

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

SCHOOL COMMITTEE MEETING PUBLIC HEARING

Notice is hereby given that the Salem School Committee will hold a **Public Hearing on June 1, 2026 at 6:00 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/81778777245?pwd=bb07QmFKFAcKlsZwjvjuwP3XryauhZ.1>

Passcode: 621507


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. Instructions for Participating in Public Comment

If you wish to participate in the public comment portion of the meeting, you may come up to the podium to speak during this section of the meeting. If you wish to provide a comment via Zoom, 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.

29 Highland Ave, Salem, MA 01970 Phone: 978-740-1212 Email: sdorai@salemk12.org

3. **Move to Open the Public Hearing on the Innovation Plan for Sarah Parker Remond School**
4. **Public Comments**
5. **Move to Close the Public Hearing on the Innovation Plan for Sarah Parker Remond School**
6. **Presentation for New Liberty Innovation Plan Renewal**
7. **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
AJ Hoffman*



*Mary A. Manning
Veronica Miranda
Megan Stott*

Alcalde Dominick Pangallo, presidente

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

REVISADA

REUNIÓN DEL COMITÉ ESCOLAR AUDIENCIA PÚBLICA

Por la presente se notifica que el Comité Escolar de Salem celebrará una **audiencia pública el 1 de junio de 2026 a las 6:00 p. m.** Esta reunión se llevará a cabo de manera presencial en **29 Highland Ave., sala 227, Salem, MA.** También puede participar a través de Zoom utilizando el enlace que aparece a continuación.

Enlace de Zoom para participar:

<https://us06web.zoom.us/j/81778777245?pwd=bb07QmFKFAcKlsZwJvJWU3XrYauhz.1>

Código de acceso: 621507


1. Apertura de la sesión

1. Resumen de la política de participación ciudadana (Política n.º 6409 del Comité Escolar).

Leer en voz alta: El Comité Escolar de Salem desea conocer la opinión del público sobre diversos temas que afecten al distrito escolar y que entren dentro del ámbito de competencias del Comité. Hay servicio de interpretación al español disponible para quien lo necesite. Los miembros del comité escolar desean recordar al público que los alumnos de las Escuelas Públicas de Salem suelen asistir a las reuniones del Comité Escolar. Animamos a todos los participantes en las reuniones a dar ejemplo un diálogo público respetuoso y constructivo para nuestros jóvenes estudiantes.

2. Interpretación simultánea al español.

Ahora se ofrece interpretación al español en todas las reuniones ordinarias del Comité Escolar. Para escuchar esta reunión con interpretación al español, consulte las instrucciones que se indican a continuación:

1. Haga clic en **Interpretación** 
2. Haga clic en **Español**
3. (Opcional) Para escuchar solo el idioma interpretado, haz clic en **Silenciar audio original.**

2. **Instrucciones para participar en la consulta pública**
Si desea participar en el turno de comentarios públicos de la reunión, puede subir al estrado para intervenir durante esta parte de la reunión. Si desea hacer un comentario a través de Zoom, puede hacerlo entrando en la reunión de Zoom y haciendo clic en la función «Levantar la mano». Cuando le toque intervenir, un moderador anunciará su nombre, le activará el micrófono y le permitirá hablar.
3. **Moción para dar inicio a la audiencia pública sobre el Plan de Innovación de la Escuela Sarah Parker Remond**
4. **Comentarios del público**
5. **Moción para dar por concluida la audiencia pública sobre el Plan de Innovación de la Escuela Sarah Parker Remond**
6. **Presentación sobre la renovación del Plan de Innovación de New Liberty**
7. **Cierre**

Presentado respetuosamente por,

Shirley Dorai

Asistente ejecutivo del Comité Escolar y del superintendente

«Las personas que necesiten ayudas y servicios auxiliares para comunicarse de manera efectiva, tales como un intérprete de lengua de señas, un dispositivo de ayuda auditiva, material impreso en formato digital o una adaptación razonable en los programas, servicios, políticas o actividades, pueden ponerse en contacto con el coordinador de la ADA de la ciudad de Salem llamando al (978) 619-5630 lo antes posible y, como mínimo, dos días hábiles antes de la reunión, el programa o el evento».

Escolas Públicas de Salem Conselho Escolar

*Yamily Byas
Beth Anne Cornell, Vice-presidente
AJ Hoffman*



*Mary A. Manning
Veronica Miranda
Megan Stott*

Prefeito Dominick Pangallo, Presidente

“Conheça seus direitos previstos na Lei de Reuniões Públicas, M.G.L. c.30A § 18-25 e
“Artigos 2-2028 a 2-2033 do Regulamento Municipal”

REVISADO

REUNIÃO DO CONSELHO ESCOLAR AUDIÊNCIA PÚBLICA

Fica por meio deste notificado que o Conselho Escolar de Salem realizará uma **Audiência Pública no dia 1º de junho de 2026, às 18h**. Esta reunião **será realizada presencialmente na 29 Highland Ave., Sala 227, Salem, MA**. Você também pode participar via Zoom usando o link abaixo.

