the AIP objectives, and supports principals in developing budgets aligned with the AIP priorities.

In the fall of 2015, Superintendent Ruiz conducted conversations with administrators, teachers, and parents to discuss whether to adopt the PARCC assessment in the Salem Public Schools. This led to the decision to administer the PARCC assessment in the spring. The adoption of the PARCC test has provided an added focus for planning rigorous instruction.

Strategic Objective 1: Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district

The district has developed effective tools for the collection of evidence of progress toward meeting its three AIP Educator Outcomes. Those outcomes are as follows:

- 100% of classroom visits reflect instruction that aligns to Common Core "Look Fors" through Instructional Rounds
- 100% of principals show evidence of focused feedback given to teachers about improving access to content, in monthly principal coaching sessions
- 100% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model, as evidenced by district monitoring visits

To determine whether classroom instruction is aligned to key elements of the Common Core, the district established a schedule of four Instructional Rounds in each school. A team of district and school administrators visit ELA and mathematics classrooms to determine whether they reflect the district's indicators, or "Look Fors." Observers note whether each indicator is Implemented, Partially Implemented, or Not Observed. A key piece of the evidence concerning the quality of the instructional rounds is the principal's memo to his or her staff informing them

of the strengths and challenges observed during the rounds. In addition to participating in administrative Instructional Rounds, principals conduct Instructional Rounds with their staff members. This provides the principal and teachers with opportunities to calibrate their understanding of the “Look Fors.”

To determine whether principals are providing effective feedback to teachers (to measure the second Educator Outcome listed above), the district has a rubric with four characteristics of effective feedback. For each school, after day-long visits by the administrative team, the principal receives a rating for each characteristic of either a P (criterion is strongly in place) or NY (criterion is not yet fully in place). A chart listing the ratings for each school provides an overview of the effectiveness of feedback across the district.

In order to gauge the leadership structure at each school (to measure the third Educator Outcome listed above), Salem Public Schools developed a rubric with indicators for effective Instructional Leadership Teams (ILT), Common Planning Time (CPT), Data Cycles, and Interventions. These indicators form the ILT-CPT and Data Teams toolkits developed by the Department of Elementary and Secondary Education (ESE). Principals were given the toolkits that contain rubrics and resources to develop effective practices in each of the areas highlighted by the rubric. This rubric has guided the monitoring and support of these structures in the Salem schools through school visits and one on one coaching of principals and their teams. Schools are rated either P or NY on each practice, and they are rated in the winter and the spring. Results are part of principals’ evaluations.

Data related to these Educator Outcomes are described in more detail in the Appendix. Data related to AIP Student Outcomes will be available in the coming weeks.

Strategic Objective 2: Increase instructional rigor in all classrooms across the district

Instructional coaches are a key component of the effort to increase instructional rigor. They participate in frequent professional development with all district coaches and with coaches in their particular content area. Their work this year has focused on strengthening classroom learning by coaching teachers to provide scaffolded instruction so that all students have access to the curriculum. Coaches also provide leadership during common planning time as teachers review data and plan appropriate instruction. The expectation is that teacher members of these teams will increasingly assume leadership roles at these meetings.

The district has provided teachers with professional development on text complexity and will continue later this year with close reading. These are challenging areas with which teachers continue to need support.

Teams of teachers are currently being formed to map social studies curriculum for grades 4 – 8. The goal of the district is to outline the themes of the units for each grade level in order to develop the “big picture” architecture of the scope and sequence of the units. The teams will map one pilot unit for each grade level to be implemented in the fall.

The district's new ELL director has assumed a role as a member of the district administrative team and is working to deepen the skills of ESL teachers as well as to support all teachers in providing sheltered English instruction for ELL students. Her three-part professional development series on Supporting Language Acquisition was well received and addressed an area of need in the district.

The office of Teaching & Learning has developed PARCC professional development modules that have been implemented with principals, coaches, and all central office academic staff. Principals have, in turn, implemented the modules with their teachers and are actively engaging their staff in understanding the expectations of the assessment. The modules include having teachers across the district answer sample PARCC questions and analyze the structure and rigor of the questions.

Strategic Objective 3: Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning

To support the cross-functional work and alignment to the AIP, the district has been implementing rigorous coaching and mentoring of principals. Principals regularly participate in bi-monthly professional development sessions, receive one on one coaching, participate in instructional rounds with district administrators, and receive feedback and coaching from the cross functional team during and after school visits. The main focus of the coaching for principals this year has been delivered through the lens of the key initiatives in the AIP: meeting the needs of diverse learners, having strong structures at the school level to carry out the academic work, providing effective feedback to teachers, and increasing the rigor in instruction.

