

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



***Ms. Beth Anne Cornell***  
***Mr. Manny Cruz***  
***Ms. Amanda Campbell***

***Mayor Kimberley Driscoll, Chair***

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

DATE POSTED: November 3, 2022

**REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on November 7, 2022 at 7:00p.m.** This meeting **will take place in person at 29 Highland Ave., Rm. 227, Salem, MA.** You can also join via Zoom using the link below.

**Zoom Link to participate:**

<https://us06web.zoom.us/j/84842908938?pwd=NU82RThjUHlhdE1yMGpZZGIzMzdWUT09>

**Passcode: 675089**


**I. Call of Meeting to Order**

**A. Summary of Public Participation Policy (SC Policy #6409).**

Read aloud: *The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Spanish interpretation is available for anyone who needs it.*

**B. Live Spanish Interpretation.**

Spanish language interpretation is now provided for all Regular School Committee meetings. To listen to this meeting with Spanish language interpretation, please see instructions below:

1. Click **Interpretation** .
2. Click **Spanish**
3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

**C. Instructions for Participating in Public Comment**

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the below link to sign up and submit your comment electronically: <https://forms.gle/58tbRqzuRCDYEsyi8>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Krista Perry at [kperry@salemk12.org](mailto:kperry@salemk12.org) or 617-285-7567 with any questions or to report any technical difficulties you experience.

## **II. Approval of Agenda**

## **III. Approval of Consent Agenda**

- A. Approval of minutes of Regular SC meeting held on October 17, 2022
- B. Approval of Warrants: **10/20/22** - \$598,040.16; **10/27/22** - \$655,194.55; **11/03/22** - \$811,477.90
- C. Approval of Salem High School Color Guard & Percussion Ensemble Competition to the Salem, NH High School on 03/11/2023

## **IV. Public Comment**

See above instructions for participating in public comment.

## **V. Student Showcase - Carlton Innovation School**

## **VI. Superintendent's Report**

- a. Presentation of M.A.S.S. Superintendent's Award for Academic Excellence
- b. PreK/Kindergarten registration process & timeline
- c. Finance & Operation Update
- d. Carlton Innovation Plan Renewal

## **VII. Student Representative Report**

## **VIII. Action Items: Old Business**

## **IX. Action Items: New Business**

- a. Deliberation and vote on approval of PreK/Kindergarten registration process & timeline
- b. Deliberation and vote on approval of the Carlton Innovation Plan renewal

## **X. Finance & Operations Report**

- a. Budget transfers

## **XI. Subcommittee Reports**

- a. Policy for first reading:
  - 1403 Relations with Planning Department
  - 1404 Department of Children and Families
  - 1405 Relations with Community Organizations
  - 1406 Relations with School Systems and Agencies
- b. Policy for third reading:
  - 1401 - Police Department Relations

## **XII. School Committee Concerns and Resolutions**

## **XIII. Adjournment**

Respectfully submitted by,

*Krista Perry*

Executive Assistant to the School Committee & Superintendent

*"Persons requiring auxiliary aids and services for effective communication such as sign language interpreter, an assistive listening device, or print material in digital format or a reasonable modification in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978) 619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event."*

**Sra. Mary A. Manning  
Sr. James M. Fleming  
Dra. Kristin Pangallo**



**Sra. Beth Anne Cornell  
Sr. Manny Cruz  
Sra. Amanda Campbell**

**Alcaldesa Kimberley Driscoll, Presidente**

“Conozca sus Derechos según la Ley de Reuniones Abiertas, M.G.L. c.30A § 18-25 y Secciones de Ordenanzas de la Ciudad 2-2028 hasta 2-2033”

FECHA DE PUBLICACIÓN: 3 de noviembre de 2022

**REUNIÓN REGULAR DEL COMITÉ ESCOLAR**

Se notifica que el Comité Escolar de Salem celebrará una **reunión regular del Comité Escolar el 7 de noviembre de 2022 a las 7:00 p.m.** Esta reunión se llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA. También puede unirse a través de Zoom utilizando el enlace a continuación.

Haga clic en el enlace a continuación para unirse al seminario web:

<https://us06web.zoom.us/j/84842908938?pwd=NU82RThjUHhhdE1yMGpZZGZlMzdWUT09>

Contraseña: [675089](#)


**I. Convocatoria a la Sesión Abierta**

**a. Resumen de la Política de Participación Pública (SC Política #6409)**

Lectura en voz alta: El Comité Escolar de Salem desea escuchar al público sobre temas que afectan al distrito escolar y que están dentro del alcance de las responsabilidades del Comité. Se ofrecerá interpretación al español para quien lo necesite.

**b. Interpretación al español en vivo**

La interpretación al español se provee en todas las reuniones del Consejo Escolar Regular. Para escuchar estas reuniones con la interpretación al español, por favor vea las instrucciones de abajo:

1. Pulse en **Interpretation** .
2. Pulse en **Spanish**
3. (Opcional) Para escuchar la lengua interpretada solamente, pulse **Mute Original Audio**.

**c. Instrucciones para Participar en el Comentario Público**

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/58tbRqzuRCDYEsyi8>. Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Jensen Frost en [kperry@salemk12.org](mailto:kperry@salemk12.org) o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

***Sra. Mary A. Manning  
Sr. James M. Fleming  
Dra. Kristin Pangallo***



***Sra. Beth Anne Cornell  
Sr. Manny Cruz  
Sra. Amanda Campbell***

***Alcaldesa Kimberley Driscoll, Preside***

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**II. Aprobación de la Agenda**

**III. Aprobación de la Agenda Consensuada**

A. Aprobación del acta de la reunión regular del Comité Escolar celebrada el 17 de octubre de 2022

B. Aprobación de las órdenes de pago: **20-oct-22** - \$598,040.16; **27-oct-22** - \$655,194.55; **3-nov-22** - \$811,477.90

C. Aprobación de la Competencia de la Guardia de Color y el Conjunto de Percusión de la Escuela Secundaria de Salem, NH el 11-mar-2023

**IV. Comentario Público**

Favor de ver arriba para instrucciones sobre cómo participar en los comentarios públicos.

**V. Exhibición de lo estudiantes - Escuela Carlton Innovation**

**VI. Reporte del Superintendente**

- a. Presentación del Premio del Superintendente a la Excelencia Académica de M.A.S.S.
- b. Proceso de registro de PreK/Kindergarten y cronograma
- c. Actualización de Finanzas y Operación
- d. Renovación del Plan de Innovación de Carlton

**VII. Reporte de la Estudiante Representativa**

**VIII. Elementos de Acción: Asuntos Antiguos**

**IX. Elementos de Acción: Asuntos Nuevos**

- a. Deliberación y votación sobre la aprobación del proceso de inscripción en el PreK/Kindergarten y el calendario
- b. Deliberación y votación sobre la aprobación de la renovación del Plan de Innovación de Carlton

**X. Reporte de Finanzas y Operaciones**

- a. Transferencias presupuestarias

**XI. Reportes de los Subcomités**

- a. Política para primera lectura:

***Sra. Mary A. Manning  
Sr. James M. Fleming  
Dra. Kristin Pangallo***



***Sra. Beth Anne Cornell  
Sr. Manny Cruz  
Sra. Amanda Campbell***

***Alcaldesa Kimberley Driscoll, Preside***

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1403 Relaciones con el Departamento de Planificación  
1404 Departamento de Niños y Familias  
1405 Relaciones con las organizaciones comunitarias  
1406 Relaciones con los sistemas y organismos escolares

b. Política para tercera lectura:

1401 - Relaciones con el Departamento de Policía

**XII. Inquietudes y Resoluciones del Comité Escolar**

**XIII. Clausura**

Sometido respetuosamente por,

*Krista Perry*

Asistente Ejecutiva del Comité Escolar y del Superintendente

*“Las personas que requieran ayuda auxiliar y servicios para una comunicación eficiente tal como un intérprete de lenguaje de señas, un dispositivo asistente para escuchar, o material impreso en formato digital o una modificación razonable de programas, servicios, políticas, o actividades, puede ponerse en contacto con el Coordinador ADA de la Ciudad de Salem al (978) 619-5630 a la brevedad y no más de 2 días laborales antes de la reunión, programa o evento.”*

**DRAFT**  
**Salem Public Schools**  
**Salem School Committee**  
**Meeting Minutes**  
**October 17, 2022**

On October 17, 2022 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model including in-person congregation and streaming via the Zoom platform.

**Members Present:** Ms. Mary Manning, Mr. Manny Cruz, Ms. Amanda Campbell, Ms. Beth Anne Cornell, Mr. James Fleming

**Members Absent:** Mayor Driscoll, Dr. Kristin Pangallo

**Others in Attendance:** Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Liz Polay-Wettengel, Marc LeBlanc, Linda Farinelli, Dr. Ruben Carmona, Ellen Wingard

**Call of Meeting to Order**

Mr. Manny Cruz calls the meeting to order at 7:00pm and calls the attendance. He welcomed the community to the in-person meeting and explained the Public Participation Policy 6409 including an electronic and in-person option; and also explained the availability of Spanish interpretation.

**Attendance**

Mr. Cruz notes Dr. Pangallo is not in attendance for the record. Mr. Fleming will be participating virtually.

Ms. Campbell	Present
Ms. Cornell	Present
Mr. Cruz	Present
Mr. Fleming	Present Virtually
Ms. Manning	Present
Dr. Pangallo	Not Present
Mayor Driscoll	Present

### **Approval of Agenda**

Mr. Manny Cruz requested a motion to approve the Regular Agenda. Mr. Fleming seconded.

Ms. Campbell	Present
Ms. Cornell	Present
Mr. Cruz	Present
Mr. Fleming	Present Virtually
Ms. Manning	Present

Motion carries 5-0

### **Approval of Consent Agenda**

Mr. Cruz requested a motion to approve the Consent Agenda. Ms. Manning motioned and Ms. Campbell seconded.

Ms. Campbell	Present
Ms. Cornell	Present
Mr. Cruz	Present
Mr. Fleming	Present Virtually
Ms. Manning	Present

Motion carries 5-0

### **Public Comments**

The School Committee Secretary announced that there were no public comments.

### **Student Showcase - Bentley Academy Innovation School**

Superintendent Dr. Stephen Zrike introduces Principal Elizabeth Rogers, Ms. Kayla Benoit, Ms. Silvia Boluarte, Ms. Susana Rodriguez Serna, Mrs. Gagnon.

Principal Elizabeth Rogers begins the presentation . Third year of dual language program. This first grade is unique - last year invited kindergarten students to join. Bilingual students and non speaking english students. Ms. Benoit and Ms. Boluarte explained the project. For the first grade students - they learned about communities. Students learned about members of the community and tools they use everyday. The students worked on the four linguistic abilities; reading, writing, speaking, and listening. For the project students chose a member from the school community and they wrote about their role and tools that they used at schools. After students picked their members of the community and wrote about them - they then presented them to the kindergarteners.

Principal Rogers notes that the rooster has been the mascot for Bentley for decades and roosters are tough. She notes that every morning we talk about our core values in the announcements. Regar which means to grow. Siempre Regar and Rock it like a Rooster.

Ms. Cornell notes to please let all the students know how very impressed the school committee is with their presentations.

Mr. Cruz notes it would be great for some of the School Committee members to visit the Bentley School and also to schedule a round table with Principal Rogers.

## **Student Representative Report**

Mr. Cruz introduces Ms. Natalia Feliz. Ms. Natalia Feliz, via zoom, introduces herself. Nataliz Feliz, junior, attends Salem High School, sixteen years old. She has attended Bowditch, Bentley, and Collins. She is eager to learn more from the school committee. Mr. Cruz welcomes Natalia Feliz and welcomes her to join future school committee meetings as soon as her volleyball schedule comes to an end.

## **Superintendent's Report**

### **a. Chronic Absenteeism**

Dr. Zrike notes chronic absenteeism is missing more than 10% of school days due to absence for any reason (excused, unexcused absences and suspensions). Focus on chronic absenteeism rather than daily attendance. Not meant to be punitive (not the same as truancy). Part of the DESE accountability system. Dr. Zrike notes the Salem Public Schools Goal is to decrease student chronic absenteeism from 25.1% of students (2018-2019) to 20%. Pre-pandemic more than 8 million students were chronically absent across the country. Following the pandemic, this number doubled.

The COVID impact, average student missed 11 days in 2021 and 15 days in 2022. 1.7 million days of missed school because of covid positive

Dr. Zrike shares the COVID impact slide and the chronic absence data end of year data - excluded pre-k & k

Dr. Zrike notes the impact on student learning is staggering. Starting in kindergarten, missing 10 percent of school or just two days every month can make it harder for children to learn.

Ms. Ellen Wingard notes "every minute of every day, in every classroom, of every school, with every student. Physical and Emotional Health and Safety. Belonging, Connectedness and Support, Academic Challenge and Engagement, and Adult and Student Social and Emotional Competence. Relationships are Essential to Positive Conditions in Learning.

Ms. Wingard notes the prevention piece is what we really need to talk about.

Chronic Absenteeism - Root Causes - separates them into four categories:

Barriers, Negative School Experiences, Lack of Engagement, Misconceptions



Addressing Chronic Absenteeism - Multi-tiered Approach. Strengthen foundational and universal supports. Review and respond to data with frequency. Maintain relentless outreach and focus on resolution of root causes. Document interventions to monitor student and school progress.

Prevention - ongoing assessment of foundational/universal supports. Redesign attendance and outreach specialist (9/2021) Ensure highly functioning school-based attendance teams. Focus on chronic absenteeism NOT daily attendance. Develop city-wide campaigns leveraging community partnerships.

Attendance Coalition: to FOCUS a districtwide movement to support children to maximize learning time by attending school all day, every day and on time.

Who participates? Emergency personnel, City Councilor, leaders of community organizations, parent engagement staff, representatives from United Way, afterschool providers, health officials.

What does the meeting look like? Monthly meetings, presentation of district-wide data, rotating, school based consultancies. Discussion of systemic problems of practice: how to best support student attendance during cold weather, working with newcomers, etc.

Clarity - provide accessible resources that clearly define the law, SPS policies, protocols and practice for schools, families, and community members. Streamline SPS Attendance Advisory. Embed Attendance Acknowledgement in Back to School forms. Provide templated parent notification letters, tools to monitor interventions. Establish clear expectations for building bases attendance teams.

Consistency - Regularly use district, school, and individual level data early and often to interrupt trends toward chronic absenteeism. School attendance teams focused on tiered interventions. Root causes identified through outreach via phone calls, texts, home visits, individualized plans. Scheduled trimester communication to school committee and families on progress toward metrics.

Next Steps - Ms. Wingard confirms we are going to make sure that we onboard our new attendance and outreach specialists so that the person feels well equipped to help teams engage at the school level. Ms. Wingard notes we are gonna really push on the proactive work of social and emotional learning, safety and belonging. Establishing a district attendance team and a district citywide coalition. We are gonna support schools in tiered interventions and we are gonna make sure that we're continuously assessing our practice through data and feedback. Data can be a pathway to equity.

Mr. Fleming asks Ms. Wingard if they have incorporated any reward programs to stimulate attendance.

Ms. Ellen Wingard notes there have been schools in the past that have explored this strategy. Ms. Wingard has definitely talked recently about partnering with our business community to provide incentives for kids after the first, second, or third trimesters for some incentives in the community. The attendance strategy works point out that recognizes positive and improving perfect attendance. Positive and improving attendance we can award right now but not perfect attendance at this moment.

Dr.Zrike notes it is hard to reward perfect attendance or a certain number but possibly we could reward improvement in attendance.

Ms. Campbell notes families may not know you can come late to school and the clarification is very helpful to explain to students and families. Nothing on report cards may need to change as well. Excused and unexcused absences notation so families have accurate information.

Ms. Wingard thanks Ms. Campbell for this suggestion and states she can work with Dr. Carmona's department around that suggestion. When families are welcomed into our parent information center being able to preemptively go over some attendance expectations and common understandings.

Ms. Manning notes that focusing on the relationships for students to grow and feel safe should be a priority. Ms. Manning notes

Ms. Ellen Wingard notes to take the kids who are chronically absent and document what the interventions are. We are still trying to figure out the "why". The goal is to work with families to break down the barriers.

Ms. Manning notes that some parents are resistant to speaking with the school when it is a home visit. So many times it is hard to figure out because it is a subject families do not want to speak about. Connect with the person wherever it takes to establish the relationship. It may not take place in the home visit. Just a connection with the parent is key. Ms. Manning notes that systemically things are not rearranged to allow it to happen, less is more when it comes to teaching. Ms. Manning notes how we arrange the relationships as far as numbers and the balance of the numbers and then you work from there.

Ms. Cornell asks how data gets collected and systematically how data is collected. What is the cause for families to struggle getting their child to school?

Ms. Wingard notes one of the tools they are working on is to take the kids who are chronically absent and document what the interventions are. What is the why? We have yet to figure out how to collect this data in a way that is manageable for school teams. The goal is to be able to work with families to break down these barriers. Collecting the data to make it simple and easy for buildings and not adding one more thing to the plate. Getting student level root cause analysis is important to our work.

Dr. Zrikes adds that one of the things schools have to have is the rhythm of having regular attendance meetings with case management. Kids need to be assigned case management. Some of the issues cannot be resolved at the school level however Ms. Wingard or her team will get involved to try and resolve. The non threatening conversations with families is what's getting in the way of your child not coming to school and we are here to help. Dr. Zrike notes we are here to help families and how best to support you.

Ms. Manning notes that talking with the parent cannot be checked off easily because so many families and parents are resisting talking. There has to be a conversation with the parent before the home visit. Sometimes it is a private or embarrassing situation that does not want to be talked about. At times, it may be best to speak in a more comfortable environment. If not a home visit, then contact with the person wherever it takes to work on the relationship.

Mr. Cruz asks Ms. Carbone will pre-k lose their seat with respect to attendance. As far as, when do you start informing them?

Ms. Carbone notes this happens at the onset of the process. So just like the students in the upper grades, the attendance, procedure, and policy is communicated to the families and of pre-k students.

Mr. Cruz notes the opportunity through partnership with the committee is a really important one. Mr. Cruz notes the pieces he would add here is to look at this attendance coalition and think about the framing about what is gonna be really important. Thinking about relationships being central and that relationships are captured.

Mr.Cruz notes a campaign requires effective communication so alerting the media to sit in on meetings. Where there is an opportunity to get the message out more publicly. Mr.Cruz recognizes that we have systems for internal communications but external media is gonna be really important. Engaging with the Latino media will be helpful. Mr.Cruz notes he is happy to make some introductions to the folks at Telemundo who would be able to talk about this campaign and why it matters.

Dr.Zrike notes that one of the big factors with kids coming to school is the enrichment opportunities and after school programs. After school childcare becomes a challenge due to a parents working schedule. Dr. Zrike feels Salem High has seen improvement in absenteeism because of sports and afterschool activities and programs.

Dr. Zrike shares a few updates regarding transportation. Adjustments were made to new students requiring door to door transportation. We also improved the arrival and pick up times to and from school so students would have a better busing experience. In the end, these changes were made so that students would have a better busing experience and that we could accommodate more students. Dr. Zrike notes that families should notify Dr. Zrike on facebook live of any transportation issues so we can support them through any issues. This year we are starting to have conversations with deduction any time that there is an issue with a bus route.

Dr. Zrike notes the “parent app” will be rolled out by the end of year. This will allow parents to track where their students are on the bus. In a more formalized way especially for the younger students. With hopes to roll this out by the end of the year.

Dr. Zrike also notes the access growth data that Ms.Campbell had requested at the last SC meeting. Dr. Zrike is meeting with community partners and the STU on Wednesday and Friday.

Dr. Zrike ends with the CTE funding - tomorrow is the CTE Advisory Board and most importantly were the young girls at Horse Mann. Most importantly he is proud of our students for stepping up and where students are impacting decisions.

