

Salem Public Schools School Committee

Yamily Byas
Beth Anne Cornell, Vice Chair
AJ Hoffman



Mary A. Manning
Veronica Miranda
Megan Stott

Mayor Dominick Pangallo, Chair

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and
City Ordinance Sections 2-2028 through 2-2033”

REVISED

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on May 26, 2026 at 7:00 p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA. You can also join via Zoom using the link below.

Zoom Link to participate:

<https://us06web.zoom.us/j/83327162904?pwd=emev2q8LrODA5gu8xTAmQEAUHpFBse.1>

Passcode: 801611


1. Call of Meeting to Order

1. Summary of Public Participation Policy (School Committee Policy #6409).

Read aloud: *The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Spanish interpretation is available for anyone who needs it. The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.*

2. Live Spanish Interpretation.

Spanish language interpretation is now provided for all regular School Committee meetings. To listen to this meeting with Spanish language interpretation, please see instructions below:

1. Click **Interpretation** 
2. Click **Spanish**
3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

2. Approval of Agenda

3. Public Comment

If you wish to provide a comment, you may do so by entering the Zoom meeting and clicking the raise hand feature. When it is your turn to speak, a host will announce your name and will unmute your line and allow you to speak.

4. **Approval of Consent Agenda**
 1. Approval of Minutes of the Regular School Committee Meeting held on May 11, 2026
 2. Approval of Field Trip to Providence, RI for Salem High School students on August 28-31, 2026
 3. Donations
 4. Approval of FY26 Warrants:
 1. 4/30/2026 - \$641,093.61 (Corrected)
 2. 5/7/2026 - \$405,053.84
 3. 5/14/2026 - \$384,440.18
5. **Student Representative Report**
6. **Superintendent's Report**
 1. Student Presentation on Sarah Parker Remond
 2. Innovation Plan Presentation for Sarah Parker Remond School
 3. Rescheduling the May 13th Professional Development Half Day at Collins in June
 4. Massachusetts School Building Authority (MSBA) Update
 5. Finance and Operations Report
 1. Budget Transfer Requests
7. **Subcommittee Reports**
 1. Finance Subcommittee
 2. Personnel Subcommittee
 3. Building & Grounds Subcommittee
 4. Curriculum Subcommittee
 5. Policy Subcommittee
 6. Superintendent Screening Committee
8. **Motions and Resolutions**
 1. Rescheduling the May 13th Professional Development Half Day at Collins in June
 2. Approval of Budget Transfer Requests
 3. Dissolving Superintendent Screening Committee
9. **Newsletter Items**
10. **Announcements**
11. **Adjournment**

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee and Superintendent

“Persons requiring auxiliary aids and services for effective communication such as sign language

interpreter, an assistive listening device, or print material in digital format or a reasonable modification in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978) 619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event.”

Escuelas Públicas de Salem Comité escolar

Yamily Byas
Beth Anne Cornell, Vicepresidente
Megan Stott



AJ Hoffman
Mary A. Manning
Veronica Miranda

Alcalde Dominick Pangallo, Presidente

“Conozca sus derechos en virtud de la Ley de reuniones públicas, M.G.L. c.30A § 18-25 y Secciones 2-2028 a 2-2033 de la Ordenanza Municipal”

REVISADA

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **reunión Audiencia Pública del presupuesto el lunes 26 de mayo de 2026 a las 7:00 p. m.** Esta reunión se llevará a cabo en persona en **29 Highland Ave., Rm. 227, Salem, MA.** Esta sesión también se transmitirá a través de Zoom para que el público pueda verla.

Enlace de Zoom para participar:

<https://us06web.zoom.us/j/83327162904?pwd=emev2q8LrODA5gu8xTAmQEAUHpFBse.1>

Contraseña: 801611


1. Orden del día

1. Resumen de la Política de Participación Pública (Política del Comité Escolar n° 6409).

Lectura en voz alta: Al Comité Escolar de Salem le gustaría escuchar al público sobre temas que afectan al distrito escolar y que están dentro del ámbito de las responsabilidades del Comité. Habrá interpretación al español para quien lo necesite. Los miembros del Comité Escolar desean recordar al público que los estudiantes de las Escuelas Públicas de Salem asisten regularmente a las reuniones del Comité Escolar. Animamos a todos los participantes de la reunión a modelar un discurso público respetuoso y productivo para nuestros jóvenes estudiantes.

2. Interpretación en directo al español.

Ahora se ofrece interpretación en español para todas las reuniones regulares del Comité Escolar. Para escuchar esta reunión con interpretación al español, por favor vea las instrucciones a continuación:

1. Haga clic en **Interpretation** .
2. Haga clic en **Spanish**
3. (Opcional) Para escuchar sólo el idioma interpretado, haga clic en **Mute Original Audio**.

3. Comentarios públicos

Si desea dejar un comentario, puede hacerlo entrando en la reunión de Zoom y haciendo clic en la Función de levantar la mano. Cuando le toque hablar, el moderador anunciará su nombre y le activará el micrófono y le permitirá hablar.

4. Aprobación del orden del día por consentimiento

1. Aprobación del acta de la reunión regular del Consejo Escolar celebrada el 11 de mayo de 2026
2. Aprobación de la excursión a Providence (Rhode Island) para los estudiantes de la Escuela Superior de Salem el mes de agosto Del 28 al 31 de 2026
3. Donaciones
4. Aprobación de las órdenes de pago del año fiscal 2026:
 1. 30 de abril de 2026 - \$641,093.61 (corregido)
 2. 7 de mayo de 2026 - \$405,053.84
 3. 14 de mayo de 2026 - \$384,440.18

5. Informe del representante estudiantil

6. Informe del superintendente

1. Presentación de un estudiantes sobre Sarah Parker Remond
2. Presentación del plan de innovación para la escuela Sarah Parker Remond
3. Aplazamiento a junio de la jornada de formación profesional de media jornada prevista para el 13 de mayo en Collins
4. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA)
5. Informe de finanzas y operaciones
 1. Solicitud de transferencia presupuestaria

7. Informes de las subcomites

1. Subcomité de Finanzas
2. Subcomité de Personal
3. Subcomité de Edificios y Terrenos
4. Subcomité de Plan de Estudios
5. Subcomité de Políticas
6. Comité de selección del superintendente

8. Mociones y resoluciones

1. Se traslada a junio la jornada de formación profesional de media jornada prevista para el 13 de mayo en Collins
2. Aprobación de solicitudes de transferencia presupuestaria
3. Disolución del Comité de Selección del Superintendente

9. Artículos del boletín

10. Anuncios

11. Cierre

Respetuosamente presentado por,

Shirley Dorai

Asistente ejecutivo del Comité Escolar y del Superintendente

“Las personas que necesiten ayudas y servicios auxiliares para una comunicación eficaz, como intérpretes de lengua de signos, dispositivos de ayuda auditiva, material impreso en formato digital o modificaciones

razonables en programas, servicios, políticas o actividades, pueden ponerse en contacto con el coordinador de la ADA de la ciudad de Salem en el (978) 619-5630 lo antes posible y con al menos dos días hábiles de antelación a la reunión, el programa o el evento.”

Escolas Públicas de Salem Comitê Escolar

*Yamily Byas
Beth Anne Cornell, Vice-presidente
A.J. Hoffman*



*Mary A. Manning
Verônica Miranda
Megan Stott*

Prefeito Dominick Pangallo, presidente

“Conheça seus direitos de acordo com a Lei de Reuniões Abertas, M.G.L. c.30A § 18-25 e Artigos 2-2028 a 2-2033 da Lei Municipal”

REVISADO

REUNIÃO ORDINÁRIA DO COMITÊ ESCOLAR

Fica por este meio notificado que o Comitê Escolar de Salem irá realizar uma **Reunião Ordinária do Comitê Escolar em 26 de maio de 2026, às 19h**. Esta reunião será realizada presencialmente no endereço 29 Highland Ave., sala 227, Salem, MA. Você também pode participar via Zoom através do link abaixo.

Link do Zoom para participar:

<https://us06web.zoom.us/j/83327162904?pwd=emev2q8LrODA5gu8xTAMQEAUHpFBse.1>

Senha: 801611


1. Abertura da sessão

1. Resumo da Política de Participação Pública (Política nº 6409 do Comitê Escolar).

Ler em voz alta: O Comitê Escolar de Salem gostaria de ouvir a opinião do público sobre assuntos que afetam o distrito escolar e que estejam dentro do escopo das responsabilidades do Comitê. Há interpretação em espanhol disponível para quem precisar. Os membros do Conselho Escolar gostariam de lembrar ao público que os alunos da rede pública de Salem comparecem regularmente às reuniões do Conselho. Encorajamos todos os participantes a demonstrarem um diálogo público respeitoso e produtivo para nossos jovens alunos.

2. Interpretação simultânea em espanhol.

Agora, há interpretação em espanhol disponível para todas as reuniões regulares do Conselho Escolar. Para ouvir esta reunião com interpretação em espanhol, consulte as instruções abaixo:

1. Clique em **Interpretação** 
2. Clique em **Espanhol**
3. (Opcional) Para ouvir apenas a interpretação, clique em **silenciar áudio original**.

2. Aprovação da pauta

3. Comentário público

Se desejar fazer um comentário, você pode fazê-lo entrando na reunião do Zoom e clicando no ícone de levantar a mão. Quando for sua vez de falar, o apresentador anunciará seu nome e ativará o seu microfone.

4. Aprovação da pauta de consenso

1. Aprovação da Ata da Reunião Ordinária do Conselho Escolar realizada em 11 de maio de 2026.
2. Aprovação da excursão escolar a Providence, Rhode Island, para os alunos da Salem High School de 28-31 de agosto de 2026
3. Doações
4. Aprovação dos Mandatos de Compra do Ano Fiscal de 2026:
 1. 30-abr-2026 - \$ 641.093,61 (Corrigido)
 2. 07-mai-2026 - \$ 405.053,84
 3. 14-mai-2026 - \$ 384.440,18

5. Relatório do Representante Estudantil

6. Relatório do Superintendente

1. Apresentação de estudante sobre Sarah Parker Remond
2. Apresentação do Plano de Inovação para a Escola Sarah Parker Remond
3. Remarcação do evento de meio dia de desenvolvimento profissional de 13 de maio na Collins para junho.
4. Atualização da Autoridade de Construção Escolar de Massachusetts (MSBA)
5. Relatório de Finanças e Operações
 1. Solicitação de Transferência Orçamentária

7. Relatórios das Subcomissões

1. Subcomissão de Finanças
2. Subcomissão de Pessoal
3. Subcomissão de Edifícios e Terrenos
4. Subcomissão Curricular
5. Subcomissão de Políticas
6. Comissão de Seleção do Superintendente

8. Moções e resoluções

1. Remarcação do evento de meio dia de desenvolvimento profissional de 13 de maio na Collins para junho
2. Aprovação de Solicitações de Transferência Orçamentária
3. Comitê de Seleção do Superintendente — Dissolução

9. Itens da newsletter

10. Anúncios

11. Adiamento

Respeitosamente apresentado por,

Shirley Dorai

Assistente Executivo do Comitê Escolar e do Superintendente

“Pessoas que necessitem de auxílios e serviços auxiliares para uma comunicação eficaz, tais como intérprete de língua gestual, dispositivo de audição assistida ou material impresso em formato digital, ou ainda de uma

adaptação razoável em programas, serviços, políticas ou atividades, podem contactar o Coordenador da ADA da Cidade de Salem através do número (978) 619-5630 o mais brevemente possível e, pelo menos, com 2 dias úteis de antecedência da reunião, programa ou evento.”

**Minutes of the Regular Session
of the Salem School Committee
Monday, May 11, 2026
Hybrid Meeting**

Members Present: Mayor Pangallo, Yamily Byas, AJ Hoffman, Mary Manning and Veronica Miranda

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Carbone and Assistant Superintendent Pauley

Members Absent: Vice Chair Cornell and Meg Stott

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 7:00 pm and informed the public that the docket contains the public participation procedure and how to access Spanish interpretation.

A moment of silence was held for Massachusetts State Trooper Kevin Trainor who graduated from Salem High School in 2013 and tragically lost his life in the line of duty on May 6, 2026.

Approval of Agenda

Member Miranda made a motion to approve the agenda. Member Byas seconded and it was so VOTED. Motion passed unanimously.

Member Miranda made a motion to take out of order the student recognitions and presentations. Member Hoffman seconded and it was so VOTED. Motion passed unanimously.

Public Comment

There were no comments.

Approval of Consent Agenda

1. Approval of Minutes of the Regular School Committee Meeting held on April 27, 2026
2. Approval of Field Trip to New York City for Collins Middle School Grade 8 students on May 28-29, 2026
3. Approval of FY26 Warrants:
 1. 4/23/2026 - \$531,833.60
 2. 4/30/2026 - \$405,053.84

Member Miranda made a motion to approve the consent agenda. Member Hoffman seconded.

A roll call vote was taken.

Vice Chair Cornell ABSENT

Member Byas voted YES

Member Hoffman voted YES
Member Manning voted NO
Member Miranda voted YES
Member Stott ABSENT
Mayor Pangallo voted YES
Motion passed with 4 votes in favor, 1 against and 2 absent.

Student Representative Report

Student Representative Sula mentioned that Advanced Placement testing is currently taking place at Salem High School along with SAT and the Massachusetts Comprehensive Assessment System (MCAS). The Student Advisory Group is preparing to host elections. The medical assisting class of the Career and Technical Education program started their Salem Hospital internship as of last week.

Superintendent's Report

Interim Superintendent Carbone acknowledged Mother's Day and Educator Appreciation Week.

1. Student Recognitions

Interim Superintendent Carbone recognized Alexia Coleman, Grant Dwyer and Johan Polanco for their accomplishments in the wrestling program, swimming program and technical skills competition.

The students were presented with City seals and they took pictures with their families and the School Committee members.

Member Manning joined the meeting at 7:15 pm.

2. Collins Middle School 8th Grade Civics Project Presentation

Collins Middle School 8th grade students and Ms. Katherine Jahl presented the civics project that the students completed.

In response to Student Representative Sula, Ms. Jahl said that Representative Cruz recommended that the School Committee should write a resolution. Ms. Jahl added that posting on social media has already been done. In response to Mayor Pangallo and Interim Superintendent Carbone, the students said that they picked this topic based on consensus and because it was affecting the community the most. In response to Member Miranda, the students said that it was an exciting project with lots of research and that it makes a difference in the community.

