

Section 1: Summarize your district's plan

**Salem (0258) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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**SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN**

**In this section, you will:**

**Write a brief executive summary of your three-year SOA plan.** While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

**\* Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

In Salem, we are committed to elevating the experiences of our multilingual learners (MLs) and students with disabilities (SWDs). In 2020, we had 499 MLs, and today we have 763, which is 264 more students and a 53% increase in ML enrollment overall. Currently, we have 1091 students with an IEP which is an increase of 49 students over last year. In 2021, we had 162 requests for initial referrals, and each year since, the annual total has been close to 300.

In Salem Public Schools, we celebrate diversity and embrace the gifts, talents and funds of knowledge that each student brings with them to the learning experience. In order to ensure that all of our students' needs are being met, we are relentlessly committed to ensuring that our core values of Equity, Belonging and Opportunity are experienced by each and every student, particularly those who have historically been underserved. To this end, we are focused on the following evidence-based programs in our SOA plan because we believe these approaches will ensure that all students have exemplary experiences and achieve at high levels.

- Access to high-quality instructional materials that include strategic and thoughtful scaffolds for multilingual learners and students with disabilities.
  - The goal of this initiative is to ensure that all teachers have access to high quality instructional materials that are scaffolded to meet the needs of diverse learners and provide regular access to grade-level content. We expect that this work will ensure that our classrooms are inclusive, and we expect that this will have a positive, gap-closing impact on learning outcomes for multilingual learners and students with disabilities.

- Expansion of and access to high-quality PreK
  - In 2021-22 we added 4 PreK classrooms in SPS and in 2024-25 will be adding a dual language PreK classroom. Our focus has been not only on expanding access to seats, but also we are intent on improving quality. We have added curriculum, benchmark assessments and coaching as levers in this work while expanding our reach to five community-based early learning organizations. We believe getting our youngest learners off to an excellent start will have a long-term positive impact on short-term outcomes and their life trajectories.
- Effective programming for multilingual learners
  - Our multilingual learner enrollment has grown significantly over the past few years which heightens the urgency around ensuring that instruction in every classroom is sheltered to support access and entry into the learning. We are doing targeted professional development for educators in order to build the skills necessary for planning and delivering accessible learning experiences for MLs. In addition to this capacity building work, we are conducting targeted walkthroughs to monitor implementation, as well as doing other systemic work such as planning for a dual language PreK class and breaking down barriers to advanced math coursework for diverse learners. The goal here is to support all multilingual learners in meeting their full potential by creating welcoming learning spaces where they can thrive and meet their college and career goals.
- Support for effective teaming practices (data informed instruction–DII)
  - Our work in this area has been on building a data informed culture where we are closely monitoring the impact that instruction has on student learning and planning for targeted reteaching where gaps exist. This work entails professional learning and coaching around data-informed practices and systems building such as the development of district common assessments and supporting tools. The goal is to interrupt learning gaps and address them in real-time.

## Section 2: Analyze Your Data and Select Student Groups for Focused Support

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#### SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

##### In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

##### \* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

As a school district, we have seen the most significant disparities with our population of students with disabilities and multilingual learners. In our current strategic plan, our first priority is Elevating the Learning for all Students and a key initiative within this priority is- utilizing targeted, high-leverage and evidenced based instructional practices rooted in research to support multilingual learners and students with disabilities in all classrooms. This focus emanated from examining our performance data that demonstrates significant gaps between students in the aggregate and students with disabilities and multilingual learners. Specifically over the last two years, our students with disabilities are more than twice as likely to be suspended and to dropout from the Salem Public Schools. With regards to graduation, our students with disabilities are 26.3% less likely to graduate from high school across our 3 campuses. Academically, the differences in outcomes (achievement and SGP) is startling as can be seen in the charts below. This data mirrors academic performance on our district common assessments and our tr-annual STAR assessment. :

2023 ELA MCAS

Grade	Students with Disabilities % Meets and Exceeds	All Students % Meets and Exceeds	Students with Disabilities- SGP	All Students- SGP
3	13%	31%		
6	2%	23%	34	43
8	8%	29%	44	47
10	13%	26%	39	47

2023 Math MCAS

Grade	Students with Disabilities % Meets and Exceeds	All Students % Meets and Exceeds	Students with Disabilities- SGP	All Students- SGP
3	8%	23%		
6	6%	16%	39	46
8	3%	19%	43	48
10	7%	25%	41	44

Our multilingual learners are 41% more likely to dropout from high school and 20.5% less likely to graduate from high school in five years. The charts below speak to significant achievement gaps on the MCAS such that almost none of our multilingual learners in tested grades are proficient on the MCAS. Both our district common assessments and STAR assessment data reveal similar trends for multilingual learners relative to all students.

