



Salem Public Schools Strategic Plan

2023-2026

Where belonging leads to opportunity.



SALEM
PUBLIC SCHOOLS

Equity Statement

Equity is a core value within the Salem Public Schools. We support each student's unique path to achieving high standards, regardless of ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression.

Valuing equity means that we:

- Reflect and embrace the greater diversity of our students and families
- Recognize that systems of oppression marginalize some populations and suppress some voices
- Bear a collective responsibility to recognize, interrupt, and transform educational inequities
- Champion access and inclusion for all students/families/staff
- Allocate resources so that the students/families/staff who need the most get the most
- Work to be an anti-racist and culturally responsive community
- Create a more just and equitable world for all of our students.



Dear members of the Salem Public Schools community,

In the Salem Public Schools, we believe that all students have the right to a safe, welcoming, affirming and equitable educational environment where they can learn, grow and excel.

We recognize every student's potential and give them opportunities to share their voices, stories and talents through our student-centered programming and dynamic offerings. We nurture our students to become independent learners who can achieve at or above grade level throughout their time in our schools and position them to graduate ready for success in college and/or career.

In order to deliver on this promise of excellence, we co-designed a strategic plan with our community that details our vision for the future and sets clear expectations for achievement and growth that encompass the spirit of our schools.

This strategic plan is deeply informed by our relentless commitment to our students, our educators, and the citizens of Salem. The plan establishes a bold yet attainable course that focuses on developing a strong operational infrastructure, creating a culture of inclusivity and empowerment for all community members so that our students can achieve at the highest levels.

Driving this strategic direction must be our values of equity, belonging and opportunity. Ultimately, our students- regardless of their background, circumstances or learning profile- will have access to an exemplary experience where they feel deeply connected, respected and valued.

Salem is poised to achieve great things in the coming years as we strengthen the educational environment for all of our students and educators. We welcome your ongoing feedback and urge you to partner with us as we move forward.

Thank you for your unwavering belief in the children of the Salem Public Schools.

Sincerely,

A handwritten signature in black ink that reads "Stephen R. Zrike". The signature is fluid and cursive, with the first name being the most prominent.

Stephen Zrike, Superintendent of Schools

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Our Mission

Salem Public Schools is a diverse and welcoming community that promotes the academic, social, emotional and physical development of each student through the equitable delivery of challenging, relevant and joyful learning experiences. We empower all students to chart a personalized path to success that includes a commitment to the common good.

Our Vision

All students will be locally engaged, globally connected and fully prepared to thrive in a diverse and changing world.

Our Core Values

Belonging. We believe all members of our community are valued and that our relationships are built on empathy and respect.

Equity. We believe in promoting social justice to ensure an inclusive school community where all members are empowered and engaged.

Opportunity. We believe all students should receive a personalized experience to achieve academic success, find joy in their learning, and have multiple choices for their post-secondary plans.

Where belonging leads to opportunity.

Introduction

The Salem Public School district has gone through tremendous change over the past several years. Now, as we move through our post-pandemic recovery, we are continuing to evolve and rethink our priorities. We are facing pivotal shifts: districtwide efforts to accelerate student learning, implementation of innovative early literacy curriculum resources, the addition of pre-kindergarten seats, the expansion of our CTE programming, the development of a new secondary school complex, and changes in long-held policies and routines.

As a community, we are ready for a new set of goals and priorities to anchor us in what our students and staff truly need as we strive to build and maintain a best-in-class education system.

This strategic plan is designed to serve as a roadmap for the district's work as we continue to offer joyful, rigorous, and meaningful learning experiences for our students, and create a supportive and empowering professional environment for our educators and staff. This plan maps out our priorities and will be used to ensure that we use our resources - people, time, and money - efficiently and effectively.

Our plan is divided into four priority areas, which together reflect our commitments to realize our vision and mission. Each priority area has a set of high-level strategies and associated action steps, which detail the focus areas and specific actions that we believe will be the most important to achieving our goals. Lastly, each priority area also has a set of specific metrics and performance measures that will be used to track and report on our ongoing progress each year.