Principals at the two charter schools, Bentley Academy Charter School and New Liberty Charter School, participate in all principal professional development. Further partnership with the school district is determined by the contractual arrangements between each charter and the Salem Public Schools. The monitor attended a recent site visit by Blueprint Schools Network at Bentley Academy Charter School. The Executive Summary Report of the visit listed three strengths (two under Excellence in Leadership and Instruction and one under Culture of High Expectations) and two areas for improvement (one each under Data Tracking and Student Goal-Setting and Math Problem-Solving).

The monitor attended several effective District Leadership Team (DLT) meetings during this reporting period. One DLT, for elementary principals, was a day-long presentation of Writers' Workshop at Carlton Elementary. Participants observed classrooms, discussed what they had observed with the teachers, and came away with a deepened understanding of the ways that Writers' Workshop can empower students in all grades to think and write.

The monitor attended a school visit at Horace Mann Laboratory School where the district administrative team and school administrators divided into two teams and observed classrooms and common planning time. During common planning time, third grade teachers were in their second math data cycle, had analyzed their Achievement Network data, and were

drafting action plans for reteaching and reassessing the standard. After each classroom observation, district and school administrators discussed what they had seen. The visit closed with administrators reflecting on the school's growth and on options for addressing challenges. Of particular importance were the superintendent's perspective and observations by the director of English language learners concerning instruction of ELLs.

The monitor attended two of the 2-hour budget collaboration meetings with individual principals. A chart on the wall listed "5 AIP-Driven Budget Guidelines." Principals discussed current and projected enrollment and current and future staffing with the district team in specific detail, with principals justifying their requests as furthering the objectives of the AIP and their school improvement plans.

The monitor also attended sessions of the required training for administrators on educator evaluation. At one session, participants received information on formative assessment requirements, reviewed a hypothetical formative assessment, asked numerous questions, and worked on their own draft formative assessments. In addition, district administrators have designated times when they are available to consult with school administrators regarding specific questions or concerns. Also, the assistant superintendent for teaching and learning is available for consultation on educator evaluations and encourages school administrators to contact her with questions. School administrators were encouraged to use documented "Look Fors" as evidence in their written evaluations, thus tying the key elements of Instructional Rounds to observations and feedback to individual teachers.

Summary

Salem leaders are focused on developing systems to ensure that all students achieve at high levels. Some of this work is in its initial stages, but the district's vision is clear, as is the effort to make the vision a reality.

Next steps

- Deepen teacher capacity to analyze data and plan appropriate instruction during common planning time.
- Continue effective professional development for principals at District Leadership Team meetings.
- Continue to support teachers as they refine their ability to differentiate instruction for English language learners and for students with disabilities.
- Continue scheduled and unannounced administrative visits to schools.
- Continue to support coaches as they assist teachers in improving their instruction.
- Continue to monitor principals', coaches', and teachers' effectiveness in designing and implementing tiered instruction.
- Ensure that staffs at Bentley Academy Charter School and New Liberty Charter School continue to benefit from the support and professional development available to district schools.
- Develop a system for timely analysis of district data.

Monitoring activities this period

October 9, 2015	Attended highlights meeting
October 13, 2015	Attended administrative training on educational evaluation
November 12, 2015	Attended DLT, met with superintendent
November 17, 2015	Met with Assistant Superintendent for Teaching and Learning and Saltonstall principal
November 19, 2015	Attended DLT
December 14, 2015	Attended Salem Data Management Meeting
January 12, 2016	Attended required educational evaluation training for administrators
January 13, 2016	Planned with superintendent the joint writing of future AIP reports
January 14, 2016	Attended DLT on Common Core Writing at Carlton Elementary
January 15, 2016	Participated in full-day professional development
January 28, 2016	Attended administrative team meetings concerning budget with individual principals
February 4, 2016	Participated in Blueprint site visit at Bentley Elementary
February 16, 2016	Drafted elements of next AIP report with superintendent
February 23, 2016	Participated in administrative school visit at Horace Mann Laboratory School

Process Ratings

Note: Performance Ratings are not provided, since Student Outcome data is not yet available.