2023 ELA MCAS

Grade	Multilingual Learners % Meets and Exceeds	All Students % Meets and Exceeds	Multilingual Learners- SGP	All Students- SGP
3	3%	31%		
6	0%	23%	40	43
8	0%	29%	–	47
10	3%	26%	–	47

2023 Math MCAS

Grade	Multilingual Learners % Meets and Exceeds	All Students % Meets and Exceeds	Multilingual Learners- SGP	All Students- SGP
3	3	23%		
6	0%	16%	27	46
8	0%	19%	–	48
10	0%	25%	–	44

**\* What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

We believe that the best way to address the disparities aforementioned is through a 4 pronged approach. Our root cause analysis suggests that we should take the following steps::

1. We must leverage the high quality ELA and math materials in order to meet the needs of our most struggling learners. Our staff needs additional support to utilize these tools to differentiate for students developing language and students who require specialized accommodations. With this additional guidance and coaching, our educators will be able to more consistently ensure that students access the standards based and grade level content presented across our classrooms.
2. In Salem, we are convinced that diverting resources to expand access to full day learning opportunities and to enhance the quality of the early childhood programming will prepare more children to be at or above grade level by 3rd grade. With an emphasis on language development and inclusionary practices from the time that students are 3 or 4 years old, we believe that there will be a more equitable and even experience when they enter kindergarten and as they progress through the grades.
3. It is essential that we have an explicit focus on improving the instructional core for our multilingual learner population. In our school improvement plans and professional development plans we need to call out the targeted high-leverage and evidence-based instructional practices that will drive our improvement efforts. Most importantly, coaching cycles, monitoring tools and observation routines should be established so that our educators can engage in cycles of continuous feedback centered around the needs of our multilingual learners.
4. We must continue to double down on our districtwide efforts to facilitate "looking at student work" sessions in all content areas and across all grade levels. This will allow us to continually examine "just in time" student outcomes (with a keen focus on students with disabilities and multilingual learners) and to design reteaching opportunities to address identified standards based gaps. These data informed conversations and corresponding targeted actions will go a long way towards intervening where students are struggling.

**\* Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English learners, Students with disabilities

Clear

Search...

[Select All](#)/[Deselect All](#)

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

### Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

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#### SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

##### In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE’s accountability targets. *The composition of your district’s “Lowest Performing Students” group can be accessed via the [security portal](#).*

\* Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.

**If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.**



Section 4: Engage Families/Caregivers and other Stakeholders

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**SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS**

**In this section, you will:**

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

**\* Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.** *A brief narrative and/or a bulleted list are acceptable.*

As a school district, we have established consistent and regular structures to meet with stakeholder groups that represent our diverse community and the student groups identified for targeted support. Monthly, the superintendent meets with a teacher, student and parent advisory group.. Additionally, the superintendent meets at least twice a year with our English Language Learning and Special Education Parent Advisory Council. These teams reflect the demographics of our community and offer input on our strategic efforts, use of resources and raise questions/concerns that are important to their constituency. Finally, the superintendent communicates with the community through bi-monthly Facebook Lives (in English and Spanish), summer neighborhood walks and a weekly newsletter.

**\* How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years?** *A brief narrative and/or a bulleted list are acceptable.*

These routines are firmly in place and will allow us to continually hear from families/caregivers, especially those of the diverse learners targeted for accelerated improvement. Beyond the structured opportunities to meet, we plan to launch a family survey (Panorama) this spring that will measure the level of engagement of all parents with the ability to disaggregate the perspective of families/caregivers of students with disabilities and multilingual learners. The

development of this survey is specifically called out in our strategic plan as a way to assess our commitment to creating a culture of belonging across our schools.

**\* Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

For the purposes of this SOA plan, we leveraged the annual budget process to speak with a diverse group of parents/caregivers to learn how they want SPS to utilize its financial resources to accelerate student improvement. We facilitated 2 public forums (1 virtual and 1 in-person) and 1 staff forum where we offered information about our fiscal landscape and posed the question - What are the most important initiatives to fund and divert resources toward (for each of our strategic plan's priorities) in the upcoming school year? There was substantive discussion about what the audience would prioritize for funding in each key area and then participants were asked to complete a Google survey (in 3 different languages) to capture their thoughts.