A Note About This Plan

Language is important, especially when it comes to a plan this critical to the future of our schools. Throughout this plan, in some places, we intentionally use the word “educators” to refer to anyone employed by the Salem Public Schools, including classroom teachers, administrators, guidance counselors, bus drivers, custodians and food and nutrition staff. Everyone employed by our district is here because of their commitment to students, and we all contribute to their success. We are all educators.



Core Priorities of the Salem Public Schools 2023-2026 Strategic Plan

Priority One: Elevate Learning

Build and maintain a district-wide culture of universally high academic expectations for every learner.



Priority Two: Empower Educators

Make the Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.



Priority Three: Center Belonging

Build joyful, welcoming, and supportive school communities.



Priority Four: Strengthen Our Foundation

Develop consistent, reliable systems and structures to disrupt inequities and support the work of the district.



Priority 1: Elevate Learning



Build and maintain a district-wide culture of universally high academic expectations for every learner.

In the Salem Public Schools we celebrate the uniqueness of each student, embrace diversity, and strive to nurture a love for lifelong learning. We also recognize the profound impact that the COVID-19 pandemic has had - and continues to have - on the social and emotional well-being of our students and staff.

Looking forward, we will prioritize equity, social-emotional well-being, and access to high-quality curriculum and instruction in order to empower every student to thrive, and set them on a path toward a bright and prosperous future. We will provide students with the holistic support they need to flourish both academically and emotionally. We will also eliminate the opportunity gaps that exist and provide resources and support to students who need them the most. By leveraging technology and innovative instructional strategies alongside traditional pen-to-paper methodologies, we will deliver engaging and rigorous curriculum to all students, ensuring they have the tools they need to succeed on a pathway to higher education, workforce or both after graduation.

Our commitment to equity will be our North Star as we empower students to become critical thinkers, empathetic leaders, and active contributors to a just society.

Priority 1 Measures of Success

- ✓ All grades/all subjects achieve >60 SGP on MCAS
- ✓ Increase meet/exceed ELA and math proficiency rates to 41% (grades 3-8 ELA MCAS), 39% (grades 3-8 math MCAS), 58% (grade 10 ELA MCAS) and 50% (grade 10 math MCAS)
- ✓ Increase to 55% the % of multilingual learners who demonstrate progress on the ACCESS assessment (as defined by DESE).
- ✓ Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65%
- ✓ Increase 4-year graduation rate to 88%
- ✓ At least 70% of families report confidence that their child is continuing to learn and succeed in school

1.1 Accelerate academic achievement for all students.

- A.** Ensure that all students have access to challenging and relevant instructional content, texts and tasks every day that are aligned to standards and are at or above grade level.
- B.** Utilize targeted, high-leverage and evidenced-based instructional practices rooted in research to support multilingual learners and students with disabilities in all classrooms.
- C.** Leverage frequent student work analysis meetings to disrupt inequities and eradicate learning gaps for our marginalized students.
- D.** Cultivate independent learners by using personalized and engaging research-based instructional strategies.

1.2 Integrate social and emotional learning supports across the curriculum and school day.

- A.** Consistently implement evidence-based programs and aligned assessments to support the ongoing development of SEL competencies and foster a sense of community and belonging.
- B.** Support the development of independent learners by embedding developmentally-appropriate SEL competencies into daily lesson planning with time for students to reflect, set goals and monitor their own progress.
- C.** Use SEL data to guide and inform universal and targeted classroom and small group supports.
- D.** Strengthen school culture by incorporating school-wide social and emotional learning universal supports into the academic calendar.

1.3 Dramatically increase access to high-quality education opportunities by expanding and strengthening the district and community's early childhood and elementary education programming. (PreK-5).

