

# Sarah Parker Remond Elementary School Prospectus

**Proposed Name:** Sarah Parker Remond Elementary School

**District:** Salem

**Type:** Merger of two existing schools

**Grades:** K–5

**Proposed Opening:** August 2026

## I. Executive Summary

On December 15, 2025, the Salem School Committee approved, via a majority vote, the merging of two elementary schools. This move was partially to achieve some efficiencies as the district is operating 4 elementary schools with fewer than 300 students, but also it was a strategic measure intended to help address a forecasted budget deficit in the FY27 school district's operating budget. Connected to this, the Committee wished to concentrate resources for students as much as possible, rather than splitting them, and the larger resulting school is an opportunity to do so. As a result, the Carlton Innovation School and the Saltonstall Elementary School will merge and operate as one school starting July 1, 2026. The School Committee engaged the community in offering names for the newly merged school and voted at their January 26, 2026 meeting to officially rename the school the Sarah Parker Remond Elementary School. The merged school will have a new DESE code, will be located at 211 Lafayette Street (the current Saltonstall Elementary School location) and be led by Principal Bethann Jellison (current Saltonstall Principal) and Associate Principal Lauren Weaver (current Calton Principal).

By merging two schools with fewer than 300 students into one larger school, the schedule can more efficiently utilize shared staff, such as math specialists and coaches. Larger elementary schools offer greater instructional consistency, expanded student supports, and more sustainable programs through increased staffing and collaboration. Multiple teachers per grade level strengthen professional learning, reduce isolation, and ensure more equitable learning experiences for students. The scale of a larger school also allows resources to be used more efficiently while supporting both veteran and developing educators.

The new school is situated in the Point neighborhood, often referred to as “El Punto”, which is one of the city's most historically rich, culturally vibrant, and evolving residential areas. This area has easy walking access to the waterfront, is home for LatinX and immigrant communities, especially those from Dominican and Puerto Rican heritage, is where the Punto Urban Art Museum is located, and is proximal to downtown Salem's museums, parks, and nautical and historic sites. Because of these vast local resources, this location presents exciting opportunities for community-based learning, something that will be further explored later in this Prospectus.

Both Calton and Saltonstall schools have current practices that will help shape and inform the development of a new and forward thinking innovation plan for the merged school. Carlton Elementary School has been an innovation school since 2012. The inception of the Carlton innovation plan positioned the school at the forefront of instructional reform at a time when the district was lagging behind having structures in place to support quality teaching and learning. Core to the Carlton innovation plan, and central to their instructional practice for the past decade, have been the following structural elements:

- ***A continuous progress model*** that is grounded in use of assessment to determine student need,
- ***Flexible groupings*** that enable students to experience instruction and supports that are tailored to identified strengths and areas of need,
- ***Trimester transitions*** that aim to match students with standards for which they are ready to learn and allow some students to access beyond grade-level standards,
- ***Multi-age cohorts*** designed to encourage a strong community of collaboration,
- ***Creative use of staffing*** that supports delivery of the school's innovative instructional model, and
- ***Rolling Kindergarten entry*** which allows students to enroll as soon as they turn 5.

Over the past decade, the Salem Public Schools has made significant progress in establishing research-based practices that the Saltonstall Elementary School has embraced and embedded in their practice, such as:

- Use of ***high quality instructional materials (HQIM)*** as a tool for teachers as they plan instruction,
- ***Frequent use of assessments*** such as interim, end of unit, curriculum-based measures (CBMs) and exit tickets to gauge the status of student learning and inform instruction,
- ***Flexible use of staffing*** to support interventions and high-dosage tutoring,
- ***Lesson internalization and academic monitoring practices*** that support teachers to hone in on learning targets and provide students with frequent feedback on their progress toward learning prioritized content/skills, and
- Commitment to an ***instructional coaching model*** that supports professional growth through in-class modeling, co-monitoring, data meetings, lesson internalization and academic monitoring.
- ***Frequent, structured data-informed common planning*** time where teachers collaborate on next steps based on what they know about students strengths and needs.

Once the Carlton and Saltonstall schools are merged, the combined school will become the largest elementary school in the district serving approximately 488 students. Combined the school will serve a high need population of students: 54.3% low income, 20% multilingual learners and 24% students with disabilities. The merger of these two schools presents the Salem

community with a tremendous opportunity to take the best-practices from both schools and meld them into a forward-thinking vision and mission for the new school. The goal is to create a more inclusive, flexible learning environment that responds to diverse student needs, fosters creativity and collaboration, and prepares learners with the academic, social, and real-world skills required for a rapidly changing future.