Mr. Bob McCarthy who currently serves as the Chief of Staff for Massachusetts State Senator Joan Lovely commented that Senator Lovely sends her regards for not being able to be present at the meeting and that he is attending on her behalf. Mr. McCarthy said that he served on the School Committee for a little while previously and that he was impressed with the research the students had done. Mr. McCarthy continued that the Senate takes up the budget next week and all amendments to the budget were filed on

Friday, May 8th. Mr. McCarthy recommended that a resolution be passed soon and sent in electronic form so that it can be brought to the attention of Senator Lovely and Senator DiDomenico.

Member Miranda made a motion to endorse the amendment to increase the Massachusetts Emergency Food Assistance Program (MEFAP) up to \$60 million. Member Hoffman seconded. A roll call vote was taken.

Vice Chair Cornell ABSENT

Member Byas voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Member Stott ABSENT

Mayor Pangallo voted YES

Motion passed with 5 votes in favor and 2 absent.

Mayor Pangallo added that a correspondence noting this endorsement would be sent to Senator Lovely. Mayor Pangallo thanked the students for bringing this to the School Committee's attention as it is a critical need.

Member Miranda made a motion to take a 2-minute recess. Member Byas seconded and it was so VOTED. Motion passed unanimously.

3. Updates from Salem High School on College Application Process

Salem High School (SHS) Principal Glenn Burns and SHS College and Career Center Director Megan Sousa provided a presentation on the college application process.

In response to Student Representative Sula, Principal Burns said that the guidance counselors would be reaching out to students via phone and email in the summer. Member Miranda expressed interest in seeing exit surveys for the alumni. In response to Member Miranda, Principal Burns and Director Sousa said that the parents of students will be contacted as well and that the guidance counselors meet with the students multiple times throughout their four years at high school. In response to another question from Student Representative Sula, Principal Burns said that depending on the guidance counselor's availability, students would be able to meet with particular guidance counselors. In response to Member Byas, Principal Burns said there needs to be a lot more community outreach.

In response to Member Hoffman, Principal Burns said that with constant communication with students and families, they would be able to collect data as to why students are not matriculating and having a support system. As for the financial aspect, Principal Burns said that the school is helping families by partnering with College Affordable, a non profit organization built to help families reduce the cost of college, minimize debt and increase higher education choices. There are also partnerships with folks in the community who are certified to do this type of work and they have worked with many of the families.

Students also start their college essays in junior year and most of them have a draft by senior year. In response to Member Miranda, Principal Burns said the school is working on a partnership to create a data dashboard with financial aid packages that different colleges offered Salem students. Director Sousa elaborated further on the process, options for students and how students are encouraged to apply to reach schools. Student Representative Sula provided personal experience with College Affordable which she found helpful. Member Hoffman also provided a positive personal experience.

4. Sarah Parker Remond Revised Calendar

Interim Superintendent Carbone said that Saltonstal School Principal Jellison highlighted that the approved calendar for the Sarah Parker Remond School was missing the September 23rd Professional Development Half Day.

5. Massachusetts School Building Authority (MSBA) Update

Interim Superintendent Carbone mentioned that the city voters approved a debt exclusion tax override in a special election on May 5, 2026 for the new high school. Interim Superintendent Carbone added that it is a project that represents a powerful investment in the future of the city. The first Building Committee meeting since the vote will be taking place on May 12th and the milestone review to ensure the project is on target, future meeting dates as well as an update from the finance working group will be discussed at the meeting.

Student Representative Sula left the meeting at 8:26 pm.

6. Finance and Operations Report

Interim Deputy Superintendent Pauley said that last summer, the Salem Public Schools Summer Eats Program served 29,591 meals to children across 22 community sites. Interim Deputy Superintendent Pauley continued that the program is available again this summer to provide free meals to children throughout Salem beginning on Monday, June 29th and concluding on Friday, August 21st. The program will operate at 11 open sites and provide meals at 22 partner locations. The information would be shared with the School Committee and families soon. Interim Deputy Superintendent Pauley invited the School Committee to the kickoff event on Monday, June 29th from 4:00 - 6:00 pm.

Subcommittee Reports

1. Finance Subcommittee

No report at this time.

2. Personnel Subcommittee

No report at this time.

3. Building and Grounds Subcommittee

No report at this time.

4. Curriculum Subcommittee

No report at this time.

5. Policy Subcommittee

No report at this time.

6. Superintendent Screening Committee

Member Hoffman said that the Superintendent Screening Committee met last week and the interview questions were finalized. Initial interviews will begin this week and end next week. The selected candidates would then be forwarded to the next level.

Motions and Resolutions

1. Sarah Parker Remond Revised Calendar

Member Miranda made a motion to approve the revised Sarah Parker Remond School 2026-2027 calendar. Member Hoffman seconded and it was so VOTED. Motion passed unanimously.

In response to Member Miranda, Interim Superintendent Carbone said that there's language in the contract that if Juneteenth falls on weekend, it does not impact the school day. In response to another question from Member Miranda, Interim Superintendent Carbone said the Sarah Parker Remond School wants to reserve the right to have some autonomy around the calendar for trimester transitions but they have acknowledged that there's less of a significant need because they are approaching it in a different way. Interim Superintendent Carbone added that the school also acknowledges that it has to be a significant reason and not something frivolous as it can have an impact on the budget in terms of transportation.

Newsletter Items

This matter was tabled.

Announcements

There were no announcements.

Adjournment

Member Miranda made a motion to adjourn at 8:34 pm. Member Hoffman seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

Field Trip Request Form - Salem Public Schools

Last Updated: August 2024

Directions: All educators seeking to take students on a field trip must obtain permission from the school principal. The school nurse must also review and sign off on each field trip. For local trips, please complete this form at least two weeks prior to the date of the proposed field trip. All overnight and/or out-of-state field trips require School Committee approval and must be submitted at least one month prior to the field trip.

I. General Information				
School	SALEM HIGH SCHOOL	Grade Level(s)	Date of Request:	Date of Field Trip:
Trip Planner	ANGIE GIANCOLA	9-12	5/19/26	8/28 - 8/31
Contact Info	Phone: 703-927-5242	# of Students:		Depart:
	Email: AGIANCOLA@SALEMK12.ORG	15		Return: 8/31 1PM
Destination	Name: NORTH ATTLEBOROUGH HIGH SCHOOL / PROVIDENCE COLLEGE		Location and Duration	
Destination Address	1 Wilson West Whitty Way, North Attleborough, MA 02760 1 Cunningham Square Providence, Rhode Island 02918		<input type="checkbox"/> Local trip (Salem/North Shore) <input checked="" type="checkbox"/> In-state - within MA - North Attleborough <input checked="" type="checkbox"/> Out of state - PROVIDENCE	
Funding Source	For Bus: _____ For other (admissions costs, etc.): _____		<input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip	

II. Learning and Accessibility

Instructional Alignment	Accessibility and Inclusion for All Students
<input checked="" type="checkbox"/> Alignment: The trip is aligned to grade-level standards. <input checked="" type="checkbox"/> Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience. Comments: _____	*District policy requires field trips to be accessible to all students. *Trip planners must ensure that all students (e.g., students with disabilities, multilingual learners, etc.) have the appropriate supports. <input checked="" type="checkbox"/> I understand these requirements. Comments: _____

III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As of current roster <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>[Signature]</i>		Date: 5/19/26

IV. Food Services

Has the school's cafeteria manager been notified of this field trip?	Will students be eating lunch at school or on the field trip?	Are bag lunches needed for this trip?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> At school <input checked="" type="checkbox"/> On field trip	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments: We do not need food provided		

V. Transportation

Transportation needed:	<input type="checkbox"/> Bus (must submit a field trip request form by clicking the Tripfinder icon in Classlink at least 2 weeks before the trip. (Click here for Tripfinder tutorial) Only principals, APs, and secretaries have access to submit requests.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: BUSTLE VEHICLES/RENTALS
If traveling by bus:	Pick Up Time: _____ Pick Up Location: N/A	Return Time: _____ Return Location: N/A

VI. Parent Involvement & Background Checks

Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature: <i>[Signature]</i>	Date: 5-19-26
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Dear Salem School Committee:

This memo is to recommend that the Salem High School Girls Varsity Volleyball team receive permission to travel to North Attleborough, Massachusetts and Providence, Rhode Island for our 2026 Preseason Trip. The trip will take place August 28 through August 31, 2026. The team will travel to compete alongside the North Attleborough Rocketeers and visit one of the local colleges in the area, likely Providence College.

The purpose of the trip is to provide an opportunity for our athletes to build relationships with the North Attleborough High School squad through both competition and team bonding. We are also hoping to provide a meaningful opportunity for athletes to explore their academic interests by visiting at least one college. Our goal is for our program to set aside purposeful time to prepare for the season, enjoy team bonding, and continue our Preseason Programming.

The trip will be chaperoned by Angie Giancola, the Head Girls Volleyball Coach, along with at least one Assistant Coach and two parent chaperones. There will be at least one chaperone for every four students. A list of students with permission forms will be provided immediately following team tryouts on August 25, 2026.

The Girls Volleyball Program will organize fundraising opportunities to benefit all prospective volleyball student-athletes who might attend.

We recognize that this request must be approved by the Salem School Committee in order for additional planning to commence. Please do not hesitate to contact me with any questions.

Thank you for your attention to and consideration of this matter. GO WITCH!

Angie Giancola
Head Coach, Girls Volleyball
agiancola@salemk12.org
703-927-5242

Witches Volleyball Preseason Trip Proposal

Statement of Purpose: The purpose of the trip is to provide an opportunity for our athletes to build relationships with the North Attleborough High School squad through both competition and team bonding. We are also hoping to provide a meaningful opportunity for athletes to explore their academic interests by visiting at least one college. Our goal is for our program to set aside purposeful time to prepare for the season, enjoy team bonding, and continue our Preseason Programming.

SUMMARY

Section	Description	Brief Overview
1	Anticipated Dates	Proposed Dates: August 28-31, 2026
2	Anticipated Travel Arrangements	Breakdown of anticipated rental car expenses
3	Anticipated Accommodation Expenses	Breakdown of anticipated accommodation expenses for AirBnB
4	Anticipated Financial Need	Summary of expenses listed above and adds anticipated costs for food, gas, and two recreation activities

I. Anticipated Travel Dates - August 28 through August 31, 2026

Following the conclusion of Girls Volleyball Tryouts on August 25, the Varsity squad will depart from Salem on Friday, August 28 and return on Monday, August 31. These dates were selected with the SPS schedule in mind as our athletes will not miss any days of school, and any freshmen and/or Peer Mentors will return before Freshman Orientation commences.

II. Anticipated Travel Arrangements

Rental Cars

While we will likely be able to utilize chaperone cars, we want to include a budget for rental cars in the event renting is necessary. We will budget for 2 vehicles with 6-7 person capacity each. Based on current rates, we anticipate rental car costs will be between \$450-\$650/car. We will budget approximately \$1,300 total for rental car expenses and gas.

That being said, we anticipate we will not need to rent cars at this time.

III. Anticipated Accommodations

We anticipate that we will stay at the [Lakeside Escape](#) in Bellingham, MA.. The cost will be approximately \$2,124.16 for the entire stay.

IV. Anticipated Financial Need

Estimated Rental Cars: \$1,300

Estimated Food: \$1,000

Estimated Recreational Expenses: \$600

Estimated Accommodation Expenses: ~\$2,124.16

TOTAL: \$5,024.16

Total Fundraising Goal: \$4,500



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

Camila Salazar

Director of Financial Operations

29 Highland Ave. Salem, MA 01970

978-740-1212

csalazar@salemk12.org

To: Salem School Committee

CC: Kate Carbone

From: Camila Salazar

Date: May 20, 2026

Re: CTE Donation

Below please find a donation to Salem High CTE program for your consideration. The total amount donated is \$1,143.25.

The details are below.

In April 2026, Salem High School Skills USA chapter organized an online Snap fundraiser to support chapter officers and help cover costs for student competitions.



www.salemk12.org



[@SalemSchoolsk12](https://twitter.com/SalemSchoolsk12)



[@SalemPublicSchools](https://www.facebook.com/SalemPublicSchools)



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

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Director of Financial Operations

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csalazar@salemk12.org

To: Salem School Committee

CC: Kate Carbone

From: Camila Salazar

Date: May 20, 2026

Re: HMLS Donation

Below please find a donation to Horace Mann Elementary for your consideration. The total amount donated is \$1,4,11.20.

The details are below.

Horace Mann raised \$1,411.20 through their Read A Thon.



www.salemk12.org



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[@SalemPublicSchools](https://www.facebook.com/SalemPublicSchools)



Sarah Parker Remond School

Pilot Digital Literacy E2 Research Project

Who was Sarah Parker Remond and why was she an important historical figure?



Starting the Research Process

Students learned simple boolean expressions and keywords to refine searches for **Sarah Parker Remond**, finding three key facts.

We covered source reliability (historical societies, museums, academic resources vs. editable sources like Wikipedia).

Students then began research using the age-appropriate search engine, "**Kidssearch.com.**"

Narrowing Your Research Topic

1. The Big Picture



What is the one "big" thing you are learning about?

Example: Sarah Parker Remond

2. The Detail Words

Pick two words that tell exactly what you want to know.

Example: Salem, Abolitionist

Key Word 1

+

Key Word 2

How to Use Boolean Search

Boolean expressions help us tell the computer exactly what to find! We use special "connecting words" to refine our search for **Sarah Parker Remond**.