- A.** Strengthen the mixed-delivery model for PreK programming with the City of Salem and community partners by framing a sustainable funding model and developing shared criteria and metrics for success.
- B.** Implement district curricula with integrity and consistency through the use of agreed upon instructional models and priority instructional practices.
- C.** Use grade-level standards to ensure that students are able to engage with grade-level text and write skillfully in different genres.
- D.** Develop students' conceptual understanding and reasoning skills in math with a focus on increased computational fluency.

1.4 Enhance, modernize and strengthen the secondary school experience (grades 6-12) to ensure every student has access to rigorous learning aligned to Salem's Portraits of a Middle and High School Graduate.

- A.** Provide all students with the opportunity to be successful in advanced and demanding coursework aligned to higher-education expectations by offering scaffolded instruction and supports that are part of a coordinated and aligned MTSS.
- B.** Expand the CTE program to provide opportunities for students in grades 6-12.
- C.** Learn from and develop the middle school pilot to identify, document and scale the most successful elements across all middle grades and/or district wide.
- D.** Support all students, especially our most marginalized, through the college and career preparation and application process and prepare them for success after high school.
- E.** Provide students in grades 6-12 with high-quality world language experiences that account for the assets of native speakers.

Priority 2: Empower Educators



Make the Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.

In the Salem Public Schools we firmly believe that each member of our staff is an educator, no matter their assigned duties. We are committed to building an educational environment that empowers and celebrates our educators, fostering a truly transformative, engaging and impactful learning experience for our students. Our educators deserve an environment that values their expertise, actively involves them in decision-making and equips them with the necessary resources and support to excel in their roles.

Our educators are mentors, partners, and advocates for every student who walks through our doors. We will prioritize diversifying our staff and provide them with comprehensive professional development programs to nurture their growth and enhance their teaching skills. We will offer opportunities for collaboration and leadership, encouraging them to exchange ideas and best practices, and to provide guidance and feedback along the way.

We will cultivate a learning environment where outstanding educators want to work, grow, and stay in order to inspire students to dream big, think critically, and be positioned to succeed. Together, we will create a legacy of excellence that will shape not only the lives of our learners but the future of our community.

Priority 2 Measures of Success

- ✓ Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.
- ✓ Increase the percentage of educators and staff who represent the racial, ethnic and linguistic diversity of students to 20% for teachers and to 25% for all staff.
- ✓ Increase annual teacher well-being and belonging composites to 68% for well-being and 75% for belonging.
- ✓ Increase positive perceptions of the amount and quality of feedback faculty receive to 60%.

2.1 Attract, grow and develop excellent, committed educators who reflect the values and diversity of the community.

- A.** Strengthen efforts to recruit a diverse pool of high-quality educators using anti-racist, anti-biased hiring practices.
- B.** Provide incentives and opportunities for high schoolers to explore teaching as a career option.
- C.** Create and provide access to alternative licensure pathways for paraprofessionals, support staff and other non-traditional educators or administrators.
- D.** Review and adjust salary schedule to be competitive with neighboring districts.

2.2 Engage educators in high-quality professional learning designed to strengthen instruction and prepare them to meet the needs of all students.

- A.** Provide all teachers and specialists with the training, tools and resources necessary to effectively support the needs of multilingual learners and students with disabilities.
- B.** Increase opportunities for staff to share feedback on quality and relevance of professional learning.
- C.** Support schools to offer relevant and timely campus-specific professional development to close achievement gaps.
- D.** Train educators on the methodology behind and meaning of standards-based practices and grading and on the use of district tools for communicating with parents.

2.3 Provide constructive, actionable, formal and informal feedback.

- A.** Ensure all staff hold all students to consistently high expectations and bear a collective responsibility to recognize, interrupt and call out signs of educational inequity.
- B.** Provide guidance and training to leaders to ensure they are prepared to provide written and/or face-to-face feedback that is asset-based, actionable and growth-orientated.
- C.** Create multiple avenues to build a culture that supports and encourages lateral, bottom-up and top-down feedback.