Participants (234) were asked to select their priorities from the myriad of initiatives included in our strategic plan. In looking at the top responses across our four core areas, it is evident that there is strong alignment to the focus detailed in our SOA plan. A star is noted next to each of the areas that were highly selected and are connected to the evidence based programs and targeted subgroups that are at the heart of our plan. Please see below:

Priority 1: Elevate Learning % Selecting

\*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. 34%

\*Utilize targeted, high-leverage and evidenced-based instructional practices rooted in research to support multilingual learners and students with disabilities in all classrooms. 27.3%

Priority 2: Empower Educators % Selecting

Review and adjust salary schedule to be competitive with neighboring districts. 76.9%

\*Provide all teachers and specialists with the training, tools and resources necessary to effectively support the needs of multilingual learners and students with disabilities. 38.4%

Priority 3: Center Belonging % Selecting

\*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. 43.6%

\*Expand access to quality K-12 physical and mental health services districtwide. 33.7%

Priority 4: Strengthen Our Foundation % Selecting

\*Closely examine how the district is using its resources (people, time and money) to determine what is and is not working. 57.3%


Ensure all SPS buildings and facilities are safe, clean, accessible and welcoming 41%

This feedback was instrumental in shaping our application. It is clear that our community is committed to ensuring that all students have access to content and tasks that are at or above grade level with a keen focus on the needs of multilingual learners and students with disabilities. They stress the importance of preparing educators with the tools, training and resources needed to close the gaps delineated in our data analysis. Finally, there is recognition that social, emotional and mental health supports must also be in place for students to achieve at the highest levels. This is one of the reasons that we plan to continue to invest heavily in early childhood education as the foundation for a healthy and strong entry to the Salem Public Schools.

\* **By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

\* **By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

\* **Date of school committee vote:**

04/08/2024 

## Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

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#### SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

##### In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

##### Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (\* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

##### **FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces**

- EBP 1.1A Integrated Services for Student Wellbeing
- EBP 1.1B Enhanced Support for SEL and Mental Health
- EBP 1.1C Positive School Environments

##### **FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,**

## emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

## FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

## FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

**\* Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

**Supporting Curriculum Implementation:** In Salem Public Schools, we have used a teacher-informed curriculum adoption process and currently have HQIM in all core content areas. In math and literacy, we have engaged implementation partners including TNTP and The HILL for Literacy who have provided professional development and coaching focused on supporting teachers to use these core materials with integrity and as the primary instructional resource in their classrooms. The goal is to ensure that all students have regular access to grade level, cognitively challenging content with the focus on student sense-making through academic discourse. With increasing frequency, our students, regardless of what school they attend or what class they are assigned to, have multiple at-bats with rigorous content.

There are many advantages to having a standardized curriculum in place. Access to HQIM prevents teachers from having to curate texts, problem sets and standards-based activities. A focus for us in the Salem Public Schools has been to integrate SEI strategies into every lesson given that every classroom in our district includes multilingual learners. Despite having HQIM, the reality is that even the highest rated materials do not do a good job including guidance for scaffolding instruction for multilingual learners. To address this, we have begun working with the English Learner Success Forum and are learning how to use the Lesson Plan Analysis Tool as a means for assessing the language demands of a lesson. We aim to build teacher "muscle" to be clear about language

objectives for each lesson and to plan explicit language scaffolds accordingly. By 2027, we expect that data collected from classroom walkthroughs will show that thoughtfully planned and executed SEI strategies are regularly evident in all PreK- 12 classrooms.

**\* Which schools will be impacted by these efforts (answer can be district-wide)?**

Districtwide impact

\$  \* **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

**\* Describe the anticipated allocation of funds to this EBP in more detail.**

- Purchase of all HQIM across schools- \$1,273,440
- Consulting support, PD from HQIM vendors stipends to coaches for PD- \$406,512
- Salaries for half of our coaching team- \$1,530,000

**\* Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers, Professional Development (+1 other)

Clear

Search...

[Select All](#)/[Deselect All](#)

Administration

**Instruction Leadership**

**Classroom & Specialist Teachers**

Other Teaching Services

**Professional Development**

**Instructional Materials, Equip., and Tech.**

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

**\* What metrics will your district use to monitor progress in this EBP?**

The following metrics come directly from our strategic plan, priority #1: Elevating Learning

- All grades/all subjects achieve >60 SGP on MCAS (with a specific focus on students with disabilities and multilingual learners)
- 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) (with a specific focus on students with disabilities and multilingual learners)
- 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% (with a specific focus on students with disabilities and multilingual learners)
- Increase 4-year graduation rate to 88% (with a specific focus on students with disabilities and multilingual learners)
- At least 70% of families report confidence that their child is continuing to learn and succeed in school (with a specific focus on the parents of students with disabilities and multilingual learners)