In order to accomplish this, the Sarah Parker Remond Elementary School plans to exercise the following autonomies:

1. **Curriculum & Assessment**–The school will identify curriculum and assessment tools that best meet students’ learning needs through educator-informed reviews of materials. In some cases, the school may choose to use district HQIM and assessments but would like to have the freedom to choose otherwise as the school sees fit.
2. **Staffing**–The school would like to retain the autonomy to use staff flexibly and in creative ways (e.g. trade one position for another such as exchanging a math coach position for a math specialist) in order to best meet student needs.
3. **Budget**–The school expects to be funded comparably to other schools in the district at the same grade span and retains the right to manage use of its funds in a manner that will best serve students (e.g. moving funds to support community-embedded learning immersions).
4. **School Calendar**–The school expects to have the freedom to set its own calendar so that PD days and start and end dates support elements of the innovation plan such as student-led conferences and learning immersions. Teachers will vote on the calendar annually.
5. **Professional Development**–The school retains the right to plan its own professional development activities in order to support teacher development in areas aligned to the specific needs of the student population and will opt into district PD when it aligns to the school’s mission and vision.

*About our namesake: Born 200 years ago this June, in Salem in 1826, she was an internationally renowned abolitionist and is a standout figure in Salem’s history. She advocated for enslaved Africans before, and newly freed people after, the U.S. Civil War. A staunch activist who gave her first public address against slavery at age 16, Sarah Parker Remond is the first woman and person of color to be recognized with a school name in Salem.*

This prospectus includes current concepts for the academic program and for necessary autonomies. We expect that further developments, and possibly some tweaks to the requested autonomies, will be developed as the prospectus evolves into the final innovation plan for adoption.

## **II. Strategic Change Chart**

The Sarah Parker Remond school is formed from the merger of two longstanding elementary schools in Salem, the Carlton and Saltonstall Schools. The applicant team, including staff and stakeholders from both schools, as well as from the Salem Public Schools district, seeks to bring together the two communities and give them a chance to contribute the strengths and traditions of the two schools into a brand new one. To this end, the team has developed a design centered on three central concepts:

1. Continuous progress through a new “Core + More” approach
2. Community-embedded learning experiences connected to academics
3. Multi-age experiences for students that are thoughtfully crafted

These concepts are outlined below.

#### *What is the “Core + More” Concept?*

The overall idea for our academic program is to establish a strong foundation for all of our students, with supplemental individual resources. In other words, the “Core” is a strong base of teaching and content, using the best materials (called “High-Quality Instructional Materials”) that challenge all students so that they can meet grade level learning standards. A “mastery-based” approach is central to this method, which is a way of teaching that is organized around students’ demonstration of concepts in depth, focusing specifically and rigorously on individual topics and skills until they are internalized and students feel fluent with them.

We also plan to intentionally design our schedule, select materials, and modernize our grading approaches so that students always have the chance to stretch their knowledge and skills, in areas where they are ready to go beyond the Core. The “More” part is the chance for students to get individually-tuned academic work and support that is supplemental and personally relevant. To honor each child’s readiness and ensure consistent progress for all students, we envision this extra component occurring during a Continuous Improvement block that is set aside in the schedule. Teachers will use diagnostic data and individual or small-group instruction to ensure that students get what they need out of that time, be it acceleration or support in areas where they may be struggling. Carefully curated technology-enhanced resources will support teachers’ ability to differentiate and customize instruction during the Continuous Improvement block.

The Sarah Parker Remond School will have the chance to lead Salem Public Schools in this approach, and the district will support the learning of educators as they build the new model.

#### *What do we mean by “Community-Embedded” learning experiences?*

The resource-rich location of the Sarah Parker Remond School provides unmatched opportunities for students to connect their learning to the physical space and history of Salem and beyond. Students across grade levels will have extended learning experiences in the

community that give them a chance for engagement in relevant, real-world problems that require them to combine building and applying both knowledge and skills, reinforced by reflection.

Community-embedded learning is always intended to be an academic experience: it’s not just a field trip, it’s a field trip connected to either historical research, mathematical problem-solving, or scientific data gathering...maybe even gathering plant specimens.