Link do Zoom para participar:

<https://us06web.zoom.us/j/81778777245?pwd=bb07QmFKFAcKlsZwjvjuwP3XryauhZ.1>

Código de acesso: 621507


1. Abertura da reunião

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

Leia em voz alta: *O Conselho Escolar de Salem gostaria de ouvir a opinião do público sobre questões que afetam o distrito escolar e se enquadram no âmbito das responsabilidades do Comitê. Há serviço de interpretação em espanhol disponível para quem precisar. Os membros do Comitê Escolar gostariam de lembrar ao público que os alunos das Escolas Públicas de Salem costumam participar das reuniões do Conselho Escolar. Incentivamos todos os participantes das reuniões a darem o exemplo um discurso público respeitoso e produtivo para nossos jovens alunos.*

2. Interpretação simultânea de espanhol.

Agora, é oferecido serviço de interpretação em espanhol para todas as reuniões ordinárias do Conselho Escolar. Para ouvir esta reunião com interpretação para o espanhol, consulte instruções a seguir:

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

2. **Instruções para participar da consulta pública**
Se você deseja participar da sessão de comentários públicos da reunião, pode subir ao pódio para falar durante esta parte da reunião. Se desejar fazer um comentário pelo Zoom, basta entrar na reunião e clicar na função “Levantar a mão”. Quando chegar a sua vez de falar, um moderador anunciará seu nome e ativará o som da sua linha para permitir que fale.
3. **Moção para dar início à audiência pública sobre o Plano de Inovação da Escola Sarah Parker Remond**
4. **Comentários do público**
5. **Moção para encerrar a audiência pública sobre o Plano de Inovação da Escola Sarah Parker Remond**
6. **Apresentação sobre a renovação do Plano de Inovação da New Liberty**
7. **Encerramento**

Apresentado respeitosamente por,

Shirley Dorai

Assistente executivo do Conselho Escolar e do Superintendente

“As pessoas que necessitem de recursos e serviços auxiliares para uma comunicação eficaz, tais como intérprete de língua de sinais, aparelho de audição assistida, material impresso em formato digital ou adaptações razoáveis em programas, serviços, políticas ou atividades, podem entrar em contato com o Coordenador da ADA da cidade de Salem pelo telefone (978) 619-5630 o mais rápido possível e, no mínimo, dois dias úteis antes da reunião, do programa ou do evento.”

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.

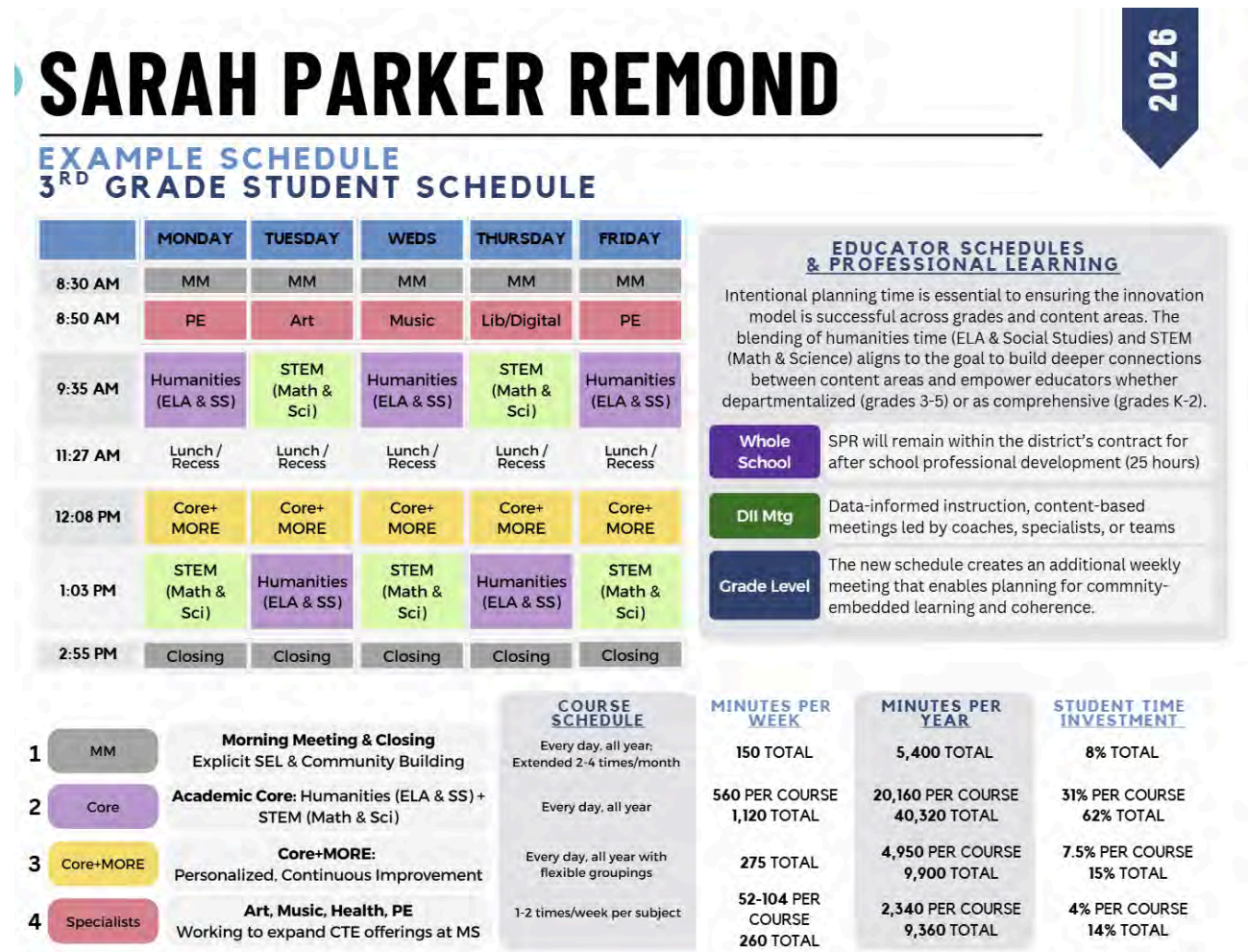
To ensure this rigor is both accessible and deeply engaging, we have dissolved the boundaries between the classroom and the community by shifting toward "learning experiences" that leverage the rich historical and cultural assets of 'The Point' ('El Punto') neighborhood. By grounding abstract concepts 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:



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

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



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



NLIS Innovation Plan Revisions SY27 - SY31



June 2026

BACKGROUND

- New Liberty Innovation School was first established in 2016-17 by a vote of the Salem School Committee.
- The Salem School Committee reauthorized the school for the school years 2021-2026.
- NLIS is seeking reauthorization for the 2026-27 school year through the 2030-2031 school year.