2.4 Offer equitable incentives to entice talented educators to choose to stay and grow in the Salem Public Schools.

- A.** Maintain and expand affinity groups that affirm our diverse educators and build their sense of connection, community and belonging.
- B.** Engage all staff in creating new ways to elevate their voices in discussions related to school improvement and problem-solving and to inform decision-making.
- C.** Create innovative leadership and learning opportunities to keep educators actively engaged.
- D.** Continue to grow, expand and improve the New Hire Institute, as well as induction and mentoring programs.
- E.** Build caring communities among staff that center connection, relational trust, mental health and well-being.
- F.** Create norms for engagement and agreed upon practices that lead to a healthy work-life balance.

Priority 3: Center Belonging



Build joyful, welcoming, and supportive school communities.

In the Salem Public Schools we aspire to build a school community where everyone feels welcome, regardless of their background or circumstances. This includes all student groups, including students who identify as LGBTQ+, students with disabilities, multilingual learners, racial and ethnic minorities, newcomers to the community, students experiencing homelessness, low income students and all others.

We can achieve this by focusing on the climate and culture in our schools. We will forge a culture of trust and respect by establishing and upholding clear expectations for performance, engagement and communications. We will also create a culture of joy by finding ways to celebrate student successes, build school environments that are fun and engaging, and providing students with the resources they need to thrive. This approach will foster opportunities for students to get to know one another and for families to connect to their schools and each other.

By providing students with the resources they need to be successful, we can build welcoming communities where students can be themselves and grow to their full potential.

Priority 3 Measures of Success

- ✓ Reduce district-wide chronic absenteeism to 18% and reduce dropout rate to 2%.*
- ✓ Increase to 70% the percentage of students in grades 3-12 who report feeling like valued members of their school community.
- ✓ At least 70% of families feel that their child's school is a "good fit," representing their perceptions of how well a school matches their child's developmental needs.
- ✓ Achieve a risk ratio of no less than 1.2 for students of color and students with disabilities.**

* Chronic absenteeism is defined as a student missing 10% or more of the school days in an academic year.

**A risk ratio of 2.0 or greater indicates a risk of overrepresentation in disciplinary referrals, while a risk ratio of less than 1.0 indicates possible underrepresentation.

3.1. Prioritize and attend to the mental health and wellness of every student.

- A.** Restructure grade 6-12 student support/counseling services to align with national standards.
- B.** Expand access to quality K-12 physical and mental health services districtwide.
- C.** Effectively meet the needs of students experiencing significant social emotional and behavioral challenges by examining and adjusting the caseloads of school-based mental health providers.
- D.** Provide students in grades 3-12 with developmentally-appropriate health education instruction.

3.2. Cultivate supportive, culturally-sustaining and anti-racist learning environments.

- A.** Equip educators with the knowledge, skills and systems to disrupt patterns of disproportionate exclusionary practices through professional development and coaching.
- B.** Promote learning experiences that value each student and elevate their contributions to the community.
- C.** Audit and align discipline policies and practices to ensure they are instructive, restorative, developmentally appropriate and equitably enforced consistently across the district.
- D.** Ensure every student builds connections with at least one trusted adult and connects with their peers to promote social, emotional and academic development.
- E.** Strengthen the efficacy of school-based attendance teams to aggressively monitor daily attendance and use data to inform a predictable, clearly communicated intervention response plan for students exhibiting a pattern of absences.

3.3. Provide opportunities to celebrate our cultural wealth and inspire all students to explore, learn and grow.

- A.** Expand access to high-interest activities and programs during and after school for all students.
- B.** Expand opportunities for learning outside the classroom during the school day, as well as during vacation weeks and summer.
- C.** Strengthen alignment of and develop strong partnerships between the district, members of the community and external partners to build connections and support student learning.

3.4. Elevate the voices of students, parents and families to tap into their funds of knowledge and prepare them to take action and lead.