*What is the vision for multi-age experiences?*

We believe that multi-age experiences develop important social emotional competencies like empathy and self-awareness that students will carry with them after their time at Sarah Parker Remond School. The feeling of inclusivity and “being known” can be supported through structured multi-age activities, like community circles, mentoring programs, buddy classrooms, community meetings and celebrations, and more. At Sarah Parker Remond School, this kind of experience will be part of the plan, not an occasional add-on.

These ideas grow out of elements that are currently established or under development at the two merging schools. The strategic change that must be facilitated for the new school is a combination of developing these ideas and converting existing practices.

Key areas of strategic change are emphasized in the table below.

<b>Current Practice</b>	<b>Proposed Change in Practice</b>	<b>Expected impact on student Achievement</b>
<p><b>Inconsistent use of and access to high quality instructional materials.</b>            Example: Carlton uses Howard County math curriculum for which there is no current, reliable independent review that it meets quality criteria and/or aligns to MA state curriculum frameworks.</p>	<p><b>Use of grade-level HQIM</b>–Inclusive instruction paired with content that poses meaningful real-world problems will form the core of academic content blocks. Teachers will personalize instruction within grade-level cohorts and teachers will regroup based on data across the grade-level and within the classroom. Instruction in all content areas will be supported by high quality instructional materials and technology that are aligned to</p>	<p>High-quality instructional materials support stronger student achievement by aligning teaching to standards, deepening understanding through coherent lessons, reducing gaps in rigor across classrooms, and enabling teachers to focus more on effective instruction rather than curriculum creation. HQIM establish a strong instructional foundation that empowers experienced teachers to adapt and enrich</p>

	a rigorous interpretation of the state standards so that all students are challenged and supported.	instruction while providing structure, clarity, and confidence for new or developing educators.
<p><b>Continuous Progress Model</b>—By definition the continuous progress model is a practice of using data to inform instruction so that it is matched to student needs. Both schools implement this practice. Carlton’s continuous progress model also included trimester transitions that some students, but not all, experience.</p>	<p><b>Core + More Program</b>—Meeting the unique needs of every child is a cornerstone of the innovation model. The school will schedule time during the day when students will have access to acceleration and/or gap closing instruction. This structure is an enhancement of Carlton’s continuous progress model, allowing students to engage in advanced or targeted learning aligned to their strengths, aspirations and needs. This instructional block will be fluid, technology-enabled, not-time bound, data informed and grounded in a deep knowledge of the student’s strengths and needs.</p>	<p>We expect accelerated learning outcomes as a result of more equitable access to grade-level standards, advanced standards and/or gap-closing interventions whichever the data points to the student needing the most at any given time.</p>
<p><b>Diagnostic Instruction</b> – Both Carlton and Saltonstall schools employ data-informed practices and will continue to do so in the new innovation plan.</p>	<p><b>Diagnostic Instruction</b> – In addition to knowing children’s interests, hopes and dreams, teachers will employ a responsive teaching approach in which educators continuously assess students’ understanding, skills, and misconceptions in order to identify specific learning needs and adjust instruction in real time so that instruction is just right. Rather than relying solely on end-of-unit</p>	<p>Data-informed practices improve student outcomes because they help educators make <i>better, more targeted decisions</i> instead of relying on guesswork or one-size-fits-all approaches.</p>

	<p>assessments, diagnostic instruction uses frequent, low-stakes checks for understanding—such as observations, student work, conferences, and formative assessments—to determine <i>what each student knows, what they are ready to learn next, and where targeted support or enrichment is needed.</i></p>	
<p><b>Multi-age groupings</b>—Carlton employs limited use of multi-age groupings and Saltonstall used to but no longer does.</p>	<p><b>Multi-age experiences</b> – The feeling of inclusivity and “being known” can be achieved through structured multi-age interactions such as community circles, mentoring programs, buddy classrooms, community meetings and celebrations, SEL block, etc.</p>	<p>Strategic use of multi-age experiences can improve student achievement by promoting peer learning and mentoring, strengthening relationships over time, and increasing engagement and confidence for both younger and older students.</p>
<p><b>Field trips</b>—Both schools offer field trips but most of the learning is classroom-bound.</p>	<p><b>Community-embedded learning</b> –The resource-rich location of the Sarah Remond School provides unmatched opportunities for students to connect their learning to a rich sense of place and history in Salem and beyond. Students across grade levels will be provided with extended learning immersions that facilitate engagement in authentic, real-world tasks that require the application of knowledge, skill-building and reflection.</p>	<p>Learning immersions can improve student achievement by deepening understanding through real-world application, increasing engagement and motivation, strengthening retention of content, and helping students make meaningful connections between academic concepts and authentic experiences.</p>
<p><b>Social Emotional Learning</b>—Both Carlton and</p>	<p><b>Student-led Conferences</b>—Expand transition meetings so</p>	<p>Engaging students in ongoing cycles of reflection, goal</p>