MISSION

The mission of New Liberty Innovation School (NLIS) is to engage all students in real-life learning about themselves and the world, to empower them to create a positive impact on their communities, and to ensure they have the tools to pursue their goals after graduation.

Process for Reauthorization



Principal Jamaal Camah convened a group representing members of the school community, including students, parents, staff, and community partners.

The Innovation Planning Team met several times from February - May 2026.

Innovation Planning Team

Jamaal Camah	<i>Principal, New Liberty Innovation School</i>
Holly O'Leary	<i>Academic Instructional Coach, New Liberty Innovation School</i>
Jennifer Thomas	<i>Coordinator of Counseling Services, New Liberty Innovation School</i>
Meghan Murtagh	<i>College & Career Specialist, New Liberty Innovation School</i>
Pierce Woodward	<i>Humanities Teacher, New Liberty Innovation School</i>
Brenda Perez-Goodrum	<i>Science Teacher, New Liberty Innovation School</i>
Hadee Benoit	<i>Bilingual Senior Administrative Assistant, NLIS (Interpreter)</i>
Cynthia Nina Soto	<i>Local Real Estate Agent, Industry Pathways Partner</i>
Sonia Lowe	<i>Executive Director of Academics, Salem Public Schools</i>
A.J. Hoffman	<i>School Committee Member</i>
Sebastien Lugo	<i>Student, New Liberty Innovation School</i>
Nevin Lebron	<i>Student, New Liberty Innovation School</i>
Alicia Depena	<i>Parent, New Liberty Innovation School</i>

School Data SY22-SY26

Graduation Rates	SY21-22	SY22-23	SY 23-24	SY25	SY26
4 Year	22.2%	26.3%	38%	69%	Anticipated 71%
5 Year	20%	48.1%	36%	55.6%	Anticipated 70%

Attendance	SY21-22	SY22-23	SY 23-24	SY25	SY26
Chronic absenteeism	82%	82%	83%	67%	50%
Daily Attendance Rate	64%	60%	66%	82.5%	86.8%
Drop Out Rate	27.8%	17.9%	15%	11%	9% (5/26)

School Achievement Data

MCAS Performance Summary (SY 2024-25):

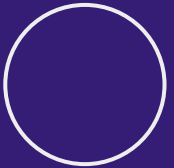
- **Mathematics:** 56% of students (9/16) achieved Meeting or Partially Meeting expectations.
- **ELA:** 79% of students (11/14) achieved Meeting or Partially Meeting expectations.
- **Science:** 78% of students (14/18) achieved Meeting or Partially Meeting expectations

Official SY25-26 data is currently pending. However, given our focus on Data Informed Instruction, Lesson Internalization, Academic Monitoring, District Common Assessments and targeted small group instruction, we are projecting an upward trend in proficiency levels and overall student growth.

Let's



Get



Excited!



What's next?

**NLIS is moving to
a NEW location!**



**New Liberty
Innovation
School**



NLIS 5+ Vision



New Liberty + Pathways

Our vision is to empower NLIS graduates with a comprehensive credential suite: a high school diploma, industry certifications, and transferable college credits.



New Liberty at Night

To serve over-age, under-credited students and those seeking smaller learning environments, New Liberty will launch an accelerated PM program offering a condensed curriculum alongside full access to Early College, internships, and career pathways



New Liberty Links

New Liberty will drive economic mobility through a robust alumni and family network that tracks graduate progress and provides the lifelong support necessary to secure high-wage career opportunities.



VISION #1

New Liberty + Pathways

Build Out a Diploma + Pathways

New Liberty Innovation School empowers graduates with the knowledge, skills, and social capital necessary for lifelong economic stability and community leadership. By integrating high-demand career pathways with early college coursework, we provide every Salem student equitable access to rigorous, real-world learning aligned with state standards and our Portrait of a Graduate skills.

academic → job training/certification → job shadow → internship

1 pathway, Implemented by SY27-28 with the goal of increasing to 3 pathways by Year 5

- **Year 1:** Foundational Preparation (SY26-27)
- **Year 2:** Launch Pathway 1 (SY27-28)
- **Year 3:** Launch Pathway 2 (SY28-29)
- **Year 4:** Launch Pathway 3 (SY29-30)
- **Year 5:** Full Integration (SY30-31)

Continue to strengthen the Early College Pathway with NSCC and expand partnership to SSU.