EBP 2.1C Comprehensive Approach to Early Literacy +

EBP 2.1D Early Literacy Screening and Support +

**FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning**

EBP 2.2A Effective Use of WIDA Framework

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

EBP 2.2D Targeted Academic Support and Acceleration +

**FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success**

EBP 2.3A Authentic Postsecondary Planning

EBP 2.3B High-Quality Pathways and Programs +

## FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

EBP 2.4A Expanded Access to Pre-Kindergarten+

**\* Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

**Expanded Access to PreK:** The expansion and enhancement of preK is a central strategy in our district's plan for improving student outcomes particularly for multilingual learners (MLs) and students with disabilities (SWD)s. We believe that it is essential for our MLs, SWDs and children from low income families to have equitable access to high quality early learning experiences as a means for interrupting gaps before they occur.

ESSER funds were used to initiate focused redesign work in our PreK space, and in the coming fiscal year, funding for these efforts will be transitioned into the operating budget and a focal area for SOA funding. Below is an overview to work underway within our PreK strategy:

- In FY22, 4 PreK classes were added within the Salem Public Schools, and half-day and partial week programming for 4 year olds was expanded to full-day, full-week offerings.
- Teachers helped select a HQIM (3 Cheers for PreK) which was launched in every classroom, and MyIGDI was identified as a benchmark assessment of early literacy and numeracy. SPS has provided regular instructional coaching to assist teachers in using these materials with integrity with the support from two Early Learning Coaches.
- We have also developed and executed joint professional development on topics such as the Science of Early Literacy that has been attended by SPS PreK staff side-by-side educators from community-based early learning organizations who are part of the Salem PreK Partnership (see below).
- We contracted with an outside CLASS observer/rater to conduct twice per year reviews and this data informs action planning and development of teacher professional practice goals as part of their evaluation cycle.
- SPS applied for and was awarded the CPPI grant from ECC and through the grant the district has developed the Salem PreK Partnership with 3 community-based early education providers. Just recently, SPS has been awarded CPPI Expansion funds that will be used to bring two more community providers into this partnership. The CPPI Expansion funds will also be used to expand our City Connects model into the PreK milieu and to build structures for supporting preventative interventions and screening (e.g. Articulation Clinics, etc.).
- In FY25, we are adding a dual language PreK class to at Bentley Academy Innovation School where our 2-way bilingual program is housed. This will create greater access to evidenced-based programming for our youngest multilingual learners.



**\* Which schools will be impacted by these efforts (answer can be district-wide)?**

Bentley Academy Innovation School, Horace Mann Laboratory School, Bates Elementary and Salem Early Childhood Center

\$  **\* What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

**\* Describe the anticipated allocation of funds to this EBP in more detail.**

- Resources will go toward continuing to fund the classrooms that we launched which includes the staffing (teachers, paraprofessionals and specialists- \$1,811,000
- Professional development and training for staff and administrators- \$150,000
- Materials and supplies for classrooms- \$150,000

**\* Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Professional Development (+1 other) Clear

Search...

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

**Classroom & Specialist Teachers**

Other Teaching Services

**Professional Development**

**Instructional Materials, Equip., and Tech.**

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

**\* What metrics will your district use to monitor progress in this EBP?**

- We will use MyIGDI to assess early literacy and numeracy.
- We will use the CLASS observation tool to conduct twice per year reviews of our programs
- We will look at 3rd grade reading/math proficiency rates and SGP to examine the impact

EBP 2.4B Extended Learning Time

EBP 2.4C Effective Programming for Multilingual Learners

**\* Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

**Effective Programming for Multilingual Learners:** In Salem, we live by our core values of Equity, Belonging and Opportunity, and in keeping with this commitment, we continuously seek to strengthen our programming and practices to better serve our 763 MLs and to close the persistent outcome gaps that our data indicate. Below is a snapshot of some of this targeted work:

- In 2023, we took steps to interrupt systemic barriers to advanced math course work at both our middle and high schools. This bold work included sharing data that pointed to systemic racism with stakeholders and an engagement process to reimagine a design that would be more inclusive and lead to acceleration for all, not just some. This is a work in progress, but we have some very specific next steps that will be put into play in 2024-25.
  - All of our District Leadership Team training this year has been focused on building the capacity of school and district leaders to oversee effective math instruction. We have partnered with TNTP to help in this area and this will continue into next year.
  - All middle school teachers are attending math content and pedagogy training to strengthen their instruction and use of SEI practices in the math classroom. Next year all K-12 math teachers will experience 20 hours of math PD.
- We are partnering with the English Learner Success Forum (ELSF) to help us develop approaches for reviewing our HQIM for culturally and linguistically sustaining practices, and where they do not exist or are inadequate, ELSF is helping us to develop a lesson planning guide for how to support teachers with planning strategic scaffolds.
- Our Academics Team is conducting regular walkthroughs to monitor implementation of SEI strategies and scaffolds, and the resulting data is being used to inform action planning and mid-course corrections with the goal of ensuring that every classroom is a place where MLs have access to grade-level content.