<p>Saltonstall currently deliver social emotional learning lessons but they do not use the same tools.</p>	<p>that all students and their families experience two touchpoints a year. These conferences will empower all students to communicate their goals, identities, strengths, and areas of growth to their caregivers and will empower educators to cultivate this level of reflection in their students in an ongoing way.</p>	<p>setting, and action planning improves achievement by building ownership of learning, increasing motivation and self-regulation, and helping students continuously adjust strategies to meet clear academic goals.</p>
<p><b>Rolling Kindergarten enrollment</b>–Carlton uses this strategy, but Saltonstall does not.</p>	<p><b>No rolling Kindergarten enrollment</b>–The district has greatly expanded access to free, full-day PreK so the structure of the rolling kindergarten admissions is no longer needed. The current model privileges the families who have the socio-economic means to keep their child home until later in the year or the flexibility to change a child's program mid-school year.</p>	<p>More equitable access to high-quality PreK positively impacts student achievement by giving children early exposure to language, literacy, math, and social-emotional skills, narrowing achievement gaps, and building a strong foundation for success in kindergarten and beyond.</p>
<p><b>Panorama survey 1x/year</b>–Students at Carlton and Saltonstall are provided the opportunity to provide feedback once a year using a formal survey.</p>	<p><b>Commitment to multiple forms of qualitative and quantitative feedback collected throughout the school year</b>– Students will be provided the opportunity to give feedback after key moments (e.g. following a learning immersion). Additionally students will participate in weekly pulse-check surveys (e.g. brief 3-5 question surveys).</p>	<p>Regular opportunities for student feedback improve achievement by helping students understand their strengths and areas for growth and guiding them to adjust habits.</p>

	<p>This data will be shared back with students regularly during SEL blocks to highlight areas they are improving, and more importantly, to bring students into the continuous improvement conversation.</p>	
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### III. Public Statement

The **Sarah Parker Remond Elementary School** is a newly merged school in **Salem**, serving a projected enrollment of approximately **488 students** in grades **K–5**. Located at **211 Lafayette Street** in the culturally vibrant Point neighborhood, the school integrates the best practices of the former Carlton and Saltonstall schools. By utilizing our **Core + More approach, community-embedded learning experiences, and multi-age experiences**, we foster an inclusive environment that prioritizes development of the whole child. Our mission is to prepare diverse learners with the academic and enduring skills necessary for a rapidly changing future.

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

- A. **Vision Statement** – To be a forward-thinking, inclusive learning community that empowers diverse learners to navigate a rapidly changing future with creativity, collaboration, and confidence. By rooting our education in the cultural vibrancy of "El Punto" and leveraging community-based learning, we envision a school where every student takes ownership of their academic and social growth.
  
- B. **Mission Statement** – The Sarah Parker Remond Elementary School provides a flexible and responsive environment tailored to the unique strengths of every student. We achieve this by:
  - **Melding proven practices** from the Carlton and Saltonstall schools, including high-quality instructional materials and continuous progress monitoring.
  - **Implementing personalized learning pathways** to ensure equitable access to accelerations and intervention.
  - **Fostering student agency** through consistent cycles of reflection, goal setting, and student-led conferences.

- **Engaging in immersive, real-world learning** that connects our curriculum directly to the rich historical and artistic resources of the Salem community.

**C. Statement of Need** – The establishment of the Sarah Parker Remond Elementary School as an innovation school is central to our planned educational model.

**1. Serving a High-Need Population** – The newly merged school will serve a student body with significant diverse needs including the language-based and learning skills specialized programs.

- **54.3%** of students are identified as low-income.
- **24%** are students with disabilities.
- **20%** are multilingual learners.

An innovation status is essential to provide the **flexibility and autonomy** required to tailor instruction, staffing, and budgeting to support these specific demographic groups effectively.