New Liberty at Night (NLN)

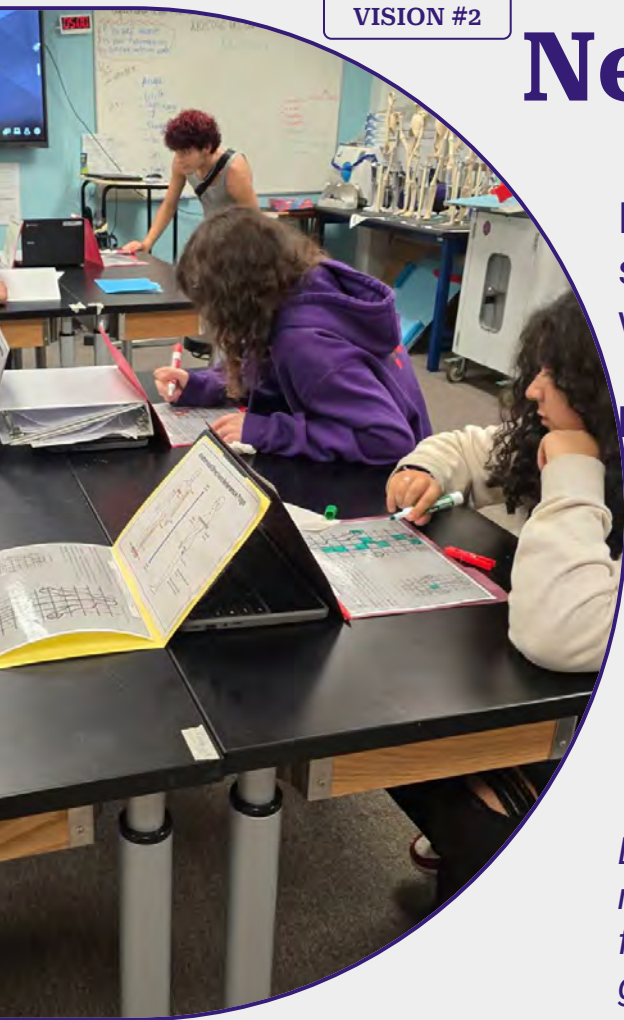
Offer AM/PM School Options

In order to best serve the increasing needs of **Salem Public Schools** students who are both over age under credited as well as students who require a smaller learning environment.

New Liberty's goal is to:

- Design and implement PM (**NLN**) programming to support the needs of the specific student population listed above.
- Exposure to all of the programming that the AM has to offer (*Early College, Internships, Externships, community building activities, etc*)
- Provide an accelerated curriculum aligned to our program of study designed for students who are one or more grade levels behind.

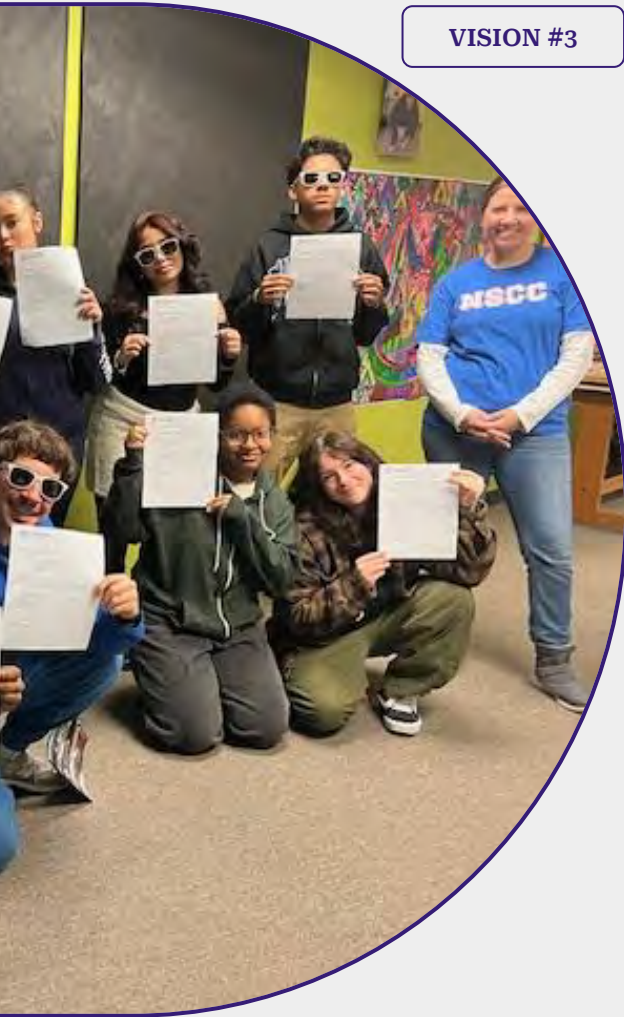
Data point: there are (16) over age under credited students in the (SY25-26) referral spreadsheet from Salem High School which is an increase (12 students) from the previous year. In addition, Quarter 4 data shows that 12% of the 9th graders at Salem High School are failing 3 or more courses and at risk of repeating the year.



New Liberty Links

Alumni and Family Network

New Liberty will establish a comprehensive alumni and family network to foster lifelong community engagement. We aim to drive economic mobility for our graduates by tracking their progress and providing the ongoing support necessary to secure high-wage career opportunities.



New Liberty Links

Alumni and Family Network

To support our graduates, our alumni network will provide:

- **Career Connections:** Hosting networking mixers and workforce readiness workshops.
- **Digital Tools:** A "living" Resource Hub on our website, updated regularly with the latest opportunities.
- **Consistent Mentorship:** A formal follow-up schedule to check in with alumni throughout their first two years.
- **Tailored Guidance:** Direct access to personalized coaching sessions for long-term success.



New Liberty Links

Alumni and Family Network

Our Family Engagement Network will include:

- Events focused on leadership, advocacy, and collaborative growth.
- A proactive check-in system to support families during key transitions throughout the school year.
- Monthly newsletters designed to celebrate our community's 'happenings' while connecting our network to exclusive opportunities and essential support tools.



Thank you for your continued support as we strive to empower students to create a positive impact on their communities, and to ensure they have the tools to pursue their goals after graduation!