Strategic Objective 1: Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district

Initiative 1.1: Continue to build capacity to leverage school staff and structures to drive data-inquiry cycles across school, classroom, and student levels

Process Rating: **Technical Implementation Stage**

Initiative 1.2: Refine and implement data practices to differentiate supports to meet the needs of our learners, with a specific focus on ELLs and SWDs

Process Rating: **Technical Implementation Stage**

Evidence used to determine ratings:

- **Superintendent's Toolkit for effective ILTs and CPTs**
- **Instruments developed for metrics data collection**
- **Formal and informal administrative school visits**
- **Deployment of teacher leaders in beginning stages**
- **Instructional needs of ELLs and SWDs more clearly identified**

Strategic Objective 2: Increase instructional rigor in all classrooms across the district

Initiative 2.1: Implement instruction that is closely aligned to the rigor and shifts in the Common Core

Process Rating: **Technical Implementation Stage**

Initiative 2.2: Universally implement instruction that is scaffolded and involves a variety of entry points to meet the needs of all learners

Process Rating: **Technical Implementation Stage**

Initiative 2.3: Build capacity to leverage school staff and structures to implement a highly effective tiered support model

Process Rating: **Technical Implementation Stage**

Evidence used to determine ratings:

- **Regular administrative and school-based Instructional Rounds**
- **Teachers in early stages of assuming leadership roles during common planning time**
- **Coaches supporting instructional improvement in classrooms**
- **Supporting Language Acquisition PD series completed**
- **Tiered support model in early stages**

Strategic Objective 3: Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning

Initiative 3.1: Monitor instruction that closely aligns with the shifts in the Common Core

Process Rating: **Practices in Place Stage**

Initiative 3.2: Support implementation of scaffolded instruction that involves a variety of entry points to meet the needs of all learners

Process Rating: **Technical Implementation Stage**

Initiative 3.3: Leverage school staff and structures to implement a highly effective data-driven tiered support model and continuously monitor implementation

Process Rating: **Technical Implementation Stage**

Initiative 3.4: Differentiate support to schools

Process Rating: **Practices in Place Stage**

Evidence used to determine ratings:

- **Administrative school visits**
- **Required training for administrators on educator evaluation**
- **District administrators coaching new principals**
- **Differentiated support for Nathaniel Bowditch turnaround efforts, two charter schools, two Level 1 schools, and schools with new principals**
- **Principal feedback to teachers rated for effectiveness**
- **Schools rated on cohesive leadership structures**
- **Instructional Leadership Teams gradually defining their role**

Process and Performance Ratings Rubric

Process Ratings <i>Rating describes the phase of implementation for the initiative</i>	Performance Ratings <i>Rating describes the progress toward AIP benchmarks to date</i>
Fully Embedded Stage Initiative is fully embedded in the practice of educators and leaders; there is confidence that it is highly likely to continue being executed, monitored, and modified effectively with quality and consistency, even with changing conditions in the district.	Reached High Performance Goals Consistently AIP benchmarks for this initiative were met. High levels of performance were consistent over time. There is strong evidence that the outcomes will continue to be met or that the improvement trend will continue.
Practices in Place Stage Initiative is being fully and effectively implemented, and practices and resources are in place for the initiative to be executed, monitored, and modified with quality and consistency, assuming current conditions in the district continue.	Reached Performance Goals AIP benchmarks for this initiative were met in this monitoring period; or, there was substantial improvement in outcomes.
Technical Implementation Stage The stated activities have been completed. More work or time is needed for the initiative to be fully executed, monitored, and modified with quality and consistency across the district.	Partially Reached Performance Goals There is some evidence of an impact on outcomes. AIP benchmarks for this initiative may not have been met in this monitoring period, but there was progress.
Problematic Implementation/At-Risk A number of activities have not yet begun or are in the early stages. Initiative is under-developed, or inadequate steps have been taken to implement the initiative effectively.	Performance Goals Not Reached AIP benchmarks for this initiative were not met in this monitoring period, and there was insufficient improvement in performance. This may be the case even when the process rating is further advanced.