## **b. School Committee Retreat Updates**

Mr. Cruz notes we would like to explore consensus on how the schools can collocate. Keeping Saltonstall for now and the impact on reconfiguration. Prioritize rebuilding the high school.

Mr. Cruz notes the first area on the retreat recap where we had reached some consensus and we want to explore how the middle and the high school grades can co-locate. We did not come to a consensus on a specific grade configuration or programmatic design elements at a coeliac school. Number two, we discussed keeping the Saltonstall for now and studying the impact of great reconfiguration and its impact on Saltonstall. Families, especially those with young children in grades K-3 who are most likely to be affected by any potential reconfiguration at that school.

Mr. Cruz also notes the number 3 consensus should be no surprise that rebuilding the High School is a top priority for the committee and the district. We are all in alignment there.

Mr. Cruz notes number four - we want to build and expand a standalone specialized childhood center to include, if possible, more room for growth. We need some further study to do more thinking about where the specialized early childhood center would be located.

Mr. Cruz notes number five consensus - to keep all schools opened. There is no financial or enrollment need at this moment to plan for school closures.

Mr. Cruz notes consensus number six - as a committee, the superintendent and district leaders talked about needing to further study our school choice system and we need to really better understand the current choice system. What the enrollment data is telling us and whether all students and families really have a choice, especially our most transient families. Given some of

our conversations this year, transportation can be a contributing factor to chronic absenteeism. Neighborhood schools can contribute to reducing transportation costs for the district and so we agreed collectively that we need to better understand the school choice system and as we study this we are going to include some considerations of dual language offerings and the impact of school choice and its success. The last piece is New Liberty and the Salem Prep locations. As a committee and as a district they deserve a school building. If we can get them out of their current space, we should develop a plan. There may be some opportunities for a colocation within an existing space but whatever that space is, it needs to fit and be the right fit for our students and their unique needs.

Mr. Fleming notes he would like to hear about the impression from the MSBA when they had visited the high school.

Dr. Zrike notes there was a very solid visit at Salem High School. They asked about the academic side and the obstacles of getting in the way of educational programming. The mayor discussed the master facility study findings. They asked about finances. The city financial officer was there as well. Most of the time during the tour was explaining the challenges. As of right now, there are 21 schools in consideration right now and they typically get down to around 15 a year which is pretty good odds. Two consultants from an outside firm as well as 4 or 5 people present from the MSBA. Dr. Zrike notes we tried to underscore the fact that we can't offer the programming right now that kids deserve to have that's aligned at the 21st century work standards and workforce developments. They had a lot of questions about our CT enrollment as well.

Dr. Zrike notes the facility study helps position us well because it shows we have given innovative thinking in how to improve and expand pre-k as well as a big part of the conversation.

Ms. Elizabeth Pauley notes there were 51 schools and they have winnowed it down to 21 schools. It is between 15-17 schools depending on funding and we should be hearing back in the middle of December. The visit was a little over two hours and I think we were prepared and very thorough in answering programmatic implications of our buildings and how our building is limited in some ways. They asked a lot of questions and we represented ourselves very well.

**Old Business**

none

**New Business**

none

**Finance & Operations Report**

none

**Subcommittee Reports**

Policy Report:

**a. Policy for second reading:**

1401 - Police Department Relations - Mr. Cruz entertains a motion to approve Policy 1401 for a second reading. Motion made by Ms.Cornell. Seconded by Ms.Manning.

Mr. Cruz calls the roll for approving Policy 1401 for a second reading

Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Mr.Fleming	Yes

Motion carries 5-0

**b. Policies for third reading:**

6502 - Student Advisory Committee

Mr. Cruz calls the roll for approving Policy 1401 for a second reading. Motion made by Ms. Cornell. Seconded by Ms. Campbell.

Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Mr.Fleming	Yes

Motion carries 5-0

## 1102 - Advertising in Schools

Mr. Cruz calls the roll for approving Policy 1401 for a second reading. Motion made by Ms. Cornell. Seconded by Ms. Campbell

Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Mr. Fleming	Yes

Motion carries 5-0

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

Ms. Manning notes Collins lost another retired staff member. Marie O'Neil passed this past week. She taught math in the seventh grade for many years. Mr. Fleming notes she was a very nice woman and great teacher. Mr. Cruz sends condolences to the family of Marie O'Neil.

Mr. Cruz notes he recently attended the N.S.C.C. early college program. They will be offering a wall to wall early college program on the NSCC Lynn campus. It was an excellent program happening right next door. Hearing about the kind of history of the conversations between NSCC in the Lynn Public Schools - I know we have the early promise college program but at some point as a committee or as a district, I hope that we are looking to have conversations with our partners at NSCC but also at Salem State University around what it would take to explore opportunities as this is an exciting program that has had a lot of impact for our students and especially for students of color.

Mr. Cruz thinks about the opportunities for access for kids on a college campus at a time in which we're seeing that persistence is a real challenge for our students of color. Perhaps in an offline conversation or a COW - we can talk a little bit about Salem which was really highlighted at this program but also being able to think about how much we would like it scaled up once we get some kids through that early college promise program. If there is a possibility to offer this to our students, it was amazing to see so many students really enjoying that experience of learning and this is another strategy we could place under the cap.

Dr. Zrike notes the growth at Salem High School over the last four years in early college. We now have grown with a high percentage of students in the program. Huge growth and we would like to applaud the Salem High School staff.

Mr. Fleming requests in the near future an update report of the budget from the Business Manager.

## Adjournment

Mr. Cruz requested a motion to adjourn. Mr. Fleming motioned and Ms. Cornell seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Mr. Cruz	Yes
Ms. Cornell	Yes
Ms. Campbell	Yes

Motion carries 5-0. Meeting adjourned at 8:46pm

Respectfully submitted by,

*Krista Perry*

Executive Administrative Assistant to Assistant Superintendent

- **Legal Opinion Regarding Student Advisory Policy:** I was asked by Beth Anne to provide a legal opinion regarding providing student advisory committee officers with scholarships for their participation (M.G.L 71, sec. 38M). Colby asked her colleague Thomas Costello to review the law and to provide us counsel. Last week, he shared the following and I wanted to be sure that all Committee members had a copy of his response:
  - *I am writing in response to your question relative to awarding a scholarship to Student Advisory Committee ("SAC") officers. As you know, M.G.L. 71, sec. 38M, requires school committees to meet with a SAC, which is elected by the student body of the high schools in the district. The statute requires each SAC to elect a chairperson who serves a one year term and must serve without compensation. Providing a scholarship directly to the chairperson raises the potential of someone challenging it as compensation. Rather than doing this, I would suggest creating a scholarship targeting students who participate in school or district government. There would be an application process and no guarantee that the chairperson would be awarded the scholarship. However, in the event that a chairperson is awarded the scholarship, the application process would go against any claim that the scholarship is compensation for serving on the SAC.*



# Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

**Directions:** All teachers and others seeking to take students on a field trip must obtain permission from the school principal. The school nurse must also review and sign off on each field trip. For local trips, please complete this form at least two weeks prior to the date of the proposed field trip. All overnight and/or out-of-state field trips require School Committee approval and must be submitted at least one month prior to the field trip.

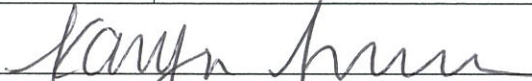
## I. General Information

Name of School	Salem HS	Date of Request	Date of Field Trip	
Coordinator	Ben Cheretok	9/12/22	March 11 <sup>th</sup> , 2023	
Coordinator Contact Info	Phone: 978 394 6986 Email: bcheretok@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	TBD 40 Approx	TBD 9am	TBD 10pm
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Salem NH High School 44 Greenmonty Dr. Salem NH	<b>Location and Duration</b> <input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

## II. Learning and Accessibility

<b>Instructional Alignment</b> <input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input checked="" type="checkbox"/> Post-Trip Plan: Students will synthesize learning <u>Comments:</u>	<b>Accessibility and Inclusion for All Students</b> <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip <u>Comments:</u>
--	--

## III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No TBD
School Nurse Signature: 		Date: 9/13/22

## IV. Food Services

Has the school's cafeteria manager been notified of this field trip?	Will the students be eating lunch at the school on the date(s) of the trip?	Are you requesting any bag lunches or other food for this trip?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
<u>Comments:</u> NV Caf food needed weekend		

## V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

## VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)

Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

## VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature: 	Date: 9-13-22
---	---------------



Field Trip Title	SHS Colorguard & Percussion Ensemble Competition
Field Trip Location	Salem HS, Salem NH

Teacher's Name and Class	Ben Chertok / Cynthia Napulowski		
Date of Trip	Sat. Mar. 2023	Departure Time	Return Time
			TBD

Administrator's Approval		Date of Approval	9-13-22
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**Student Completes Below**

I agree to make up all missed work as a result of this field trip/activity.

(Student Name)	(Student Signature)
----------------	---------------------

**Parent Completes Below**

I give my son/daughter permission to attend and/or participate in this field trip/activity.

(Parent/Guardian Print)	(Parent/Guardian Signature)
-------------------------	-----------------------------

Weekend Trip - No Class Missed

Teacher signature below indicates teacher is aware of student attendance at field trip

Flex Block Teacher's signature	E Block Teacher's signature
A Block Teacher's signature	F Block Teacher's signature
B Block Teacher's signature	G Block Teacher's signature
C Block Teacher's signature	H Block Teacher's signature
D Block Teacher's signature	



# SALEM PUBLIC SCHOOLS

*Where belonging leads to opportunity.*

**Stephen K. Zrike, Jr., Ed.D.**

*Superintendent*

29 Highland Ave. Salem, MA 01970

978-740-1212

szrike@salemk12.org

TO: School Committee  
FROM: Stephen Zrike, Superintendent  
RE: M.A.S.S. Superintendent Award for Academic Excellence  
DATE: November 7, 2022

## **Background:**

These awards are given to high school students who have distinguished themselves in the pursuit of excellence during their high school careers.

The criteria are: Three (3) year cumulative average, rank in class, personal selection by the superintendent. The Superintendent has leeway among the top 5% for his/her personal selection.

It has intentionally been designed to make these presentations at the beginning of the senior year for the students so selected. This will allow for the inclusion of this unique citation in his/her credential package and counselor recommendation.

## **This year's recipient:**

Molly Mercier is an independent and critical thinker who has excelled academically and socially during her Salem Public School career. She is a reflective student who frequently challenges herself and her classmates to broaden their vision, expand their views and be open to new ideas and experiences. Along with academically challenging herself through all core courses at the Honors and AP levels, she has earned eight credits in science while maintaining a cumulative GPA of 4.68.

Molly has also dedicated her time in school to a myriad of valuable extracurricular offerings and activities. She has been a member, and now officer, in Student Government since sophomore year, a delegate in the Harvard Model UN for the past three years, a peer mentor, a lacrosse and volleyball captain, Unified Champion Athlete, and the recipient of the Smith Book Award in her junior year for strong academics, leadership, and concern for others.

Molly's natural enthusiasm, her capacity to work in partnership, and her empathy have significantly and positively impacted Salem High School. Molly is most deserving of being awarded the 2022 MASS Superintendent's Award.



[www.salemk12.org](http://www.salemk12.org)



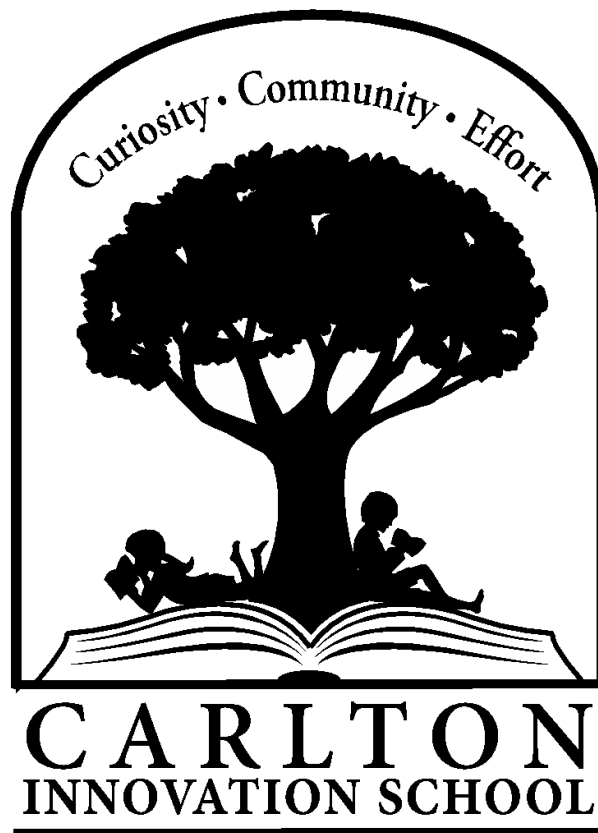
[@SalemSchoolsk12](https://twitter.com/SalemSchoolsk12)



[@SalemPublicSchools](https://www.facebook.com/SalemPublicSchools)

**Carlton Innovation School  
Continuous Progress Plan**

**INNOVATION RENEWAL PLAN  
2023-2028**



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## INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	<b>Carlton Innovation School</b>
New/Conversion/Academy within a school:	<b>Conversion – Renewal Plan</b>
Proposed School Address (if known):	10 Skerry Street Salem, MA 01970
Lead Applicant Name:	Bethann Jellison, Principal
Lead Applicant Phone Number(s) :	978-740-1280
Lead Applicant Fax Number(s) :	978-740-1283
Lead Applicant Email Address:	bethannjellison@salemk12.org

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

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year (2022-23)	K-5	270*	48.8*
Second Year (2023-24)	K-5	290*	48.8*
Third Year (2024-25)	K-5	278*	44.8*
Fourth Year (2025-26)	K-5	264*	44.8*
Fifth Year (2026-27)	K-5	260*	44.8*

*\* Estimated enrollment and staff*

## INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	<b>Carlton Innovation School</b>
Proposed City/Town Location:	<b>Salem, MA</b>

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

<b>Affiliation</b>	<b>Name</b>	<b>Vote (yes or no)</b>
Lead applicant:	Bethann Jellison, Principal	
Superintendent or designee:	Dr. Stephen Zrike, Superintendent	
School committee member or designee:	Beth Anne Cornell, Salem School Committee	
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Jennifer Salsich, Parent	
Teacher employed by district (selected from among volunteers)	Elizabeth Yoder, City Connects Coordinator	
Teacher employed by district (selected from among nominees submitted by the local teacher's union)	Amelia Maietta, Salem Teachers Union representative	
District Leadership	Jill Conrad	
Member:	Kristin Ciarmataro, Special Education Teacher	
Member:	Kristen Meshulam, Reading Specialist	
Member:	Susan Formica Parent	
Member:	Lisa Bisson, Parent	
Member:	Gina Grinarm, Parent	

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

**Signature of Lead Applicant Member** \_\_\_\_\_ **Date** \_\_\_\_\_



# CARLTON INNOVATION PLAN: 2023-2028

## *I. EXECUTIVE SUMMARY*

### **Introduction**

The Carlton Innovation School was formed in 2012 following the approval of our innovation plan. The innovation plan was developed by former principal Jean-Marie Kahn and other members of the team and was widely supported and adopted as a way to improve the low student performance at Carlton at the time. The innovation plan introduced a new model for enrolling, teaching, and transitioning students from one grade level to the next on a trimester basis, aligned to each student's level of mastery of the standards and individual learning needs. This model became known as the "Continuous Progress Model" and centers on two key foundational elements:

1. **A Redesigned Instructional Delivery System based on Continuous Progress.** The school uses a trimester transition system as its key innovation. By accepting Kindergarten students at three (3) different points in the year (Fall, Winter, and Spring) based on the timing of a child's 5<sup>th</sup> birthday, and then transitioning students to the next grade level when children are ready, the school seeks to tailor instruction to each student. Some students spend more than one year in a particular "grade level" while other students spend less. A slew of autonomies and flexibilities are utilized to support this delivery system such as in the area of staffing: The total number of staff members able to deliver instruction within the school is increased by hiring, utilizing and deploying teachers and other staff differently than most elementary schools do. As a result of flexible scheduling and calendar-building, we are able to build in thematic, hands-on learning projects during "enrichment blocks" one day per week (e.g., "WIN Wednesdays"), which provide core academic teachers additional common planning time to support the intensive review of student data and instructional planning.
2. **Intensive, Standards-based and Student-centered Instruction.** Within the above structure, teachers are able to deliver more intensive instruction and support for learning across all subjects. Teachers use frequent assessments and student data to assign students to small-groups. Working within the small-group framework, teachers are able to conduct frequent formative assessments, increase daily common planning time, and use data to continuously assess each student's individual levels of mastery against each standard. Learning is personalized in a variety of ways, and teachers at the Carlton Innovation School are actively engaged in curriculum development, assessment design, and inquiry- and project-based approaches to science and other subjects. As a result, students are more engaged in their learning and enjoy their time at school.

A core set of autonomies and flexibilities in the areas of curriculum and instruction, schedule and calendar, staffing, professional development, district policies and procedures, and budget have supported this model. The innovation plan was implemented ten years ago and we seek to renew the plan for an additional five years with some modifications. Salem families are able to choose their top three schools when choosing a school for their children. Based on this year's requests, Carlton remains a sought after elementary school in Salem.

## Mission, Vision, Statement of Need, and Proposed Partnerships

The mission of the Carlton Innovation School is to meet the needs of each individual student in a systematic and rigorous manner using a continuous progress approach to learning. The vision of the Carlton Innovation School is to provide intensive, personalized instruction that supports students' continuous progress and learning at their own pace to achieve academic and social-emotional growth and mastery of standards. The structure of the Carlton Innovation School challenges traditions in order to provide the most flexible and personalized education possible.

The original innovation plan was developed in response to the school's low levels of performance. The focus was to transform teaching and learning and results for all students at the school through an innovation plan that centered on two key foundational elements: 1) a redesigned instructional delivery system based on "continuous progress"; and 2) intensive, standards-based and student-centered instruction that supports each student learning at their own pace. This model became known as the "continuous progress" model and over the past 10 years has not only demonstrated success in raising achievement at the school, but served as a resource for effective standards-based practices within the district. Over the past 10 years, the school has increased its ranking from the 6<sup>th</sup> percentile in 2012 to the 47<sup>th</sup> percentile in 2021, and continues to make substantial progress toward our targets. Although enrollment has not increased at the school, our P1 classrooms are always full with a waitlist, thereby indicating Salem families' continuous interest in joining our community.

Looking ahead, the Carlton Innovation School seeks to focus on sustaining the continuous progress model within the district. We believe that the Carlton Innovation School, by continuing to incubate and catalyze innovative practices, serves a key role within Salem. As the district moves forward with its strategic plan, it seeks to create a "vibrant teaching and learning ecosystem" that prioritizes standards-based, personalized, and student-centered learning across all schools and classrooms. As a pioneer in this area, we seek to continue serving as a "laboratory" for these practices within the district. We hope to strengthen our own practice and work with the district to support the replication and/or expansion of these types of practices throughout the district.

The school has benefitted from multiple partnerships with key institutions and organizations, but most of all Carlton benefits from a strong group of parents who have invested themselves in the school. The level of parent engagement, support, and involvement has risen dramatically in recent years and parents actively support the school in a variety of ways. A strong corps of teachers also serve as key partners for the school.

### Defining the Continuous Progress Model

The Carlton community defines the "continuous progress model" through features that align with the school's structure and "instructional delivery system" as well as the instructional practices used. Table I, below provides an overview of the key features of our model.