Questions?



NEW LIBERTY
INNOVATION SCHOOL

Welcome all. Challenge yourself. Create a positive impact.

2026 Innovation Plan

Primary Applicant: Jamaal Camah, Principal, New Liberty Innovation School

Contact Information: jcamah@salemk12.org
978-825-3470 (phone)
978-825-3475 (fax)

Type of Innovation: Renewal of Innovation School
Date of Renewal: July 1st, 2026
Duration of plan: 5 years
Current Address: 2 East India Square, Suite 200
Number of Students: 55-85
Student Age: 14-22 years

Timeline for Innovation Plan Submission

Renewal Committee Meetings:	February-May 2026
NLIS Faculty Vote:	May 2026
Salem School Committee Public Hearing:	June 2026
Salem School Committee Approval:	June 2026

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I. **Executive Summary**

New Liberty Innovation School offers dynamic and real world learning experiences to all students through delivery of our three core pillars:

1. Rigorous competency-based academics
2. Growth oriented social-emotional learning
3. Robust college and career pathways including Early College and internships

Combining this blend of expectations and experiences, students will grow their self-awareness, academic skills and their resumes so that by the time they graduate they have a clear post-graduation plan that will drive them into meaningful and high paying careers. The City of Salem will be a lab of exploration for our students to engage in real-life learning experiences such as internships, training programs, volunteer opportunities which will be matched to their interests and passions.

It all starts with building trust between students and educators. At New Liberty we know that: Transformative teacher-student relationships go beyond knowledge transfer, fostering deep trust and personal growth through a "warm demander" approach—balancing high expectations with genuine, unwavering support. These connections enhance student engagement, academic self-reliance, and emotional security, turning classrooms into collaborative, high-achieving environments. This is the learning environment that we will create for our students.

II. **Strategic Change Chart**

Build Out Diploma + Pathways (*New Liberty + Pathways*)

New Liberty Innovation School empowers graduates with the knowledge, skills, and social capital necessary for lifelong economic stability and community leadership. By integrating high-demand career pathways with early college coursework, we provide every Salem student equitable access to rigorous, real-world learning aligned with state standards and our Portrait of a Graduate skills.

Academic → job training/certification → job shadow → internship

We plan to launch one pathway per year:

- **Year 1:** Foundational Preparation (SY26-27)
- **Year 2:** Launch Pathway 1 (SY27-28)
- **Year 3:** Launch Pathway 2 (SY28-29)
- **Year 4:** Launch Pathway 3 (SY29-30)
- **Year 5:** Full Integration (SY30-31)

Continue to strengthen the Early College Pathway with NSCC and expand partnership to SSU.

- For example; all NLIS students will engage in the First Year Experience class, earning 3 college credits

AM/PM School Option (*New Liberty at Night*) Stipend positions - pending funding

In order to best serve the increasing needs of Salem Public Schools students who are both over age and under credited as well as students who require a smaller learning environment, New Liberty's goal is to:

- Build out PM programming to support the needs of the specific student population listed above.
- Exposure to all of the programming that the AM has to offer (i.e. Early College, Internships, Externships, community building activities, etc)
- Provide an accelerated curriculum aligned to our program of study designed for students who are one or more grade levels behind.

Data point: there are (16) over age under credited students in the (SY25-26) referral spreadsheet from Salem High School which is an increase (12 students) from the previous year. In addition, Quarter 4 data shows that 12% of the 9th graders at Salem High School are failing 3 or more courses and at risk of repeating the year.

Alumni and Family Network

New Liberty will establish a comprehensive alumni and family network to foster lifelong community engagement. We aim to drive economic mobility for our graduates by tracking their progress and providing the ongoing support necessary to secure high-wage career opportunities.

To support our graduates, our alumni network will provide:

- Career Connections: Hosting networking mixers and workforce readiness workshops.
- Digital Tools: A "living" Resource Hub on our website, updated regularly with the latest opportunities.
- Consistent Mentorship: A formal follow-up schedule to check in with alumni throughout their first two years.
- Tailored Guidance: Direct access to personalized coaching sessions for long-term success.

Our Family Engagement Network will include:

- Events focused on leadership, advocacy, and collaborative growth.
- A proactive check-in system to support families during key transitions throughout the school year.
- Monthly newsletters designed to celebrate our community's 'happenings' while connecting our network to exclusive opportunities and essential support tools.

Current school or district practice	Proposed change in practice	Expected impact on student achievement
Currently, NLIS has a variety of leaving to learn opportunities, internships and resident industry partners.	<p>Strategic Roadmap: Year-by-Year</p> <p>Year 1: Foundational Preparation (SY26-27)</p> <p>Year 2: Launch Pathway 1 (SY27-28)</p> <p>Year 3: Launch Pathway 2 (SY28-29)</p> <p>Year 4: Launch Pathway 3 (SY29-30)</p> <p>Year 5: Full Integration (SY30-31)</p>	Students will have access to high-demand career pathways, job training/certification and early college coursework which aligns to our vision.
Current school hours (9:00am to 3:45pm) and structure support some students.	Build out New Liberty at Night (NLN) and extend learning time for all students. Potential school hours (4:00pm to 6:00pm). NLN is a competency based program that offers an accelerated curriculum aligned to our program of study. This is designed for students who are one or more grade levels behind.	By removing the barriers of time and tradition, students will be provided with a flexible, individualized, and accelerated pathway towards graduation. However, we have a cohort of students who are one or more grade levels behind who could benefit from a different setting.
Currently, we do not have a system for tracking alumni post graduation.	Establish an alumni support network to support students beyond graduation.	Students will receive 1:1 and small group support post graduation. NLIS will track students' progress after graduation, provide ongoing support necessary to secure high-wage career opportunities and explore post secondary options.