- A.** Engage students in their learning by creating leadership opportunities and hosting active listening sessions that also encourage them to contribute to school- and district-based policy level discussions.
- B.** Leverage structures like the Parent Advisory Cabinet to create asset-based opportunities for parents to advocate for their students, inform decision-making and contribute to efforts to make school and district improvements.
- C.** Create a Welcome Center for families that will provide resources for all, with a focus on new families, non-English speakers, multilingual families and newcomers.
- D.** Offer opportunities and resources to help families and caregivers learn about and better understand how to navigate the Salem Public Schools.

A photograph showing students in a classroom or workshop setting. In the foreground, a student with long brown hair and glasses is focused on drawing or writing on a large sheet of paper. Another student is visible behind them, also working. The room has wooden floors and a large window with blinds in the background.

Priority 4: Strengthen Our Foundation

A small circular inset image showing two students, a boy and a girl, looking at a piece of paper together.

Develop consistent, reliable systems and structures to disrupt inequities and support the work of the district.

Salem Public Schools is committed to offering a high-quality education to every student and a rewarding professional experience for all of our educators and staff. The strength of our internal operations - the engine that keeps our district running efficiently - will help make that possible.

We plan to develop reliable and sustainable systems and structures that disrupt inequities and support the work of the district. Our goal is to ensure that all of our staff are using the same tools and resources, and sharing best practices across the district. We need to have access to the right data to inform decisions about how to allocate our resources.

We believe that by taking these steps, we can strengthen our foundation and create a more equitable and inclusive school system for all students.

Priority 4 Measures of Success

- ✓ All departments receive at least an 80% positive response from principals/school leaders on the extent to which the Central Office departments are effectively supporting the needs of schools.
- ✓ Majority of staff report that they have adequate access to the materials and information they need to be effective in their jobs.
- ✓ Increase in efficiency through cross-department collaboration.
- ✓ Work orders are responded to within two business days.

4.1 Review and strengthen all of the district's policies and procedures with a focus on promoting social justice and equity.

- A.** Conduct a districtwide equity audit of all policies that impact the student and staff experience.
- B.** Closely examine how the district is using its resources (people, time and money) to determine what is and is not working.
- C.** Build and implement an internal system for responding to incidents of bias, microaggressions and discrimination.
- D.** Review existing transportation policies and invest in transportation solutions to best serve the community.
- E.** Review and explore options to the controlled choice assignment policy to provide equitable access to all students and reduce costs.
- F.** Evaluate the role of technology in student learning and develop a clearly articulated philosophy on its appropriateness, applicability, implementation and use by both teachers and students.