***Table I: Key Features of the Continuous Progress Model***

<b>Instructional Delivery System</b>	<ul style="list-style-type: none"><li>● Trimester enrollment for Kindergarten students</li><li>● Students progress at their own pace – some needing more time, others accelerated</li><li>● Multi-age classrooms with trimester transitions</li><li>● Frequent use of small-group instruction with students assigned flexibly (sometimes weekly) to groups based on their individual learning goals and needs</li><li>● Teachers work in teams and are deployed in flexible ways to "flood classrooms" with academic specialists to provide small-group instruction in ELA and Math</li><li>● School structures such as schedule and calendar support intensive teacher collaboration and common planning time to help teachers assess and discuss students' daily progress and needs</li></ul>
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<b>Instructional Practices</b>	<ul style="list-style-type: none"> <li>• Whole-child philosophy valued and student learning matched to social-emotional development of the child</li> <li>• Instruction matched to students' achievement levels, every day</li> <li>• Workshop model with intensive and targeted small-group instruction used for core subjects of reading, writing, and math</li> <li>• Frequent and intensive assessments used daily to drive instructional decisions – especially teacher observations and student work along with common assessments</li> <li>• Standards-based continuums of learning used to level each team</li> <li>• Science and social studies taught using inquiry- and project-based methods</li> <li>• Instruction emphasizes active and authentic student learning, student discourse, writing, thinking, and problem solving</li> <li>• Students are highly engaged as individual learners</li> <li>• Students develop an awareness of their strengths and take ownership of their own learning</li> <li>• Opportunities for extended learning for targeted students available through Success Block</li> </ul>
--------------------------------	--

Three other aspects of our model are important to understand:

1. ***School Structure.*** Carlton teaching teams are organized through multi-age cohorts (P1, P2, E1 and E2) instead of traditional grade levels, K-5. Students spend anywhere from two to nine trimesters in each cohort, depending on their learning needs. Table III on page 20 provides more detail.
2. ***Trimester Enrollment Patterns and Procedures.*** Kindergarten students enter and are enrolled three times per year – Fall, Winter, and Spring – in line with the school's trimester system and the timing of the child's 5<sup>th</sup> birthday. This gives students the opportunity to start kindergarten early and the flexibility to spend additional time or to be accelerated before moving onto 1<sup>st</sup> grade. Open spots for new Kindergarten students are created when Kindergartners who are ready transition to the P2 cohort to begin the equivalent of 1<sup>st</sup> grade. At the other end of the spectrum, students who transition to the equivalent of 5<sup>th</sup> grade in E2 earlier than a traditional student would, may complete the requirements and mastery of 5<sup>th</sup> grade prior to the end of their final year at the school. For these students, a Flex Teacher is deployed to continue supporting these students' accelerated learning. Tables IV, V, and VI on pages 22-23 provide more detail.
3. ***Transitioning Students.*** Students who reach the minimum transition age and have mastered the required standards for a specific cohort are eligible to transition to the next cohort. Transitions occur at the end of each trimester. Teams of teachers confer to determine each student's readiness and parents/guardians are also involved. As part of the transition process, students meet with teachers and parents/guardians to present their learning achievements within their current cohort, as well as their goals for the next, and provide their own rationale for moving ahead.

Two case studies are shared on pages 24-25 to illustrate these features of the continuous progress model. When implemented together, these elements have proven a successful approach to accelerating achievement for our students.

### **Summary of Autonomies and Flexibilities**

As we look to renew our innovation plan for the next five years, the Carlton Innovation School seeks the following autonomies and flexibilities to continue supporting our successful model.

***Table II: Summary of Autonomies and Flexibilities Requested***

<b>Curriculum, Instruction, and Assessment</b>	<ul style="list-style-type: none"> <li>• The autonomy to develop and/or select our own curriculum</li> <li>• The autonomy to continuously use data to monitor student progress and use flexibility to place students in multi-aged, small groups across subjects based on their specific learning needs – as opposed to occasional groupings and differentiated instruction with one teacher</li> <li>• The autonomy to create our own standards-based report card</li> <li>• The autonomy to personalize learning by engaging students as individual learners</li> <li>• The autonomy to create school-wide enrichment opportunities through thematic units of study and student-centered activities</li> <li>• The autonomy to develop and implement student assessments that are aligned to the standards and curriculum, and support teachers’ ability to determine the extent to which each student has mastered the standards</li> <li>• The autonomy for teachers to work collaboratively to assess each student’s mastery of the standards and determine their readiness to transition from one grade level to the next at three different points in the year – as opposed to traditional grading practices and timelines</li> <li>• The autonomy to transition and/or matriculate students from one grade-level to the next when they are ready, based on each student’s demonstrated mastery of the standards for that grade level – as opposed to the traditional matriculation schedule where students transition to the next grade in the fall each year</li> <li>• The autonomy to identify, select, and utilize technology and other tools to support the continuous progress model</li> <li>• The autonomy to, if approved by the Commissioner, administer MCAS to students within a timeframe that aligns to their mastery of grade-level expectations</li> </ul>
<b>Schedule and Calendar</b>	<ul style="list-style-type: none"> <li>• The autonomy to establish the school’s daily schedule for students and teachers as needed</li> <li>• The autonomy to establish the school’s own schedule and calendar for teacher professional development</li> <li>• The autonomy to establish a schedule with increased common planning time for teachers</li> <li>• The autonomy to establish the school’s schedule and calendar independent of the school district, following the process outlined below</li> <li>• The autonomy to request additional time from teachers in order to participate in assessment camp, Success Block, and other activities taking place outside of the school schedule and calendar (teachers will be compensated accordingly)</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• The autonomy to create new roles and job descriptions to support the implementation of the innovation plan (also agreed to with the 2013 Memorandum of Agreement with the STU)</li> <li>• The autonomy to hire and deploy an additional set of teachers in special roles (such as additional academic specialist roles) to implement simultaneous strands of small-group and individualized instruction throughout the day</li> <li>• The autonomy to deploy all teachers (core elementary, academic specialists, and specials teachers) in flexible ways to support ongoing small-group instruction as well as daily common planning time</li> <li>• The autonomy to allow for up to 10 staff members to voluntarily participate in assessment camp for a stipend of \$1,200. If more than 10 teachers choose to participate the 10 will be selected based on seniority.</li> <li>• The autonomy to pay teachers to work extra hours for “Success Block” tutoring, (teachers commit for a full trimester) at the forty-five dollar (\$45.00) hourly rate</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• The autonomy to design and schedule our own calendar and focus for teacher professional development</li> <li>• The autonomy to attend district professional development or to utilize district professional development time for our own specific needs.</li> <li>• The autonomy to schedule professional development that may be different from the district to allow for the differentiation of staff needs regarding curriculum and assessment.</li> </ul>
<b>District Policies and Procedures</b>	<p><i>Governance</i></p> <ul style="list-style-type: none"> <li>• The autonomy to establish a leadership team who will work closely with the School Council and principal to establish goals for the school</li> </ul> <p><i>Student Assignment/Kindergarten Enrollment</i></p>

	<ul style="list-style-type: none"> <li>The autonomy to enroll Kindergarten students in three trimester “waves” based on the timing of their 5<sup>th</sup> birthday (before September 1 for the Fall Trimester, before December 1 for the Winter Trimester, and before March 1 for the Spring Trimester) -- as opposed to one enrollment period for the full kindergarten class in the fall (partial autonomy to SC Policy 5103)</li> </ul> <p><i>Grading, Student Promotion and Matriculation</i></p> <ul style="list-style-type: none"> <li>The autonomy to transition and/or matriculate students from one grade level to the next when they are ready, based on each student’s demonstrated mastery of the standards for that grade level – as opposed to the traditional matriculation schedule where students transition to the next grade in the fall of each year</li> <li>The autonomy for teachers to work collaboratively to assess each student’s mastery of the standards and determine their readiness to transition from one grade level to the next at three different points in the year – as opposed to traditional grading practices and timelines</li> </ul> <p><i>Student and Faculty Handbook</i></p> <ul style="list-style-type: none"> <li>The autonomy to augment and add to district student and faculty handbooks to reflect the mission and vision of the innovation.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>The autonomy to collaborate with the district to identify potential discretionary services that the school may “opt out of” in exchange for additional budget dollars</li> <li>The autonomy to allocate funds to support additional teacher stipends for extra time and participation in the assessment camp, Success Block, Leadership Team or other purposes as needed</li> <li>The autonomy to raise and spend funds from grants, private foundations, and third-party sources</li> <li>The autonomy to establish a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school</li> <li>The autonomy to retain (carry over) unspent funds from one fiscal year to the next</li> </ul>

### **Capacity of Applicant Group and Measurable Annual Goals (MAGS)**

Resumés of the lead and other key applicants are included in the appendix. In addition, an outline of the Measurable Annual Goals (MAGS) against which we will measure our success is included in the appendix.

## ***II. PUBLIC STATEMENT***

The Carlton Innovation School in Salem, Massachusetts educates students in grades K-5 with a building capacity of 300 students. The school is based on student-centered learning within a trimester structure that accommodates “continuous progress.” Teachers emphasize a personalized approach to teaching and learning tailored to each individual student’s needs. Students who demonstrate mastery at their grade level have the opportunity to transition to the next level three times per year, at the trimester mark. The amount of time spent at each grade level depends on each student’s needs, with some spending less than one year and others spending more. As a result, students can accelerate to the next grade based on academic abilities, social emotional benchmarks, and/or age.

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

### **A. Mission Statement**

The mission of the Carlton Innovation School is to meet the needs of each individual student in a systematic and rigorous manner using a continuous progress approach to learning. Students succeed because their academic needs are met according to their individual progress along a learning continuum. By placing importance on the individual student, as opposed to classroom cohorts, students receive diagnostic

instruction on a daily basis, resulting in greater academic achievement. Students exhibit the core values of community, curiosity, and effort, allowing them to take ownership of their learning and to become active participants in their learning trajectory.

## **B. Vision Statement**

The vision of the Carlton Innovation School is to provide intensive, personalized instruction that supports students' continuous progress and learning at their own pace to achieve academic and social-emotional growth and mastery of standards. The school's structure supports the individualized teaching of each student, ensuring their continuous academic progress. Students and teachers work with intention, purpose and cognitive clarity. By using a multi-age approach, without grade level distinctions, students progress at a developmentally appropriate rate that is individualized in nature. Students receive intensive instruction in reading, writing, math, and science that is explicitly driven by the assessment and instruction cycle. The school also embraces a multi-disciplinary and inquiry-based approach to science and social studies, which incorporates the core subjects of reading, writing and math. Continuous progress teaching is achieved through collaboration among teams of teachers and students working towards growth and mastery.

## **C. Statement of Need**

In 2011, when the original Innovation Plan was proposed, Carlton Elementary School faced numerous challenges including a high level of leadership turnover (three principals over a six-year span) and low levels of student performance.<sup>1</sup> More than three quarters of our school's students were unable to read, write, or perform mathematical skills at grade level. To prevent further declines, Jean-Marie Kahn, our newly appointed principal at the time, worked together with the staff and a group of parents to develop the original innovation plan as a way to transform teaching and learning and results for all students at the school. The original innovation plan centered on two key foundational elements: 1) a redesigned instructional delivery system based on "continuous progress," and 2) intensive, standards-based and student-centered instruction that supports each student learning at their own pace, in all core content areas.

Prior to COVID-19, social-emotional learning was considered to be important for student development and emotional well-being. Now, it is imperative that we continue to utilize innovative approaches such as small-group instruction to not only bolster students' academic growth, but also to address issues such as trauma and decreased student engagement by empowering student ownership of their educational journeys.

To redesign the instructional delivery system, the school created a core set of structures combined with the flexibility to group students by ability to allow them to learn at their own pace, with some spending more time in a particular grade level and others less, depending on their particular learning needs. To do this, the school has relied upon key autonomies and flexibilities from district and other policies and practices in the areas of schedule and calendar, student enrollment/assignment, grading, grade-level matriculation, and intensive use of small-group instruction combined with flexible groupings of multi-aged groups aligned to students' levels of mastery. Supporting the "continuous progress" model also requires the implementation of a different staffing model than typically utilized by most traditional elementary schools.

The focus on intensive, standards-based and student-centered instruction leveraged the opportunities inherent in having all students distributed in smaller groups based on their learning needs within a particular content area. This structure provided teachers with key opportunities to deliver more intensive forms of instruction in both academic and social-emotional curricula, continuously responding to student needs by conducting ongoing formative assessments, frequently using data to assess each student's individual level of mastery

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<sup>1</sup> In 2010, the school was in "corrective action" under No Child Left Behind with the majority of Carlton students testing at the needs improvement or warning level and the school designated a Level 3 school by the MA state accountability system.

against each standard. To accomplish this, the school relied on its autonomy to develop and/or select its own curriculum, design and implement its own approach to instruction, develop assessments, and pursue its own professional development for teachers.

The innovation school model became known as the “continuous progress” model and over the past 10 years has not only demonstrated success in raising achievement at the school, but served as a resource for effective standards-based practices within the district. Since becoming a continuous progress school, our teachers have changed the way instruction is provided. As a result, students have shown increased academic progress across all subject areas and the school has moved up in its state ranking -- from the 6<sup>th</sup> percentile in 2012 to the 47<sup>th</sup> percentile in 2021, earning Level 1 status as well.

Post-pandemic MCAS data shows the school fell to the 34<sup>th</sup> percentile due to a significant decrease in the ELA scores in grades 3-5. During the pandemic, Carlton was unable to sustain our continuous progress model given the constraints of virtual learning. We were no longer able to support flexible grouping when students were able to return for in school learning given medical protocols that required us to keep students within the same cohort regardless of academic needs.

Over the next five years, we seek to continue refining our practices, leveraging the opportunities granted through innovation status, and working to sustain the continuous progress model. While the district has generally been very supportive of our innovation plan and overall efforts as a school, securing and sustaining an adequate funding level to fully support the unique staffing model that was originally proposed has, at times, been a challenge, especially in the context of declining resources and competing priorities at the district level. Over the coming months and years, we hope to work collaboratively with the district to determine an appropriate, fair, and equitable funding model that provides an adequate level of support for our innovation model without compromising other high-need schools.

The Carlton Innovation School serves a key role within the Salem Public Schools. As the district moves forward with its recently adopted strategic plan, it desires to create a “vibrant teaching and learning ecosystem” that prioritizes standards-based, personalized, and student-centered learning across all schools and classrooms. Over the past 10 years, Carlton has been a leader and pioneer in this regard and knows that we can continue to further refine our practice and abilities to deepen our instructional practices and ensure learning and growth for all students. Going forward, we envision our school having even greater opportunities to both personalize student learning and increase student engagement in learning through hands-on, student-centered engagement and rigorous instruction. If supported in our renewal plan, we will serve as both a partner and potential “laboratory” for developing and sharing our innovative practices district-wide.

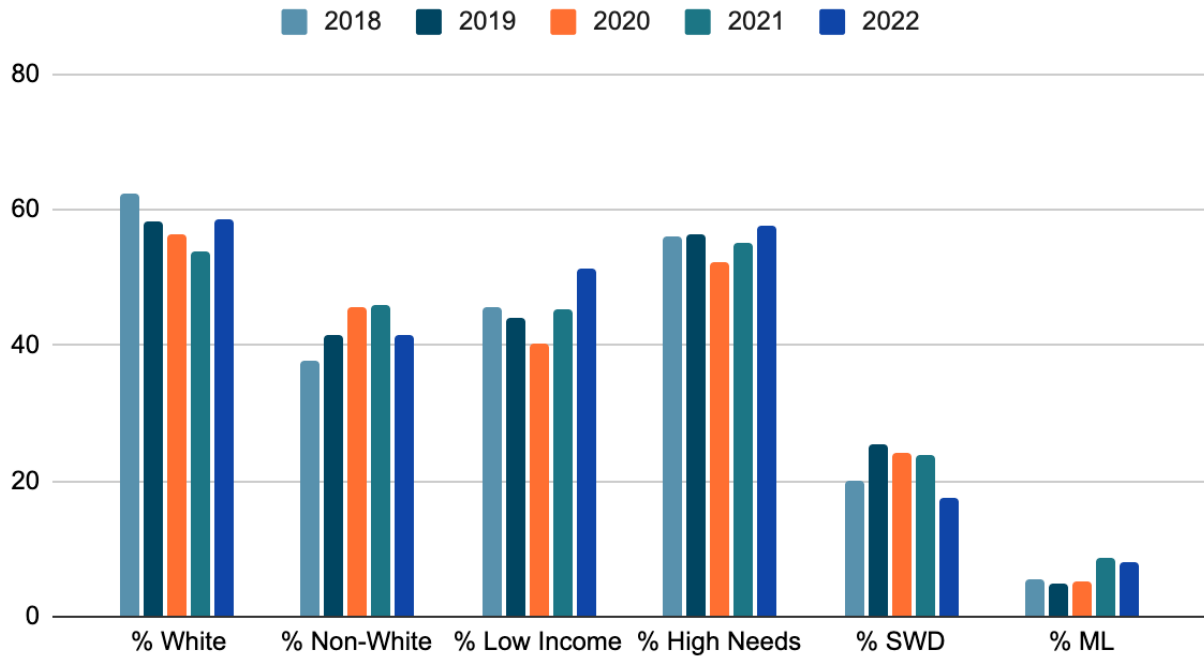
Although the demographics of the school have changed slightly since the beginning of the Innovation Plan, our school generally serves a high needs student population with nearly half of our students identified as Low Income (51.3%), and 28% are students with disabilities. Racially, the school has seen a decrease in the number of White students attending (from 62.3% to 58.5%) with a corresponding increase in the non-white student population (from 37.7% to 41.5%). The most notable change over the past 10 years has been a decrease in the percentage of Multi Language learners (ML) within the school (from over 20% in 2012 to just over 8% in the current year).<sup>2,3</sup> The chart below provides an overview of the school’s demographics from 2017 through the current school year.<sup>3</sup>

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<sup>2</sup> The district-wide average for Multi-language learners is 14%

<sup>3</sup> Data are based on October 1 state reports.

## Carlton Demographics, 2017-2021



Our success with these and all students rests on our school's ability to implement and improve upon the innovations begun in 2012. The proposed innovation renewal plan will allow us to sustain our continuous progress model so that we can continue to improve student learning. It is clear that our population of students is responding to the innovations in our plan and it is critical that we have the autonomy to continue implementation.

### D. Primary Proposed Partnership(s)

#### 1. Partnerships with Organizations

The Carlton Innovation School has benefited from a variety of partnerships with the following organizations that support a continuous progress innovation school model:

- Salem State University
- Teaching and Learning Alliance
- Salem Education Foundation
- New England Aquarium
- Peabody Essex Museum (PEM)
- UMASS (nutrition education)

These partnerships have supported us in a variety of ways such as deepening students' understanding of the curriculum by offering or funding resources and hands-on experiences.



## **2. Parents as Partners**

More than any formal organization, however, the parent community at Carlton has become our primary partners in the school. Since the implementation of the innovation plan, enrollment and interest in the Carlton Innovation School has grown tremendously. We currently have a waitlist for Kindergarten and during open Kindergarten enrollment, Carlton is visited by many prospective families.

The level of parent engagement, support, and involvement has risen in recent years. There is a dramatic increase in the number of parents that come to parent/teacher conferences. Our School Council is 50% parents, 50% Carlton staff.

Parent volunteers manage the book room. The book room is stocked with texts at all levels which ensures that each student, no matter their reading level, can receive small-group instruction to move them along their individual continuum of learning. The time that they spend in the book room is invaluable to teachers' instruction and every student's education.

Parent volunteers spend countless hours preparing for the yearly play at Carlton. The play takes several months to prepare and parents are there every step of the way. They hold auditions, create costumes, design sets, run rehearsals, create and teach choreography, and work backstage. The backstage volunteers serve as mentors to students, teaching them how to work the lights, curtains, and move set equipment, ensuring that even more students have a role in this great production each year. There are two sold out performances every year to accommodate all families.\*

Typically, we host events to bring families into our school after hours. For example, we have Karaoke night, math and literacy nights, Earth Fest, Pumpkin Fest, and movie nights. These events are widely attended and give students and their families additional opportunities to meet and socialize. Several performances take place throughout the year. The P1 and P2 students have a winter concert, E1 has a recorder concert, and E2 performs in a Veterans Day show. All students participate in the Celebration of Learning at the end of each school year. All performances have a large audience, but the Celebration of Learning has so many attendees that it is now split into a primary and elementary show.