AIP Benchmark Data Winter 2015/16

Educator Outcomes

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

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

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

I=Implemented

PI=Partially Implemented

NO=Not Observed

Educator Outcomes

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

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

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

I=Implemented

PI=Partially Implemented

NO=Not Observed

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

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

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

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

The following table shows the percentage of Salem Public Schools that have each of the indicators of effective practice:

Salem Public Schools Cohesive Leadership Structures Rubric

Yellow = 100% of schools have indicator established

Green = 50% or less have indicator established

	Indicators of High Effective Practices	Winter	Spring
Instructional Leadership Team	Agendas and minutes are used to guide and archive the work of the ILT.	100%	
	There is a system for recording and sharing ILT agendas and minutes with team members and the wider school community.	75%	
	Meetings focus on strengthening school-wide instructional practices.	100%	
	Data and student work are used to inform the work of the ILT.	100%	
	There is a connection and continuity between ILT meetings.	62%	
	The ILT informs CPT and PD agendas.	62%	
	A cross section of staff representing different roles regularly attends ILT meetings.	87%	
	The ILT holds itself accountable for student-learning outcomes aligned to the SIP and AIP.	100%	
Common Planning Time	Agendas and minutes are used to guide and archive the work of CPT.	100%	
	There is a system for recording and sharing CPT agendas and minutes with team members and the wider school community.	75%	
	Data cycles focused on student level data are embedded in the routine work of grade-level teams.	75%	
	Unpacking and planning from standards is a common activity at CPT.	87%	
	Teachers share instructional practices that have been successful in supporting student learning and thinking.	100%	
	Facilitation of CPT is shared amongst team members.	25%	
	Teacher leaders play a pivotal role in planning CPT.	50%	

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

Total Number of indicators in rubric = 24

Metric value as of February 1st = 75%

Schools in Salem Public Schools had 75% or higher in 17 out of 24 indicators = 70%

Schools in Salem Public Schools have established practices in 70% of the indicators in the SPS Cohesive Leadership Structures Rubric.

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

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

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

Salem Public Schools Criteria for Effective Feedback Rubric

Yellow = 100%

Green = 50% or less

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

Total Number of indicators in rubric = 4

Metric value as of February 1st = 75%

Principals had 75% or higher in 1 out of 4 indicators = 25%

Principals have provided feedback to improve access to content in 25% of the indicators in the SPS Criteria for Effective Feedback Rubric.

Resolution Calling for Full Funding of the Foundation Budget Review Commission's Recommendations

Whereas the Massachusetts Foundation Budget Review Commission identified two areas (employee health insurance and special education) where the Massachusetts Foundation Budget significantly understates the true cost of educating students in the Commonwealth and has failed to keep pace with rising costs;

Whereas this underfunding means the cost of providing a quality education has increasingly been borne by local communities, most often at the expense of other vital municipal operations;

Whereas investing in education today leads to higher incomes, and thus less investment in police, prisons, subsidized health care, low income housing, welfare, etc. in the future;

Whereas state and local economies are most effectively strengthened “by investing in education and increasing the number of well-educated workers.”

Therefore Be It Resolved that the Salem School Committee calls on the Massachusetts Legislature and the Governor of Massachusetts to fully fund and adopt the recommendations of the Foundation Budget Review Commission in the immediate future.

Rationale: The Foundation Budget Review Commission (FBRC) was established by the Legislature in the FY16 budget and was charged with examining the Foundation Budget (Chapter 70) formula. The formula was first established as part of the Education Reform legislation in 1993 and has not been thoroughly reviewed or updated since that time. The FBRC found that the current formula understates costs significantly in two areas: Employee Health Insurance and Special Education.

If the recommendations of the FBRC had been implemented in the FY16 budget, state funding for education would have been about \$500 million more than it was. However, if Chapter 70 reflected the true cost of education, the number would be closer to \$2 billion.

Spending by school districts over the required Net School Spending amounts has increased, as a whole, for more than a decade, indicating that communities are using local property taxes and diverting funding from other portions of municipal budgets to fund their schools. In FY14, the total spending above Foundation in the state was \$1.7 billion. At the same time, the state’s commitment to municipal aid has declined. Since 2001, unrestricted local aid has been cut by 43%. The net effect is a combination of cuts to local and school services and an increasing reliance on the regressive property tax.

The evidence overwhelmingly establishes the correlation between a well-educated workforce and higher income individuals. States that invest more in education have a higher paid workforce; also, states that increase the level of education of their population see greater productivity and higher wages over time. The link can then easily be made between higher paid individuals and less reliance on various forms of government assistance, as well as lower rates of crime.

A state’s high school and college attainment rates are important factors in the state’s overall economic strength. Additionally, investments in education can have significant long-term impacts on state and local economies, as well-educated individuals tend to stay relatively local and contribute tax dollars to the state and municipality in which they reside. In general, the taxes paid over time by these individuals are substantially higher than the cost of their public education.