III. Public Statement

New Liberty Innovation School empowers graduates with the knowledge, skills, and social capital necessary for lifelong economic stability and community leadership. By integrating high-demand career pathways with early college coursework, we will provide every Salem student equitable access to rigorous, real-world learning aligned with state standards and our Portrait of a Graduate skills. The target student population of New Liberty will continue to be students aged 14 and older who are behind in credits, have a history of struggle in mainstream school settings, and are at risk of dropping out. Students will come from Salem Public Schools as well as neighboring districts through Inter-District School Choice. Enrollment will remain targeted at 55-85 students over the course of the next 5 years.

IV. Mission, vision, statement of need, and proposed partnerships

A. Mission Statement

The mission of NLIS is to engage all students in real-life learning about themselves and the world, to empower them to create a positive impact on their communities, and to ensure they have the tools to pursue their goals after graduation.

Welcome all. Challenge yourself. Create a positive impact.

B. Vision Statement

New Liberty Innovation School aims to reimagine the high school experience for students categorized as at risk, over-age, and under-credited. For these students, the traditional high school model has not fully supported their academic and social-emotional needs. By implementing our 5 year vision: New Liberty Diploma + Pathways, New Liberty at Night, and Alumni Network, we strive to prepare students for life beyond high school.

Our educational model is designed to spark student passion and build the essential skills needed to acquire high demand jobs. We are redefining alternative education to bridge the gap between classroom learning and industry success. By removing barriers to college and career pathways, we empower the next generation of leaders to excel in high impact fields like Engineering, Business, Biotechnology and Advanced Manufacturing.

New Liberty prioritizes an inclusive environment grounded in the warm-demander approach while balancing high expectations with unwavering support. We provide a flexible structure that grants students agency over their learning while ensuring they are guided by dedicated educators. Here, every student and family is empowered, supported, and welcomed as a vital part of our community.

C. Statement of Need

Over the last 16 years, New Liberty Innovation School has been serving over-age and under credited students within Salem Public Schools. Our four-year graduation rate has risen to 69% (SY25), a significant increase from our SY22 baseline (22%). While our core metrics including dropout rates, daily attendance, and chronic absenteeism have all vastly improved, our post-secondary data reveals a critical area for growth.

Based on our most recent graduates, a notable subset of graduates falls into the workforce (6.7%), other (13.3%) and unknown (13.3%) categories, with (66.7%) students transitioning to higher education or trade programs. Given our Post Secondary data, New Liberty Innovation School is committed to implementing a Diploma Plus model which will support all students after graduation. This initiative will focus on three strategic priorities: developing industrial driven pathways, increasing early college access, and establishing an alumni network to support students beyond graduation. New Liberty Innovation School will seek to serve students that are at risk from not graduating from high school and/or may need an alternative model of learning.

D. Primary partnerships

The following partners will contribute to the realization of the vision of NLIS:

Partner	Role/Area of support
Building21	Building21 is a nonprofit that helps schools and districts implement competency based learning systems while empowering innovation with Beacon LMS.
LEAP For Education	Community partner, specialized in Alumni Network and Career Planning
Root North Shore	Culinary job training program and career development
Peabody Essex Museum	Creative Arts pathway partner and host site for internships
Salem YMCA	Youth Development and community agency, Human Service Pathway partner and host site for internships
Mass General Brigham, Salem Hospital	Pathway partner in Health & Sciences
MassHire North Shore	Career Development and funding support for paid internships and Innovation Career Pathways
North Shore Community College	Early College Pathway partner
Salem State University	Early College Pathway partner
YouthBuild North Shore	Community partner, HiSet and construction pathway
Gloucester BioTech Academy	BioTech Pathway partner and post graduation pathway
Flow Design Architects	STEM Pathway partner and host site for internships
Nina Soto Realty	Business Pathway partner and host site for internships
Salem Main Streets	Human Service pathway partner and host site for internships
City of Salem Parks & Recreation Health Department	STEM Pathway partner and host site for internship
Essex County District Attorney's Office	Human Service pathway partner
Norman H. Read Charitable Trust	The Read Trust provides STEM-related grants to support NLIS with

	pathway and internship funding
Cartwheel Care	On-line therapy referral agency for students
Eliot Services	Crisis intervention and treatment for students with Masshealth insurance

V. How will autonomy and flexibility be used to improve school performance and student achievement?

A. Curriculum, Instruction and Assessment

Our Vision of Excellent Instruction: Learning at NLIS is anchored in culturally and community responsive models of instruction with a focus on equity, independence and high expectations for all. We do this by creating authentic learning experiences that prioritize productive struggle, personalization, student choice and passion to build competence in critical thinking, creative problem solving, and reflection.

At New Liberty we are different by design! Our goal is that students will graduate from high school fully prepared for the next step in life!

New Liberty Innovation School is a place where students can learn at their own pace, explore their interests, and prepare for their future, all while getting the individual support needed. Everything students are expected to do has one main purpose: *to help prepare them for their future*. The goal of competency-based education is to transform our education system from a time-based system to a learning-based system. Instead of awarding credits based on how much time students spend learning, **this model awards credits based on whether students have mastered competencies—the skills, abilities, and knowledge required in an area of study**. Put simply, competency-based education is not about time—it’s about what you know and are able to do.