The PTO organizes and funds a variety of events at the Carlton Innovation School. It meets monthly to discuss issues surrounding Carlton and to develop new ways to support students and staff. They ensure that every Carlton student can attend field trips free of charge and are at every after school event. They spearhead fundraisers to ensure that Carlton students have as many opportunities for learning outside of the school building as possible. Attendance has continued to increase each year.

\*Due to the pandemic, we at Carlton have not been able to host several of our typical in-person events run by parent volunteers. However, the PTO continues to look for ways to increase Carlton family and community engagement. An example of one successful event hosted by the PTO this year is the Candy Cane Hunt, which was the most highly attended PTO-sponsored event in recent years by families of all backgrounds, held off-campus.

### 3. Teachers as Partners

Finally, teachers are also key partners in the innovation school. Originally, this plan was created through the incredible collaboration of the teachers and staff at the Carlton Innovation School who spent well over 200 hours developing it. As we began the initial work of re-writing the plan, teachers were just as enthusiastic and involved to reflect on what we had learned from our journey and how to improve the innovation plan moving forward.

## *IV. HOW AUTONOMIES AND FLEXIBILITIES WILL IMPROVE STUDENT ACHIEVEMENT*

### **A. Introduction and Overview**

Before summarizing the autonomies and flexibilities requested, it's important to more deeply understand the ways in which the school structures have been redesigned to support the "continuous progress" model at the Carlton Innovation School. There are two foundational elements of the Carlton Innovation Plan that provide the context for the types of autonomies and flexibilities needed. These elements are described below along with a summary of the types of autonomies and flexibilities needed to support them.

#### 1. A Redesigned Instructional Delivery System based on Continuous Progress.

The school uses a trimester transition system as its key innovation. By accepting kindergarten students at three (3) different points in the year (Fall, Winter, and Spring) based on the timing of a child's 5<sup>th</sup> birthday, and then transitioning each student to the next grade when they are ready, the school seeks to tailor instruction to each student. In this model, some students spend more than one year in a particular "grade level" while other students spend less, depending on their specific learning needs relative to the standards. The goal for all students is mastery of all K-5 standards by the end of their time in their school. This single innovation leads to a slew of additional innovations such as: use of data to guide daily instruction, the technology to track student data, small-group instruction, flexible groupings of multi-age students, creative staffing schedules, increased common planning time to support flexible groupings, multi-age classrooms, transition meetings with students to set goals for the next grade level, use of before school starts for assessment camp and intensive professional development on diagnostic instruction, among others.

Key autonomies and flexibilities are required to support this delivery system, including:

- The autonomy to enroll Kindergarten students in three trimester "waves" based on the timing of their 5<sup>th</sup> birthday (before September 1, December 1, and March 1) -- as opposed to one enrollment period for the full kindergarten class in the fall
- The autonomy to transition and/or matriculate students from one grade-level to the next when they are ready, based on each student's demonstrated mastery of learning the standards for that grade level – as opposed to the traditional matriculation schedule where students transition to the next grade in the fall each year
- The autonomy for teachers to have increased daily common planning time in order to determine flexible groupings of students based on data and to work collaboratively to assess each student's mastery of the standards and determine their readiness to transition from one grade level to the next at three different points in the year – as opposed to traditional grading practices and timelines
- The autonomy to hire and deploy an additional set of academic content teachers (we call "Academic Specialist Teachers") in special roles to implement simultaneous strands of small-group instruction

throughout the day, for all students in each subject – as opposed to a traditional elementary school with self-contained and/or departmentalized classrooms using whole group instruction

- The autonomy to establish the school's schedule and calendar, independent of the school district, in order to accelerate learning for students and support teacher professional development – as opposed to the traditional district calendar.

## 2. Intensive, standards-based and student-centered instruction

With the structure of continuous progress as the foundation, teachers are able to deliver more intensive instruction and support learning across all subjects. Working within the small-group framework, teachers are able to conduct frequent formative assessments, increase daily common planning time, use data to continuously assess each student's individual level of mastery against each standard, and personalize learning in various ways. Teachers at Carlton benefit from more common planning time than most other elementary schools in the district which allows them to be actively involved in curriculum development, assessment design, and developing inquiry- and project-based approaches to science and other subjects. As a result, students are engaged in their learning and enjoy their time at school.

Key autonomies and flexibilities are required to support the intensive, standards-based and student-centered instruction at the Carlton Innovation School, including:

- The autonomy to develop and/or select our own curriculum
- The autonomy to develop and implement student assessments that are aligned to the standards and curriculum, and support teachers' ability to determine the extent to which each student has mastered the standards
- The autonomy to add common planning time to teachers' schedules
- The autonomy to continuously use data to monitor student progress and the flexibility to place students in multi-aged, small groups across subjects based on their specific learning needs – as opposed to occasional groupings and differentiated instruction with one teacher
- The autonomy to personalize learning by engaging students as individual learners
- The autonomy to create our own standards-based report card
- The autonomy to identify, select, and utilize technology and other tools to support the continuous progress model
- The autonomy to establish our own schedule and opportunities for teacher professional development

## **B. The Successes of the Carlton Innovation School**

Since the approval of Carlton's first innovation plan in 2011, the continuous progress model has played a major role in the turn-around of the school, both culturally and academically. The innovations in both the structure and curriculum have supported the teaching and learning of individual students as their continuous academic progress is prioritized. This tailored instruction has significantly improved student achievement.

Successes include:

### **Academic Improvement**

- Moving from a Level Three designation in 2012 to a Level One designation in 2015.
- Increasing Carlton Innovation School's 2012-2022 state ranking on PARCC and MCAS from the 6<sup>th</sup> percentile to the 34<sup>th</sup> percentile.
- Establishing the school's 2019 accountability score at 54%.
- Student attendance data continued to decrease until the pandemic hit. We were at 9.3% in 2019.

**Increased Demand**

- Currently, interest in our school has increased and we now have a waitlist for students entering Kindergarten. In addition, there are ongoing family requests to transfer their student(s) to Carlton.

**Awards and Recognition**

- Received the 2016 Massachusetts Reading Association Exemplary Reading Program Award and the 2016 International Literacy Association Exemplary Reading Program Award
- Spotlighted by the Rennie Center for Massachusetts Exemplar School
- Invited to apply for and eventually won the prestigious 2021-22 Pozen prize, an honor extended to only five schools in the state of Massachusetts

**Best Practices Dissemination**

- Carlton educators have conducted professional development for district staff in Reader's and Writer's Workshop, Academic Productive Talk in math, and standards-based grading and instruction.
- Schools from across New England have come to observe our innovative style of teaching, assessing, and community building.

Most importantly, the difference our staff and families have noticed in students' learning, attitude, motivation, confidence, and joy is overwhelming. Students take ownership over their learning and have a growth mindset. They self-assess, set goals, and work toward achieving those goals because they know their education is in their control. You can feel the energy of our community when you enter the doors of our school.

**C. Defining the Continuous Progress Model at the Carlton Innovation School**

It is important to define our interpretations of "continuous progress" as a model concept for our Innovation School because there is no accepted definition within the educational field. To the Carlton community, "continuous progress" means:

*The Instructional Delivery System:*

- Some kindergarten students begin one or two trimesters earlier, allowing more time for their growth and development.
- Each student progresses through cohorts at their own pace, allowing for extra time to complete standards as necessary or to move ahead in the curriculum.
- Multi-age classrooms allow teachers to develop strong relationships with students and families.
- Trimester transitions within multi-year classrooms allow students to move from the newest members of the community to the expert focusing on the growth mindset.
- Students work at different levels within different content areas depending on their progress with the standards, allowing students to move through the curriculum at a faster or slower pace as needed.
- Teams of two teachers share two classes of children for small-group instruction, which creates an environment where flexible small groups can be formed and changed efficiently based on student need. Groups of students change as necessary (sometimes even weekly).
- Teachers work in teams and are deployed in flexible ways to "flood classrooms" with academic specialists and provide small-group instruction to specific groups of students working at different levels.
- School structures, such as schedule and calendar, support intensive collaboration and common planning time in order to support teachers in communicating students' daily progress and needs.

### *The Instructional Practices:*

- Teachers engage students as individual learners. Our goal has been to switch the teacher's focus from the class to each individual student, which results in individualized instruction instead of whole-class instruction.
- Teachers and staff value the whole student, and student learning is matched to the social development of the child.
- We use small-group instruction in all content areas.
- We continuously assess students to determine needs and assign students to small groups.
- We transition three times per year so students can accelerate to the next grade based on academic abilities, social emotional benchmarks, and/or age.
- Flexible groupings of students within classrooms and across trimesters allows students to develop deep relationships with their peers and their teachers
- Each student receives instruction matched to their achievement level every day. This is achieved through flexible grouping. Teams of two teachers share two classes of children for small-group instruction, which creates an environment where flexible small groups can be formed and changed efficiently based on student need.
- Each student develops an awareness of their strengths and weaknesses and takes ownership of their learning and achievement.
- The core subjects of reading, writing, and math are taught using a workshop model with intensive and targeted small-group instruction.
- Intensive assessment strategies are used daily to make instructional decisions. Most prominent is teacher observation and student work. Common assessments on standards also occur regularly. Progress and independence are monitored with longer district assessments 6-8 times per year.
- Standards-based continuums are used for each team level in each core subject based on the new MA Frameworks and Common Core State Standards.
- The content areas of science and social studies are taught using inquiry-and project-based methods in heterogeneous groups.
- The curriculum emphasizes student ownership of learning and progress across the standards by involving students with formative assessment and goal-setting for mastery.
- Instructional approaches emphasize active and authentic student learning, student discourse, writing, and thinking.
- Identified students will have the opportunity to participate in Success Block to receive a double dose of instruction in that student's area of greatest need or to extend their progress.

The fluid movement of students in the Carlton Innovation School's continuous progress model adds a layer of complexity to the daily logistics of school administration. Normal procedures that take place once a year at traditional schools, such as class assignment, orientation, bus enrollment and demographic data accounting, actually happen three times a year at Carlton. It requires continuous effort and flexibility on the part of the school and district personnel to make these processes possible.

The effort to sustain a non-traditional school structure has resulted in significant student ownership, growth mindset, collaborative school culture, and strong, consistent student achievement, except for during the pandemic. The personalization of instruction helps students play an active role in their education. Their education is not something that happens "to them" as a passive recipient. The transparent assessment and instruction cycle helps students understand their learning process as well as the learning outcomes. Because students do not move in cohorts from grade to grade the comparison and competition in learning is all but eliminated, resulting in a strong growth mindset culture. The flexible structure allows students to fully master standards before moving to the next curriculum and instructional level and results in stronger student

achievement. It is clear that the extra effort is needed to ensure the continuous progress model results in a strong educational experience for all students.

We believe the continuous progress model has significantly raised student achievement on multiple measures and will prepare each student for the rigorous academic life of middle school, high school, and college. Three other aspects of our model are important to understand, including:

## 1. School Structure

In order to support the individualized teaching of each student, the school abandoned the traditional grade level “one size fits all” model, instead placing students in multi-age classrooms that combine traditional grade levels within a larger team distinction. Students are assigned to “homerooms” with core elementary teachers and which generally have a larger student-teacher ratio, for the duration of their time in a particular grade level. As they move through learning and mastery of standards within specific content areas, the students are broken up into smaller instructional groups of 1:12 (or less) that are facilitated and supported by both core elementary teachers along with the reading, math, and science specialists employed at the school. Instead of traditional grade levels, the Carlton teaching teams are organized according to the following framework.

Table III below provides a visual representation of the school’s structure. The final column of the framework depicts the possible number of trimesters students may spend within each student cohort. In addition, two sub-separate, Learning Skills classrooms are housed at the school for students whose IEPs require this intensive support and services.

***Table III: Overview of Student/Teacher Cohort Teams with Possible Trimesters***

Teaching Team and Student Cohorts	Age-Range	Traditional grade range	Number of classrooms in the school	Possible number of trimesters
Primary 1 P1	5.0-6.0 with the option of remaining until 6.5	Kindergarten	2	2-5
Primary 2 P2	6.0-8.0 with the option of remaining until 8.5 or 9.0	1-2	4	5-8
Elementary 1 E1	7.5-9.5 with the option of remaining until 10.0	3	2	2-5
Elementary 2 E2	8.5-11.5 with the option of remaining until 12.0	4-5	4	5-8
Learning Skills (Sub Separate Program)	6.0 – 8.0	1-3	1	9

Learning Skills (Sub Separate Program)	8.0– 12.0	4-5	1	6
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As described in the above table, students remain in the same classroom with the same teacher for up to two and one-half years, depending on the student’s progress. Students transition to the next team (grade) level when academically, socially, and emotionally ready. These transitions happen in August, December, and March, each year. This means that some students move mid-year while others remain in the same class for additional trimesters. This also allows a student to increase the amount of time within a grade level without repeating an entire year in that grade. Because students leave and enter classrooms at various times, the social stigma of grade promotion and retention is non-existent.

Currently, Carlton houses the district-wide Learning Skills substantially separate program for grades 1-5. The Learning Skills Program serves students with moderate disabilities that impact their ability to access the general education curriculum without significant modifications, accommodations and specialized instructional support. The program provides academic, language, fine and gross motor and social skill development within a small, highly structured, safe and nurturing learning environment. The use of positive reinforcement and success-oriented experiences supports student growth towards personal independence, specific IEP goals and overall academic achievement.

Students in the Learning Skills Program access core content in small-group settings with content based on the Common Core Curriculum and Salem Public Schools Curriculum Maps, adapted as needed to meet the unique learning needs of the students. Students in the Learning Skills Program are included with peers in homeroom activities and all aspects of the school community. Individual students may also mainstream for selected academic subjects, including Guided Reading, Math and English Language Arts, according to their IEP. The amount of inclusion in core curricular blocks is based on each individual student’s needs.

## **2. Trimester Enrollment Patterns and Procedures**

Our model results in a non-traditional enrollment pattern as well as a non-traditional staffing structure. Students transition to the next team (grade) level when academically, socially, and emotionally ready. These transitions happen in August, November, and March. This allows teachers to move students to the next cohort (or “grade level”) when the individual student is ready, rather than at the end of the traditional school year. This means that some students move mid-year, while others remain in the same class for additional trimesters. This also allows a student to increase the amount of time within a grade level without repeating an entire year in that grade. Because students leave and enter classrooms at various times, the social stigma of grade promotion and retention is non-existent.

Kindergarten enrollment patterns are also non-traditional at our school. Students enter kindergarten in August, November, and March based on their 5th birthday. This gives students the opportunity to start kindergarten early and the flexibility to spend additional time in areas of the curriculum until they have reached mastery of all standards. Our unique enrollment pattern requires Carlton to enroll fewer students in kindergarten in August compared to the rest of the district; however, our actual Kindergarten classes are full because the students who enrolled in the previous (Winter or Spring) trimester are still there. Each trimester we can only accept the same number of students in kindergarten who are moving onto the next grade level (which at Carlton is a combined grade 1/2 classroom that we call “P2”). So, for example, in the Fall Trimester (September) the number of Kindergarten spots available corresponds to the number of

Kindergarten seats that are open based on those who enrolled in the previous year's Fall or Winter Trimesters and are ready to transition to P2. If a student requires an additional trimester in P1, then that seat is not available to a new Kindergarten student until the following Trimester, or until the P1 student is ready to transition to P2.

Table IV below attempts to depict the trimester transitions of Kindergarten (P1) students as they begin enrollment, thus experiencing their first trimester (P1-T1) in the Fall, Winter, or Spring Trimester and transition through each subsequent trimester. For example, the cohort of 26 incoming Kindergarten students entering in the Fall of 2022 for their first trimester would join the 16 Kindergarten students who began during the Winter and Spring Trimesters of the previous year (10 who had their T1 entry in the Winter of the previous year, and 6 who had their T1 entry in the Spring of the previous year). Both of these cohorts have transitioned to their next trimesters, respectively (P1-T3 and P1-T2). As the cohort of 26 who entered in the Fall transition to their T2 trimester, new spaces open up for new Kindergarten students to enroll in the Winter Trimester as the T3 cohort of 10 move on to their first trimester in P2 (the equivalent of 1<sup>st</sup> Grade). For Winter 2022, we expect to enroll up to 10 new Kindergarten students.

***Table IV: Trimester Transitions of Kindergarten (P1) Students***

Trimester Cohort	KF enrollment in Fall Trimester Sept 2022	KF enrollment in Winter Trimester Dec 2022	KF enrollment in Spring Trimester March 2023	KF Enrollment in Fall Trimester Sept 2023
<b>KF (P1-T1)</b>	<b>26</b>	<b>10</b>	<b>6</b>	<b>TBD (up to 25)</b>
<b>KF (P1-T2)</b>	<b>6</b>	<b>26</b>	<b>10</b>	<b>6</b>
<b>KF (P1-T3)</b>	<b>10</b>	<b>6</b>	<b>26</b>	<b>10</b>
Gr 1 (P2-T1)	n/a	10	6	26
Gr 1 (P2-T2)	n/a	n/a	10	6
Gr 1 (P2-T3)			n/a	10
<b>Total KF Enrollment</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>TBD (avg of 42)</b>

The above example is meant to illustrate how the transitions create open spots for new Kindergarten students. In reality, however, the number of students who transition to the next grade level between trimesters depends on the specific levels of mastery for each individual child. While many students spend three trimesters at each "grade level" some spend more and some less. The decision of whether or not a student is ready to transition is made by the teacher teams for each cohort. The team of teachers who work with each individual student reviews the student's progress to determine if they are ready to move to the next grade level in November, March, and June.

At all times, our classrooms range from 18-22 students in each homeroom. Table V below provides a summary of the distribution of Carlton's students by grade level (as of June 2021) and Carlton Team Cohort and describes the approximate size for each homeroom.



**Table V: Distribution of Carlton Students by Cohort and Grade Level with Homeroom Size**

Grade Level/Cohort	Carlton Team Cohort	Total # of General Ed and (Sub Separate) Students in June 2022	Total # of Homerooms Core Elementary and (Sub Separate) Teachers	Approximate Homeroom Class Size for General Ed Students Only
KF	P1	42	2	21
01	P2	43 and (3) = 46	4 and (1)	18
02		28 and (5) = 33		
03	E1	40 and (5) = 45	2 and (1)	20
04	E2	43 and (8) = 51	4 and (1)	21
05		41 and (6) = 47		
		Total of 237 Gen Ed and (27 sub separate) = total of 264 Students	12 Core Elementary Teachers and (3 Sub Separate) = 15 teachers	

Students' placement into each trimester (T1, T2, or T3) for each grade level depends on their level of mastery of the standards aligned to that grade level and trimester. As described above, some students are accelerated in their learning and may complete the 5<sup>th</sup> grade standards ahead of the traditional schedule. These students will benefit from a Flex Teacher who will continue to support their accelerated learning. Other students may transition to the equivalent of 5<sup>th</sup> grade a trimester or two prior to their final year at the school, thus spending four or more trimesters learning at the 5<sup>th</sup> grade level. The total number of 5<sup>th</sup> graders projected to be enrolled in the Fall of 2022 will depend on the number of E2 students who are fully ready to exit the school in the Spring of 2023 as compared with those who need additional time in the 5<sup>th</sup> grade. We would like to prioritize a conversation with our middle school to facilitate the transition from 5th grade to 6th grade in a more meaningful way.