The Boolean Formula

1. The Big Picture

Your main topic name.
Example: Sarah Parker Remond

2. The Detail Word

A specific detail word.
Example: Abolitionist

Sarah Parker Remond

AND

Abolitionist

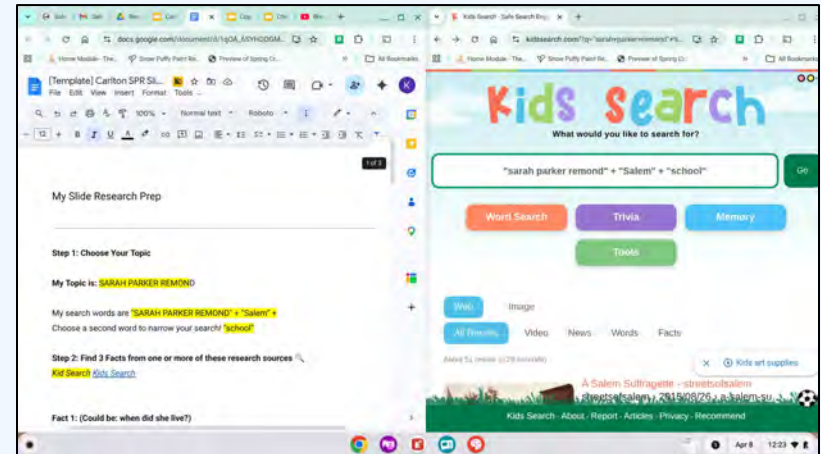
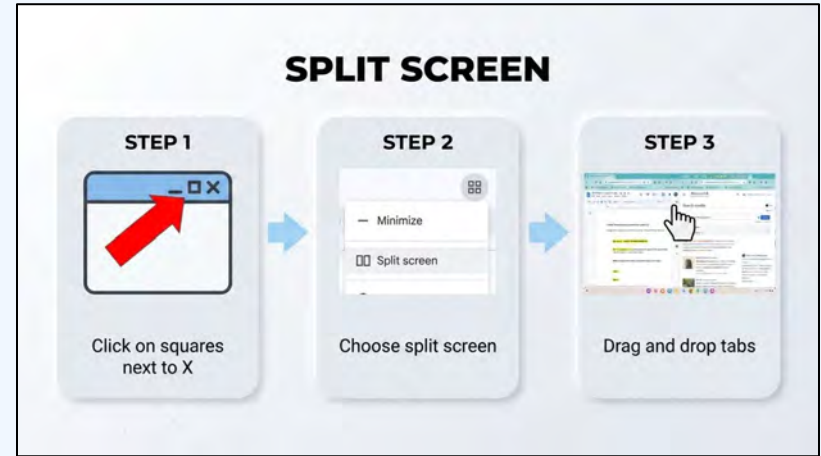
"Sarah Parker Remond" AND Abolitionist

Collecting and Recording Information

Students collected information using a **split screen** for web access and a Google Doc for organization.

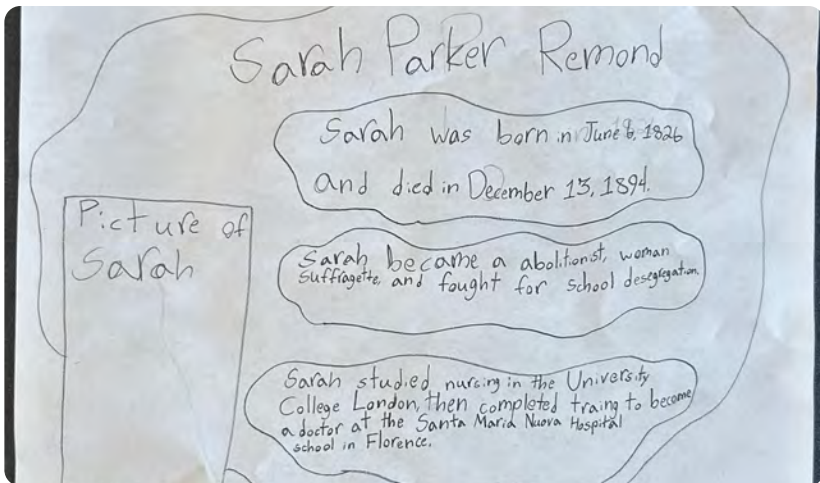
They copied facts and the corresponding URL for easy access and citation.

A **simplified hard copy** graphic organizer was also offered to ensure accessibility for all.



Planning the Layout

After gathering facts, students planned their slide layout on paper.



Hand-drawn layout plan example

This plan was also used to:

- Paraphrase information
- Check for errors
- Ensure correct citation
- Adhere to copyright laws

How to list a citation...

When you are collecting your research you need to record where and who that information has come from. This is called a citation. You can use it to go back to find your source and attach it to your final project to verify your information.

MLA Style (9th Edition)

MLA focuses on the title and container (the site).

Format: Author Last Name, First Name.

■ "Title of Page." *Website Title, Publisher*, Day Month Year, URL.

Example: Smith, John. "How to Cite a

■ Website." *TechNews*, 10 Sept. 2023. www.technews.com/how-to-cite. Accessed 15 Oct. 2023.

- **No Author:** Start with the title of the article in quotation marks.
- **Access Date:** Include at the end if the page is likely to change.

Creating a Presentation Slide

After adult editing and approval of their layout, students created a visually appealing slide using Google Slides or Canva. The slide needed to clearly present the information with necessary images and citations. A checklist and exit ticket were used to ensure all project requirements were met.

Sarah Parker Remond

Sarah Parker Remond was born in 1826.

Sarah Parker Remond lived in Salem MA, and she was born there.

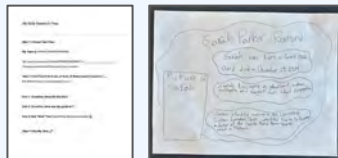
She helped desegregate Salem Public Schools by taking the schools to court and winning!

By: Emmett P

Student Example

Research Slides Checklist

1. Use your **Research Doc** to collect **three facts** about Sarah.
2. **Design** what your slide will look like by **drawing it on a white piece of paper**. (try to put the information in your own words, **paraphrase**, so you don't need to use citations). Check for spelling and grammar mistakes!
3. Use **Google Slides** or **Canva** to create your slide. Be sure to **include a picture** or pictures of Salem and make sure your **information is presented** in a **clear and visually appealing** way.



Canva

Google Slides

Sarah Parker Remond

Pioneering Abolitionist & Physician

- Born in Salem, MA in 1826.
- A dedicated African American abolitionist who campaigned internationally.
- Achieved her medical degree and practiced as a doctor in Italy for over 20 years.

IT MAKES SENSE AND IT LOOKS GOOD!!!

EXIT TICKET: Sarah Parker Remond Research Slide

Name: _____ Date: _____

Answer the questions about your slide presentation:

1. What is the first step in creating your research slide, and how many facts do you need to collect about Sarah?
Step 1: _____ Facts needed: _____
2. Why is it important to paraphrase information when designing your slide?
3. Besides facts, what visual element must be included on your completed slide?
4. Rate your finished slide: (Check one)
() MAKES SENSE and LOOKS GOOD () Needs work (sense or appearance)

Sarah Parker Remond's Life

Sarah Parker Remond was born on
June 6, 1826 in Salem MA. She died
On December 13, 1894 in Rome, Italy.

She was really good at school, and went
to Bedford College in London, England

Sarah Parker Remond had 8 siblings, 6
sisters and 2 brothers.



BY NASHLY



La vida de Sarah Parker Remond

: Sarah Parker Remond nació en
Junio 6, 1826 en Salem MA. Y ella
murió en Diciembre 13, 1894 en
Rome, Italia.

Ella era muy buena en la escuela y
fue a la escuela Bedford .

Sarah Parker Remond tenía 6
hermanas y 2 hermanos.



BY NASHLY



Sarah Parker Remond



**Sarah was born
in June 6, 1826
and died in December 13, 1894.**

**Sarah was a
abolitionist, woman
suffragette, and fought for
school desegregation.**

**Sarah studied nursing at
the University College London.
Then she became a doctor at the
Santa Madria Nuova Hospital school in Florence.**

Lukas O.



SARAH PARKER REMOND



- Sarah Parker Remond was born in Salem, MA on June 6, 1826. Her parents were John Remond and Nancy Lenox Remond and she was the 7th of their 8 children. Her mother was a big influence on her.
 - She worked as a abolitionist, lecturer and physician. What Sarah studied and worked for was very important. Back then people of color were treated unfair because of their skin color.
 - Her anti-slavery campaign, which she began when she was just 16 years old, took her across America into Britain and Europe where she gave 52 lectures.
-

BY CAROLINE



Sarah Parker Remond's Life

- Sarah Parker Remond was born on June 6, 1826 in Salem, Massachusetts.
- Sarah was expelled from high school because of her race.
- In 1853 she refused to sit in the segregated section of a theater. They made her leave and pushed her down the stairs. She sued the theater owner and won.

-by Yendril



SARAH PARKER REMOND



1

SARAH PARKER
REMOND WAS BORN
IN SALEM,
MASSACHUSETTS, IN
1826.

2

SARAH SETTLED IN FLORENCE,
ITALY. THEN SHE STUDIED
MEDICINE AND WAS ABLE TO BE
FREE FROM SEGREGATION.

3

SARAH TRAVELED TO ENGLAND DURING
THE CIVIL WAR TO PROMOTE SYMPATHY
FOR ANTISLAVERY AND LATER IN SUPPORT
OF BLACK CIVIL RIGHTS AND CARE FOR
FREE BLACK PEOPLE.



BY AVERY

Sarah Parker Remond

1. Sarah was born in Salem in 1826.
2. She was good at being a lecturer, abolitionist, and physician.
3. Some people believe she was the only black woman to vote for the women's petition in Massachusetts.



By Naomi

Sarah Parker Remond was an important historical figure because:

She fought for the **rights of African American people**, slaves and women.

She persisted even when treated unfairly and **never gave up her beliefs**.

She helped **desegregate Salem Public Schools** so they could be what they are today.



Global Threads

Sarah Parker Remond

Sarah Parker Remond was born in 1826.

Sarah Parker Remond lived in Salem MA, and she was born there.



She helped desegregate Salem Public Schools by taking the schools to court and winning!

By: Emmett.P



Sarah Parker Remond Innovation

School Committee | May 26, 2026



Agenda

- The Sarah Parker Remond School and the Portrait of a Graduate
- Building towards a New School
- Voices of Families
- Our planned model for learning
- Where does the innovation plan fit in?
- Three-Year Vision
- Questions and Discussion



Salem's Portrait of a Graduate

- Critical Thinking
- Creative Problem Solving
- Collaboration
- Communication
- Self-Awareness
- Cultural Competence



Building Towards a New School



Culture and Community

- Morale Pals
- Pen Pals
- Joint Pottery Night
- Joint Field Day
- Joint Staff Meeting
- Classroom Spaces Assigned
- Research on Sarah Parker Remond
- The Farm School

Innovation and Academics

- **Started with data**
- Built school model
- Designed schedule
- **Picked curriculum**
- Used feedback from members to create a plan that worked for both schools
- **Built a teacher team to lead faculty at our summer retreat**



Process

December

- Merger Announced

Jan - Feb

- Teams formed
- Staff selected

Mar - Apr

- Transition Planning
- Innovation Planning

May

- Finalized Plan
- Continuing to Build Community





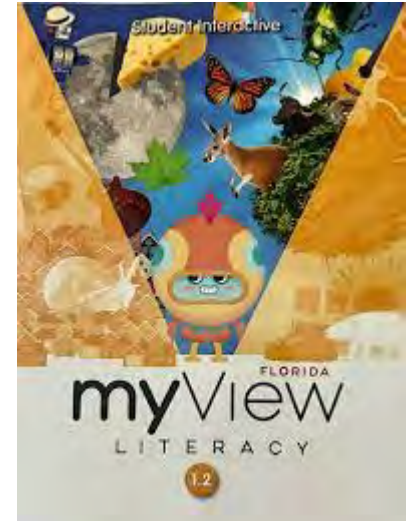
Voices of Families



Our model for learning

“Core + More”

- Strong instructional foundation using high-quality instructional materials (HQIM)
- Intentional scheduling and modernized grading to support all learners
- “Core + More” block provides targeted academic and social-emotional support or enrichment
- Data-driven instruction and differentiated supports ensure every student can grow and succeed



Our model for learning

EXAMPLE SCHEDULE 3RD GRADE STUDENT SCHEDULE

	MONDAY	TUESDAY	WEDS	THURSDAY	FRIDAY
8:30 AM	MM	MM	MM	MM	MM
8:50 AM	PE	Art	Music	Lib/Digital	PE
9:35 AM	Humanities (ELA & SS)	STEM (Math & Sci)	Humanities (ELA & SS)	STEM (Math & Sci)	Humanities (ELA & SS)
11:27 AM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess
12:08 PM	Core+ MORE	Core+ MORE	Core+ MORE	Core+ MORE	Core+ MORE
1:03 PM	STEM (Math & Sci)	Humanities (ELA & SS)	STEM (Math & Sci)	Humanities (ELA & SS)	STEM (Math & Sci)
2:55 PM	Closing	Closing	Closing	Closing	Closing



Our model for learning

Community-Embedded Learning

- Real-world learning connected to Salem's history, culture, and community resources
- Hands-on experiences tied directly to academic standards and classroom learning
- Students apply skills through authentic projects, problem-solving, reflection, and community partnerships
- Learning extends beyond the classroom to make academics engaging and meaningful

Examples:

- First grade students participate in a literacy unit centered on the question, "What Makes a Neighborhood?" As part of the unit, students visit community locations such as the fire station and city hall, then return to school to write about how these places contribute to and support our neighborhood community.
- In Grade 4, students participate in a Unit 3 literacy study centered on the question, "How can government influence the place we live?" during which they read informational texts, visit local government institutions such as the mayor's office or State House, and then write about how those services and institutions impact daily life in their community.



Before, During, and After

Before the Community Embedded Learning Experience

Students begin the unit by exploring the essential questions about neighborhoods and communities. They read and discuss a variety of texts about neighborhoods and what makes a neighborhood. Students also participate in explicit writing instruction where they answer questions about the texts.

During the Community Embedded Learning Experience

Students visit one or more locations in the neighborhood, such as a fire station or grocery store. During the visit, students use “look-fors” to identify features that make the location an important part of the community and neighborhood.

After the Community Embedded Learning Experience

After returning to the classroom, students reflect on their learning by writing a sentence and drawing a picture explaining why the place they visited is an important part of a neighborhood.



Where does the innovation plan fit in?

3-Year outline of our vision and path

- Outlines how the school will be organized and developed

Autonomies:

- Curriculum, Instruction, Assessment (High-Quality Instructional Materials and frequent, flexible assessment)
- Schedule (built for the Core + More Block)
- Staffing (trading some standard positions for others)

Measurable Annual Goals

- MCAS proficiency for all students
- MCAS proficiency for high needs students
- Student growth percentiles
- Student participation in the community experiences
- Students benefiting from individualized supports in the Core + More Block



The three-year path for refining our model

Year 1

- Establishing the school
- Launching Core + More
- Launching the community-embedded experiences

Years 2-3

- Deepening Core + More
- Moving towards mastery-based approach
- Deepening community-embedded experiences, with expanded partnerships and more frequency



Thank You

We appreciate your support and look forward to your questions.