**\* Which schools will be impacted by these efforts (answer can be district-wide)?**

The impact will be districtwide

\$  **\* What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

**\* Describe the anticipated allocation of funds to this EBP in more detail.**

- Curriculum for ELD and WL (this does not include DL)- \$129,252.50
- Consulting support for ELD, WL and DL implementation and support- \$392,744.76
- Salaries for 4 ELD/SEI/DL coaches- \$989,088.00

**\* Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers, Other Teaching Services (+2 others)

Clear

Search...

[Select All](#)/[Deselect All](#)

Administration

**Instruction Leadership**

**Classroom & Specialist Teachers**

**Other Teaching Services**

**Professional Development**

**Instructional Materials, Equip., and Tech.**

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

**\* What metrics will your district use to monitor progress in this EBP?**

The following metrics come directly from our strategic plan, priority #1: Elevating Learning

- All grades/all subjects achieve >60 SGP on MCAS (with a specific focus on multilingual learners)
- 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) (with a specific focus on multilingual learners)
- 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% (with a specific focus on multilingual learners)
- Increase 4-year graduation rate to 88% (with a specific focus on multilingual learners)
- At least 70% of families report confidence that their child is continuing to learn and succeed in school (with a specific focus on multilingual learners)

EBP 2.4D Diverse Enrichment Opportunities

### **FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders**

EBP 3.1A Intentional Hiring Systems

EBP 3.1B Enhanced Pathways to Increase Diversity+

EBP 3.1C Educator Preparation Partnerships

### **FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways**

EBP 3.2A Inclusive School Communities

EBP 3.2B Retention Support Programs

EBP 3.2C Pathways for Professional Growth and Leadership

### **FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures**

EBP 3.3A Resource Allocation Aligned to Student Success

EBP 3.3B Support for Effective Team Practices

**\* Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**

- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

**Support for Effective Team Practices:** Midway through 2023-24, SPS committed to developing teacher and leader capacity for data-informed instruction (DII). All school and district leaders have been trained to use common See It, Name It, Do It protocols including our instructional coach cadre. Principals and coaches are working with grade level teams during common planning time to leverage these tools to guide data-informed instruction. Around this work, we have built a system that includes:

- District common assessments in math and literacy for K-Gr. 10. These include linguistically amplified versions for MLs at WIDA reading level 1 or 2 so they are able to access the assessments.
- Published reports that show trends across grade levels in reference to standards, questions and subgroups.
- Three-times/year district analysis and action planning sessions where school leaders and their coaching teams are drilling down into the data to identify points of celebration and opportunities for improvement.
- Elevation of best practices from our own schools that show creative data informed practices that are having an impact on student outcomes.
- Principal coaching from the Superintendent and Deputy Superintendent specifically on the facilitation of CPT/grade-level data meetings and targeted reteaches.

**\* Which schools will be impacted by these efforts (answer can be district-wide)?**

The impact will be districtwide

\$  **\* What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

**\* Describe the anticipated allocation of funds to this EBP in more detail.**

- Licenses for Atlas, MyIGDI, STAR, Pear (Edulastic)- \$318,360.00
- Consulting support- \$318,360.00
- Stipends for coaches- \$90,000.00

**\* Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Other Teaching Services, Professional Development (+1 other)

Clear

Search...

Select All/ Deselect All

Administration

Instruction Leadership

**Classroom & Specialist Teachers**

**Other Teaching Services**

**Professional Development**

**Instructional Materials, Equip., and Tech.**

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

**\* What metrics will your district use to monitor progress in this EBP?**

The following metrics come directly from our strategic plan, priority #1: Elevating Learning

- All grades/all subjects achieve >60 SGP on MCAS (with a specific focus on students with disabilities and multilingual learners)
- 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) (with a specific focus on students with disabilities and multilingual learners)
- 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% (with a specific focus on students with disabilities and multilingual learners)
- Increase 4-year graduation rate to 88% (with a specific focus on students with disabilities and multilingual learners)
- At least 70% of families report confidence that their child is continuing to learn and succeed in school (with a specific focus on the parents of students with disabilities and multilingual learners)

EBP 3.3C Collaborative Labor-Management Partnerships