### **3. Transitioning Students**

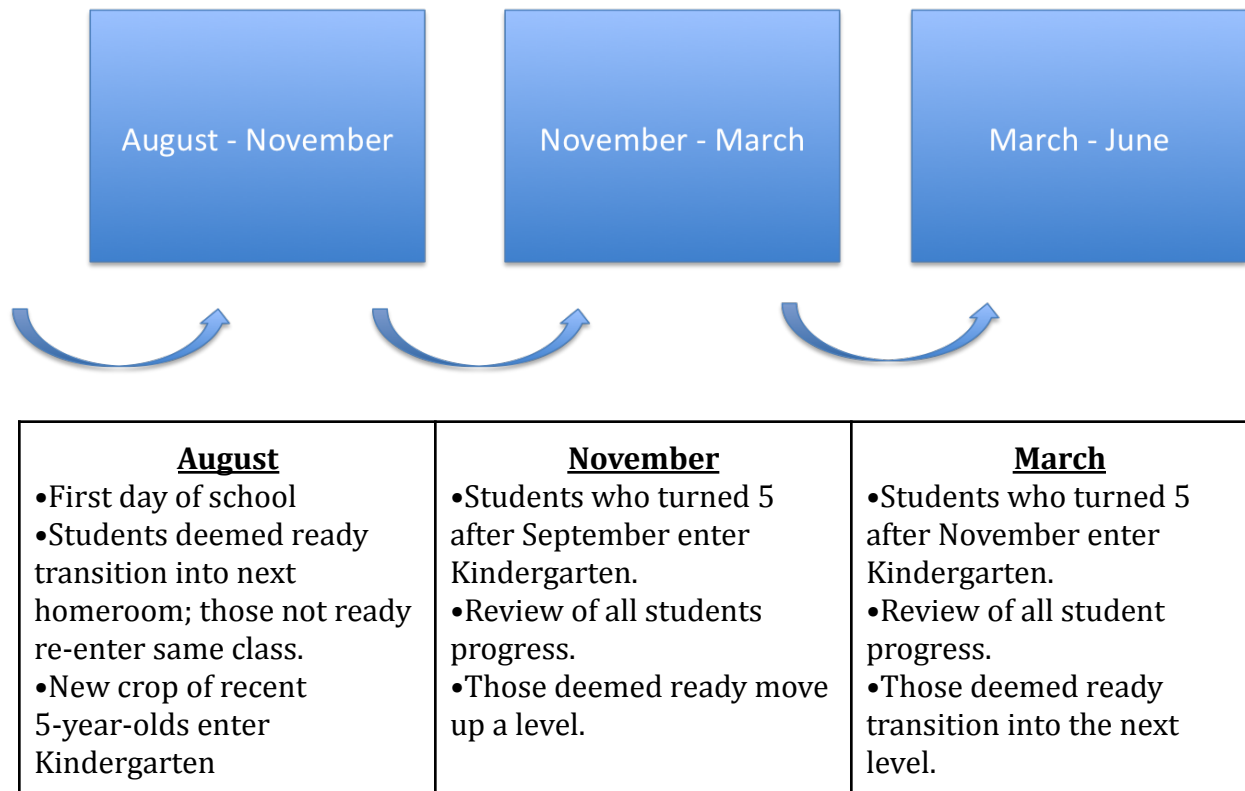
The continuous progress model at the Carlton Innovation School emphasizes an individualized approach to teaching and learning designed specifically to better serve our population and demographics. The structure of the school, the staffing patterns, and the curriculum are key supports to the continuous progress of each student and the overall improvement of our school's performance.

A student entering Kindergarten may begin school the trimester after their fifth birthday. Prior to arriving at school, students are assessed with an enhanced screening containing additional assessments that allows the teacher to place the student along the standards continuum.

The student remains in their classroom until they have reached the minimum transition age and the required standards for that cohort - roughly two full calendar years or six trimesters for grades 1/2 and grades 4/5 and one calendar year for Kindergarten and grade 3. On average, most students spend the equivalent of one school year in each grade, but many move ahead or remain in a cohort for longer or shorter periods based on need. This means that a student moves to the next cohort at the conclusion of the trimester, based on their individual progress instead of at the conclusion of the school year. Just before the end of the trimester the classroom teacher reflects on the student's progress across all curriculum area continuums and the student's social and emotional growth. The structure of these teams and the use of a standards-based continuum for each team ensures developmental flexibility within an appropriate socio-emotional peer group. If the teacher determines the student is ready to transition to the next cohort, a team meeting will be called that includes the student, the current teacher, the receiving teacher, the parents, and any additional staff in the building that work with the child. At this team meeting the student presents what they have learned, their goals for the next cohort, and an argument for why they should move to the next cohort. The purpose of this meeting is to help students take ownership of their learning and progress. The current teacher spends time discussing the

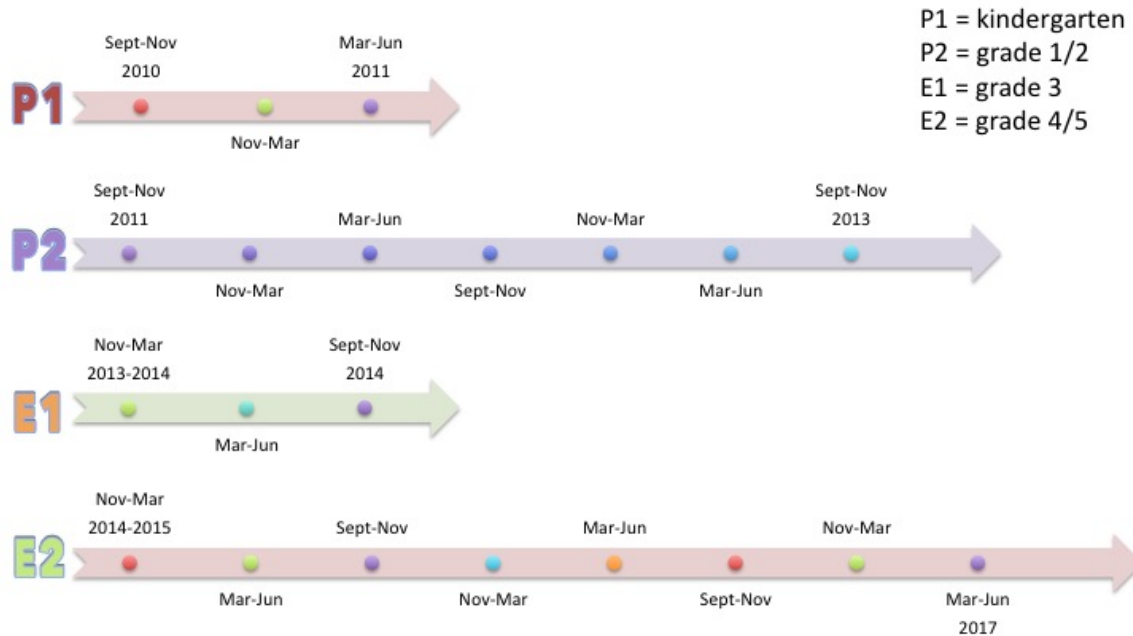
student's strengths and needs and a transition plan is made and celebrated. To support the instruction in the classroom, every attempt is made to keep homeroom class sizes below 24.

### CONTINUOUS PROGRESS TRIMESTER MAP



#### 4. Student Case Studies: Individualized Education Pathways of the Continuous Progress Model

### Case Study 1



The above historical case study represents the path that a former grade 4/5 student's education was able to take because of our continuous progress model. This student had been at Carlton since she was in Kindergarten. She completed a typical number of trimesters in Kindergarten and grade 3. In grades 1/2 and 4/5 this student completed additional trimesters. The decision to have this student complete additional trimesters was made by the student, the child's mother, and her teachers. In grade 1/2 she was struggling both academically and emotionally. She was significantly behind in math and had difficulties with peer and adult relationships. During her extra trimester in grade 1/2, she was able to gain self-confidence, continue to grow her reading level, and begin to close the gap between her performance and common core expectations in math. Not only was she able to continue to work on areas that she was struggling in, but she was also able to continue to grow her reading level because of the small-group diagnostic instruction that is a major component of this innovation model. During her additional trimesters she was not retaught the same concepts in the same way, but her teachers had the resources, tools and autonomy to meet her individual academic and emotional needs. In grade 4/5, she continued to grow as a reader and was known as "the division queen" by her peers in math. She became a role model who looked forward to helping her peers better understand concepts in all subject areas. She moved on to 6<sup>th</sup> grade in June 2017.

Another example of Carlton's continuous progress model from a different student's educational path is as follows: This student is currently in grade 3 and started at Carlton as a grade 1/2 student. In all subject areas, she quickly began to demonstrate mastery of the common core standards. For example, she entered grade 1/2 reading at a mid-second grade reading level and had a strong conceptual knowledge of math concepts. Carlton teachers were able to meet her individual needs because of the small-group instruction. Because she was able to progress quickly through the 1st and 2nd grade common core standards, the student, her teachers, and her family decided she was ready to move to grade 3 a trimester earlier than her peers. Instead

of staying in her current class until June as she would have in a typical school, she was able to move to the next level and be surrounded by peers and teachers who could further push her to achieve her academic potential.

## 5. Accelerating Student Achievement

The structure of the Carlton Innovation School supports the individualized teaching of each student ensuring their continuous academic progress. Each student is looked at as an individual, taking into account the whole child when planning instruction. Students receive diagnostic instruction based upon ongoing formal and informal assessments, resulting in greater academic achievement. By using a multi-age approach, students are able to progress at an individualized, developmentally appropriate rate. Student growth is evident because their individual academic needs are met.

In addition to a student's academic progress, we at Carlton also consider a student's social and emotional progress. We understand that as students transition, they will naturally create connections with their peers. However, we strongly believe that every student develops at their own pace; regardless of social/emotional connections, a student is not ready to transition to the next grade until a team comprised of Carlton staff, the student, and the student's family have determined that the student demonstrates progress and mastery of academic and social/emotional skills necessary for success.

## E. Summary of Six Autonomies and Flexibilities

### 1. Curriculum, Instruction, and Assessment

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

Autonomy Area	Autonomies and Flexibilities Requested
Curriculum and Instruction	<ul style="list-style-type: none"> <li>• The autonomy to develop and/or select our own curriculum</li> <li>• The autonomy to continuously use data to monitor student progress and use flexibility to place students in multi-aged, small groups across subjects based on their specific learning needs – as opposed to occasional groupings and differentiated instruction with one teacher</li> <li>• The autonomy to create our own standards-based report card</li> <li>• The autonomy to personalize learning by engaging students as individual learners</li> <li>• The autonomy to create school-wide enrichment opportunities through thematic units of study and student-centered activities</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• The autonomy to develop and implement student assessments that are aligned to the standards and curriculum, and support teachers' ability to determine the extent to which each student has mastered the standards</li> <li>• The autonomy for teachers to work collaboratively to assess each student's mastery of the standards and determine their readiness to transition from one grade level to the next at three different points in the year – as opposed to traditional grading practices and timelines</li> <li>• The autonomy to transition and/or matriculate students from one grade-level to the next when they are ready, based on each student's demonstrated mastery of learning the standards for that grade level – as</li> </ul>

	<p>opposed to the traditional matriculation schedule where students transition to the next grade in the fall each year</p> <ul style="list-style-type: none"> <li>• The autonomy to identify, select, and utilize technology and other tools to support the continuous progress model</li> <li>• The autonomy to, if approved by the Commissioner, administer MCAS to students within a timeframe that aligns to their mastery of grade-level expectations</li> </ul>
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## **Curriculum and Instruction**

The curriculum for our continuous progress innovation school is derived from the Massachusetts Frameworks that are based on the Common Core Standards. Using these documents, we developed a continuum of standards for each classroom level in reading, writing, math, and science. These standard continuums reflect developmentally appropriate standards of achievement within each strand. These continuums contain all the literacy, math, and science standards that the student is expected to reach during their time within that classroom. To support instruction in these standards, we continuously seek, select, and utilize a variety of curricula and instructional materials that align to our learning standards.

Students engage in three rigorous workshops for each core subject of reading, writing and math. The reading and writing workshop lasts for 120 minutes and the math workshop lasts 80 minutes. This model consists of a 10-minute multilevel mini-lesson that challenges students to think about the concept in a sophisticated way. Then students break into small groups and individual workstations within the classroom. During this time, the team of 2-4 classrooms at the same age range are flooded with specialist teachers for small-group instruction and individual conferences. (Please see staffing diagram on page 38 for more detail). This flooding ensures that each student is instructed at their zone of proximal development, making student progress and growth the priority of teachers, students and parents. small-group instruction consists of guided reading, phonics lessons, guided writing and math target lessons. Students are grouped based on their progress across the standards continuum and performance on common assessments. Placement in groups is fluid and reflects the student's progress in that core subject at any given time. In this way, students have a team of teachers responsible for their continuous progress. At the conclusion of this time, a short share period allows students to reflect on how the mini-lesson applied to their small-group and individualized work, and goals for the next day are set.

Student discourse within all content areas has been a major focus of our work. We discovered several years ago through guided observations that the ratio of teacher-to-student talk dramatically favored teacher talk across the school. To address this concern, we worked solely on increasing student talk and decreasing teacher talk. Once we made some progress in the quantity of student discourse, we partnered with consultants to improve the quality of student discourse. Teachers developed rubrics to reflect on current practices and track growth in our students. In addition, teachers observed each other to provide feedback to support this goal.

In order to increase the quality of student discourse in language arts and math we provided multiple opportunities daily for students to engage in conversation through interactive read-alouds, turn and talks, big paper problems, and debrief/shares at the end of lessons. The staff used the model of academically productive talk to introduce talk moves which include revoicing, repeating, reasoning, adding on, and waiting in order to facilitate class and small-group conversations. The goal was for students to use these talk moves independently in order to develop understanding and concept knowledge. In science, we posed real world problems and students worked collaboratively to solve them through discussion and inquiry. They learned to

not only share things that push other people's thinking through the use of sentence stems and teacher support, but to hold themselves and others to a high level of conversation. Over time, students were able to do this without teacher support or input. Our ongoing data shows that at Carlton, students now do most of the talking and can engage in discourse with peers in order to develop their thinking and to support and push the thinking of their peers.

### ***Approach to Literacy***

The goal of the literacy program at Carlton is for our students to read and write complex texts in sophisticated ways. Teachers use a balanced literacy approach to instruction focusing on phonemic awareness, phonics, vocabulary, comprehension, and fluency through an explicit focus lesson followed by small groups for guided reading and conferences. We teach the Common Core State Standards using various curricula including Lucy Calkins Readers and Writers Workshop and the Continuum of Literacy Learning by Irene Fountas and Gay Su Pinnell and MyView as resources.

### **Basic Structure of Literacy Instruction and Methods**

Our workshop model begins with short, explicit focus lessons. While students independently apply the strategy learned in the focus lesson, a rotation of small groups are instructed based on where they are as readers and writers. Teachers use flexible grouping across teams to group students based on individual progress and need. In order to do this effectively, we utilize additional content "Academic Specialist" teachers (math specialist, literacy specialist, literacy coach, specialist teachers, and flex teacher) to ensure small-group instruction occurs and each child is instructed at their level. This requires that teachers are provided with common planning time in order to collaborate daily about students' learning. The amount of common planning time fluctuates slightly from year to year but typically is a minimum of 150 minutes a week. This is significantly more planning time than most Salem schools and teachers receive (Currently, Salem teachers have an average of 45 minutes of common planning time per week).

We focus on assessing students for the purpose of planning their instruction. Every summer we hold an assessment camp where all students are encouraged to come in prior to the school year for a sixty-minute literacy assessment. We use the Fountas and Pinnell Benchmark Assessment System to identify student reading levels and determine instructional strengths and weaknesses. By doing this, we know our students as readers before they even arrive and we gain six weeks of instructional time. We have developed common assessments related to Common Core Standards (independence checks) and use ongoing running records, writing pre and post assessments and using state standardized assessments to drive instruction and decision making at all grade levels.

In addition to more formal assessments, we use informal observation daily. Those observations and anecdotal notes, along with daily check-ins, drive what is taught the following day based on what students show us they have or have not learned. This is a fundamental part of our mission: to focus on what students have learned, not simply what teachers have taught.

Our students play an active role in assessing themselves, reflecting on what they have learned and what their next steps are. Teachers work with students to develop a self-awareness around the expectation and interpretation of the rubric so they can accurately evaluate their work. Students are then able to use self-assessments and rubrics to look at their work and set their own goals. This promotes students being an active part of their learning, which gives them ownership of their progress.

### Summary of Autonomy in Literacy

We use our autonomy to teach units and standards in ways that make sense for our current population of students. Our year-long progression of units does not match the district's and may change from year to year depending on the needs of the students. Our trajectories for our workshop model are continuously changing due to our student-driven data.

Like most districts, Salem schools have single grade classrooms with annual transitions. At Carlton, we have multi-age classrooms with three transitions a year. The multi-age classrooms and trimester transitions allow students to achieve state standards at a pace that is appropriate to their individual learning. Therefore, we seek continued autonomy over the next five years to be able to have the continued adaptability for our units and application of the workshop model. We would like to continue to be a model for other schools in the district.

### ***Approach to Numeracy***

The goal of mathematical instruction is for students to gain mastery of grade level common core standards and be able to apply their understanding of these standards through the eight Common Core identified mathematical practices. We believe this will prepare students to be real-world problem solvers. Students develop conceptual understanding in math through exploration, mathematical discourse, and direct instruction. Using the Common Core State Standards, teachers organize lessons to focus on mastery of concepts with structured review opportunities. This balances mathematical thinking with fluency and mathematical operations.

### Basic Structure of Instruction and Methods of Numeracy

Using a workshop model similar to the reading and writing workshops described above, teachers provide a connection for student exploration followed by small-group lessons and guided/independent practice. Following this work, students are responsible for participating in a debrief that highlights their learning.

Teachers have developed standards-based common assessments in order to assess student knowledge related to mathematical standards and practice. We also use informal assessments such as teacher observations, anecdotal notes, and daily exit tickets. Teachers use information gained from assessments to create flexible grouping across classrooms within a team. Students are grouped by standards-based needs.

Teachers utilize elements of several mathematical programs and resources including Illustrative Math, Engage New York, enVision, and Investigations, in order to teach the standards. We have also introduced ST Math so that students can follow an individualized trajectory of learning independently.

The use of various resources replaces prescribed programs and creates a more balanced approach to math instruction. Students receive diagnostic instruction based upon ongoing formal and informal assessments, resulting in greater academic achievement.

### Summary of Autonomy in Numeracy

Prior to the Innovation Plan, we used Everyday Math, which matched what the district used. Now we pull from several programs to identify the most important aspects that we can use for what we want to teach. Because of this, we have a wide range of resources at our fingertips to draw from in order to meet the needs of our mathematical learners. We use our autonomy to teach standards in ways that make sense for our

current population of students. Our year-long progression of standards does not match the district's and may change from year to year depending on the needs of Carlton students.

### ***Approach to Content in Science & Social Studies***

P1, P2, and E1 students will engage in multi-age heterogeneous groups focusing on alternating science units based on the Next Generation Science Standards and social studies units based on C3 Framework for Social Studies State Standards. Each unit will be approximately 4-7 weeks long and will be co-planned and co-taught among team members. Because the schedule will allow for block scheduling, the science specialist will be included in planning and adapting lessons to specific content. Units will include inquiry-based projects or activities. In E2, Next Generation Science Standards and C3 Framework for Social Studies State Standards will be taught continuously throughout the academic year.

Science and social studies topics are explored through inquiry and project-based methods. Instruction in science and social studies will take place in a separate block of time and within heterogeneous whole class groups where students are able to apply their reading, writing and mathematical achievements. Instruction will be multidisciplinary with the expertise of specialist teachers in art, music, physical education, and technology. This is an opportunity to further extend our green curriculum and science block as incorporated within our green building and organic garden. This infrastructure will further the hands-on nature of our science and social studies curricula.

