

Summative Review of Superintendent’s Annual Plan 2023

**Please note that evidence and artifacts can be
 furnished to School Committee members upon request.*

<p>Student Learning Goal <i>The Superintendent will work with Salem Public School educators to support our students to become independent learners who can achieve at their grade level or higher.</i></p>	
Reflections on Student Learning Goal	Evidence
<p>In July, I updated the School Committee on our district’s measurable outcomes for our previous strategic plan. While we have made strong progress in many areas, there are some areas where we have made limited or no progress.</p> <p><u>Improved Outcomes</u></p> <ul style="list-style-type: none"> I am proud of our efforts to diversify our staff, grow Pre-K enrollment, address chronic absenteeism, reduce the percent of annual dropouts, provide students with more access to advanced coursework and increase the percent of secondary-level students who report that they learn about, discuss, and confront issues of race, ethnicity, and culture in school. <p><u>Opportunity for Further Improvement</u></p> <ul style="list-style-type: none"> We have work to do when it comes to reducing discipline disproportionality, increasing the percent of students who report that they learn about, discuss, and confront issues of race, ethnicity, and culture at the elementary level, raising the graduation rate and attracting more school-aged children to choose to attend the Salem Public Schools. <p><u>MCAS Performance</u></p> <ul style="list-style-type: none"> While there has been important and critical progress, we still have extensive work to do to accelerate outcomes for our students. In grades 3-8, we saw a 2-point increase in both ELA and math MCAS achievement and remained level in science (grade 5 & 8 MCAS). We also saw an overall increase in student growth in both ELA and math (growth is not calculated in science) from last year. This signals that students are improving at rates faster than they were previously. Three of our schools – Bates, Bentley, and Witchcraft – made improvements in all three content areas. Across our three high schools, we saw a 1-point decline in 10th grade ELA and 	<ul style="list-style-type: none"> Please find updated academic and non-academic outcomes that connected to our recently sunset strategic plan. See here.

<p>math and a 3-point decrease in science. Generally, our data very closely mapped to statewide results, where we saw higher increases at the grade 3-8 level than at the high school level. While there is improvement in overall achievement and growth, we are far from ensuring that all our students are independent learners who are consistently performing (regardless of the measure) at their grade level or higher.</p>	
<p>Self-Assessment: Student Learning Goal: Progress</p>	

<p>Professional Growth Goal <i>As part of the district’s commitment to fiercely advancing equity across the district, the superintendent will lead an explicit focus on supporting multilingual learners (MLs). SPS will strengthen our practices and models for serving multilingual learners to ensure they have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets and the academic, linguistic, social, and emotional supports they need to excel.</i></p>	
<p>Reflections on Professional Growth Goal</p>	<p>Evidence</p>
<p>During the current school year, we have elevated our focus on supporting our multilingual learners who have grown by approximately 40 percent over the last three years. In response to this unprecedented student growth and persistently inconsistent outcomes, we doubled down our efforts to strengthen our practices and models for serving these learners. We knew that in supporting multilingual learners, that countless other students who are developing language would benefit from this increased attention. Specifically, we have:</p> <ul style="list-style-type: none"> • Completed a comprehensive SEI audit (see evidence) using the district-level self-assessment tool that is part of the MA Vision & Blueprint for English Learner Success and identified priority practices around which school improvement plans were developed. • Designed and implemented a comprehensive system of common assessments that include end of unit assessments in literacy and math for grades 1-10 with a linguistically amplified version for ML students at a WIDA level of 2 or lower. • Focused a portion of our professional development with principals, assistant principals, and coaches on using targeted, high-leverage, and evidenced-based instructional 	<ul style="list-style-type: none"> • ACCESS data • SEI Review Findings • DLT agendas (see example here) • School Improvement Plans

<p>practices (Sheltered English Immersion) and strategies.</p> <ul style="list-style-type: none"> • At our monthly district leadership team meetings (DLT), we have: <ul style="list-style-type: none"> ○ Reviewed ML performance data. ○ Unpacked the different measures provided by ACCESS. ○ Examined high-leverage SEI strategies. ○ Discussed how English Language Development (ELD) is different from literacy development (ELA) orally and in writing. ○ Analyzed ELD in practice by identifying the various components and providing written feedback. ○ Collectively read <i>The Language Lens for Content Classrooms: A Guide for Teachers, Coaches & Leaders</i> by Sarah Ottow. ○ Empowered leaders with knowledge to support educators on strategies to reduce language demands while keeping to the complexity and rigor of the math standards and practices. • Supported schools in developing Can Do Charts/descriptors to differentiate for all multilingual learners. 	
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Self-Assessment: Professional Growth Goal: Progress

District Goal

To lead the upcoming (post-COVID) strategic planning effort for the Salem Public Schools – process, implementation, and progress monitoring. The strategic plan must be visionary, forward thinking and set aggressive and attainable goals for improved student outcomes.

Reflections on District Goal	Evidence
<p>At the onset of the 2022-23 school year, we launched a comprehensive strategic planning process to guide our work through 2026. We worked to co-develop this plan with stakeholders to ensure that its focus and strategies reflect the close partnership between our families, educators, students, and external partners. More than 450 stakeholders including parents, students, staff, school leaders and community partners provided input and ideas on what SPS should start, stop, and continue doing in pursuit of providing our young people with an exemplary educational experience. These constituents helped identify top priorities with the greatest potential for impact.</p>	<ul style="list-style-type: none"> • Strategic Plan, Presentation About Plan • Copies of our school-based, and district-based improvement plans <ul style="list-style-type: none"> ○ These plans show the alignment between school and district improvement plans and the district’s strategic plan.

This guidance was used to develop a draft plan that was workshopped with school leaders, advisory groups, educators and, ultimately, the School Committee. The full plan was finalized, designed, and published in August 2023 and used to inform the planning for the start of the 2023-24 academic year. It will be leveraged to guide our FY25 budget process so that we make investments connected to our commitments.

Each of our schools has aligned their school improvement plans (SIPs) to our priorities, strategies, initiatives, and measures for success. This is also the case for our departments which have mapped their buckets of work to the core priorities and outcomes that are documented in the strategic plan.

Last year, both individual schools and district departments participated in step backs to review midcourse what was working, what was not, and to adjust the approach accordingly. This critical analysis will continue during the current school year. This will serve to directly inform the FY25 budget process so that decisions about resources- people, time, and money- are utilized efficiently and effectively.

Finally, this week we are hosting a community partner meeting (Dec. 5th) so that we can learn how partner organizations might collaborate with us to realize our strategic goals. We also want to support their commitment to serving our city's children. It is essential that their energy, ideas, and resources are surfaced and valued so that our students are the beneficiaries of a citywide approach to their development.

- DIP and SIP step back guidance and presentation template
 - Midcourse reviews to assess what is working, what is not, and to adjust the approach accordingly.

Self-Assessment: District Goal: Significant Progress Met