Elevate Learning • Empower Educators • Center Belonging • Strengthen Our Foundation

SARAH PARKER REMOND SCHOOL INNOVATION PLAN

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INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	Sarah Parker Remond School
New/Conversion/Academy within a school:	New School
Proposed School Address (if known):	211 Lafayette St Salem, MA 01970
Lead Applicant Name:	Bethann Jellison
Lead Applicant Phone Number(s) :	(978)740-1297 or (978) 265-4036
Lead Applicant Fax Number(s) :	NA
Lead Applicant Email Address:	bjellison@salemk12.org

Proposed Innovation School opening school year: 2026-2027

Proposed duration of innovation plan (up to five years): 3 years 4 years 5 years

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year	K-5	~ 488	76
Second Year	K-5	~ 488	Approx. 76
Third Year	K-5	~ 488	Approx. 76
At Full Enrollment	K-5	~ 488	Approx. 76

INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	Sarah Parker Remond School
Proposed City/Town Location:	Salem, MA

Names of innovation plan committee members (no more than 11 individuals) selected in accordance with state law:

Affiliation	Name	Vote (yes or no)
Lead applicant:	Bethann Jellison	yes
Superintendent or designee:	Sonia Lowe	yes
School committee member or designee:	Yamily Byas	yes
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Kara Bixby	yes
Teacher employed by district	Michelle Grundy	yes
Teacher employed by district	Annie Pollock	yes
Member:	Lauren Weaver	yes
Member:	Julia Dyroff	yes
Member:	Lillian Grullon	yes
Member:	Meghan Stasio	yes
Member:	Liz Urena	yes

I hereby certify that the information submitted in this innovation plan is true to the best of my knowledge and belief and has been approved by a majority vote of the innovation plan committee.

Signature of Lead Applicant Member  Date 5/13/26

I. EXECUTIVE SUMMARY

The Sarah Parker Remond Elementary School Innovation Plan outlines the formation of a new K-5 school in Salem, Massachusetts, created through the intentional merger of the Saltonstall and Carlton elementary school communities. This plan provides the foundational framework and operational autonomies necessary to transition from two separate institutions to a unified, forward-thinking educational model. By using Innovation School status, the newly formed Sarah Parker Remond School aims to leverage flexibility in key areas to develop and implement a tailored, high-impact program designed to maximize achievement for its diverse student body.

The centerpiece of the Sarah Parker Remond educational model rests on three intertwined pillars: **Continuous Progress through the "Core + More" approach, Community-Embedded Learning Experiences, and Thoughtfully Crafted Multi-Age Experiences.** The "Core + More" model commits to providing all students with rigorous, grade-level instruction using High-Quality Instructional Materials (HQIM) as the "Core," while scheduling dedicated time for the personalized "More" (data-driven acceleration or targeted support) to ensure continuous academic growth, as well as acceleration where possible. This is complemented by "Community-Embedded Learning," which utilizes the rich historical and cultural assets of Salem as an extended classroom, ensuring that learning is authentic, relevant, and connected to real-world problem-solving. Finally, structured "Multi-Age Interactions" will foster strong social-emotional competencies, creating an inclusive and mutually supportive community where every child is known.

Establishing the Sarah Parker Remond School as an Innovation School is necessary to achieve this ambitious vision, particularly for a student population with diverse needs (including 54.3% low-income, 24% students with disabilities, and 20% multilingual learners). Innovation status grants the essential autonomies required to **drive implementation of HQIM in the merging school, establish and evolve the "Core + More" system, and shift instruction from just classroom-bound learning to include community-based experiences.** Specifically, autonomy is sought in **Curriculum & Assessment, Schedule and Calendar, Staffing, and Professional Development** to allow for flexible resource allocation (e.g., funding learning experiences), responsive staff deployment (e.g., trading generalist positions for specialists), and targeted, mission-aligned professional development.

The autonomies granted under this plan are the engine that will enable the Sarah Parker Remond School to execute its educational model effectively. By securing flexibility in staffing and budget, the school can sustain its commitment to personalized learning and immersive, real-world instruction. This integrated approach—rooted in the legacy of Sarah Parker Remond—will prepare all learners with the academic rigor and enduring skills necessary to navigate and lead in a rapidly changing future, resulting in improved school performance and higher student achievement across all subgroups.

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 or need more development. This includes both academic support and social-emotional resources. The “More” part is the chance for students to get individually-tuned academic work and support that is supplemental and personally relevant. Whichever area a student needs help or is ready to go further, they can get it. To honor each child’s readiness and ensure consistent progress for all students, we envision this extra component occurring during a Core + More block that is set aside in the schedule. If a student needs more development of social-emotional skills than of academics, this could be prioritized during that time. Meanwhile, 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 Core + More 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 historical research, mathematical problem-solving, or scientific data gathering.

We may partner with a local restaurant to give students a real-world culinary learning experience by observing a chef prepare a recipe. Students could then return to school and adapt the recipe to serve a larger group, applying math skills such as fractions, measurement, and scaling. This experience could also connect to writing standards through procedural “how-to” writing or informational pieces explaining the cooking process.

Another example could involve reading “Early Thunder” and then visiting the nearby overpass to explore the historical setting connected to the American Revolution. Students could study where the British troops advanced and then turned back, helping them visualize the events from the text. They could then apply reading and writing standards by creating first-person narratives describing how they would have felt witnessing those moments, or informational writing pieces explaining the significance of the event.

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.

Whether inside or outside the classroom, there are many times where students in two different grades are working on a similar standard (like ‘main idea and details’) at the same time. Even if they are learning different, age-appropriate levels of depth on this standard, we can connect these students for shared experiences on this common theme. This also creates opportunities for our older elementary school students to take on meaningful leadership and care for other students. We know that these students will take this responsibility seriously, and through this opportunity they will have the chance to build various skills, pride, and readiness for middle school.

We will also have the opportunity to partner with the Collins Middle School and its students, to extend the multi-age connections further. This way, the fifth-grade students can have older role models and peers the same way that they can take on that role for our younger students.

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 are emphasized in the table below.

Current Practice	Proposed Change in Practice	Expected impact on student Achievement
Inconsistent Use of and Access to High-Quality Instructional Materials.	Use of Grade-Level HQIM for All Students: Instruction in all content areas will use high quality instructional materials and technology, aligned to a rigorous interpretation of state standards, so that all students are well challenged.	HQIM establish a strong instructional foundation that empowers experienced teachers to adapt and enrich instruction while providing structure, clarity, and confidence for new or developing educators.
(Carlton) Continuous Progress Model.	Core + More Program: The school will schedule time during the day when students will have access to acceleration and gap closing instruction, allowing them to engage in targeted learning aligned to strengths, aspirations and needs.	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.
Diagnostic Instruction: Both Carlton and Saltonstall schools employ data-informed practices at regular intervals.	Diagnostic Instruction: Teachers will employ a responsive approach in which educators continuously assess students’ understanding, skills, and misconceptions to identify specific learning needs and adjust instruction in real time. Diagnostic instruction uses frequent, low-stakes checks for understanding.	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.
Multi-Age Groupings: Carlton employs limited use of multi-age groupings and Saltonstall used to but no longer does.	Multi-Age Experiences: 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.	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.

Current Practice	Proposed Change in Practice	Expected impact on student Achievement
<p>Field Trips: Both schools offer field trips but most of the learning is classroom-bound.</p>	<p>Community-Embedded Learning: 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.</p>	<p>Learning experiences 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 resonant experiences.</p>
<p>Social Emotional Learning: Both Saltonstall and Carlton currently deliver social emotional learning lessons but they do not use the same tools.</p>	<p>Consistent, Unified SEL: The new school will utilize a single, consistently-implemented SEL curriculum and system.</p>	<p>Engaging students in ongoing cycles of reflection, goal 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>Panorama survey 1x/year: Students at Carlton and Saltonstall are provided the opportunity to provide feedback once a year using a formal survey.</p>	<p>Multiple Forms of Feedback Collected throughout the Year: Students will be provided the opportunity to give feedback after key moments (e.g. following a learning experience), and through 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. This will continue to include student-led conferences as they were held in the merging schools.</p>

III. PUBLIC STATEMENT

The Sarah Parker Remond School is a newly formed K-5 school in Salem, serving a projected enrollment of approximately 488 students. Located in the vibrant ‘The Point’ (‘El Punto’) neighborhood and named for a Salem-born social advocate, this innovation school has a flexible model to serve all students. By grounding them in the rich history and resources of our community through crafted experiences and by utilizing our Core + More approach, we foster an inclusive environment that develops 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. Mission Statement

The Sarah Parker Remond School is a new elementary school in Salem, MA, created by bringing together two school communities. The Sarah Parker Remond School is a place where every student is known, challenged, and inspired to discover their passions and reach their full potential through innovative teaching, meaningful community connections, real-world experiences, and personalized pathways in order to help children build confidence, curiosity, and a love of learning.

B. Vision Statement

The Sarah Parker Remond school will be a forward-thinking, inclusive learning community that empowers our diverse community of learners to navigate a rapidly changing future with creativity, collaboration, and confidence. By rooting our education in the cultural vibrancy of ‘The Point’ (‘El Punto’) and embracing deep community-based learning, we envision a school where every student takes ownership of their academic and social growth. Students will have the opportunity to nurture that growth through engaging and well crafted core instructional experiences, a flexible but carefully curated collection of supports and enrichment, and our experiences that continue learning outside the school, making concepts real.

C. Statement of Need

The establishment of the Sarah Parker Remond School as an innovation school is central to our planned educational model. There are a few factors that prompt us to take this approach.

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

- **54.3%** of students are identified as coming from low-income families.
- **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 new 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 experiences" that leverage the school's location in the historically rich ‘The Point’ (‘El Punto’) neighborhood.

3. Need for Autonomy – To achieve these goals, the school requires autonomies not typically granted to traditional schools, specifically in **Curriculum & Assessment, Schedule and Calendar, Staffing, and Professional Development**. These freedoms will allow the school to establish its instructional model, trade staffing positions to meet immediate student needs (e.g., academic 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?

The Sarah Parker Remond innovation committee began by developing an educational model, and then worked backwards from that model to determine what autonomies were necessary to deliver it. Below, we outline proposed autonomies related to Curriculum, Instruction, and Assessment; Schedule and Calendar; Staffing; and Professional Development.

Sarah Parker Remond provides a flexible and responsive environment tailored to the unique strengths of every student so that they can find and engage their passions. We achieve this by:

- Melding proven practices with innovative techniques, including High-Quality Instructional Materials and experiences in our vibrant community and all of its rich resources.
- Implementing a schedule that creates the opportunity for personalized learning, ensuring that all students get both the extra supports they need and the acceleration they can handle.
- Fostering student agency through consistent cycles of reflection, goal setting, and student-led conferences.
- Engaging in well designed, immersive, real-world learning that connects our curriculum directly to the rich historical and artistic resources of the Salem community.

A. Curriculum, Instruction, and Assessment

Instructional and student assessment philosophy and alignment with the school's mission

Our instructional philosophy is defined by the "Core + More" model—a commitment to ensuring every student accesses rigorous, grade-level instruction through High-Quality Instructional Materials (HQIM) while receiving the tailored "more" they need to thrive. At the Sarah Parker Remond School, the "more" is twofold: it represents both the intensification of support and acceleration for all *and* the enrichment of community-embedded learning. Our philosophy is that our students thrive when the boundaries between content and community are dissolved. In practice, that looks like integrating essential questions and core content with community-embedded experiences and providing the opportunity for all students to develop their skills to support deeper learning.

At its core, our assessment philosophy is grounded in a **mastery-based learning framework built upon four essential pillars: explicit scoring criteria, continuous feedback, student self-assessment and revison**. By utilizing transparent rubrics, educators demystify the "secret code" of academic success, ensuring that all students—regardless of their starting point—understand exactly what is required to excel. This approach fosters a culture of belonging where students are not merely recipients of a grade, but active participants who use feedback loops to reflect on their work, reach mastery, and eventually stretch their intellectual boundaries beyond the initial standards.

To ensure this high bar is accessible to every learner, the philosophy integrates a robust system of universal screeners and progress monitoring. Using Star Assessments from Renaissance and Curriculum Based Measures (CBMs) from Renaissance in English Language Arts (ELA) and Math, the school aligns its practices with state guidelines for early literacy to identify student needs with precision. In the mathematics classroom, this translates to the strategic use of pre-assessments to

gauge prerequisite skills. This data allows teachers to differentiate instruction during the core math block and provide tiered intensification during continuous progress blocks, ensuring that every student receives the specific level of support required to engage with grade-level content.

The daily pulse of the classroom is driven by responsive, data-informed instruction. In Math, teachers utilize daily exit tickets to immediately identify misconceptions, responding through relevant whole-class reteaches or small-group sessions. Similarly, in ELA, comprehension is assessed through exit tickets rooted in text-dependent questions and the discussion of complex, culturally sustaining texts. This rigorous formative work is balanced with summative end-of-unit assessments, including on-demand writing assessments which assess how students independently respond to extended text-dependent responses without support. By evaluating both genre-specific writing and on-demand tasks, the philosophy ensures students can find their voice and demonstrate proficiency across various contexts.

Special academic themes for the Innovation School

The Sarah Parker Remond Innovation School features a curriculum rooted in community-embedded learning, designed to foster intellectual excellence and social-emotional competencies like empathy. By centering the history and culture of the neighborhood, the school honors Remond's legacy as a Salem native who fought for her education and then leveraged that education to challenge systemic injustice. The academic theme of **youth advocacy** is directly inspired by Remond, who began her public speaking career as an abolitionist lecturer at age 16, teaching students that they possess the power to shape the future. Furthermore, the school's core values of **curiosity and inclusivity** are modeled after Remond's own life of resistance and achievement—from winning a lawsuit against theater segregation in 1853 to becoming a pioneering physician in Italy after being denied educational equity in Salem. This program ensures that students not only access rigorous, grade-level content but also see themselves as agents of change in a diverse world.

Curriculum, instructional methods, and assessments that will be used by the school

Math: The Illustrative Mathematics program (IM) serves as a bridge between foundational skills and grade-level rigor by grounding abstract concepts in authentic, real-world contexts. The curriculum is designed with a problem-based structure that prompts students to grapple with high-interest scenarios—such as engineering challenges, financial planning, or scientific data—ensuring that math is never taught in isolation. To support students in achieving grade-level standards, IM utilizes a "coherence map" approach where prerequisite skills are intentionally woven into the warm-ups and early phases of a lesson. This allows students who may have gaps in their prior knowledge to build the necessary "on-ramps" to Tier 1 content without being pulled away from the grade-level task. By integrating these prerequisite scaffolds directly into the daily instructional flow, the curriculum ensures that all learners can access complex problem-solving and develop the mathematical fluency required for future success.