### **Basic Structure of Instruction Methods in Content**

During the units, instruction and student learning will be dedicated to direct instruction and hands-on engagement with the content, including inquiry and project-based exploration. A yearly theme based in science or social studies will be selected for students to study and explore as a community. These projects will be displayed and celebrated as a Carlton community in the Celebration of Learning held annually in June. Grades 1/2 and 4/5 will rotate through the science and social studies standards that are dedicated to the two grades assigned to each cohort of students. This allows students to receive both sets of standards in a multi-grade classroom (2 year cycle). Kindergarten and grade 3 teachers will teach the social studies and science standards within their grade to their cohorts of students (1 year cycle). The order of units taught to students will remain consistent from year to year to ensure that students throughout all trimester transitions receive instruction in all standards.

Through inquiry- and project-based learning, students will develop a deeper understanding of core-related content. Peer teaching and peer interactions will improve social skills, interpersonal communication and personal connections to content knowledge. Students will engage in reading and writing for meaningful academic-based purposes, reinforcing literacy skills. Students will demonstrate knowledge gained throughout the unit in various ways, giving students differentiated opportunities to share their learning and achievements to promote student ownership.

This approach is unique because Kindergarten through fifth grade students have the opportunity to receive instruction from a certified science professional based on each multi-aged trajectory. In addition, grade 4/5 math, language arts, and science are departmentalized in order to allow staff to focus their standards-based planning and instruction on student needs in each specific area.

### ***School-wide Enrichment through Thematic, Student-Based Activities***

In addition to focusing on core academic subjects, we organize school-wide enrichment opportunities that are centered around a thematic unit of study or set of engaging enrichment activities. Students engage in these



thematic activities once per week during the “enrichment blocks” built into “WIN Wednesdays.” Teachers work together to organize school-wide activities such as plays, writing projects, and other activities, including field trips, giving students the opportunity to apply their knowledge in different ways. Instructional time during these enrichment blocks is generally supported by the “Specials” teachers such as the art, music, and physical education teachers. This provides up to 80 minutes within the day for academic teachers to meet, collaborate, and plan together.

### ***SEL curriculum/student engagement***

Social and emotional issues experienced by students hinder their ability to learn. Through student choice and voice, we can decrease school-based anxiety and enable greater access to the curriculum.

Given the duration and effects of the pandemic on students’ social and emotional well-being, it is even more imperative that we address deficits in students’ foundational skills. By focusing on issues such as trauma and decreased student engagement, we can empower student ownership of their educational journeys.

Carlton uses various CASEL-approved SEL curricula to provide students with consistent social and emotional instruction, practice, and feedback during sustained interaction and collaboration in order to continue to bolster their foundational skills and capabilities. Teachers of all levels are guided by the City Connects Coordinator and School Adjustment Counselor to design and implement age-appropriate, effective instruction for students. Using data collected from various checkpoints throughout the school year, we are better able to identify and support students in need of tier 2 and tier 3 interventions.

### **Assessment**

At the Carlton Innovation School, assessments are intrinsically connected to daily instruction. Teacher observations and mini-assessments, such as checklists, independence checks, and running records, are recorded on the standards continuum and collected in each student’s diagnostic portfolio along with work samples. In addition, when a student is ready to demonstrate mastery of a standard, the student is given a common assessment for that standard. Common assessments consist of assessments already used in the school such as Benchmark Assessment Kits and math unit tests, in addition to newly developed assessments based on the standards. The assessment results determine the student’s placement in small-group instruction and the teacher’s goals for instruction the following day. These assessments are also shared with the students regularly.

During the course of the units, students will be assessed with standards-based independence checks created by the Carlton Innovation School staff. Teams will create rubrics specific to science and social studies content focused on the four language domains (listening, speaking, reading, writing) as well as the science and engineering standards of practice and the principles of inquiry. Considerations will be made to accommodate students who transition in fewer than 3 trimesters for Kindergarten and grade 3 and 6 trimesters in grades 1/2 and 4/5 from the previous grade level. In grade 4/5, based on the data gathered from the independence checks, science intervention will be given during the third trimester of the school year.

### ***Assessment and Instruction Cycle***

During the week before the start of school, each student has an assessment appointment with their teacher or staff member designated as part of the Assessment Team. This helps the teacher create small-group assignments and set progress goals for each student. By conducting the intricate assessments prior to starting

school, class time dedicated to instruction can begin within the first two weeks of school. Teachers choosing to participate in the assessment week will be paid a stipend of \$1,200.

Because the Carlton Innovation School's instructional approach and curriculum has changed significantly, we have been required to change the way we communicate with parents about their children's progress across each standard. In September 2013, we created a new, standards-based report card. However, since that time, we have self-reflected and discovered that the report is too in-depth for parents and caregivers. We are planning to create a committee to review and make revisions to our report card in order to make them more parent-friendly and communicate progress more effectively.

### ***Timing of MCAS Administration***

Pursuant to MGL, Chapter 71, Section 92, and 603 CMR 48.03, innovation schools may propose innovations that may conflict with state laws or regulations governing other public schools. Following this, the Carlton Innovation School has submitted an inquiry to the MA Department of Elementary and Secondary Education to explore the possibility of adjusting the timing of MCAS administration for those students who complete a tested grade level during a different part of the year. The goal of this request is to allow students to be tested in a specific grade level as close to completion of that grade level as possible. While the traditional MCAS administration timeline aligns well with traditional schools, it does not align well with our trimester-based continuous progress model. With our model, a student may master and complete the requirements for 3<sup>rd</sup> grade (for example) in October, and move on to 4<sup>th</sup> grade in December of that year, following our trimester schedule. However, according to the traditional timeframe for test administration, the student wouldn't take the 3<sup>rd</sup> grade MCAS until April or May of the following year, when they were well into the curriculum for 4<sup>th</sup> grade. Carlton would like to explore the possibility of allowing students to take the MCAS within a timeframe that aligns with their matriculation to the next grade level. We believe especially that the advent of new technologies supporting state assessments should provide some opportunities for this flexibility. We look forward to working with both the district and the state to explore this possibility in the coming months and years. A copy of a letter that was sent to the state commissioner is included in Appendix C.

### **Meeting the Needs of All Students: Students with Disabilities and Multi-language Learners**

Currently, Carlton houses the district-wide Learning Skills substantially separate program for grades 1-5. This program runs on an August to June model. The students within these programs are truly a part of the Carlton community. They are integrated into homerooms for breakfast, morning meeting, specialists, lunch, recess, assemblies, and community circles. In both programs the amount of inclusion in core curricular blocks are based on each individual student's needs and abilities.<sup>4</sup>

To support a more inclusive model, students in the substantially separate classrooms are included in the regular education homeroom. By including Learning Skills students within the regular education homerooms, the class size will remain manageable when students are mainstreamed for specialists or other areas that are appropriate, ensuring the best instruction for each and every student. However, these classrooms will use the same curriculum as the rest of the school, with more specialized instruction as needed in small groups.

Inclusion students also benefit from the continuous progress structure and curriculum. Through flexible grouping and small-group instruction, diverse learners such as students with disabilities and multi-language learners have targeted instruction that is differentiated based on their needs. Instruction is driven by assessment, allowing students to move at their own pace through the continuum. Students continue to receive

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<sup>4</sup> As the school works to fully use Aspen (the Student Information System, SIS), it is important to ensure that the sub-separate students are enrolled in homerooms scheduled with the sub-separate teachers.

the services outlined on their Individual Education Plans, but also benefit from more personalized instruction in the general education classroom. By using the standards continuum, expectations remain high and accommodations and modifications can be tracked closely and linked to student progress. These students would benefit from reinstating the Success Block because they would receive an extra dose of targeted small-group instruction in the areas in which they need it the most outside of the school day. Should Success Block be implemented again, the school will ensure that all students have equal access to this opportunity.

Content lessons will be conducted in heterogeneous groupings that will encourage others with peer modeling. Lessons will take place in small groups in various settings, using multi-sensory activities and multi-age interactions. Project-based learning allows students with disabilities and multi-language learners opportunities to demonstrate areas of strength not assessed in other core curriculum areas. In addition, heterogeneous groups will provide ML students and students with disabilities with opportunities for immersion in a language-rich environment, as well as opportunities to access vocabulary and build background knowledge. Standards-based instruction during the content block provides all students with review, repetition, and reinforcement of concepts.

Our goal and philosophy at the Carlton Innovation School is based on a full-inclusion approach to serving students with disabilities. We believe that our inclusive framework for instruction and the continuous progress model that is based on meeting the individual needs of all learners are well-aligned. We hope to continue working closely with the district to ensure that the needs of all students are met and to achieve the best outcomes for all students. Over time, we hope to collaborate with the district to explore additional innovations that may improve support for our students.

## 2. Schedule and Calendar

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

Autonomy Area	Autonomies and Flexibilities Requested
<b>Schedule</b>	<ul style="list-style-type: none"> <li>• The autonomy to establish the school's daily schedule for students and teachers as needed</li> <li>• The autonomy to establish the school's own schedule and calendar for teacher professional development</li> <li>• The autonomy to establish a schedule with increased common planning time for teachers</li> </ul>
<b>Calendar</b>	<ul style="list-style-type: none"> <li>• The autonomy to establish the school's schedule and calendar independent of the school district following the process outlined below</li> <li>• The autonomy to request additional time from teachers in order to participate in the assessment camp, Success Block, and other activities taking place outside of the school schedule and calendar (Teachers will be compensated accordingly.)</li> </ul>

The school year for students will be the traditional 180 days (teachers work 185 days). However, the school seeks the autonomy to establish the calendar independent of the district. Teachers shall continue to work the traditional 185 days for each school year with 180 days aligned to student instruction and five (5) additional days for professional development. The Carlton Innovation School has the autonomy to establish its own school calendar. The school recognizes, however, that there are benefits to having the ability to align their calendar with the district calendar, in order to better coordinate professional development, transportation, and

other academic and/or operational elements. The process used to establish the school calendar each year will be as follows:

- Each year, the district will, by the end of January, establish a draft calendar.
- The draft calendar will be shared with the school.
- The principal will work with the school staff to review the draft district calendar and determine in which ways the district calendar can be adopted, adapted, or aligned to the school's calendar.
- The principal will present the final school calendar to the Carlton staff by February 15<sup>th</sup> to be voted on and passed with a 2/3 majority vote from professional staff.
- Following the vote, the final school calendar will be submitted back to the district for School Committee approval.

### **Block Scheduling**

One key component to continuous progress instruction is to have block scheduling, allowing for longer periods of time spent on instruction. This schedule will provide 80 minutes of math, 120 minutes of literacy, 40 minutes of science and social studies content, 40 minutes of physical education, art or music and 45 minutes for lunch and recess. Having uninterrupted blocks of instruction strengthens the team's ability to meet the needs of the students. A sample student schedule is outlined below. The schedule depicts a typical student's day for four days per week (Mondays, Tuesdays, Thursdays, and Fridays). Wednesdays, known as "WIN Wednesdays," are scheduled a little bit differently at our school. A sample schedule for "WIN Wednesdays" is also below.

#### **Sample Student Schedule (4 Days/week)**

8:05 - 8:20	Breakfast in the Classroom
8:20-8:40	Morning Meeting
8:40-10:00	Math
10:00-12:00	English Language Arts
12:00-12:15	Read aloud
12:15 - 1:00	Lunch and Recess
1:00 - 1:40	Art, Music or PE
1:40 - 2:20	Content
2:25	Bus/Pick -Up

#### **Sample Student Schedule ("WIN Wednesdays")**

8:05 - 8:20	Breakfast in the Classroom
8:20-8:40	Morning Meeting
8:40-10:00	Enrichment Block
10:00-11:00	Math/ELA
11:00-11:45	Lunch and Recess
11:45 - 12:45	Math/ELA
12:45 - 2:20	Continue Enrichment Block with classroom teachers
2:25	Bus/Pick -Up

On "WIN Wednesdays" students have the opportunity to participate in two "enrichment blocks" that provide them with opportunities to participate and engage in field trips and other student-centered activities organized

around a theme. These enrichment blocks are coordinated and planned by the “specials teachers” and provide academic teachers with additional opportunities for common planning time.

### **Sample Teacher Schedule**

8:05 – 8:40	Common Planning Time (2 to 3 times per week)
8:40 – 10:00	Math
10:00 – 12:00	ELA
12:15 – 1:00	Lunch (recess duty 2 times per week)
1:00 – 1:40	Specials (prep)
1:40 – 2:20	Science/Social Studies
2:25	Duty – Bus duty, car pick-up, walker door, or hallway duty
2:35	Teachers leave for the day

### **Requesting Additional Time from Teachers**

The school retains the autonomy to request additional days and hours of time from its teachers as needed to support various activities such as the summer assessment camp, Success Block, and other needs as they arise. Teachers will be compensated as outlined in the staffing section of this innovation plan.

### **Summer Assessment Camp**

We will use five (5) days before school begins to assess each student during scheduled appointments. Teachers will be asked to work an additional week in the summer to support the assessment camp. This will be voluntary. Teachers choosing to participate will be compensated at the \$45/hour stipend.

### **Optional Success Block**

Depending on the availability of funding, students at the Carlton Innovation School will have the option to extend their day before or after school with Success Block. In previous years, this was scheduled at the end of the day, from 2:35 to 3:35 pm. During the Success Block, students receive an extra dose of intensive literacy or math instruction in small groups based on their diagnostic needs. Small groups will be taught by teachers opting to participate in the extended school day and will be compensated. This is to be negotiated with the Salem Teachers Union.

## **3. Staffing**

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

<b>Autonomy Area</b>	<b>Autonomies and Flexibilities Requested</b>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• The autonomy to create new roles and job descriptions to support the implementation of the innovation plan (also agreed to with the 2013 Memorandum of Agreement with the STU)</li> <li>• The autonomy to hire and deploy an additional set of teachers in special roles (such as additional academic specialist roles) to implement simultaneous strands of small-group and individualized instruction throughout the day</li> </ul>

	<ul style="list-style-type: none"> <li>• The autonomy to deploy all teachers (core elementary, academic specialists, and specials teachers) in flexible ways to support ongoing small-group instruction as well as daily common planning time</li> <li>• The autonomy to allow for up to 10 staff members to voluntarily participate in assessment camp for a stipend of \$45/hour. If more than 10 teachers choose to participate the 10 will be selected based on seniority.</li> <li>• The autonomy to pay teachers to work extra hours for “Success Block” tutoring, (teachers commit for a full trimester) at the forty-five dollar (\$45.00) hourly rate</li> </ul>
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### **Carlton’s Unique Staffing Model**

Now that the school is fully enrolled with 260 students, and projected to be 270 for 2022-23, a unique staffing model has been designed to fully support and sustain the continuous progress model described in the innovation plan. A key part of the plan involves the ability to support multiple small-group and individualized instruction, across grade levels and content areas, while at the same time supporting an adequate level of *daily* common planning time for all teachers. These elements provide the foundation for our school’s ability to truly individualize learning for each and every student, which is the cornerstone of our innovation plan. The staffing model that was funded for the 2021-22 school year includes the following key roles (a comprehensive look at the staffing model can be found in Appendix D):

#### *School Leadership, Operations, and Administrative Staff*

- 1 Principal
- 1 Assistant Principal
- 1 Literacy Coach
- 1 School Secretary
- .4 Lunch paraprofessionals (2 @ .2 FTE)

#### *Instructional Staff*

- 13 Core Elementary Teachers
- 4.8 Academic Specialist Teachers (2 Reading Specialists, 2.8 Math Teachers)
- 2.2 Specials Teachers (.6 Art, .6 Music, and 1 Physical Education; *Note: Both the Art and Music teachers are dual certified in Elementary Education and are deployed to teach Math groups for .4 FTE of their time, thus adding .8 FTE to the Math Teachers above*).
- 2 Kindergarten paraprofessionals
- 2 inclusion paraprofessionals

#### *Special Education Staff*

- 3 Sub-separate Special Education Teachers for the Learning Skills classrooms
- 3 Special Education Support/Inclusion Teachers
- 6 Paraprofessionals

#### *Multilingual Staff*

- 1 ML teacher

#### *Other Student Support Staff*

- 1 School Nurse
- 1 City Connects Coordinator
- 1 School Adjustment Counselor

- 1 Speech Therapist
- 1 Behavior Specialist

This represents a total of 46.4 staff members supporting the instructional and social/emotional needs of students within the continuous progress model. This staffing model represents what we think is the most beneficial to serve the needs of our students. That said, the ability to fully sustain this staffing model as it depends on the availability of resources at the district level combined with the school's ability to leverage its budget autonomies. See page 44 for additional details regarding the availability of resources. A complete overview of the 2021-22 staffing model can be found in Appendix D.

#### *Additional Academic Specialist Teachers*

The school acknowledges that while most elementary schools in Salem are supported by some of these additional positions (namely, in Salem, most schools have a reading specialist and a literacy coach), our school has had the benefit, on the basis of our original innovation plan, of having additional staff members who are either hired or deployed differently to allow small-group instruction to work. We use the additional Academic Specialist Teachers as teachers in their content areas. They each take full ownership of their ELA or math groups and work collaboratively with the Core Elementary Teachers to develop the curricular (scope and sequence) trajectories and lesson plans in reading, writing, and math. In addition, these academic specialists also work to develop the assessments used throughout the school to determine each student's progress in learning. Descriptions of the role that each of these additional teachers play is provided below.

#### *Reading Specialists*

There will be two Reading Specialists employed at the school in 2022-23. Next year, one will focus on students in the Kindergarten through Grade 2 (P1 and P2 cohorts) and the other will focus on Grades 3 through 5 (E1 and E2). In addition to managing their own teaching load of student small groups, the Reading Specialists will support other teachers with Reading and Writing curriculum planning as well as assessment development. These teachers will also have responsibility for any student interventions needed to support reading outcomes for students needing Tier 2 intervention.

#### *Math Teachers*

There are two full time math teachers at the school. They both serve as "math specialists," similar to the role of reading specialists, providing support to the core elementary teachers of all grades. In addition, the school benefits from gaining an additional .8 FTE of math teacher time by deploying the dual certified art and music teachers to teach math small groups for .4 FTE of their time (each).