4.2 Fully integrate practices and guidelines districtwide to build efficiencies and optimize impact.

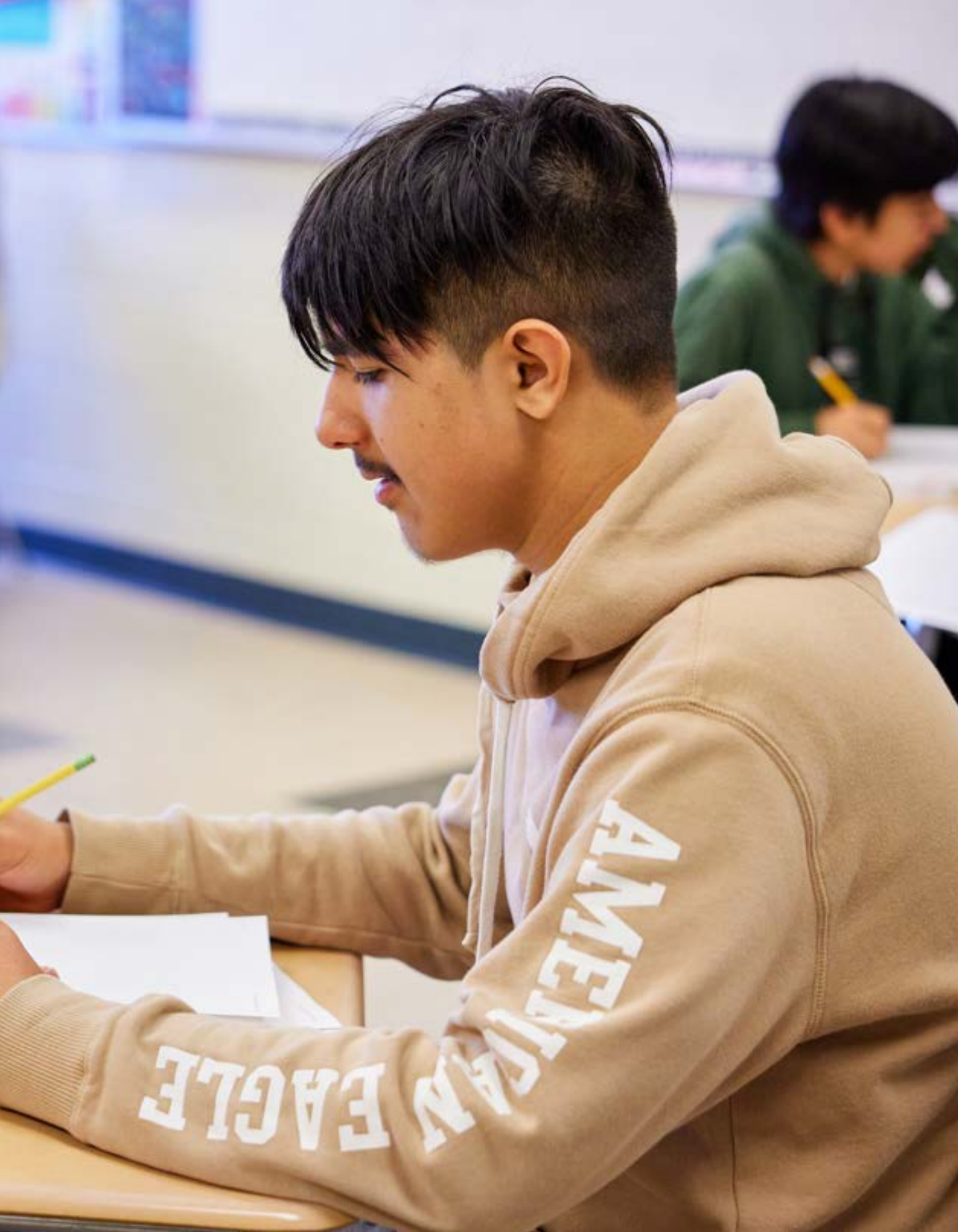
- A.** Build a culture that encourages efficient, student-centered, cross-departmental collaboration.
- B.** Develop and use consistent human resources systems for all employee engagement, beginning with onboarding, retention, development and evaluation.
- C.** Ensure that financial systems are accurate, timely and transparent and can be used to inform decision-making at all levels.
- D.** Establish standard operating school and district management policies, systems and expectations.*

4.3 Maintain, update and modernize all of the SPS buildings and facilities.

- A.** Redesign the high school/middle school facilities and rethink how all SPS facilities and spaces are used.
- B.** Ensure all SPS buildings and facilities are safe, clean, accessible and welcoming.
- C.** Effectively communicate about and enforce safety protocols in all facilities, schools and outdoor spaces.
- D.** Strengthen and fully implement a preventive maintenance plan in collaboration with the City of Salem.
- E.** Provide continuous access to safe, quality play spaces through implementation of Salem's playground master plan.

*This could include clarifying and effectively communicating about the roles and responsibilities at Central Office; could also include conducting a close review of key protocols and processes and updating or documenting key systems to build institutional culture and memory.







