

Summative Review of Superintendent’s Annual Plan 2026

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

Reflections on Student Learning Goal	Evidence
<p>Student Learning Goal <i>To develop and monitor the progress of an explicit early literacy strategy (K-3) that supports evidence-based, culturally and linguistically sustaining practices to achieve improved rates of literacy proficiency. This must be inclusive of strong tier one instruction that is accompanied by a robust multi-tiered system of support (MTSS).</i></p> <p>Summary of Steps Taken Below:</p> <ul style="list-style-type: none"> ● The New Teacher Project (TNTP) developed asynchronous modules focused on teaching teachers how to deliver efficient and quality foundational reading instruction using the Enhanced Core Reading Instruction (ECRI) routines that we purchased for all schools. ● Our team observed 80+ classrooms with TNTP, principals, and coaches in two rounds of walkthroughs so far this year to monitor implementation, celebrate success and identify gaps. Observational evidence of strong growth between the first two walkthroughs can be seen below: <ul style="list-style-type: none"> ○ Inclusive Student Experience: Does this lesson recognize, center, and affirm diverse identities, perspectives, and experiences? <ul style="list-style-type: none"> ■ Checkpoint 1: 48% Yes or Mostly ■ Checkpoint 2: 77% Yes or Mostly ○ High-Quality Text: Is the lesson focused on a high-quality text(s)? <ul style="list-style-type: none"> ■ Checkpoint 1: 100% Yes or Mostly; 29% Yes ■ Checkpoint 2: 100% Yes or Mostly; 88% Yes ○ Student Ownership: Are all students responsible for doing the thinking in this classroom? 	<ul style="list-style-type: none"> • Agendas from professional learning for paraprofessionals, teachers and school leaders. <ul style="list-style-type: none"> ○ <u>Slide deck from Bentley’s November Professional Development session</u> ○ <u>January Professional Development Session Outline</u> ○ <u>Asynchronous Modules</u> to support Foundational Skills instruction <ul style="list-style-type: none"> • <u>Dual Language Modules</u> ○ <u>December Principal’s Huddle slide deck</u> ○ <u>February’s Literacy Coaches Meeting slide deck</u> • Instructional coaching plans designed to provide support to educators. <ul style="list-style-type: none"> ○ <u>ECRI Internalization Meeting template</u> • School and department improvement plans including

<ul style="list-style-type: none"> ■ Checkpoint 1: 14% Yes or Mostly ■ Checkpoint 2: 29% Yes or Mostly ● TNTP reviewed elementary school improvement plans focusing specifically on the foundational reading actions and provided feedback for revision. ● During monthly literacy coach job-like meetings, coaches reflect on the data from walkthroughs and plan coaching cycles with teachers to address gaps in practice. ● We are about to start a landscape analysis of tier 2 literacy supports across all elementary schools that will inform shifts in structures and practice for next year. ● We contracted TNTP to develop specific materials for our dual language (DL) school to support the teaching of Spanish literacy. ● The PD was differentiated to meet the needs of our educators. For example, PD was developed specifically for Bentley to customize the content for a DL context. ● Contracted with TNTP to develop and facilitate two half day professional development sessions aligned to the Massachusetts Department of Elementary and Secondary’s Early Literacy Observation Tool. ● Launched monthly virtual elementary principal huddles as a way to keep principals informed on key early literacy priorities and plan for school-based next steps. 	<p>data on progress toward meeting school and department goals.</p> <ul style="list-style-type: none"> ○ <u>Example of SIP</u> that includes action steps to drive Early Literacy improvement
Student Learning Goal: Strong Progress	

<p>Professional Growth Goal <i>To develop a more intentional plan and map for attracting, growing and developing excellent, committed educators who reflect the values and diversity of the community.</i></p>	
Reflections on Professional Growth Goal	Evidence
<p>Summary of Steps Taken Below:</p> <ul style="list-style-type: none"> ● We have two significant grants that are driving 	<ul style="list-style-type: none"> ● This report includes the full time equivalent (FTE) and percentage of educators by race/ethnicity and