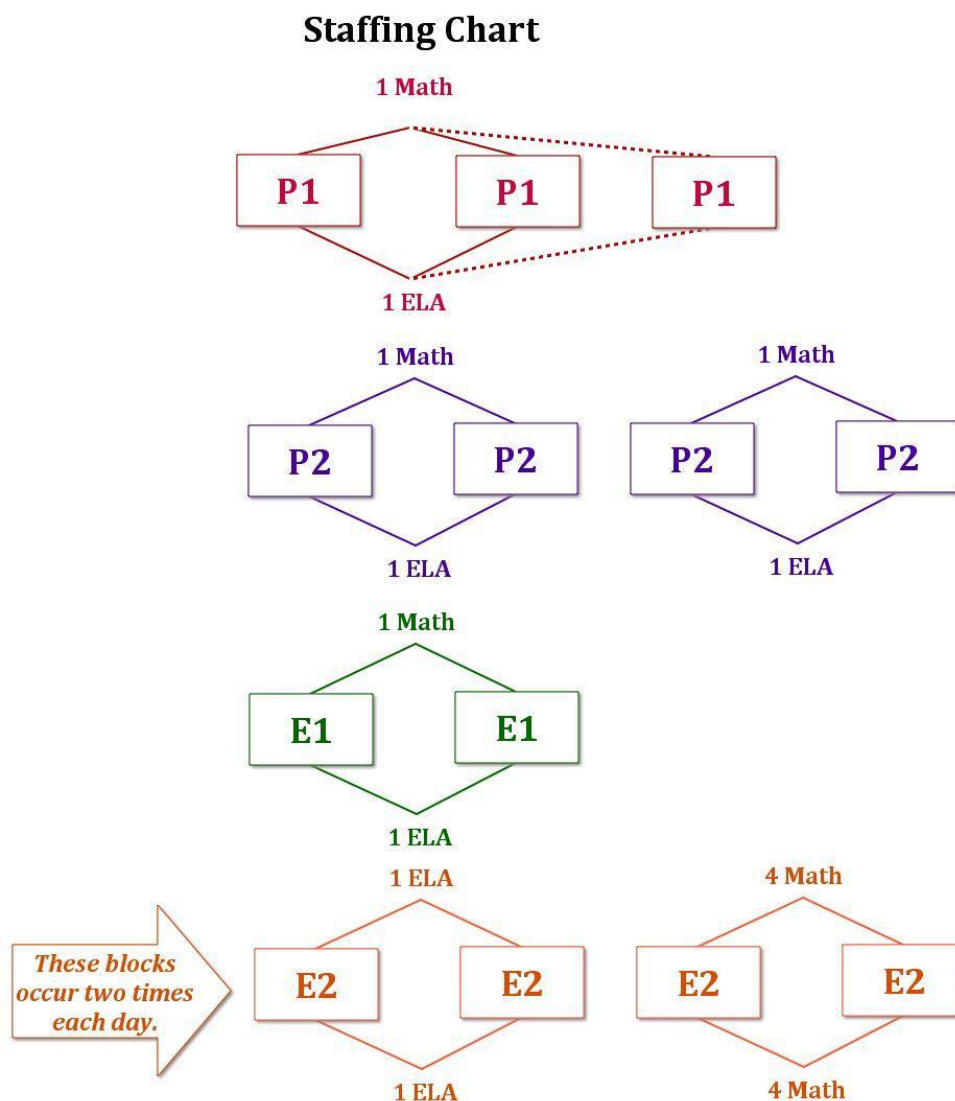
#### *Flex Teacher*

The Flex Teacher is a unique role within the Carlton Innovation School. The person in this role serves as a flexible classroom teacher to support students who move up to the next cohort at a transition time creating a temporary "bubble" at a particular grade level. Because students will be transitioning to cohorts three times throughout the year, we anticipate that our enrollment will balloon in grades 1 and 2 this fall and also in grades 3 and 4/5 later in the year. We need a classroom teacher who can teach all grades for some trimesters and particularly grade 4/5 during the spring trimesters as students who are ready for the transition to 6<sup>th</sup> grade prepare for the traditional September start of middle school. Creating this flex position will reinforce and extend student learning as well as prepare students for the transition.

These additional positions are an essential part of the continuous progress model that will be used for reading, writing, and math workshops each day. We found that we need 6 math teachers in both grades 1/2 and 4/5 to teach the six different trimesters incorporated within each multi-grade classroom.

Please see the staffing team chart in Figure 1 below for further clarification on how the additional ELA and math support teachers are deployed. The staffing chart demonstrates how clusters of homeroom teachers (squares), and the ELA and math support teachers and specialists will support two classrooms of students during the reading, writing and math workshop times.

*Figure 1: Carlton Staffing Chart to Support the Continuous Progress Model for ELA and Math*



### **The Role of Special Education Staff**

Following the district's practice, the number and type of special education staff members, including all teachers and paraprofessionals deployed to the school, is determined by the specific needs and IEP requirements of our student body. Carlton hopes to collaborate with the district to discuss possible ways to increase the school's flexibility to utilize some of the special education staff (such as inclusion teachers and/or some of the qualified paraprofessionals) in innovative ways without compromising the services provided to students with IEPs.



### **Compensation for Additional Staff Time**

Teachers working at the Carlton Innovation School will have the following optional opportunities to earn additional income:

- Teachers choosing to participate in the assessment week will need to be paid a stipend of \$1,200.
- Teachers working additional hours after the school day will be paid \$45 per hour.

### **Sustaining our Staffing Model**

Our ability to sustain the staffing model in future years will depend on a number of factors, including the level of enrollment within the school combined with the funding levels we receive annually from the district and potentially other sources. We hope to utilize the budgetary autonomies described in this innovation plan to meet our ongoing needs as a school. For the moment, we strongly believe that this is the best approach to supporting our school, but do request the autonomy to deploy resources each year in flexible ways that support any necessary adjustments or changes to the staffing model. In so doing, we will work collaboratively with the district and follow all required contractual agreements concerning existing staff members. As resources allow, we may combine or create new positions as the needs of our students and our ability to “innovate” to respond to their needs evolves.

## **4. Professional Development**

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

<b>Autonomy Area</b>	<b>Autonomies Requested</b>
<b>Professional Development</b>	<ul style="list-style-type: none"><li>• The autonomy to design and schedule our own calendar and focus for teacher professional development</li><li>• The autonomy to attend district professional development or to utilize district professional development time for our own specific needs.</li><li>• The autonomy to schedule professional development that may be different from the district to allow for the differentiation of staff needs regarding curriculum and assessment</li></ul>

Professional development is an important part of building on what we have accomplished as an innovation school. As we move forward, there is a definite need to continue with professional development around the following areas:

1. Reading and writing workshops
2. The use of assessment tools to plan instruction
3. Differentiated workshops focusing on curricular resources and academic talk to support staff in teaching the mathematical practices
4. Inquiry-based instruction in science and social studies
5. Social-emotional learning based on CASEL’s five social-emotional competencies
6. Team teaching and collaboration
7. Data collection and analysis
8. New staff training and ongoing small-group professional development

Ongoing professional development will be provided through:

- Common Planning Time
- Conferences and workshops
- Professional development full and half days

As an Innovation School, Carlton will have the autonomy to attend district professional development or to utilize district professional development time for its own specific needs. In instances when the school chooses to schedule and offer its own professional development separate from the district, the costs of the professional development will be paid for through the school's budget. The leadership team will make individual determinations as to the relevance of district professional development as they are scheduled.

## 5. District Policies and Procedures

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

Autonomy Area	Autonomies Requested
<b>District Policies and Procedures</b>	<p><b><i>Governance</i></b></p> <ul style="list-style-type: none"> <li>• The autonomy to establish a leadership team who will work closely with the school council and principal to establish goals for the school</li> </ul> <p><b><i>Student Assignment/Kindergarten Enrollment</i></b></p> <ul style="list-style-type: none"> <li>• The autonomy to enroll Kindergarten students in three trimester “waves” based on the timing of their 5<sup>th</sup> birthday (before September 1 for the Fall Trimester, before December 1 for the Winter Trimester, and before March 1 for the Spring Trimester) -- as opposed to one enrollment period for the full kindergarten class in the fall (partial autonomy to SC Policy 5103)</li> </ul> <p><b><i>Grading, Student Promotion and Matriculation</i></b></p> <ul style="list-style-type: none"> <li>• The autonomy to transition and/or matriculate students from one grade level to the next when they are ready, based on each student's demonstrated mastery of learning the standards for that grade level – as opposed to the traditional matriculation schedule where students transition to the next grade in the fall each year</li> <li>• The autonomy for teachers to work collaboratively to assess each student's mastery of the standards and determine their readiness to transition from one grade level to the next at three different points in the year – as opposed to traditional grading practices and timelines</li> </ul> <p><b><i>Student and Faculty Handbook</i></b></p> <ul style="list-style-type: none"> <li>• The autonomy to augment and add to district student and faculty handbooks to reflect the mission and vision of the innovation.</li> </ul>

The Carlton Innovation School will need flexibility with the following district policies:

### *Governance*

Carlton Innovation School is dedicated to students, and none of that would be possible without the continued support and leadership of staff. All staff at Carlton have been central to the design and creation of this innovation plan. A Leadership Team has been established which allows for a regular meeting time for teacher and staff representatives to meet with the principal for the purpose of communicating staff and student needs, evaluating the success of educational practices, and identifying professional development needs. The Carlton Innovation School has an active School Site Council which includes six parents and six teachers as well as one community member. This group meets monthly and this year has focused on the development of the innovation renewal plan and reviewing the school's budget. In the future, this group will serve as an advisory group to the principal, supporting the school's budget and other autonomies, cultivating community partnerships, and other supports over time.

### *Student Assignment Policy -- Kindergarten Enrollment*

Over the next five years, we seek to continue with the previously agreed upon adjustments to the kindergarten registration and enrollment process. Specifically, this is a partial autonomy from School Committee Policy 5103, which is the district's student assignment policy. For Carlton, Kindergarten students begin school on a trimester basis, based on a student's birthday, as opposed to the traditional September start for all students. Kindergarten students are eligible to enroll at the Carlton School for the trimester after they turn five-years-old. Students need to be five-years-old prior to September 1<sup>st</sup> to begin school for the fall trimester, five-years-old prior to December 1<sup>st</sup> to begin school for the winter trimester, and five-years-old prior to March 1<sup>st</sup> to start kindergarten for the spring trimester (see Appendix B for additional information). We will work collaboratively with the Superintendent and the district's Parent Information Center (PIC) to continuously assess, monitor and improve communications to ensure successful implementation of these procedures. In particular, we will work with the Superintendent to establish a process for accurately estimating and identifying the number of students who will be "transitioning" from one grade level to the next, prior to the start of each trimester. This will help ensure that the PIC identifies an accurate number of seats available for new kindergarten students (or students entering at other grade levels) to enroll. We hope to ensure that this communication occurs earlier in the process at each transition point to ensure that all factors are considered and communicated clearly prior to sharing the information with parents and families. In addition, communication is key to ensuring that all students are allowed time to make progress and move when ready rather than a yearly transition. Therefore, a varying number of seats will be available each trimester after it is determined how many students are ready to move on to grade 1/2.

### *Grading, Student Promotion, and Matriculation*

A student's academic progress will determine advancement to the next team based on benchmark mastery, social and emotional benchmarks, as well as chronological age. For example, the experience of one student illustrates this autonomy over the last two years. Last school year we had a student that moved to P2 (1st grade) in March 2019 (as opposed to the following September) because he was above benchmark in all academic areas. The P1 (kindergarten teachers) felt he was ready for the next level. However, the teachers in P2 found him to be academically higher than the students in their classrooms but socially, he was young. The team decided that the best thing for this student would be to stay in P2 for seven trimesters (March 2019 through June 2021) so that he could gain the maturity that he was lacking. We still made sure to teach this student where he was, but made sure to incorporate the social skills he was lacking. In June 2021, this student was receiving math instruction at the trimester 3, third grade level, and ELA at the beginning of fourth grade. This student will be transitioning to E1 in August 2022. In addition, he has matured tremendously and may

be ready for many 4th and 5th grade skills before the end of next school year. This is different from the district's traditional grade designations and school calendar.

### *Student Handbook and Faculty Handbook*

The Carlton Innovation School seeks the autonomy to augment and add to district student and faculty handbooks to reflect the mission and vision of the innovation. Each year, we revisit the handbook and adjust information as needed.

- The autonomy to augment and add to district student and faculty handbooks to reflect the mission and vision of the innovation.

## **6. Budget**

The original Carlton Innovation Plan did not contain explicit budget autonomies, but did identify a number of additional staffing roles and positions that were to be funded to support the start-up and implementation of the innovation school. In the following five years, we requested some budget autonomies but we believe that due to the changes in the district leadership and business management, the funds were never allocated in the specific ways described in the 2017-2022 innovation plan. The pandemic, together with district leadership/business management transitions, both limited our ability to fully realize our budget autonomies. We accept and understand these realities and therefore at this time we are not looking to use the budget autonomies stated in the 2017-22 innovation plan; instead, we would like to work with the current administration to continue supporting and funding the staffing levels needed to sustain the continuous progress model.

As we look to the next five years of implementation and sustainability as an innovation school, we seek the opportunity to sustain our continuous progress model with an appropriate level of staffing. To do so, we seek to operate with the following budget autonomies, which we view as key to our ability to sustain the model long into the future:

<b>Autonomy Area</b>	<b>Autonomies Requested</b>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• The autonomy to collaborate with the district to identify potential discretionary services that the school may “opt out of” in exchange for additional budget dollars</li> <li>• The autonomy to allocate funds to support additional teacher stipends for extra time and participation in the assessment camp, Success Block, Leadership Team or other purposes as needed.</li> <li>• The autonomy to raise and spend funds from grants, private foundations, and third-party sources</li> <li>• The autonomy to establish a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school</li> <li>• The autonomy to retain (carry over) unspent funds from one fiscal year to the next</li> </ul>

### **Opting out of Discretionary District Services**

While the district does not currently offer schools the ability to opt out of specific services in exchange for funding (based on a per pupil amount), the Carlton Innovation School welcomes future conversations to collaborate with the district to explore this possibility. In the meantime, the Carlton Innovation School will de-prioritize the need to purchase district curriculum workbooks in certain grade levels and, instead, use these funds to pay for alternative materials. We will also be drawing from more than one program resource and developing our own flexible curriculum. In recent years, there have been several examples where the school has opted not to use district purchased materials (or, to use far fewer of them than other schools). We think that this type of situation reflects a potential opportunity to discuss the merits of opting out of these “district services” in exchange for additional funding that, as an autonomous school, could be used in other ways to support the school. We look forward to the opportunity to explore this type of innovation in the future.

### **External Sources of Funds and Establishing a 501-c-3 Non-profit Organization**

We seek the autonomy to raise and spend funds from external sources such as grants, private foundations, individuals, and other external sources including anonymous sources. In addition, we seek the autonomy to explore the possibility of establishing a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school. While we have had this autonomy in our previous innovation plans, we have not yet pursued it. We hope to do so within the next few years.

### **Retention of Unspent Funds**

As specified in MGL 71, Section 92 b, an innovation school “may retain any unused funds and use the funds in subsequent school years.”<sup>5</sup> We gained this autonomy in our 2017-22 renewal plan and were able to exercise this autonomy in the first two years of the current plan. In recent years, however, we have not been able to utilize this autonomy.

Having this ability will allow the school to maintain any unspent funds. We look forward to collaborating with the district to identify the feasibility and best approach to leverage this opportunity to support the future of our school over the long-term.

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<sup>5</sup> See: <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92>

## ***V. CAPACITY OF APPLICANT GROUP***

The Carlton Innovation Plan Committee is fully committed to supporting the success of the Carlton Innovation School. The resumes of key IPC members can be found in Appendix A.

## ***VI. MEASURABLE ANNUAL GOALS***

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

<b>MAG Category</b>	<b>Measure</b>	<b>Baseline Data (2020-21)</b>
Student Attendance	% student attendance	94.5
	% chronically absent	18.5
Student Safety and Discipline	# high needs students with reportable discipline incidents	1
	% out of school suspension	0
Student Achievement in MCAS	ELA % E or M for all students	43
	Science % E or M for all students	29
	Math % E or M for all students	24
Progress among subgroups of students	ELA % E or M for high needs students	26
	Math % E or M for high needs students	10
	Science % E or M for high needs students	8
Reducing Achievement Gaps	Increase SGP 10% in ELA	44.8
	Increase SGP 10% in Math	38.0
	Increase achievement 10 points in Science	492.9
School Defined Measures	<ul style="list-style-type: none"><li>• The percentage of students scoring at advanced or proficient in both ELA and Math MCAS will increase with a target of 10% each year.</li><li>• Students will make at least one full year of growth on the standards continuum as measured by common assessments.</li></ul>	89% of students in grades 3-5 have made one year growth on common assessments given during the school year.

## *APPENDIX A: RESUMES OF APPLICANTS*

### **Bethann Jellison**

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Massachusetts Teacher Certifications: **Principal/Assistant Principal Pre K- 6, Elementary (1-6), Middle School 5-8, SEI endorsed**  
Certificate Number: 378332

#### **EDUCATION**

##### **Salem State College**

Salem, MA 01970  
Jan. 2001 – May 2002

Master of Education

Successfully completed and passed all MTELs and comp exams

##### **Merrimack College**

Andover, MA 01845  
Sept. 1987 – May 1991

Bachelor of Science in Accounting

#### **Professional Teaching Experience**

##### **Salem Public Schools**

###### **Carlton Innovation School**

10 Skerry Street, Salem, MA 01970

#### **Principal**

- Use ***instructional leadership skills*** to implement Massachusetts Teacher Evaluation system with consistent feedback to teachers increasing effectiveness of instruction.
- ***Lead staff*** in Standards-Based instruction and grading using multiple student achievement data points to make daily, weekly, monthly, and yearly instructional decisions.
- ***Establish a positive school culture and climate*** using components of Responsive Classroom and Positive Behavior Intervention and Support, helping staff to collaboratively select, teach and reinforce the Carlton core values: Effort, Curiosity, and Community.
- ***Lead professional development for teachers*** on a range of topics, and developed a comprehensive professional development system that is responsive to student and staff needs.
- ***Lead staff*** to rewrite the Carlton Innovation Plan.

#### **Math Teacher – Grades 3 – 5**

- ***Responsible for teaching*** the CCSS math curriculum to groups ranging from 12 to 22 students in grades 3 – 5.
- ***Created math curriculum*** and trimester trajectories for grades 3 – 5 based on the CCSS using a variety of resources, not a prescribed program.
- Provided ***diagnostic instruction*** by meeting the students where they are based on daily informal and formal assessments.
- Planned for and lead ***weekly Common Planning Time*** meetings for Grades 3 -5 math teachers.
- ***Interpreted data and created groups*** based on that data for grades 3 -5.
- Helped to develop our school's current math curriculum while transitioning to ***standards-based instruction***.
- Created and implemented ***independence checks and assessments*** for grades 3 -5.
- Created and implemented ***rigorous teaching plans*** with high expectations for all students.
- Created and provided Professional Development to my school on ***Mathematical Practices***.

- Worked with administration on several projects like: helping to write the original and now revised version of our school's innovation plan, standards-based instruction and grading, generating assessments, and ***creating and administering PD***.
- Served as building representative for the Salem Teachers Union.
- Member of our school Instructional Leadership Team, and Data Team

### **Grade Three and Five Classroom Teacher**

- Developed and implemented daily lesson plans and weekly units.
- Administered assessments and then readjusted lessons to re-teach needed material.
- Analyzed student performance daily.
- Conducted differentiated group/individual reading, math, science, and social studies activities based on student needs.
- Fostered a classroom environment conducive to learning and promoting excellence.
- Participated in faculty and parent conferences.
- Created an open door of communication for all.
- Administered guided reading along with a balanced literacy approach to literacy.

### **Title I Reading Teacher**

- Worked with struggling readers to help provide support both in and out of the classroom through guided reading lessons.
- Implemented lesson plans that actively moved through the four domains of reading, writing, listening, and speaking.
- Administered the Benchmark Assessment System (BAS) and other assessments at the time including: Developmental Reading Assessment (DRA) and DIBELS as well as initial kindergarten screening.
- Participated in school-wide professional development.

### ***Other Work Experience***

#### **US Department of Education**

Boston, MA

### **Senior Auditor/Auditor in Charge**

- Conducted compliance audits of schools and grantees receiving assistance from the US Department of Education.
- Established audit objectives consistent with audit work plans for audits in accordance with ED OIG and GAO standards.
- Arranged for staff and other resources appropriate
- Assured audit steps were completed and adequately documented.
- Prepared draft and final audit reports.
- Temporarily assigned as a trainer/consultant for all Puerto Rico staff.
- Trained all staff on Direct Loan audits and then assisted with many audits in Puerto Rico to make sure staff were up to date with all guidelines.
- Recognized for my efforts by the Deputy Inspector General for Audits.