K-3 ELA: The myView Literacy program complements this vision by providing a rigorous, integrated approach to English Language Arts that balances foundational skills with deep, authentic engagement. The curriculum is designed around a "Reading-Writing Bridge," which ensures that students are not just passive consumers of text but active creators of meaning. By utilizing

high-quality, culturally diverse literature and informational texts, myView creates real-world connections that mirror the "Community Embedded Learning" values of the Remond philosophy. This structure allows students to see their own identities reflected in the curriculum while gaining the perspective-taking skills and empathy necessary for social-emotional growth.

Enhanced Core Reading Instruction (ECRI) routines follow the foundational skills scope and sequence of MyView and emphasize whole class participation, error correction, dictation and reading of decodable texts. These materials are also used in Tier 2 instruction.

4/5 ELA: The Benchmark Advance program connects to community-embedded learning by utilizing thematic units that are each built around a topic. These topical segments serve as mirrors (letting them understand themselves) and windows (giving them opportunities to understand others) into the diverse experiences of the student body. By centering instruction around knowledge-building strands—such as "Government and Citizenship" or "Contributions of Diverse Cultures"—the program allows students to investigate how global and historical concepts manifest within their own local neighborhoods. This aligns with the Sarah Parker Remond philosophy of valuing the history and culture of the community as a primary text for learning. To ensure access to grade-level content, Benchmark Advance provides differentiated paths through its "Integrated ELD" and "Small Group" resources. Rather than lowering the intellectual difficulty, the program offers tiered versions of the same core grade-level texts, allowing students at various proficiency levels to engage with the identical complex themes and Tier 1 vocabulary. This approach provides the necessary "on-ramps" for all learners to participate in high-level classroom discourse and text-dependent analysis, which are two essential components of ensuring that academic rigor remains an inclusive standard rather than an exclusive privilege.

Science: Amplify Science connects to community-embedded experiences by positioning students as "candidate scientists" who must solve real-world problems that mirror challenges found in their own neighborhoods and the broader global community. By basing each unit on a compelling phenomenon—ranging from local ecosystem imbalances to urban energy needs—the curriculum allows students to apply scientific inquiry to issues that feel relevant and urgent. This approach aligns with the legacy of Sarah Parker Remond, who utilized her scientific and medical training to address the tangible needs of her community.

Social Studies: The elementary-level Investigating History curriculum transforms the classroom into a laboratory for civic inquiry, where young learners develop robust literacy skills by engaging with the "unfinished business" of history. At this level, community-embedded learning is the primary vehicle for understanding complex concepts; for instance, students might examine the local Salem landscape to uncover how Sarah Parker Remond's 1835 expulsion from Salem High School and her subsequent 1853 theater lawsuit served as catalysts for broader civil rights movements. By analyzing primary sources—such as historical photographs, town maps, and personal narratives—elementary students practice "reading like a historian," which requires the high-level Tier 1 skills of identifying perspectives and citing evidence from non-fiction texts. This investigative approach ensures that students meet rigorous grade-level literacy standards while building a deep sense of belonging.

Social-Emotional Learning: Because we consider social-emotional learning (SEL) a core component of the student experience at the Sarah Parker Remond School, we intend to implement a rigorous curriculum that focuses on the skills and learning that students need in this area. The school team will identify specific instructional materials that provide a baseline set of skills and knowledge for students. This will be considered core learning alongside traditional academic subjects. Staff have begun evaluating possible materials during the process of developing this plan and will make a final recommendation to start the school year. For students who would benefit from additional time and support with any aspect of social-emotional learning and skills, we will use the “Core + More” block as a time to provide that extra support.

These curriculum materials serve as the foundation for discourse-rich, collaborative classroom communities where instruction focuses on the facilitation of student learning providing feedback to students. Teachers actively prepare to predict misconceptions and respond to learning in ways that ensure students still own the thinking.

Additionally, cross-disciplinary connections have been mapped across ELA, science, and social studies with units reordered to provide more opportunities for deeper learning and to align to key community-embedded learning experiences.

Early Literacy and Numeracy

K-2 uses the Enhanced Core Reading Instruction (ECRI) framework which strengthens early literacy by providing a highly structured, systemic approach to foundational skills, ensuring all students receive the explicit and systematic phonics instruction necessary for decoding proficiency. Its emphasis on frequent student response and immediate corrective feedback fosters an inclusive environment where instructional gaps are identified and closed in real-time. Teachers use data from STAR CBMs to determine which students to prioritize for pre-teaching and intensification of these routines to ensure all students develop foundational reading skills. Multilingual learners receive foundational skills lessons with their class or from an English Language Development teacher depending on the instructional model which is informed by proficiency level.

Early numeracy is developed through high quality instructional materials that are based on a concrete, representational, abstract sequence. The Concrete-Representational-Abstract sequence builds a bridge from physical intuition to formal mathematics, ensuring students develop deep conceptual understanding rather than just procedural fluency. By the time students encounter abstract notations, they have already built the cognitive schema necessary to understand what those symbols represent. This approach ensures that students who may struggle with rote memorization still have a "mental map" to fall back on, fostering a sense of belonging and competence in the math classroom.

Meeting the Needs of Diverse Learners

All of the high-quality instructional materials in use at Sarah Parker Remond reflect the rich diversity of our community and provide opportunities for students to see themselves represented and gain insight into perspectives, people and ideas unlike themselves in order to reflect and change as people. That foundation of belonging is enhanced by inclusive instructional practices and appropriate scaffolding based on student data including students specific Individualized Education Plan (IEP) goals and language proficiency levels.

Sarah Parker Remond's focus on experiential learning also supports diverse learners because it anchors complex concepts in shared, real-world experiences. These experiences also offer the opportunities for students to bring their background knowledge to bear and to experience multiple perspectives in collaboration with their peers.

Student Achievement

At the Sarah Parker Remond Innovation School, we are strengthening student achievement by moving away from fragmented instructional approaches toward a unified "Core + More" model that ensures every child—particularly the 54.3% of our students from low-income families and the 44% who are multilingual learners or students with disabilities—has a guaranteed path to excellence. By standardizing high-quality instructional materials like Illustrative Mathematics and myView Literacy (K-3) and Benchmark (4-5) across all grade levels, we eliminate the gaps in rigor that once existed between classrooms, providing a coherent "Core" of grade-level content while utilizing data-driven small groups to deliver the "More" of tailored intensification and acceleration. This approach is anchored in a mastery-based assessment philosophy where we demystify the "secret code" of academic success through explicit scoring criteria and continuous feedback loops, empowering students to take ownership of their learning and reach proficiency regardless of their starting point.


To ensure this rigor is both accessible and deeply engaging, we have dissolved the boundaries between the classroom and the community by shifting toward "learning experiences" that leverage the rich historical and cultural assets of 'The Point' ('El Punto') neighborhood. By grounding abstract concepts in experiential, community-embedded learning—such as analyzing local primary sources in Social Studies or solving neighborhood ecosystem challenges in Science—we provide diverse learners with concrete, shared experiences that anchor complex academic standards. Through the strategic use of innovation autonomies in staffing and scheduling, we prioritize the flexibility to trade positions for academic specialists and design professional development that ensures our educators can predict misconceptions and facilitate discourse-rich classrooms where students always own the thinking.

It is important to our model to both showcase and assess learning of students. One place where we will continue to showcase student learning is through the continuation of student-led conferences. Twice a year, students in all grades will join with their caregivers and teachers to both share what they have learned and what their goals for the coming months. The students run the show here. We will make use of a combination of traditional assessments, formative measures based on project-based learning, and showcases that are an opportunity for students to celebrate their learning and not just be assessed for feedback. Our assessment of student progress extends beyond MCAS. We will use the three years of this innovation plan to develop our mastery-based instruction and assessment model. Explicit scoring criteria aligned with state standards will allow teachers to deliver concrete feedback to students in such a mastery-based system. It will be important not to rush the development and implementation of this kind of mastery-based instructional model so we are excited to have the innovation plan period to methodically and rigorously develop the system. We may be able to take advantage of a partnership with the Rennie Center for Education Policy and Practice to develop this. They have experience supporting other schools with building this kind of model.

B. Schedule and Calendar

In terms of working conditions, the primary divergence from district norms is the school’s calendar. For year 1 of the plan (2026-2027 school year), the Sarah Parker Remond School will have an adjusted calendar that is slightly different from the district standard. This adjusted calendar has already been approved and reflects the needs of developing the new school instructional model and implementing it in its first year. At the end of this first year of implementation, the school team will reevaluate whether it is necessary to have a diverging calendar or if the school can revert to the standard elementary school calendar of the district.

Beyond the calendar, the schedule falls within the existing autonomies of Salem Public Schools and uses a creative approach to staffing (see below) and time to meet the Core + More model and pillars of the innovation plan as demonstrated in the example below:



SARAH PARKER REMOND

EXAMPLE SCHEDULE 3RD GRADE STUDENT SCHEDULE

	MONDAY	TUESDAY	WEDS	THURSDAY	FRIDAY
8:30 AM	MM	MM	MM	MM	MM
8:50 AM	PE	Art	Music	Lib/Digital	PE
9:35 AM	Humanities (ELA & SS)	STEM (Math & Sci)	Humanities (ELA & SS)	STEM (Math & Sci)	Humanities (ELA & SS)
11:27 AM	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:08 PM	Core+ MORE	Core+ MORE	Core+ MORE	Core+ MORE	Core+ MORE
1:03 PM	STEM (Math & Sci)	Humanities (ELA & SS)	STEM (Math & Sci)	Humanities (ELA & SS)	STEM (Math & Sci)
2:55 PM	Closing	Closing	Closing	Closing	Closing

EDUCATOR SCHEDULES & PROFESSIONAL LEARNING

Intentional planning time is essential to ensuring the innovation model is successful across grades and content areas. The blending of humanities time (ELA & Social Studies) and STEM (Math & Science) aligns to the goal to build deeper connections between content areas and empower educators whether departmentalized (grades 3-5) or as comprehensive (grades K-2).

- Whole School** SPR will remain within the district’s contract for after school professional development (25 hours)
- DII Mtg** Data-informed instruction, content-based meetings led by coaches, specialists, or teams
- Grade Level** The new schedule creates an additional weekly meeting that enables planning for community-embedded learning and coherence.

	COURSE SCHEDULE	MINUTES PER WEEK	MINUTES PER YEAR	STUDENT TIME INVESTMENT
1	MM Morning Meeting & Closing Explicit SEL & Community Building	Every day, all year; Extended 2-4 times/month	150 TOTAL	5,400 TOTAL 8% TOTAL
2	Core Academic Core: Humanities (ELA & SS) + STEM (Math & Sci)	Every day, all year	560 PER COURSE 1,120 TOTAL	20,160 PER COURSE 40,320 TOTAL 31% PER COURSE 62% TOTAL
3	Core+MORE Core+MORE: Personalized, Continuous Improvement	Every day, all year with flexible groupings	275 TOTAL	4,950 PER COURSE 9,900 TOTAL 7.5% PER COURSE 15% TOTAL
4	Specialists Art, Music, Health, PE Working to expand CTE offerings at MS	1-2 times/week per subject	52-104 PER COURSE 260 TOTAL	2,340 PER COURSE 9,360 TOTAL 4% PER COURSE 14% TOTAL

While this schedule does not change working conditions, we are including it in the plan for transparency and clarity.

C. Staffing

The proposed staffing structure at Sarah Parker Remond School is designed to align with the school's innovation plan and its overarching mission to provide targeted, equitable, and high-quality instruction for all students. Central to this mission is the belief that students achieve at higher levels when instruction is responsive to their individual needs, grounded in data, and delivered through flexible small groups. To realize this vision, the school requires a unique staffing approach that prioritizes strategic deployment of specialized instructional staff.

At the core of this model is the “Core + More” instructional block, a dedicated period during which all students receive tailored attention based on real-time data. In order to effectively implement this block, the school requires two math specialists, two English Language Arts (ELA) academic specialists, and one general academic specialist with expertise in both ELA and mathematics. This staffing structure is necessary to ensure that instruction during this block is both intensive and responsive. With five specialists working alongside classroom teachers three days per week, the school can create between eight and nine small instructional groups per grade level. This significantly reduces student-to-teacher ratios and allows for precise focus in different small groups on specific skills, whether students require remediation, reinforcement, or enrichment.

The need for this level of staffing is driven by the school's commitment to closing achievement gaps while also pushing advanced learners toward higher levels of mastery. During the Core + More block, academic specialists and classroom teachers collaborate to deliver Tier 2 instruction (supplemental supports) that is directly aligned with Tier 1 classroom content (the base grade-level knowledge and skill building). This alignment ensures coherence in instruction while allowing for differentiation. Students who are below grade level receive focused support to address specific skill gaps, while those who are meeting or exceeding expectations are provided opportunities to engage with next-grade-level standards. Without this staffing structure, it would be difficult to provide the level of individualized attention necessary to meet the diverse needs of the student population.

Additionally, two days per week, the five academic specialists assume full responsibility for instruction during the Core + More block. Also during this time, the Multilingual Learner Teacher and Special Education Inclusion Teacher will be providing instruction for students on their caseloads. This design serves multiple purposes. First, it allows classroom teachers dedicated time for planning, collaboration, and data analysis, which strengthens overall instructional quality. Second, it ensures that students continue to receive high-quality, targeted instruction from academic specialists who are deeply trained in intervention strategies. This balance between collaborative instruction and specialist-led instruction is a key feature of the model and underscores the importance of having sufficient specialized staff.

The daily schedule also includes a dedicated 30-minute block each morning for academic specialists to review student data and form instructional groups. This time is essential for maintaining the

responsiveness of the model. By continuously analyzing data, staff can adjust groupings and instructional strategies in real time, ensuring that student needs are addressed as they evolve. This level of data-driven instruction would not be feasible without the additional staffing and structured collaboration time embedded in the schedule.

This staffing pattern differs significantly from traditional district models, which often limit the use of academic specialists to isolated intervention or pull-out services, creating fragmentation between core instruction and targeted support. In contrast, the Sarah Parker Remond model is intentionally designed to promote cohesion by integrating academic specialists directly into the core instructional program. Rather than working independently, ELA specialists and math specialists are embedded within grade-level teams, where they actively participate in collaborative planning, data analysis, and daily instruction. This shared responsibility ensures that all educators are working toward common instructional goals and using aligned strategies.