**2. Building Instructional Practices** – Prior to the merger, the two schools operated under different instructional philosophies. Carlton utilized a "continuous progress model" and "rolling Kindergarten entry," while Saltonstall focused on "high-quality instructional materials (HQIM)" and a "coaching model". There is a critical need for a formal innovation plan to:

- **Standardize HQIM** across all classrooms to reduce gaps in rigor.
- **Evolve the continuous progress model** into the “Core + More” approach that utilizes data-driven technology and small-group instruction and expands access.
- **Shift from classroom-bound learning** to community-based "learning immersions" that leverage the school's location in the historically rich Point neighborhood.

**3. Need for Autonomy** – To achieve these goals, the school requires autonomies not typically granted to traditional schools, specifically in **Curriculum & Assessment, Staffing, and School Calendar**. These freedoms will allow the school to move funds to support field immersions, trade staffing positions to meet immediate student needs (e.g., math specialists), and design professional development that aligns strictly with the school’s unique mission.

## V. How will Autonomy and Flexibility Be Used To Improve School Performance and Student Achievement?

### A. Curriculum, Instruction, and Assessment

The school will feature **community-based learning experiences**. Leveraging its location in "El Punto," the school will implement **learning immersions**—carefully planned, real-world experiences that are tightly aligned to the curriculum and include preparation and reflection. These immersions shift learning from being classroom-bound to being active and authentic. The school will prioritize a balance between district-supported structures and school-level flexibility:

- **Curriculum:** The school will transition to a shared set of grade-level high quality instructional materials (HQIM) to ensure alignment with standards and reduce gaps in rigor. While the school may use district HQIM, it retains the autonomy to choose different tools if they better meet student needs.
- **Instructional Methods:** Instruction will be delivered through grade-level content using high quality instructional materials and supported by small group instruction as needed and through differentiated instruction. The Continuous Learning block will meet several times a week where all students access gap-closing or accelerated instruction through tech-enabled experiences and small-group sessions with qualified adults.
- **Assessments:** The school will use frequent assessments, including interim assessments, curriculum-based measures (CBMs), and exit tickets. A unique feature is the use of qualitative feedback, including weekly "pulse-check" surveys and student-led conferences, to involve students in the continuous improvement conversation.
- **Coaching Model:** An instructional coaching model, including a full-time math and literacy coach, will support teachers through in-class modeling and co-facilitation of regular data meetings and lesson internalization.
- **Collaborative Data Review:** Weekly "pulse-check" survey data and academic assessments will be reviewed by staff during regular data meetings.

### B. Rationale for Schedule and Calendar Autonomy

To achieve the mission of the Sarah Parker Remond Elementary School, the school will exercise autonomy over its calendar and schedule to prioritize access to the **Core** instruction and HQIM, as well as the **More** component of individualized resources, alongside **community-based learning experiences**. These changes are designed to move away from rigid, classroom-bound structures toward a more responsive and immersive educational model. The proposed calendar and schedule are necessary to:

- **Support Innovation Plan Elements:** Freedom from the standard district calendar allows the school to align the calendar with the specific needs of the merger and new instructional models.
- **Enable Learning Immersions:** Flexible scheduling is required to facilitate "learning immersions"—off-site, real-world learning experiences in the Point neighborhood, downtown Salem and beyond that require more time than a standard class period allows.
- **Foster Student Ownership:** Dedicated time within the schedule is needed for regular cycles of reflection, goal setting, and student-led conferences.
- **Continuous Improvement Block:** The weekly schedule will feature a specific block of time occurring several times a week dedicated to gap-closing interventions or acceleration.
- **Increased Community Engagement:** The schedule will accommodate frequent community-based learning experiences aligned with the curriculum.

Working conditions at the school prioritize professional growth and teacher agency, diverging from district norms by allowing staff to vote annually on the school calendar.

### C. Staffing

To achieve its mission of preparing diverse learners for a rapidly changing future, the school requires staffing autonomy to flexibly reallocate positions, such as trading a math coach for a math specialist to provide high-dosage tutoring and interventions. This structure is led by a Principal and Associate Principal who oversee a collaborative model featuring instructional coaches and flexible specialists dedicated to supporting the school's diverse student population.

### D. Professional Development

Faculty will engage in an instructional coaching model that includes in-class modeling, lesson internalization, and co-facilitated data meetings to support the transition to shared high-quality instructional materials. Furthermore, the school retains the opportunity to design its own professional development activities, ensuring that collaborative planning time is tailored specifically to the unique demographic needs and the implementation of the Core + More approach.