<p>our work in this area.</p> <p><i>RTAP (Registered Teacher Apprenticeship Program):</i> The Registered Teacher Apprenticeship Program (RTAP) is a job-embedded pathway to an initial license in Massachusetts. Authorized through the MA Division of Apprentice Standards and coordinated by the MA Department of Elementary & Secondary Education (DESE), registered teacher apprentices are paid employees who earn while they learn, completing approved coursework with an Educator Preparation Provider (EPP) while gaining supervised, in-class experience. The program is designed to expand access for aspiring educators and to strengthen local pipelines for hard-to-staff roles. In Salem’s case, we are collaborating with the Salem Teachers Union to support 3 paraprofessionals who are working with mentor teachers and taking classes at Salem State to obtain their special education certification.</p> <ul style="list-style-type: none">○ Through the RTAP funding, we have been able to hire a new Pathways Teaching Coordinator who is launching a steering committee to plan a pipeline summit and to develop a strategic plan.○ <i>TDEP (Transforming Diverse Educator Pathways):</i> We received \$73,000 from DESE that supports:<ul style="list-style-type: none">■ Improving our teacher pathways data system (we are developing a data dashboard for the teacher pathways work)■ Expanding and strengthening teacher pathways (supports some diversity recruitment, building out a parent-to-para pathway, and holding teacher pathways summit	<p>gender across the State. The information is as of October 1st of the school year selected (2025-26). The dropdowns can be used to view data by different categories. While we have not hit our strategic goals as of yet, we have made substantial progress as noted below:</p> <ul style="list-style-type: none">○ In the 20-21 school year, 10.8% of our overall staff were people of color. Today, 22.7% of our staff are people of color.○ In the 20-21 school year, 5.7% of our teachers were people of color. Today, 17.1% of our teachers are people of color. <ul style="list-style-type: none">● Please find the presentation shared with the School Committee on January 5, 2026.● Please see the informational flyer for our paraprofessional to teacher program with Middlesex Community College.● Please see invitation and information about our BILPOC (Black, Indigenous, Latinx, and/or People of Color) Affinity Group here.
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- Expanding international teacher pathways/diversification - supports the next round of recruiting teachers from the Dominican Republic (DR) and supports the DR cultural exchange trip/expenses
- We continue to strengthen our Grow Your Own pathway for current SPS students through our early college designation with Salem State that is focused on education. We are currently exploring how to leverage a significant donation to defer the cost of tuition for Salem High graduates who are interested in pursuing teaching.
- We established a new pathway with Middlesex Community College and the Smith Family Foundation. This pathway is designed for paraprofessionals who are interested in earning their degree in Elementary Education and taking the next step toward becoming a teacher.
- We have established a partnership with the Dominican Republic's Ministry of Education. We have 2 teachers from the DR here at Bentley on J1 visas (they are doing great!!). In April, another Salem team will be visiting the island to recruit educators. We plan to continue strengthening the partnership by providing coaching, professional learning, and technical support related to the country's approach to special education services.
- Our BILPOC (Black, Indigenous, Latinx, and People of Color) affinity group continues to meet monthly with growing engagement. This group fosters a sense of belonging, provides opportunities for personal and professional growth, and offers a platform for participants' voices to influence and enhance organizational culture. They also provide emotional support, help navigate challenges related to systemic inequities, and

<p>strengthen networks that promote equity, inclusion, and advocacy within the broader community.</p> <ul style="list-style-type: none"> • We are in the process of supporting two leaders of color to engage in the Lynch Leadership Academy to strengthen the bench of prospective school leaders of color who have the skillset to substantively transform the student experience in SPS schools. 	
Professional Growth Goal: Some Progress	

<p>District Goal <i>To fully implement and report on the district's progress toward its strategic priorities, initiatives and goals.</i></p>	
Reflections on District Goal	Evidence
<p>The strategic plan continues to drive our improvement efforts in the Salem Public Schools. This plan remains an important framework for our decision-making. It informed our approach to the budget process, school reconfiguration, contract negotiations, and policy decisions. By grounding our work in shared values and priorities, it helps ensure we are thoughtful and strategic in how we allocate people, time, and resources.</p> <p>This year most of my efforts to engage the community regarding the strategic plan have centered around the high school building project and elementary reconfiguration. I have presented to PTOs, school faculty, neighborhood groups, the City Council, Latino Leadership Coalition, Salem State, Church groups, Salem Partnership, at the Senior Center and at a variety of community events throughout the city. We hosted multiple forums and conversations around the elementary redesign process that was accessible to all families in Salem.</p> <p>Once again this year, both individual schools and district departments participated in step backs to review midcourse (January/February) what was working, what was not, and to adjust their approach accordingly. This serves to directly inform the FY26 budget process, ensuring that resources are used thoughtfully given fiscal constraints.</p>	<ul style="list-style-type: none"> • Strategic Plan • Copies of our school-based, and district-based improvement plans <ul style="list-style-type: none"> o These plans show the alignment between school and district improvement plans and the district's strategic plan. • DIP and SIP step back Guidance Part I and Guidance Part II <ul style="list-style-type: none"> o Midcourse reviews to assess what is working, what is not, and to adjust the approach accordingly (see Collins as an example). • 2026 Strategic Plan Monitoring (quarterly) • Innovation Committee Documents <ul style="list-style-type: none"> o SPS Innovation Advisory Committee Overview o Proposal to Read Trust • College and Career Updates

Salem Public Schools has begun a new strategic planning process to build on the district’s current plan, which runs through August 2026. This effort reflects our commitment to rethinking education in ways that challenge traditional approaches and more directly address long-standing inequities in student outcomes.

The SPS Innovation Advisory Committee (SIAC) is serving an important role during this phase of the work. The committee is currently participating in shared learning to build a common understanding of what innovation should look like for Salem Public Schools across the district. At the same time, (SIAC) is helping to shape and support meaningful stakeholder engagement efforts that will inform both the district’s next strategic plan and its innovation priorities.

As part of this work, the committee is reviewing and reflecting on community feedback gathered through several channels, including a collaboratively developed survey, an open “Design Day,” and targeted focus groups. Through these efforts, Salem Public Schools is working not only to adapt to change but also to lead it—creating a more equitable, engaging, and forward-looking learning environment for all students.

This year, an action and goal were added to focus on implementing the priorities identified in Attuned’s analysis of our high school college and career preparation efforts. To date, I have received two updates (found in the adjacent column) outlining progress toward the goals identified in the Attuned report. While progress has been made, continued work is needed to ensure that all of our students are competitive with their peers across the Commonwealth. All students should have a genuine opportunity to attend a two-year or four-year college and/or enter the workforce.

- [SC presentation- October 2025](#)
- [Mid-year Update- February 2026](#)

District Goal: Progress