Our ***New Liberty Competency Curriculum Framework*** ([Appendix C](#)) is a competency-based framework structured to replace time-based, age-based, and course-based structures with one that focuses on learning, growth, and readiness. Our framework defines the competencies, skills, and experiences students will need to master and/or complete in order to demonstrate readiness, earn credit, and graduate from high school. Competencies are created with a developmental continuum that shows how learning progresses and becomes more complex.

- Each skill of each competency has a rubric, which we call a **continua**, that transparently details for students what learning looks like at each level.
- Competencies are grouped into sets (such as Humanities) and each competency set has a portfolio that students need to complete to earn credit.
- Performance-based assessments are required for students to demonstrate their learning through the application of skills, knowledge, and strategies to construct an answer, produce a product, or perform an activity.

- Performance-based assessments are rated using the continua, and revision occurs through continua-based feedback.
- One portfolio = credit: When students complete each portfolio at the minimum growth or performance level, they receive credit, regardless of seat time.
- Learning can occur and be assessed in multiple contexts and experiences both within and beyond the walls of the school building.

Each content area has sets of competencies or experiences that students are required to complete to earn credit and graduate from high school.

- **Core Content Area Competencies (Humanities, Math and Science):** These competency sets are aligned to national and state standards and focus on the application of knowledge in multiple ways through multiple experiences. Math and Science have specific concept lists (standards) students must show proficiency in along with the competency and skills.
- **Habits of Success Competencies:** These competencies focus on developing the interpersonal and intrapersonal skills, habits, and behaviors that research suggests are essential to success in learning, self-direction, goal setting and well-being.
- **Portrait of Graduate Competency:** This competency focuses on a set of skills developing their strengths in creative problem solving, critical thinking, communication, collaboration, self awareness and cultural humility all important skills beyond high school. These skills are transferable in the world of work.
- **Wayfinding Experiences:** These competencies and experiences align with DESE’s MyCAP (My Career & Academic Plan) framework and support students in identifying their interests and passions, engaging in real-world learning opportunities such as job shadows, internships, and early college pathways, and building social capital, culminating in a personalized postsecondary plan upon graduation.
- **Health & Wellness:** In addition to physical education, NLIS also requires students to learn about and practice social emotional health concepts and skills for responsible decision-making and healthy relationships. These concepts are aligned with the Massachusetts Comprehensive Health and Physical Education framework.

At NLIS we have our ***New Liberty Competency Curriculum Framework*** ([Appendix C](#)) that represents our entire program of study with discrete competencies, skills and concepts taught. These are all aligned with the state and national standards.

Assessments: Ways to Measure and Demonstrate Learning

Educators at NLIS create authentic learning experiences that prioritize productive struggle, personalization, student choice and passion to build competence in critical thinking, creative problem solving, and reflection. We provide a variety of opportunities for students to demonstrate their mastery of content, skills and competencies outlined in the ***New Liberty Curriculum Frameworks***. Students demonstrate their learning throughout the year on the following assessments:

Assessment:	Description
Performance Assessments	These are the main assessments used at NLIS. They allow students to demonstrate their learning through engaging, relevant, and rigorous projects, assignments, and performances that connect directly to the competencies, skills, and content they have focused on. Performance assessments often integrate real-world learning experiences , giving students opportunities to apply their knowledge in authentic contexts, solve meaningful problems, and reflect on their impact beyond the classroom. Students are offered multiple modalities to show what they know and can continually improve their work through structured revision cycles.
Biology, ELA & Math MCAS	Students will take the MCAS statewide test. Students can earn competency credit by demonstrating proficiency on the following: Biology, English Language Arts and Math MCAS. Biology MCAS = Biology credit English Language Arts MCAS = Humanities I & II credit Math MCAS = Integrated Math I & II credit
District Common Assessments (DCA) & Pear Assessment	Assessments curated by standards aligned to district priority standards. Educators have access to this platform and use it for assessments throughout the year.
Career and College	All students must engage in college and career readiness and will be measured through quantitative and qualitative data collected through the PLP, BEACON, MEFA Pathway and the following student artifacts: <ul style="list-style-type: none"> ● Digital Portfolio containing artifacts from MyCap courses at each grade level ● Internship/job training program project ● Development of a Post Graduation Plan ● Complete professional toolkit which includes; resume, cover letter, references and professional website.
ACCESS	Students in the Multilingual Language program will take the ACCESS exam yearly during January or February.

Personalized Learning Plans (PLP)

Students at New Liberty all have **Personalized Learning Plans (PLP)** ([Appendix F](#)) which are customized to meet the needs of the individual students. Certain components of the PLPs are personalized by the student and their advisor. Student PLPs are the tool in which students track their progress through the portfolios and set goals for their learning and post secondary plans.

Grading and Graduation Requirements: ([Appendix C](#)) New Liberty Innovation School (NLIS) ensures transparent progress monitoring through eight customized annual progress reports ([Appendix D](#)) that evaluate

student work habits and academic advancement within content portfolios. To promote student agency, learners participate in bi-annual Student-Led Conferences to showcase their work, reflect on growth, and establish improvement goals. These efforts are supported by *Beacon*, a specialized platform that provides students with real-time, competency-aligned progress tracking.

Autonomies Curriculum, Instruction and Assessment
The autonomy to create and use unique curricular materials in the academic, social/emotional learning and professional readiness realm.
The autonomy to use competencies and skills, which derive from standards but are broader, and to remain a competency-based school rather than standards-based.
The autonomy to choose which SPS-curated curriculum materials to use.
The autonomy to provide instruction through a blend of modalities.
The autonomy to assess students through growth portfolios and exhibitions of learning and full assessment autonomy.
The autonomy to set up individual student accounts so each student can begin to apply their learning from Personal Finance class. These funds would come out of the New Liberty Innovation Fund, not from SPS.