Because academic specialists and classroom teachers co-design and deliver instruction, there is a seamless connection between Tier 1 and Tier 2 learning experiences. These are not separate and isolated spaces; instead, instruction is coherent and mutually reinforcing across settings. Students experience consistency in language, expectations, and instructional approaches, which strengthens their ability to access and master grade-level content. This cohesive model not only enhances the effectiveness of interventions but also ensures that all students—regardless of need—remain connected to the core curriculum while receiving the targeted support or enrichment necessary for their growth.

The leadership structure of the school supports this innovative staffing model by emphasizing collaboration, shared responsibility, and instructional coherence. The principal and associate principal serves as instructional leaders, setting the vision for the school and ensuring alignment across all grade levels and content areas. (The associate principal role replaces an assistant principal role in years 1-2 of the plan, to revert back to an assistant principal role subsequently). Supporting the principals are instructional leaders or coaches who work closely with both classroom teachers and academic specialists to monitor student progress, facilitate data meetings, and provide professional development. Academic specialists, while not administrators, play a critical leadership role within the instructional program. They bring content expertise, lead small-group instruction, and collaborate with teachers to design and refine instructional strategies. This distributed leadership model ensures that expertise is leveraged across the school and that all staff members are actively contributing to student success.

The proposed staffing model also strengthens the school's ability to serve students with special education needs and English language learners (ELLs). By increasing the number of instructional staff available during the Core + More block, the school can provide more inclusive and differentiated instruction. Small-group settings allow for accommodations and modifications to be implemented more effectively, and the alignment between Tier 1 and Tier 2 instruction ensures

consistency for all learners. Academic specialists can work closely with special education and ELL staff to design instruction that meets students' linguistic and learning needs, thereby improving access to the curriculum.

All other aspects of employment, including recruitment, evaluation, and compensation, remain aligned with district policies and collective bargaining agreements. This consistency helps ensure fairness and transparency while allowing the school the flexibility it needs to implement its innovation plan.

In summary, the proposed staffing structure at Sarah Parker Remond School is essential for achieving its mission of delivering high-quality, data-driven, and equitable instruction. By investing in specialized roles, embedding collaboration into the schedule, and reimagining traditional staffing patterns, the school is positioned to meet the diverse needs of its students and to create a dynamic and responsive learning environment. The projected staffing for the first year follows, expected to follow this model in the subsequent years, pending changes based on enrollment.

School Leadership, Operations, and Administrative Staff

- 1 Principal
- 1 Associate Principal (reverts to assistant principal in year 3)
- 1 Math Coach
- 1 Literacy Coach
- 1 School Secretary

Instructional Staff

- 21 Core Elementary Teachers
- 5 Academic Specialist Teachers (2 ELA Specialists, 2 Math Specialists and 1 Math/ELA Specialist)
- 4 Specials Teachers (1 Art, 1 Music, 1 Digital Literacy and 1 Physical Education)
- 3 Kindergarten paraprofessionals
- 2 inclusion paraprofessionals

Special Education Staff

- 5 Sub-separate Special Education Teachers
- 3 Special Education Support/Inclusion Teachers
- 8 Paraprofessionals

Multilingual Staff

- 3 Multilingual teachers

Other Student Support Staff

- 1 School Nurse
- 1 City Connects Coordinator
- 2 School Adjustment Counselors
- 1 Speech Therapist
- 1 Student Support Advisor

D. Professional Development

The professional development plan for the Sarah Parker Remond School is intentionally designed to support the successful launch of a new, unified school community grounded in equity, innovation, and high-quality instruction. This plan reflects a commitment to building a shared vision, strengthening instructional practices, and ensuring that all staff are equipped to meet the diverse academic and social-emotional needs of students. Through a combination of summer retreats, full- and half-day professional development sessions, and ongoing staff meetings, educators will engage in meaningful learning that is both strategic and responsive throughout the school year.

The professional learning experience begins in August with a three-day retreat focused on establishing a strong foundation for collaboration and shared purpose. The first day centers on team building, providing staff with opportunities to build trust, develop relationships, and cultivate a positive school culture. As a newly merged school community, this work is critical to fostering a sense of belonging and collective responsibility among all staff members.

The second and third days of the retreat will focus on developing and refining the school's core values, mission, and programming. Staff will engage in collaborative discussions to ensure that the school's vision reflects a shared commitment to student-centered learning, equity, and excellence. This process will allow all educators to have a voice in shaping the identity of the Sarah Parker Remond School, ensuring alignment and clarity as the school year begins.

Additionally, professional learning will shift to instructional practices, with a focus on differentiation and the Core + More framework. Educators will explore strategies to meet the needs of all learners by providing strong Tier 1 instruction alongside targeted supports and enrichment opportunities. This work will establish a common understanding of how to design and deliver instruction that is rigorous, inclusive, and responsive.

Finally, the August retreat will introduce Community-Embedded Learning, a key pillar of the school's instructional model. Staff will begin to explore how to connect classroom learning to real-world contexts, community partnerships, and student interests. This approach is designed to deepen student engagement and ensure that learning is meaningful and relevant.

As the school year approaches, additional full-day sessions in late August and early September will focus on curriculum implementation, schoolwide systems, and classroom readiness. Teachers will receive training in the math/Benchmark curriculum to ensure consistency and coherence in instruction. Time will also be dedicated to establishing routines and structures, as well as collaborating with specialized staff, including nursing and special education teams, to ensure a coordinated and inclusive approach to student support.

Throughout the school year, professional development will continue to build on these foundational elements. Early fall sessions will revisit curriculum implementation and deepen teachers'

understanding of effective instructional practices. A full-day session in November will focus on instructional monitoring and lesson internalization, supporting educators in using data to inform instruction and ensure that lessons are aligned to standards and student needs.

A significant portion of the professional development plan is dedicated to preparing for and implementing student-led conferences. Multiple half-day and full-day sessions are scheduled across the year to build staff capacity in creating structures that empower students to take ownership of their learning. Teachers will develop systems for goal setting, reflection, and communication, ensuring that conferences are meaningful and centered on student voice.

Mid-year professional development will include a comprehensive data review, allowing staff to analyze student progress and adjust instruction accordingly. This reflective practice ensures that teaching remains responsive and targeted, supporting continuous improvement across the school.

Ongoing staff meetings, totaling approximately 25 hours over the course of the year, will provide additional opportunities for collaboration and professional growth. Topics will include differentiation and the Core + More framework, restorative practices, and planning for Community Embedded Learning experiences. These meetings are designed to be responsive to staff needs while maintaining a clear focus on the school's instructional priorities.

Restorative practices training will support the development of a positive and inclusive school culture, equipping staff with strategies to build strong relationships and address conflict in constructive ways. Additionally, targeted sessions such as MCAS training and end-of-year planning will ensure that staff are prepared to meet accountability requirements while maintaining a focus on student growth and well-being.

The professional development plan concludes with end-of-year reflection and planning, providing staff with the opportunity to celebrate successes, identify areas for growth, and begin to plan for the following year. This cyclical approach reinforces a culture of continuous learning and improvement.

Overall, the professional development plan for the Sarah Parker Remond School is comprehensive, intentional, and aligned to the school's mission and vision. By prioritizing collaboration, high-quality instruction, and student-centered practices, this plan ensures that educators are well-prepared to create a dynamic and supportive learning environment for all students.

Autonomy in professional development will be used to ensure that the teachers of the two merging schools have the opportunity to both build skills in curriculum and practices that are new to them, and to norm together. Sarah Parker Remond educators generally will have professional development along current district guidelines (which allow schools to drive their own needs) but may in the future need to have some differentiated offerings. Additionally, the school may require some additional support from the central office in developing and implementing the new model.

Below is a tentative outline of the Full School Professional Development Plan for the 2026–2027 school year. To maintain alignment with our innovation plan while also addressing individual student needs, our professional development will primarily focus on lesson internalization and responding to student learning in the moment. There will also be a focus on the implementation of the new HQIM for math.

August 17th (Retreat)	Team Building
August 18th (Retreat)	Core Values and Missions/Community Embedded Learning
August 19th (Retreat)	Differentiation/Core +More
August 28th (Full)	IM/Benchmark Curriculum Professional Development
August 31st (Full)	SPS Kickoff and Classroom time
September 1st (Full)	Routines and Structures/Nurse/Spec Ed Core +More
September 23rd (½ Day)	IM/Benchmark Curriculum Professional Development
November 3rd (Full)	Instructional Monitoring and Lesson Internalization and IM/Benchmark Professional Development
November 13th (½ Day)	Student Led Conferences - Structures and Planning
December 9th (½ Day)	Student Led Conferences
December 10th (½ Day)	Student Led Conferences
February 12th (½ Day)	Instructional Monitoring and Lesson Internalization with IM and Benchmark- Focus on Responding to Student Learning
March 15th (Full Day)	Student Led Conferences
March 16th (½ Day)	Student Led Conferences
May 19th (½ Day)	Instructional Monitoring and Lesson Internalization with IM and Benchmark- Focus on Responding to Student Learning
June 22nd (½ Day)	End of Year

E. District Policies and Procedures

While the Sarah Parker Remond School will deviate from some district procedures, any proposed plans and autonomies are covered within other specific areas of the plan, such as Schedule and Calendar or Staffing. No further Policy autonomies are requested.

F. Budget

The Sarah Parker Remond School will make some changes to standard expected budgets. However, anything that requires an autonomy in this effort is covered in the Staffing autonomy, related to altering positions for specific needs. No specific budget autonomy will be used.

VI. CAPACITY OF APPLICANT GROUP

The creation of the new school was announced in December, from the merger of the Saltonstall and Carlton Schools. Salem Superintendent Zrike also announced the leadership of the new school immediately, with Saltonstall Principal Bethann Jellison (our lead applicant) as the incoming principal and Carlton Principal Lauren Weaver (on our applicant team) as incoming associate principal. Our two leaders moved swiftly to convene a group. In January, caregivers and staff from the two schools were simultaneously invited to apply to be on the Innovation team leading the work, as well as a separate transition team. Applicants were required to answer questions about their experience, motivation, and their hopes for the new school. The makeup of the team reflects a balance of caregivers and families from the two schools, and representatives of various demographic groups. There is also a representative of the School Committee as a member.

The new Sarah Parker Remond School, a result of the merger between the Saltonstall and Carlton Schools, was officially announced in December 2025, along with the leadership team: Bethann Jellison, the lead applicant and current Saltonstall Principal, will be the incoming principal, and Lauren Weaver, a member of our applicant team and current Carlton Principal, was named incoming associate principal.

Swiftly, the two leaders invited caregivers and staff from both schools in January to apply for both the lead Innovation team and a separate transition team. Applicants were required to detail their experience, motivation, and vision for the new school. The resulting Innovation team was intentionally composed to balance representation from both schools' families and caregivers, various demographic groups, and also includes a representative from the School Committee.

Following are brief biographical blurbs of members of the applicant group, as well as proposed roles. Their resumes are attached in section IX.

Bethann Jellison (Lead Applicant): Proposed Principal

Bethann Jellison is the current principal of the Saltonstall School and will serve as principal of the newly merged school community. She has dedicated her entire career to Salem Public Schools, beginning as a fifth-grade teacher at Carlton, later teaching third grade and serving as a math specialist and flex teacher. In 2017, she became principal of the Carlton Innovation School—where she was also an original contributor to its innovation plan—and in 2023, she transitioned to lead the Saltonstall School.

Lauren Weaver: Proposed Associate Principal

Lauren Weaver is the current principal of the Carlton Innovation School. Prior to this role, she served as assistant principal at Carlton, as well as a literacy coach and ELA teacher at Collins Middle School. She brings deep expertise in standards-based grading and assessment. Lauren also has extensive knowledge of the school's previous innovation plan, which informs her leadership and vision.

Sonia Lowe (Superintendent Designee)

As the Executive Director of Academics, Sonia is proud to serve Salem's students, families, and educators and works to promote equity, belonging, and opportunity through the implementation of high quality instructional materials, professional development, and support for inclusive teaching practices. Sonia has been privileged to teach, coach, and lead in Salem Public Schools and is happy to call Salem her home as well.

Yamily Byas (School Committee Member)

Yamily Byas is deeply connected to the district both as a caregiver and through service on the school committee, making the work of building the Sarah Parker Remond community especially meaningful. She is passionate about bringing students and families together and ensuring that every voice is heard and supported. Yamily is equally committed to empowering educators so they feel welcomed, valued, and inspired to create meaningful learning experiences for all students

Michelle Grundy (Teacher employed by district)

Michelle Grundy lives in Salem with her husband and three children, all of whom attended Saltonstall. She has been a teacher in Salem for twelve years, bringing extensive experience and commitment to the community. Michelle enjoys living on the North Shore and is excited for the new school to become an integral part of the community.

Liz Urena (Caregiver)

Liz Urena is a driven and passionate Latina mother committed to representing and uplifting the diverse needs of her community. While naturally introverted, she values collaboration and works thoughtfully with others to support shared goals. She is dedicated to ensuring that all children have the opportunities and resources they need to thrive.

Kara Bixby (Caregiver)

Kara Bixby is a parent of two students who will be attending the Sarah Parker Remond School, entering first and fourth grade. Professionally, she is an evaluator who partners with nonprofits, foundations, governments, and schools to strengthen their use of data for continuous improvement. She brings a strong analytical lens and a collaborative approach to her work. Kara is passionate about enhancing the innovation model to ensure all students can learn and thrive.

Lily Grullon (Caregiver)

Lily Grullon is a lifelong Salem resident, a proud graduate of Salem Public Schools, and holds an MBA from Salem State University. She is a Human Resources professional and a first-generation American, the daughter of Dominican-born parents. Lily is deeply committed to her family and

spends much of her time supporting her child’s activities and interests. In her free time, she enjoys crafting, baking, and reading.

Jocelis Uribe (*Staff Member*)

Jocelis Uribe is currently serving in her first year in an elementary school as the front office clerk at Saltonstall and will continue in this role at the Sarah Parker Remond School next year. She is a proud parent of two children and brings a strong sense of care and commitment to her work. Jocelis is passionate about building meaningful connections with students and their families. She is dedicated to creating a welcoming and supportive school environment for all.

Allison Benoit (*Staff Member*)

Allison Benoit has been teaching 4th grade at Saltonstall for the past 20 years. She is passionate about helping students make meaningful connections in their learning and creating classroom experiences that inspire curiosity and engagement. Allison believes that when students see purpose and relevance in what they are learning, they are more likely to develop a genuine love of learning that lasts beyond the classroom.