## ELIZABETH A. YODER, MEd, LMHC

10 Woodcrest Dr.  
West Newbury, MA 01985

[eaz7577@gmail.com](mailto:eaz7577@gmail.com)  
(617) 504-8762

### EDUCATION

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**Post-Master's Certificate – School Adjustment Counseling**  
Cambridge College, Cambridge, MA

**June 2016**  
GPA: 4.0/4.0

**Master of Education in Counseling**  
University of Maine, Orono, ME

**August 2008**  
GPA: 3.98/4.0

**Bachelor of Arts in English** (Honors in major)  
Minor in Sociology  
University of New Hampshire, Durham, NH

**May 1999**  
GPA: 3.51/4.0  
Magna Cum Laude

### CERTIFICATIONS/LICENSES

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**MA Licensed Mental Health Counselor (LMHC) #7684**

**MA Initial Academic License:**

Professional Support Personnel: School Social Worker/School Adjustment Counselor (All Levels)

**MA Initial Academic License:**

Professional Support Personnel, School Guidance Counselor, 5-12

### RELEVANT EXPERIENCE

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**Carlton Elementary School, Salem, MA**  
**School Adjustment Counselor**

August 2016 - present

- Provide individual and group therapy to both general ed and special ed students in grades K-5 for issues related to diagnosed social/emotional disabilities
- Lead social skills groups for students in grades K-5 focusing on topics including social skills development, bullying, safety, anger management, accountability, appropriate school behavior
- Evaluate, serve and progress monitor students per IEP, 504 Plan, or as needed
- Confer with parents, teachers, other counselors, and administrators to resolve student-related concerns
- Attend IEP meetings assigned by Team Chair
- Lead Intervention Support Teams in the school that identifies and responds to the strengths and personal developmental needs of Carlton students
- Use data to inform student decisions and inform counseling efficacy
- Attend monthly “job alike” programming/training for district school adjustment counselors
- Respond appropriately to building and district crises

**Witchcraft Heights Elementary School, Salem, MA**  
**School Adjustment Counselor Intern**

September 2015 – June 2016

- Provided individual and group therapy to both general ed and special ed students in grades K-5 for issues related to diagnosed social/emotional disabilities

- Led social skills groups for ASD students in grades K-5 focusing on topics including social skills development, bullying, safety, anger management, accountability, appropriate school behavior
- Assisted in providing services on grids A-C for students with a social/emotional goal on their IEPs
- Participated in bi-weekly clinical meetings with special education staff to discuss and review students on IEPs and 504 plans
- Attended monthly “job alike” programming/training for district school adjustment counselors
- Attended safety care training
- Trained in administering PARCC
- Kept progress reports on esped.com for students seen individually and in groups
- Familiar with Second Steps social curriculum; familiar with PBIS

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### **KEY QUALIFICATIONS/HIGHLIGHTS OF PROFESSIONAL EXPERIENCE**

- Individual, group and family counselor with 8+ years of practical outreach experience in a variety of environments (home, schools, community-based) and capacities
- Develop individual behavior management plans for students, adolescents, children and young adults
- Develop sound relationships with local school social workers, guidance counselors, and community providers (DCF, DYS, local CSAs) to provide mental health services for adolescents and establish protocols for the treatment of children and adolescents in the school setting
- Familiar with IEP, 504 plan development; writing FBA evaluations
- Talented in student assessment/evaluation and development/implementation of effective treatment plans
- Provide on-call and on-site crisis intervention

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### **ADVANCED/SPECIALIZED TRAINING**

- School Refusal in Children & Adolescents, Cross Country Education, 2016
  - Intensive Learning Community, MA Child Trauma Project, 2015
  - Trauma-Focused CBT, Medical University of South Carolina, 2012
- Cognitive Behavioral Therapy for Children & Adolescents, South Bay Mental Health, 2011
  - Family Systems Therapy, South Bay Mental Health, 2009

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### **REFERENCES**

Available upon request.

## ***APPENDIX B: CARLTON KINDERGARTEN REGISTRATION INFORMATION***

Dear Parent(s),

This packet contains a kindergarten application and related materials for the Carlton Innovation School Continuous Progress Program. We ask that you complete this information and return it to the Parent Information Center. All assignments to Carlton Elementary School will follow the Salem School Committee's Assignment Policy. School assignments are based on the information you provide to us via these materials. We hope that the following information helps to answer some of your questions about the registration process.

With regard,

*Sayonara Reyes*

Sayonara Reyes

Manager/Assignment Officer

How do I enroll my child in the Salem Public Schools?	What documents do I need to submit with my application?	What is the age requirement for this program?
<p>Submit a kindergarten assignment application to the CONTACT _Con-3F09A8821 \c \s \l Parent Information Center. An assignment application is enclosed along with an addressed return envelope. Enrollment is a three-step process:</p> <p><b>Step 1.</b> Your Child must turn 5 by the required date.</p> <p><b>Step 2.</b> Complete all forms in the kindergarten packet and submit all required documents to PIC.</p> <p><b>Step 3.</b> PIC will follow district policy to assign your child and inform parents of assignment by mail.</p> <p><b>Step 4.</b> Upon receipt of your child's assignment, please confirm assignment by sending the confirmation form back to PIC.</p> <p><i>Assignment applications will NOT be</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Proof of address</b> (<u>two</u> of the following documents): Lease or mortgage statement in parent's/guardian's name; current electric, gas, cable, water, or telephone bills in parent's/guardian's name.</li> <li>▪ <b>If you do not have any utilities under your name</b> and you reside with a family member or friend: We need a notarized letter from the person you live with and 2 utility bills under that person's name.</li> <li>▪ <b>Parent's photo ID</b></li> <li>▪ <b>Proof of Child's Age</b></li> <li>▪ (<u>One</u> of the following documents): Child's birth certificate (original or certified copy) Passport, I-94 Card or Resident Alien Card</li> <li>▪ <b>Immunization Records</b> Please provide your child's most recent physical examination and immunizations.</li> <li>▪ <b>Special Education Individualized</b></li> </ul>	<p>The Carlton Innovation School will admit Kindergarten students three times during the school year. Please see the chart below for age requirement:</p>
What is the deadline to submit application?	How will students be selected?	If assigned, will my child be able to ride the school bus?
<p>In order for siblings to have priority you must submit your application by <b>February 20th</b> to receive this preferred status. All other applications must be received by <b>March 1st</b></p>	<p>Students entering Salem Public Schools are assigned according to our Controlled Choice Student Assignment Policy:</p> <ol style="list-style-type: none"> <li>1) Programmatic placements</li> <li>2) Sibling preference (if submitted by February 20th)</li> <li>3) Choice and Free and reduced Lunch Status</li> <li>4) Proximity</li> </ol>	<p>Transportation will be provided if you meet the distance criteria determined by the School Committee's transportation policy.</p> <p><b>For questions regarding transportation please contact the Transportation Department at (978) 740-1138.</b></p>
How will parents be notified?	When is kindergarten screening?	What if my child has a medical condition?
<p>Parents will be notified by mail of whether or not their child was assigned or placed on a waiting list by <b>May 1st</b>.</p> <p><i>Please do not call the CONTACT _Con-3F09A8821 \c \s \l Parent Information Center or Carlton School regarding kindergarten assignments before the notification dates.</i></p>	<p>Kindergarten screening will take place at the Carlton Elementary School before each trimester entry. Parents will be contacted by staff member of the Carlton School to set up appointments.</p>	<p>If your child has a health condition such as asthma, diabetes, allergy to food or bees, seizure disorder, cystic fibrosis, bleeding disorder or other health concern, please contact the nurse at Carlton school as soon as possible to plan for his/her care that may be necessary during the school day. Questions or concerns during the summer can be directed to <b>Charlene Moske-Weber, RN, at (978) 825-5500.</b></p>

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### ***APPENDIX C: MCAS TIMING***

Carlton would like to continue exploring the option of rescheduling MCAS with the commissioner of education. At this time, we have not sent a letter but are planning to draft this document with the hopes that the commissioner will see the importance of the timing of MCAS.

See page 51 for the prior letter submitted to the Department of Education.

**APPENDIX D: CARLTON INNOVATION SCHOOL STAFFING MODEL**

<b>Team</b>	<b>Students' Age-Range</b>	<b>Traditional grade range</b>	<b>Total # of Students Enrolled (June 2022)</b>	<b># of Core Elementary Teachers</b>	<b>Academic Specialist Teachers</b>	<b>Specials Teachers</b>	<b>Special Ed &amp; ELL Teachers</b>	<b>Learning Skills (Sub Separate Program)</b>	<b>Other Student Supports</b>
Primary 1 P1	5.0-6.0 with the option of remaining until 6.5	K	42	2	2 Reading Specialists  2.8 Math Teachers  1 Flex Teacher  <b>Other Instructional Supports</b>  2 inclusion paras  2 Kindergarten Paras	.6 Art Teacher <i>(also certified in Elem &amp; teaches Math for .4 FTE)</i>  .6 Music Teacher <i>(also certified in Elem &amp; teaches Math for .4 FTE)</i>  1 Phys Ed Teacher	2 Special Ed Inclusion Teachers  1 ML Teacher  1 Special Ed Reading Teacher	n/a	1 City Connects Coordinator
Primary 2 P2	6.0-8.0 with the option of remaining until 8.5 or 9.0	1-2	81	4				Grades 1-3 (ages 6 through 8) Possible # of trimesters: 9 2 Sp. Ed. Teacher Students assigned based on IEPs	1 Adjustment Counselor
Elementary 1 E1	8.0-9.5 with the option of remaining until 10.0	3	46	2					1 School Nurse
Elementary 2 E2	9.0-11.5 with the option of remaining until 12.0	4-5	78	4				Grades 4-5 (ages 8.9 through 11) Possible # of trimesters: 6 1 Sp. Ed. Teacher Students assigned based on IEPs	1 Speech Therapist  1 Behavior Specialist  6 program paras <i>(# varies based on student IEPs)</i>  .4 lunch paras
<b>TOTALS</b>			247	12	5.8 Teachers 4 Paras	2.2	4	3	5 St. Supports 6.4 Paras
<i>Supports to accommodate intensive and frequent use of small-group instruction throughout the day for all students and all subjects</i>					20.2 Teachers used to accommodate small-group instruction	<b>Total # of staff at the school: 46.4</b> 31 licensed teachers plus 1 other student supports 10.4 paras 1 Literacy Coach 1 School Secretary, 1 Principal, 1 Assistant Principal			

The Salem Public School  
Carlton School

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Bethann Jellison, Principal  
10 Skerry Street, Salem, MA 01970

Email: bethanjellison@salemk12.org  
Tel: (978) 740-1280 Fax (978) 740-1283

July 5, 2017

Mr. Jeff Wulfson  
Acting Commissioner of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Mr. Wulfson:

The Carlton Innovation School in Salem, MA would like to formally request that the Commissioner of Education allow us to administer MCAS to students within a timeframe that aligns to their mastery of grade-level expectations.

We have included the following language in our innovation plan submission. *"The goal of this request is to allow students to be tested in a specific grade level as close to their timing of having completed that grade level as possible. While the traditional MCAS administration timeline aligns well with traditional schools, it does not align well to our trimester-based continuous progress model. With our model, a student may master and complete the requirements for 3<sup>rd</sup> grade (for example) in October, and move on to 4<sup>th</sup> grade in December of that year, following our trimester schedule. According to the traditional timeframe for testing administration, the student wouldn't take the 3<sup>rd</sup> grade MCAS, however, until April or May of the following year, when they were well into the curriculum for 4<sup>th</sup> grade. The Carlton would like to explore the possibility of allowing students to take the MCAS within a timeframe that aligns with their matriculation to the next grade level. We feel especially that the advent of new technologies supporting state assessments should provide some opportunities for this flexibility. We look forward to working with both the district and the state to explore this possibility in the coming months and years."*

The Carlton Innovation renewal plan is due to be voted upon by the Salem School Committee on July 17, 2017. If it is not possible to send a response by that time, we look forward to discussing this request within the coming year.

Thank you in advance for considering our request.

Sincerely,



Bethann Jellison, Principal  
Carlton Innovation School



# INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	<b>Carlton Innovation School</b>
Proposed City/Town Location:	<b>Salem, MA</b>

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

Affiliation	Name	Vote (yes or no)
Lead applicant:	Bethann Jellison, Principal	yes
Superintendent or designee:	Dr. Stephen Zrike, Superintendent	
School committee member or designee:	Beth Anne Cornell, Salem School Committee	yes
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Jennifer Salsich, Parent	yes
Teacher employed by district (selected from among volunteers)	Elizabeth Yoder, City Connects Coordinator	yes
Teacher employed by district (selected from among nominees submitted by the local teacher's union)	Amelia Maietta, Salem Teachers Union representative	yes
District Leadership	Jill Conrad	yes
Member:	Kristin Ciarmataro, Special Education Teacher	yes
Member:	Kristen Meshulam, Reading Specialist	yes
Member:	Susan Formica Parent	yes
Member:	Lisa Bisson, Parent	yes
Member:	Gina Grinarm, Parent	yes

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

Signature of Lead Applicant Member Bethann Jellison Date 11/4/22





**To:** Salem School Committee

**CC:** Dr. Stephen Zrike

**From:** Elizabeth Pauley

**Date:** November 3, 2022

**Re:** FY23 Budget Transfer Requests

The Business Office requests the three following transfers be made; each is over \$15,000 and is a planned transfer within the same cost center. A brief rationale is included below the transfer. These will help to ensure funds are available in the correct organization and object code lines.

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1. Special Education Tuition

Amount	From: Account Org/Object & Description	To: Account Org/Object & Description
\$200,000	13640151-5324: Tuition-Private	13640161-5322; Tuition-Collaborative

**Rationale:** The Special Education Department anticipates additional students will enroll in Collaborative placements. Over 90% of the funds for this line have been already expended or encumbered and this transfer will ensure the funds are there when the student placements are finalized.

2. CTE transfer for Instructional Supplies

Amount	From: Account Org/Object & Description	To: Account Org/Object & Description
\$20,000	13421021-5324 Tuition	13421021-5514 Instructional Supplies

**Rationale:** The Career & Technical Education department is requesting a transfer from its Tuition line, which it does not anticipate fully spending, to its Instructional Supplies line to ensure there are enough funds to cover spending and planned spending.

3. Funds for Endicott College Teaching Fellows

Amount	From: Account Org/Object & Description	To: Account Org/Object & Description
\$19,300	13570620-5150: Fringe/Stipends	13570621-5320; Contracted Services

**Rationale:** Horace Mann Laboratory School hosts two Endicott Teaching Fellows. The funds are being paid directly to Endicott College, so they should be paid from Contracted Services, instead of a stipend line. This transfer will ensure that both Fellows are funded and will leave Horace Mann with funds left in both lines.

I recommend approval of the transfers.

*Elizabeth A. Pauley*

29 Highland Avenue,  
Salem, Massachusetts 01970  
Tel: (978) 740-1222  
Email: epauley@salemk12.org

**COMMUNITY RELATIONS** **1000**

RELATIONS WITH LOCAL GOVERNMENT AGENCIES 1400

PLANNING AUTHORITIES 1403

The School Committee will participate in local and state planning functions that could directly affect district schools or their immediate environment.

The superintendent will keep the committee informed of scheduled meetings and planning matters that directly impact the operation of the schools or school sponsored programs and will undertake action on behalf of the committee to influence matters in the best interests of the students, the schools and the city.

The superintendent will give particular attention to the following factors analyzing the impact of local planning proposals:

Effect on the schools and its students of growth in excess of the maximum enrollment limits;

Highway construction and traffic implications such as noise and air pollution, hazardous crossings, and congested ingress and egress;

Overload, deterioration, vandalism, and maintenance of schools, fields, courts, gyms and other school facilities as neighborhood civic centers;

Need for bikeways, parking or additional bus transportation.

Approved: 12/3/.07

Reviewed: December 2016

<b>COMMUNITY RELATIONS</b>	<b>1000</b>
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<u>RELATIONS WITH LOCAL - GOVERNMENT AGENCIES</u>	1400
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DEPARTMENT OF CHILDREN AND FAMILIES	1404
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All activities of the Department of Children and Families and/or other government agencies with students during the school year will be through the office of the principal and/or superintendent. ~~Where practicable, the school nurse or appropriate school personnel will be involved.~~

Add law

Approved: 12/3/07

Approved: January 3, 2017

as of 10/21/22 - waiting

Reviewed : October 21, 2022

**COMMUNITY RELATIONS** **1000**

RELATIONS WITH LOCAL GOVERNMENT AGENCIES 1400

COMMUNITY ORGANIZATIONS AND GOVERNMENT AGENCIES 1405

The School Committee believes that the public schools have the primary responsibility for the formal education of the children and youth of the community. The committee recognizes that many government agencies and community organizations, while not primarily concerned with education, play an important role in education.

It is therefore the desire of the committee to establish positive working relationships with all other public and private organizations that contribute to the educational process and to the general welfare of the citizens of the community.

Approved: 12/3/07

Reviewed: October 21, 2022 — no changes December 2016

**COMMUNITY RELATIONS** **1000**

RELATIONS WITH LOCAL GOVERNMENT AGENCIES 1400

OTHER SCHOOL SYSTEMS AND EDUCATIONAL AGENCIES 1406

It shall be the policy of the committee to cooperate to the fullest possible extent with other school systems; and with other local, state, and regional agencies and organizations to solve in the solution of educational problems of common concern. This cooperation shall extend to such areas as research; exchange of information and data; coordination of curriculum, instructional, and staffing resources; coordination of school calendars and activities; coordination of professional development; and construction of facilities; which may be efficiently utilized on a cooperative basis, such as television facilities, special facilities for performing arts, and any other facility where it may be advantageous to serve a broader area than this system with a single facility.¶

which may be efficiently utilized on a cooperative basis, such as television facilities, special facilities for performing arts, and any other facility where it may be advantageous to serve a broader area than this system with a single facility.

Approved: 12/3/07

Reviewed: October 21, 2022 ~~December 2016~~

## COMMUNITY RELATIONS

1000

### RELATIONS WITH LOCAL GOVERNMENT AGENCIES

1400

#### SPS-POLICE ENGAGEMENT

1401

The following statement of policy applies to the Salem Public Schools, pursuant to the development of a Memorandum of Understanding with the Salem Police Department. The Memorandum of Understanding formalizes the working relationship agreed upon by the Salem Public Schools and the Salem Police Department to work within their respective statutory mandates and provide a safe educational setting ~~free of drugs and violence.~~

The Salem Public Schools will collaborate with the Salem Police Department to develop, coordinate, and implement ~~appropriate and humane~~ ~~their~~ responses to violent, delinquent, or criminal acts by students, including weapons reporting and alcohol and other drug use, which occur on school premises or at school-related events. ~~To ensure a safe educational environment, the Memorandum of Understanding between the school administration and law enforcement will support “zero tolerance” for harassment, intimidation, hazing, violence, weapons, alcohol and other drugs, and include the reporting of non-students involved in such acts on school premises or at school events.~~ Relationships between the schools and officials of law enforcement agencies in investigative matters concerning pupils will take into consideration the respective roles of the schools and law enforcement agencies in assisting and protecting the interests of the community, and ensuring the rights of all concerned.

The Memorandum of Understanding will identify the school’s role with respect to discipline matters, the police role with respect to investigation of criminal activity, and include the process for communication with parents or guardians. The document will be revised as needed to meet the needs of the schools and the community, adhering to any state or federal statutes, and complying with any Department of Education regulations.

The Memorandum of Understanding will reflect the commitment of the school and police departments to reducing school violence and criminal activity in the community through effective communication, information sharing, and the development of a school and community network, which may include the assignment of police officers ~~assuming to the schools in the capacity of the role of~~ School Resource Officers. ~~School Resource Officers Implementation will be guided by a commitment to emphasize~~ mutual respect, appropriate dissemination of information, and ~~coordinated~~ professionally informed strategies for early intervention with high-risk youth. The signatures of the Salem Superintendent of Schools and the Chief of Police will notarize the Memorandum of Understanding. ~~Each year, the Salem Police Department and Superintendent will give a joint presentation on their partnership, including all appropriate data, to the School Committee.~~

See Administrative Guidelines

Approved: 12/3/07

**Reviewed by Policy Subcommittee December 2016 and further review is recommended**