How We Got Here

In 2016-17, more than 400 stakeholders were engaged in the development of a five-year strategic plan for the Salem Public Schools (2017 through 2022). The plan defined our mission, vision and core values, and outlined strategic objectives to improve learning outcomes for all students, built on four core pillars of success:

- Create a Vibrant K-12 Teaching & Learning Ecosystem
- Reimagine the High School Experience
- Nurture Staff Leadership & Empowerment
- Strengthen Family & Community Engagement

Superintendent Stephen Zrike joined the district in 2020, soon after the start of the COVID-19 pandemic and the sudden shift to remote learning. In 2021, he developed an amended plan based on the district's most urgent needs and the input he received during his initial months in Salem. The main priorities were:

- Build a robust talent development system for all staff
- Strengthen the pre-K to post-secondary experience
- Effectively meet the social-emotional and behavioral needs of all students and create a vision for engaging their families
- Design and implement informed systems that ensure equitable use of resources and accountability for outcomes.

This plan extension served the district and community well throughout the COVID-19 pandemic but was never meant to be used as a long-term vision.

During the 2022-23 school year, we launched a new strategic planning process to guide our work through

Engagement Opportunities Included:

- **Interviews:** School Committee
- **Brainstorming and Feedback:** Senior Leadership Team, School Committee, Strategic Planning Advisory Committee
- **Focus groups:** More than 120 people across multiple stakeholder groups, including parents, teachers, principals, middle and high school students, Salem newcomers, SPED parents, OST providers, community partners, Early Childhood providers, City Connects
- **Survey results:** 343 parents responded
 - 288 in English
 - 44 in Spanish
 - 11 in Portuguese

2026. We have worked to co-develop this new plan with our stakeholders to ensure that its focus and strategies deeply 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 thoughtful input and ideas on what Salem Public Schools should start, stop and continue, and help identify top priorities with the greatest potential for impact.

This guidance was used to develop a draft plan that was workshopped with stakeholders, school leaders, educators, and the School Committee. The full plan was finalized, designed and published in August 2023 and used to inform the budget and planning for the start of the 2023-24 academic year.



Glossary of Terms

Affinity group: A group of people linked by a common interest or purpose who come together to build community through open and inclusive dialogue in a safe, often confidential space.

Aggressively monitor: An approach where data is actively collected on every single student at regular intervals and immediate feedback is provided. This term comes from “Teach like a Champion.”

Asset-based: An approach that focuses on strengths. It views diversity in thought, culture and traits as positive assets.

Anti-racist: The practice of actively identifying and opposing racism. The goal of anti-racism is to actively change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

Culturally sustaining: When Native culture and language are utilized to positively impact Native learners' achievement. This approach allows students to connect more deeply with their cultural communities and limits bias in assessment.

Curricula: The content that is taught in a given course or subject.

Career and Technical Education (CTE): Programs that provide students of all ages with a blend of academic and technical skills, knowledge and training necessary to succeed in future careers and today's labor market. In addition to traditional pathways like automotive repair and construction, today's CTE programs cover health sciences, engineering, entrepreneurship, computer science, sustainable agriculture, theater arts production, media, culinary arts, and many other fields.

Equity: When every student has a unique path to achieving high standards, regardless of ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression. (See Salem's equity statement)

Evidence-based instructional practices: Research-based teaching moves that are vital for supporting student achievement and closing achievement gaps.

Developmentally appropriate: An instructional approach or methods that are optimal for every child's development and learning. Generally speaking, this approach is strength- and play-based and promotes joyful and engaged student learning.

Independent Learners: A student who is able to set goals, make choices and decisions about how to meet their learning needs, take responsibility for constructing and carrying out their own learning, monitor their progress toward achieving learning goals and self-assess the learning outcomes.

Multi-tiered system of support (MTSS): A framework for enhancing the implementation of evidence-based practices to ensure every student is learning at grade level. Data is used to make recommendations to support student success that are grounded in actual student need, not just educator perception. Data is also consistently used to allow educators to take preventative steps to intervene before larger challenges arise. These data-based decisions inform targeted and intensive interventions to support a student's holistic development.