Annie Pollock (*Staff Member*)

Annie Pollock has been working in Salem Public Schools for over five years and also attended Salem Public Schools as a student in grades K–2. As a Salem resident, she feels deeply connected to the community and is passionate about creating meaningful learning experiences for students. Annie is committed to fostering classroom communities where all students feel safe, valued, respected, and connected. Outside of school, she enjoys running, spending time outdoors, and making memories with family and friends.

Benson Baptiste (*Caregiver*)

Benson Baptiste is a proud member of the Sarah Parker Remond Innovation Team who brings creativity, energy, and a deep love for the community to his work. As a single father, he is passionate about helping create a welcoming and supportive school environment for all students and families. Benson is also a professional DJ and composer who values the power of music, connection, and community-building.

Meghan Stasio (*Caregiver*)

Meghan Stasio is a Salem resident and engaged community member with children in both Collins (7th grade) and Saltonstall (3rd and 1st grade). She works part-time as a preschool teacher and also leads children’s enrichment programs, bringing a strong focus on early learning and development. Meghan has lived in Salem for 25 years and has a deep appreciation for the community she calls home. She is grateful to serve on this committee and proud of the collaborative work accomplished together

Julia Dyroff (*Caregiver*)

Julia Dyroff is the mother of three Salem Public Schools students. Her eldest is a proud Carlton graduate and currently attends Collins Middle School, while her two younger children will attend the Sarah Parker Remond Innovation School next year. Julia has worked as both a teacher and administrator in middle and high schools in New York City. She is currently a paraprofessional at Horace Mann Elementary School.

Chelsea Banks (*District Staff*)

Chelsea Banks serves as the Executive Director of Innovation & Learning for Salem Public Schools, where her system-level innovation work is rooted in her leadership of the middle school pilot to reimagine the middle school experience. Her work is grounded in a commitment to educational equity and informed by her experience as a middle school math and science teacher, district leader, education strategy consultant, and nonprofit strategy leader. Chelsea brings a deep love of learning to her work helping build more equitable, engaging, and future-ready school systems.

VII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

Planning for a New School

The Sarah Parker Remond School is coming together from the announced merger of two smaller Salem elementary schools, the Saltonstall and Carlton schools. Immediately following the announcement of the merger, educators and families from the two schools came together to start planning for the future design and community of the new school. From this launch, the innovation planning committee was formed. The innovation school prospectus was submitted to the superintendent, and approved by the screening committee, in March 2026.

Because the new school is clearly established and because an innovation plan is an immediate intention, the team has engaged in a detailed timeline that accounts for both the development and establishment of the school and of the development and establishment of the innovation plan. These matters heavily overlap, so these conversations have been explicitly connected. In January 2026, leadership set up two teams, a Transition Team (focused on school planning and bringing together the two communities) and the Innovation Team, focused on the academic program for the new school and the innovation plan proposal connected to it.

Each team has worked collaboratively to identify the key decisions and methodically work through them as a community. There have been frequent checks for feedback throughout the process, for example, surveying families on their hopes and interests for the new school and staff from the merging schools on their ideas and the roles they would be interested in playing.

Establishing Teams

The creation of the new school was announced in December, from the merger of the Saltonstall and Carlton Schools. Salem Superintendent Zrike also announced the leadership of the new school immediately, with Saltonstall Principal Bethann Jellison (our lead applicant) as the incoming principal and Carlton Principal Lauren Weaver (on our applicant team) as incoming associate principal. Our two leaders moved swiftly to convene a group. In January, caregivers and staff from the two schools were simultaneously invited to apply to be on the teams leading the work. Two teams were established as part of the process: the Transition Team and the Innovation Team. Interested applicants were invited to apply to the team that best aligned with their interests and

expertise. As part of the application process, candidates were required to complete a form outlining their interest in serving on the team and describing the skills, experiences, and perspectives they would bring as contributing members.

Two balanced teams were selected, one to focus on bringing the communities together to form a new community, as well as some other school planning elements (the Transition Team), and one to focus on the academic program and the development of the innovation plan (the Innovation Team). The makeup of each team reflects a balance of caregivers and families from the two schools, and representatives of various demographic groups. Each team also has a representative of the School Committee as a member. These two teams have been working steadily since January and have laid out plans through the summer for the new school to be ready for students at the start of the new school year.

Core School Planning

While the two teams have been working, some important concrete administrative tasks have also been underway to ensure readiness for opening of school in September. The preliminary enrollment for the school has been set, and any families from the sending schools not wishing to attend have had a chance to transfer, so we have a fairly clear picture of who our students will be.

Additionally, the entire staff is established, having been selected, notified and confirmed in February.

Planning is actively underway for operations, systems, and procedures. The two leaders have worked through several key areas, have examined the building and noted the needs for summer repair and renovation, and have ironed out a number of operational details. Classroom and other work spaces are identified and defined. Principal Jellison also met with stakeholders about traffic patterns for drop off, pick up, and parking concerns. These examples are representative of the kind of behind-the-scenes work that is well underway and that will continue.

The Transition Team's Work

The Transition Team has met and has launched numerous activities to bring together the new community, thinking about students, families/caregivers, and staff both together and individually. The transition team met four times this winter/spring and launched a number of activities across the two current schools, including:

- Launched “Morale Pals” which is a random pairing of staff from different schools who exchange small gifts and encouragement to boost each other’s morale and form bonds
- Connected student pen pals to build relationships across the two schools
- Planned a joint field day for the students of both schools to enjoy together
- Held joint staff meetings
- Set up a community pottery night for social bonding

These will be supplemented by additional student and family activities.

The Innovation Team's Work

The Innovation Team has focused on both the plan itself and the underlying academic program that it is intended to support. That academic planning is the core component from which all other planning stems. The Innovation team has met repeatedly since its kickoff in January, with more scheduled meetings to be held between now and the summer.

The members of this team have worked together to solicit ideas from the stakeholder groups they represent. Beginning with core values and strengths of the two merging schools, and then examining both current best practices and innovative ideas, the team developed the innovation plan prospectus, which was approved unanimously by the Screening Committee in March 2026. Since then, the Innovation Team has focused on the details of the final plan and of implementation.

Some concrete areas that the team has focused on include:

- The foundational components of the academic plan
- The staffing and schedule necessary to enact that plan
- Ideas about the community embedded experiences that will deepen academic work
- Staff preparation and training

Implementing the Plan

Once the plan is approved, the school team will continue to move forward with a series of activities and events this spring and summer to prepare for launch. Schedule planning is complete already, yielding a schedule that allows for all components of the plan and for frequent collaboration time for colleagues to look at student data. The staff are identified, so full preparation for the next year are already underway. Moves are planned for people and materials. Repairs are planned.

Salem Public Schools is allotting extra staff capacity to the new school, with a roster of 2 mathematics specialists, 2 ELA specialists, and 1 ELA/math specialist exceeding the standard pattern by 3 positions. The district is also financially supporting a summer retreat of the staff to come together, build professional community, train, and prepare for the year, in addition to standard August professional development time. The central office meets to monitor support needs and merger implementation regularly in multiple venues.

The district is supporting the new school leaders to establish a partnership with an outside provider to both bring in research experience and facilitation expertise, which will plug into ongoing deliberate work to implement and refine the plan all year, most likely in the school’s Instructional Leadership Team.

Timetable for Development and Establishment of the Innovation School

Time Frame	Activity
December	School Merger Announced
December	School Leaders Announced
December	Merging Staff Shared Interest in Positions at the New School
January	Applications for Innovation and Transition Teams Opened
January	Innovation and Transition Teams Selected
January	First Innovation and Transition Team Meetings
End of January-	Drop-in Open House/Tour at Saltonstall Building for Carlton Staff
February	Staffing for School Set
February	Open House at Saltonstaff Building for Carlton Caregivers
February and April	Ongoing Innovation and Transition Team Meetings
Early March	First version of “one pager” on draft innovation plan sent to staff
March	Draft Innovation Materials sent out to caregivers and staff
March	Transition plans and activities were sent out to caregivers
March	Creation of a “merger” email so that community members could ask questions and get real time answers
March	Staff had the option of discussing the plan with their colleague representatives
End of March	Drop in Session with staff
End of March	Three drop in sessions for Caregivers
Middle of April	Updates one pager sent to caregivers and staff
April 16th	Joint Title I night
April 29th	Joint Pottery Night
May 29th	Joint Field Day

Time Frame	Activity
June	Joint Caregiver and Staff BBQ at Winter Island
June	Students from Carlton go to tour Saltonstall
July	Additional School Planning
August	Additional School Planning
August	School Year Prep Drop in Sessions for Caregivers and Students
August	Joint Staff Retreat
August	Joint staff retreat (one day of team building, one day of mission/vision work, one day of PD centered on differentiation and Core + More)
August	School-Year Kickoff PD

VIII. MEASURABLE ANNUAL GOALS

For the Sarah Parker Remond School, we propose the following Measurable Annual Goals (MAGs), combining the required metrics with some school-created ones that relate to the specific program and plan. We will monitor progress towards these goals with the annual evaluations and our internal School Improvement Plan process. Baseline data, where available, is mostly a combination of the most recent data for the two schools that are merging to become the Sarah Parker Remond School, namely the Carlton School and the Saltonstall School.

MAG Category	Measure	Baseline Data (2024-25)	Goal (2026-2027)	Goal (2027-2028)	Goal (2028-2029)
Student Attendance	% student attendance (all students)	Carlton: 94.9% Saltonstall: 94%	95%	96%	97%
	% chronically absent	Carlton: 11.6% Saltonstall: 14.2%	13%	10%	8%
Student Safety and Discipline	# high needs students with reportable discipline incidents	Carlton: 10 Saltonstall: 28	15	12	7
	% out of school suspension	Carlton: 2.3% Saltonstall: 6%	4%	3%	2%
Student Achievement in MCAS*	ELA % E or M for all students, gr 3-5	Carlton: 41% Saltonstall: 37%	40%	47%	55%

MAG Category	Measure	Baseline Data (2024-25)	Goal (2026-2027)	Goal (2027-2028)	Goal (2028-2029)
<i>*Saltonstall baseline for MCAS is gr. 3-8</i>	Science % E or M for all students, gr 3-5	Carlton: 42% Saltonstall: 35%	40%	47%	55%
	Math % E or M for all students, gr 3-5	Carlton: 29% Saltonstall: 23%	28%	33%	40%
Progress among subgroups of students*	ELA % E or M for high needs students	Carlton: 26% Saltonstall: 25%	25%	30%	35%
	Math % E or M for high needs students	Carlton: 18% Saltonstall: 12%	20%	25%	30%
	<i>*Saltonstall baseline for MCAS is gr. 3-8</i> Science % E or M for high needs students	Carlton: 26% Saltonstall: 20%	25%	30%	35%
Reducing Achievement Gaps*	Achieve and maintain set SGP growth targets in ELA (all S)	Carlton: 47 Saltonstall: 61	55	60	65
	<i>*Saltonstall baseline for MCAS is gr. 3-8</i> Achieve and maintain set SGP growth targets in Math (all S)	Carlton: 49 Saltonstall: 44	50	60	65
School Defined Measures	% of students who will participate in a designed community-embedded experience	NA	100% of students at least once/year 60% of students at least twice/year	100% of students at least once/year 70% of students at least twice/year	100% of students at least once/year 80% of students at least thrice/year
	% of students who have a specific plan designed for them in the “+ More Block” in ELA	NA	100% of students at least once/year	100% of students at least 3 times/year	100% of students at least 3 times/year
	% of students who have a specific plan designed for them in the “+ More Block” in math	NA	100% of students at least once/year	100% of students at least 3 times/year	100% of students at least 3 times/year

IX. REQUIRED ATTACHMENTS

Resumes for Innovation Plan Committee members are attached.

BETHANN JELLISON

6 Home Street, Salem, MA 01970

(978) 836-8037

bjjel257@comcast.net

Administrative Experience

Saltonstall School, Salem Public Schools

Principal | 2023–Present

- Serve as Principal of a K–8 school community focused on academic achievement, student support, and a positive school culture.
- Provide instructional leadership through teacher supervision, evaluation, coaching, and ongoing feedback aligned to the Massachusetts Educator Evaluation System.
- Collaborate with staff and district leaders to strengthen curriculum, instructional practices, and data-driven decision making.
- Develop and maintain schoolwide systems that support student engagement, behavioral expectations, attendance, and social-emotional learning.
- Foster strong relationships with students, families, staff, and community partners to create an inclusive and supportive learning environment.
- Oversee daily school operations, including budgeting, scheduling, safety planning, and student services.
- Lead multidisciplinary teams to support the academic, behavioral, and social-emotional needs of all learners.

Carlton Innovation School, Salem Public Schools

Principal | 2016–2023

- Provided instructional leadership through implementation of the Massachusetts Teacher Evaluation System, offering consistent coaching, support, and feedback to improve instructional practice.
- Led staff in standards-based instruction and grading practices using multiple measures of student achievement data to guide instructional decision making.
- Designed and facilitated professional development responsive to staff and student needs, including Race & Equity, Trauma-Informed Teaching, Culturally Responsive Teaching, Project-Based Learning, and workshop model instruction.
- Collaborated with district instructional leadership teams to develop school improvement goals focused on educational equity, high-quality instruction, and family engagement.
- Established and sustained a positive school culture using Responsive Classroom and PBIS practices, helping staff develop and reinforce shared school values of Caring, Effort, Community, and Curiosity.
- Supported equitable access to curriculum and instruction for students with

disabilities and English Language Learners through differentiated instructional practices and targeted interventions.

- Maximized schedules, staffing, calendars, and learning spaces to support student-centered learning environments.
- Recruited, hired, developed, supervised, and retained effective educators and support staff.

Professional Experience

Carlton Innovation School, Salem Public Schools

Math Lead Teacher | 2012–2016

- Served as the school's Math Lead Teacher, supporting instructional improvement and curriculum alignment across grade levels.
- Developed year-long math curriculum trajectories aligned to the Common Core State Standards for all grade levels.
- Planned and facilitated three weekly Common Planning Time meetings for teachers in grades 3–5 focused on instructional practices, assessment analysis, and student achievement.
- Designed and implemented mid-trimester, end-of-trimester, and end-of-year math assessments schoolwide.
- Analyzed student achievement data to identify learning needs and create targeted intervention groups.
- Provided small-group math instruction aligned to student needs and grade-level standards.
- Developed rigorous instructional plans that promoted high expectations and academic growth for all students.
- Served as Building Representative for the Salem Teachers Union, supporting communication, collaboration, and conflict resolution among staff and administration.