Flexibilities in this area include:

- **Autonomous PD Planning:** The school retains the right to plan its own professional development activities rather than following the district-wide mandate, opting into district PD only when it aligns with the school's specific mission.
- **Instructional Coaching Model:** Collaborative coaching cycles will include in-class modeling, data meeting, co-monitoring and lesson internalization.

## **E. District Policy & Procedures**

The Sarah Parker Remond Elementary School requires autonomy from district policies to effectively merge the unique cultures of the Carlton and Saltonstall schools into a single, high-performing entity. The proposed leadership structure is led by a Principal and Associate Principal who utilize an instructional coaching model to facilitate data-driven decision-making and lesson internalization. Major policy and program decisions will involve staff through an annual vote on the school calendar, while student feedback—collected via weekly student feedback surveys and student-led conferences—will directly inform the continuous improvement of school operations.

Beyond budgetary freedom, the school will exercise flexibility, as described above, in curriculum, assessment, and enrollment policies to serve its high-need population.

## **F. Budget**

The school's primary budgetary priority is the creative and flexible use of staffing to support personalized learning pathways. Unlike traditional district schools with fixed staffing models, the Sarah Parker Remond School will exercise the autonomy to "trade" positions based on real-time student data, such as exchanging a coaching role for a math specialist to provide targeted instructional support. Additionally, the school will direct funds toward tech-enabled personalized learning experiences and a robust instructional coaching model to ensure all students receive enrichment and/or gap closing support.

We expect that during the development of the final plan from the prospectus some changes or additional requested autonomies will come into play.

## **VI. Capacity of Applicant Group**

The Sarah Parker Remond Elementary School design team is united by a strategic commitment to transform a necessary district merger into a model of educational excellence for Salem. Following the December 2025 School Committee vote to merge the Carlton and Saltonstall schools, the team developed this prospectus to synthesize Carlton's established innovation practices with Saltonstall's research-based instructional models, and then to evolve these concepts and refine them. The group is driven by the goal of creating an inclusive, flexible environment that responds to the diverse needs of the Point neighborhood. This design team has worked collaboratively to ensure that the new school preserves community-based learning while exercising the fiscal and operational autonomies necessary to sustain a high-performing institution.

The applicant team includes stakeholders from the two schools, as well as from the district central office, so that the design can be well-conceived from its inception onwards, and so that it will be supported by all. The team also is facilitating two broader groups of stakeholders across the merging schools: one is focused on this innovation plan while the other is entirely focused on the merging of two school communities, to bring them together, build shared experiences before the summer, and provide an opportunity for children to get to know each other. This demonstrates the level of thought that the group is putting into this new school development.

The proposed leadership team possesses the deep institutional knowledge and professional expertise required to manage public funds responsibly and implement this ambitious innovation plan. Principal Bethann Jellison (current Saltonstall Principal) and Associate Principal Lauren Weaver (current Carlton Principal) were selected to lead the merged school based on their proven track records of managing elementary populations and their direct experience with the specific instructional cultures being integrated. Principal Jellison brings expertise in high-quality instructional materials (HQIM) and instructional coaching models, while Associate Principal Weaver offers vast experience navigating the autonomies of an innovative school environment. Together, they demonstrate the capacity to oversee a complex budget, lead a staff of diverse specialists, and foster strong ties within the "El Punto" community, ensuring the school remains a stable, culturally vibrant cornerstone for Salem's students.

## **VII. Timetable for Development & Establishment**

The development of the Sarah Parker Remond Elementary School follows a collaborative timeline designed to integrate stakeholder input while addressing the district's urgent fiscal and operational needs. Following the Salem School Committee's approval of the merger on December 15, 2025, the district launched a community-based naming process that culminated in the official selection of the school's name in January 2026. Two stakeholder groups have been formed through an open application process: an ***Innovation Planning Team*** and a ***Transition Planning Team***. Both teams include leadership, staff and parents from both schools in addition to select district personnel.

- **Innovation Planning Team** – Is charged with informing and making recommendations for the development of the combined school's innovation plan. The goal is to have a formal innovation plan to bring to the school committee for their approval by the beginning of May 2026.
- **Transition Planning Team** – Is giving thoughtful consideration to processes that will support the transitions of the two schools into one with special attention to student supports and integration of school traditions. The goal is to have transition plans locked in and ready to implement by the end of April 2026.

The Salem Public Schools as a district and the members of these teams are collectively committed to concluding the design and gaining School Committee approval of the plan to begin operation in the 2026-2027 school year.