Marginalized students: A group of traditionally underserved students.

Microaggressions: A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group, such as a racial or ethnic minority.

Mixed delivery models: A system that allows caregivers to choose among different program types and select one that best meets their needs and that allows their children to participate in a program that meets their development and learning style.

Social-emotional learning (SEL) competencies: Five (5) aptitudes that enable children and adults to understand and effectively manage their emotions and themselves in order to be successful in school and the workplace. As defined by CASEL, these are: (1) self-awareness, (2) self-management, (3) responsible decision-making, (4) social awareness and (5) relationship skills.

Social Justice: The belief that everyone deserves equal economic, political and social rights and opportunities.

Universal and targeted supports: Universal supports are building-level supports and strategies to promote a positive, effective learning environment and prevent a majority of problem behaviors. Targeted supports are more specific and geared towards individual students or groups of students. These are tools, activities, or experiences that enable students to fully participate in their learning environment.

Core Priorities of the Salem Public Schools 2023-2026 Strategic Plan

Priority 1: Elevate Learning

Build and maintain a district-wide culture of universally high academic expectations for every learner.

- 1.1** Accelerate academic achievement for all students.
- 1.2** Integrate social and emotional learning supports across the curriculum and school day.
- 1.3** Dramatically increase access to high-quality education opportunities by expanding and strengthening the district and community's early childhood and elementary education programming. (PreK-5).
- 1.4** Enhance, modernize and strengthen the secondary school experience (grades 6-12) to ensure every student has access to rigorous learning aligned to Salem's Portraits of a Middle and High School Graduate.



Priority 2: Empower Educators

Make the Salem Public Schools an inclusive district where student-centered, innovative and highly-effective educators want to work, grow and stay.

- 2.1.** Attract, grow and develop excellent, committed educators who reflect the values and diversity of the community.
- 2.2.** Engage educators in high-quality professional learning designed to strengthen instruction and prepare them to meet the needs of all students.
- 2.3.** Provide constructive, actionable, formal and informal feedback.
- 2.4.** Offer equitable incentives to entice talented educators to choose to stay and grow in the Salem Public Schools.



Priority 3: Center Belonging

Build joyful, welcoming and supportive school communities.

- 3.1.** Prioritize and attend to the mental health and wellness of every student.
- 3.2.** Cultivate supportive, culturally-sustaining and anti-racist learning environments.
- 3.3.** Provide opportunities to celebrate our cultural wealth and inspire all students to explore, learn and grow.
- 3.4.** Elevate the voices of students, parents and families to tap into their funds of knowledge and prepare them to take action and lead.



Priority 4: Strengthen Our Foundation

Develop consistent, reliable, sustainable systems and structures to disrupt inequities and support the work of the district.

- 4.1.** Review and strengthen all of the district's policies and systems with a focus on promoting social justice and equity.
- 4.2.** Fully integrate practices and guidelines district-wide to build efficiencies and optimize impact.
- 4.3.** Maintain, update and modernize all of the SPS buildings and facilities.



Acknowledgements

Salem Public Schools Executive Team

Dr. Stephen Zrike, Superintendent
Kate Carbone, Deputy Superintendent
Elizabeth Pauley, Assistant Superintendent of Finance and Operations
Laura Assade, Director of Diversity, Equity, Inclusion & Engagement
Dr. Jill Conrad, Director of Human Resources
Jennifer Doucette-Ly, Executive Director of Special Education
Marc LeBlanc, Executive Director of Instructional Technology
Dr. Kimberly Talbot, Executive Director of Academics
Ellen Wingard, Executive Director of Student Support Services

Salem School Committee

Mayor Dominick Pangallo, *Chair*
Manny Cruz, *Vice Chair*
Amanda Campbell
Beth Anne Cornell
Mary Manning
Veronica Miranda
Dr. Kristin Pangallo

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