Carlton Innovation School, Salem Public Schools

Classroom Teacher (Grades 3 & 5) | 2002–2012

- Developed and implemented engaging daily and unit lesson plans aligned to state standards across multiple subject areas.
- Assessed and monitored student progress using formal and informal assessments to guide instructional planning and differentiation.
- Facilitated whole-group, small-group, and individualized instruction in reading, mathematics, science, and writing.
- Fostered a positive, student-centered classroom environment that promoted academic growth, collaboration, and strong student relationships.
- Designed and implemented project-based learning units as culminating assessments to deepen student understanding and engagement.

- Collaborated with colleagues, specialists, and families to support student success and address academic and social-emotional needs.
- Maintained open and consistent communication with families to build strong partnerships between home and school.

Other work experience

U.S. Department of Education

Senior Auditor/Auditor in Charge 1991 - 2002

Education

Salem State College Completed May 2002 Salem, MA 01970

Master of Education

Merrimack College Completed May 1991 North Andover, MA

Bachelor of Science – Accounting

Licensure – MA Educator License # 378332

Principal/Assistant Principal, PreK-6, Initial (SEI Endorsed)

Elementary, 1-6, Professional (SEI Endorsed)

Middle School, 5-8, Professional

Lauren Weaver

Beverly, Massachusetts 01915
617-710-0977 | lhobin46@gmail.com

Professional Summary

Experienced educational leader with a strong background in school leadership, curriculum implementation, instructional coaching, data analysis, and operations management. Proven ability to improve student achievement through collaborative leadership, strategic planning, and data-driven instruction. Skilled in teacher evaluation, professional development, family engagement, and building positive school culture in diverse educational settings.

Certifications & Licensure

- Massachusetts Educator License: Principal/Assistant Principal PreK–12
- Massachusetts Educator License: English 5–8
- Massachusetts Educator License: English 9–12

Education

American International College — Springfield, Massachusetts

C.A.G.S., School Leadership | August 2017

American International College — Springfield, Massachusetts

M.Ed., Middle School English | May 2013

Salem State College — Salem, Massachusetts

Bachelor of Arts in Elementary Education & English | May 2008

Professional Experience

Salem Public Schools

Carlton Innovation School — Principal

July 2023 – Present

- Lead all aspects of daily school operations for a K–5 elementary school, ensuring a safe, organized, and student-centered learning environment.
- Analyze and utilize student achievement and assessment data to drive instructional decisions, monitor progress, and implement targeted interventions.

- Oversee implementation of district curriculum initiatives and instructional best practices across grade levels.
- Conduct formal teacher evaluations, classroom observations, and instructional feedback cycles to support professional growth.
- Build strong partnerships with families and community stakeholders through consistent communication and family engagement initiatives.
- Collaborate with leadership teams and staff to develop school improvement goals and foster a positive, inclusive school culture.

Carlton Innovation School — Assistant Principal

June 2019 – June 2023

- Observed and coached teachers to improve instructional practices aligned to Common Core standards and student achievement goals.
- Facilitated Professional Learning Communities (PLCs) and professional development sessions focused on student-centered instruction.
- Managed daily school operations including staffing, scheduling, transportation, and student support systems.
- Collaborated with the Principal and Special Education Team Chair to ensure compliance and implementation of IEPs and 504 plans.
- Served as the school representative on the District Emergency Response Team and lead member of the school-based Crisis Team.
- Helped review and develop policies, procedures, and systems to support anti-racist school and district practices.

Collins Middle School — Literacy Coach

August 2016 – June 2019

- Collaborated with teachers to design standards-based lessons aligned to the Common Core State Standards.
- Supported implementation of research-based instructional strategies and standards-based grading practices.
- Analyzed school-wide data to create targeted intervention groups for students.
- Helped facilitate professional development aligned to school improvement goals and student achievement needs.
- Contributed to a 23% increase in ELA student growth through instructional coaching and intervention planning.

6th Grade Language Arts Teacher

February 2012 – August 2016

- Implemented standards-based grading practices that contributed to a 30% increase in MCAS assessment performance.
- Used daily data analysis to inform small-group instruction and achieve strong student growth outcomes.
- Collaborated with ELA, ELL, and Special Education staff to meet the needs of diverse learners.

- Maintained a Student Growth Percentile above 60 for students with disabilities.
- Served as a lab classroom teacher implementing Readers and Writers Workshop instructional models.

Title I Literacy Tutor, Grade 8

October 2010 – June 2011

- Supported classroom instruction and facilitated small-group and one-on-one literacy interventions.
 - Worked with students with learning disabilities and behavioral challenges to improve reading comprehension and writing skills.
 - Created accommodations and instructional supports based on individual student needs.
-

Volunteer Experience

School on Wheels — Tutor

September 2007 – May 2008

- Assisted homeless children with academic support and enrichment activities.
- Planned age-appropriate learning activities to support literacy and engagement.

Carlton Elementary School — Pre-Practicum Student, Grade 5

January 2007 – May 2008

- Facilitated small-group instruction and conducted student assessments.
- Assisted with lesson preparation and classroom activities.

Witchcraft Heights Elementary School — Pre-Practicum Student, Grade 2

January 2006 – May 2006

- Supported students with learning disabilities through individualized instruction.
 - Assisted with lesson planning and classroom instruction.
-

Leadership Experience

Salem Public Schools

Vanguard Group — Teacher Leader

Innovation School - Measurable Annual Goals - Student Rates: Goal areas 1-3

District/School: Sarah Parker Remond School (Salem Public Schools)

	Measure	Description/Notes	Baseline	Year 1	Year 2	Year 3	
			2024-2025	2026-2027	2027-2028	2028-2029	
Student Rates	(1) Student attendance	Student Attendance Rate	Average student attendance (all students)	Carlton: 94.9% Saltonstall: 94%	95%	96%	97%
		Chronic Absenteeism Rate	Percentage of students who qualify as 'chronically absent' (all students)	Carlton: 11.6% Saltonstall: 14.2%	13%	10%	8%
	(2) student safety and discipline	Incidents for "High Needs" Students	Number of students listed as 'high needs' who have one or more reportable discipline incidents (high needs)	Carlton: 10 Saltonstall: 28	15	12	7
		Suspension Rate	Percentage of students who have at least one out-of-school suspension (all students)	Carlton: 2.3% Saltonstall: 6%	4%	3%	2%

Innovation School - Measurable Annual Goals - Student Achievement: Goal areas 4-7							
District/School:		Sarah Parker Remond School (Salem Public Schools)					
	Measure	Description/Notes	Baseline	Year 1	Year 2	Year 3	
			2024-2025	2026-2027	2027-2028	2028-2029	
Student Achievement	(4) student achievement on the Massachusetts Comprehensive Assessment System;	MCAS Achievement - ELA	In MCAS ELA, grades 3-5, % of students either exceeding or meeting expectations (all students)	Carlton: 41% Saltonstall: 37%	40%	47%	55%
	(5) progress in areas of academic underperformance;	MCAS Achievement - Math	In MCAS Science, grades 3-5, % of students either exceeding or meeting expectations (all students)	Carlton: 42% Saltonstall: 35%	40%	47%	55%
	(6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education;	MCAS Achievement - Science	In MCAS Math, grades 3-5, % of students either exceeding or meeting expectations (all students)	Carlton: 29% Saltonstall: 23%	28%	33%	40%
	(7) reduction of achievement gaps among different groups of students	MCAS HN Progress - ELA	In MCAS ELA, grades 3-5, % of students either exceeding or meeting expectations ('High Needs' students)	Carlton: 26% Saltonstall: 25%	25%	30%	35%
		MCAS HN Progress - Math	In MCAS Science, grades 3-5, % of students either exceeding or meeting expectations ('High Needs' students)	Carlton: 26% Saltonstall: 20%	25%	30%	35%
		MCAS HN Progress - Science	In MCAS Math, grades 3-5, % of students either exceeding or meeting expectations ('High Needs' students)	Carlton: 18% Saltonstall: 12%	20%	25%	30%
		MCAS SGP - ELA	Achieve and maintain set SGP targets in ELA (all students)	Carlton: 47 Saltonstall: 61	55	60	65
		MCAS SGP - Math	Achieve and maintain set SGP targets in Math (all students)	Carlton: 49 Saltonstall: 44	50	60	65

* Saltonstall baseline measures here included a composite of grades 3-8.

Innovation School - Measurable Annual Goals - School-defined

District/School: Sarah Parker Remond School (Salem Public Schools)

School-defined MAGS	Measure	Description/Notes	Baseline	Year 1	Year 2	Year 3
			NA	2026-2027	2027-2028	2028-2029
	Community-Experience Participation	Percentage of students participating in designed community-embedded experiences (all students)	None	100% of students at least once/year 60% of students at least twice/year	100% of students at least once/year 70% of students at least twice/year	100% of students at least once/year 80% of students at least twice/year
	Students Receiving Individual Planning - ELA	Percentage of students who have a specific plan designed for them in the "Core + More" Block in ELA	None	100% of students at least once/year	100% of students at least 3 times/year	100% of students at least 3 times/year
	Students Receiving Individual Planning - Math	Percentage of students who have a specific plan designed for them in the "Core + More" Block in mathematics	None	100% of students at least once/year	100% of students at least 3 times/year	100% of students at least 3 times/year



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

M. Kate Carbone

Interim Superintendent

29 Highland Ave. Salem, MA 01970

978-265-4030

kcarbne@salemK12.org

May 22, 2026

RE: MSBA Update

School Committee Members,

Please see the following important updates regarding the Salem High School building project:

- The School Building Committee met on **Tuesday, May 12th** and discussed:
 - Milestone Review Schedule: on track
 - Local Funding Authorization passed on **May 5th**
 - Proposed future meeting dates
 - Transition to the Design Development Phase and Building Committee input
 - Update from the Finance Working Group

- **Upcoming Meetings:**
 - **Thursday, June 18th** from 6-8 pm (Zoom)
 - **Thursday, July 23rd** from 6-8 pm (Zoom)
 - **Thursday, August 13th** from 6-8 pm (Zoom)
 - **Thursday, September 17th** from 6-8 pm (School Committee Chambers, CMS)

- Recordings of all meetings and presentations can be found on the [Salem High School Building Committee](#) website.

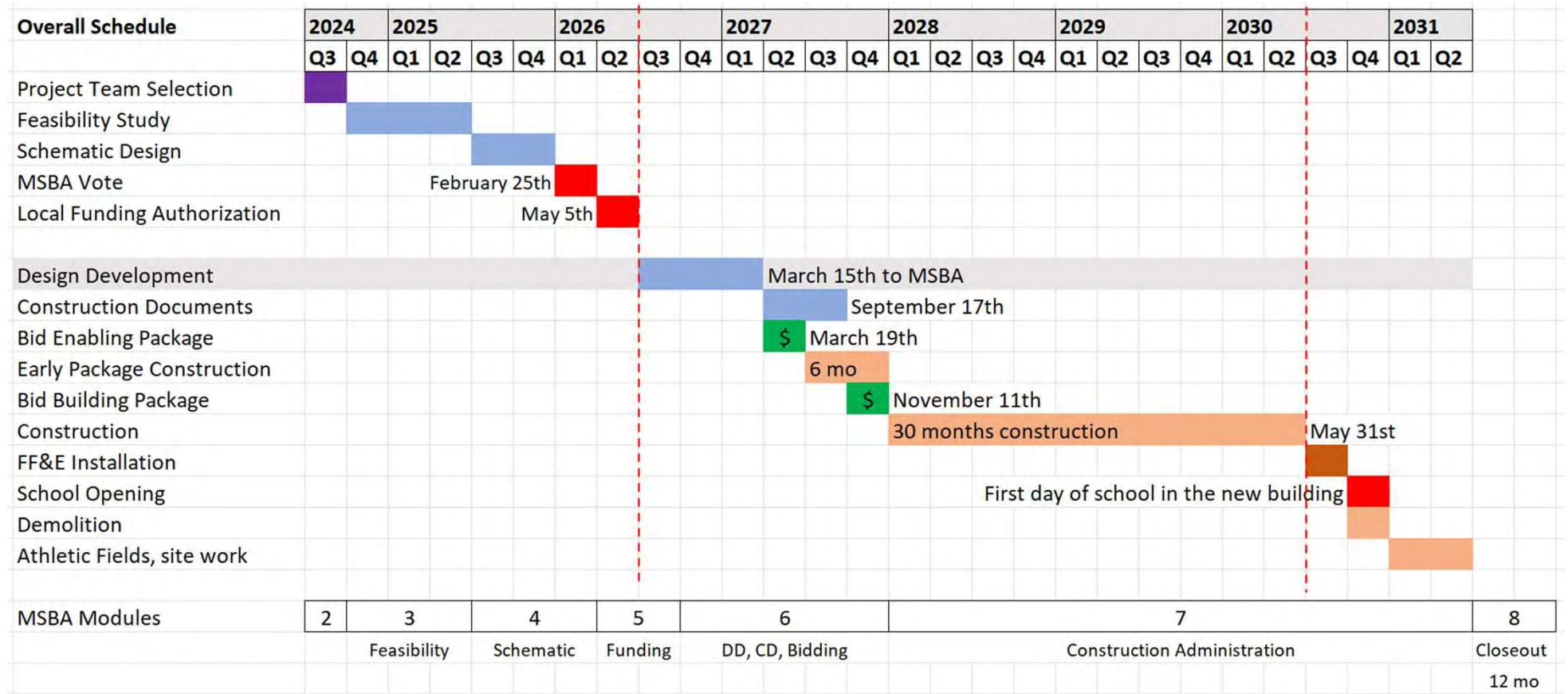
Sincerely,

M. Kate Carbone

Interim Superintendent of Schools



MILESTONE SCHEDULE REVIEW





To: Salem School Committee

CC: Kate Carbone

From: Camila Salazar

Date: May 20, 2026

Re: FY26

Below please find a series of transfers that are recommended for your consideration. The total amount requested for transfer is \$5,642.09. Because these transfers are across cost centers, we are asking for School Committee approval to make these transfers.

The rationale for these transfers is described briefly below.

I recommend approval of these transfers.

Account Name	Transfer to: Account Number	Amount	Transfer From: Account Name	Transfer From: Account Number
Student Supports - Contracted Services	13592021-5320	\$4,922.09		
		\$4,922.09	Student Supports - Stipends	13592020-5150
To help fund DESSA license renewal.				
ECC - Stipends	13641120-5150	\$720.00		
		\$720.00	ECC - Contracted Services	13641120-5320
To fund stipends for PD.				



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