B. Schedule and calendar

SCHEDULE - 2 Day Rotation (Wednesdays are early release NO PM classes)

Times	Day 1/Day2 (M, T, W, Th)	Times	Fridays
9:00 - 9:30	Habits of Success Block	9:00 - 9:30	Habits of Success Block
9:30 - 11:05	A/C Block <i>core classes</i>	9:30 - 10:50	A/C Block <i>core classes</i>
11:05 - 11:10	BREAK	10:50 - 11:05	Community Meetings (Fridays)
		11:05 - 11:10	BREAK
11:10 - 12:30	B/D Block <i>core classes</i>	11:10 - 12:30	B/D Block <i>core classes</i>
12:30 - 1:00	LUNCH	12:30 - 1:00	LUNCH

1:00 - 2:15	Academic Block	1:00 - 2:15	Academic Block
2:15 - 3:20	Healthy (9/10) Academic Block (11/12)	2:15 - 3:20	Healthy (9/10) Academic Block (11/12)
3:20 - 3:45	Community Circle Closing	3:20 - 3:45	Community Circle Closing

New Liberty at Night (NLN)*				
Monday 4:00 - 6:00pm	Tuesday 4:00 - 6:00pm	Wednesday Asynchronous	Thursday 4:00 - 6:00pm	Friday Asynchronous
Student has in person core content courses	Student has in person core content courses	Students engage in online learning	Student has in person core content courses	Students engage in online learning
Block 1 Cohort 1 - Math Cohort 2 - Humanities	Block 1 Cohort 1 - Math Cohort 2 - Humanities	Students engage in online learning	Block 1 Cohort 1 - Math Cohort 2 - Humanities	Students engage in online learning
Block 2 Cohort 1 - Humanities Cohort 2 - Math	Block 2 Cohort 1 - Humanities Cohort 2 - Math	Students engage in online learning	Block 2 Cohort 1 - Humanities Cohort 2 - Math	Students engage in online learning

Autonomies School Calendar and Schedule
<p>School Year NLIS students are scheduled for 180 school days. We also offer students flexibility to access extended learning opportunities outside of the regular school days and hours.</p>
<p>School Day The school day for staff and students will be six hours and fifty-five minutes per day. The autonomy to stagger staff schedules in a mutually agreeable way during each day and across the school calendar.</p> <p><i>(Exclusions from Article VI 6.7 C in Salem Teacher's Union Collective Bargaining Agreement 2024-2027)</i></p>
<p>The autonomy to design student schedules in the ways that best meet their individual needs while still meeting the state-required 990 hours of time on learning per school year.</p>

C. Staffing

School Leadership Teams
<i>Leadership Team</i>
<i>Instructional Leadership Team</i>
<i>Student Support Team</i>
<i>College & Career Team</i>

School Based Positions Non-Teacher & Teacher Roles
<i>Principal</i>
<i>Academic Instructional Coach</i>
<i>Coordinator of Counseling Services</i>
<i>College & Career Specialist</i>
<i>Humanities Teacher</i>
<i>STEM Teacher</i>
<i>Math Teacher</i>
<i>Wellness Teacher</i>
<i>Special Education Teacher</i>
<i>Special Education Paraprofessional</i>
<i>Intake and Recruitment Specialist</i>
<i>Bilingual Senior Administrative Assistant</i>
<i>Front Desk Receptionist</i>
<i>School Nurse</i>

New Liberty Innovation School Decision Making Groups

School Site Council

- Advises Principal on school's policies and resources
- Helps evaluate New Liberty Innovation School programming
- Advocates for the needs of the students and the school
- Represents the perspectives and communicates on behalf of the students, families and staff.

Principal

- Ensures fidelity to school's Mission and Vision
- Oversight of all school programs
- Hires and evaluates staff
- Leads Leadership Team (LT)
- Participates in the School Site Council
- Supervised and evaluated by Salem Superintendent or Assistant Superintendent

Leadership Team (LT) - Overseen by Principal

- Supports and empowers staff to make decisions about curriculum, school structure, climate and culture that advance the mission of the school
- Ensures efficient flow of communication and ideas for the continuous improvement of the school between all constituencies
- Develops, reviews and revises school annual goals
- Plans professional development in support of annual goals
- Evaluates progress toward achieving goals
- Manages the school culture and models shared decision-making
- Maintains equity and professionalism in all programs and across all school constituencies

Instructional Leadership Team (ILT)

(school-based team made up of the principal, teacher-leaders, and student representatives)

- Work to improve teaching and learning through setting goals and a vision for the year
- Informal teacher mentoring and coaching
- Participate in and organize instructional rounds
- Develop, plan and facilitate our Professional Learning Community (PLC) sessions
- Contribute to curriculum development work

Family Engagement Representative

- A liaison between NLIS and families to promote positive engagement and promote home visits.
- Oversees culturally responsive, anti-racist professional development.
- Additional role providing resources and referrals under a future Community School model.

Student Support Team (SST)

- Assist students, parents and teachers with services that foster a healthy and positive school community.
- Promote positive mental, emotional and social relationships in the school community by providing interventions, prevention, advocacy, and education.
- Alleviate as much as possible the personal, social, and emotional challenges that are impediments to academic and personal success.
- Made up of our Coordinator of Counseling Services, our Wellness Teacher/School Adjustment Counselor, our Clinical Interns, the School Nurse, and our Recruitment and Intake Specialist.
- Meets weekly to discuss the academic and clinical needs of all students and to plan and follow up on interventions to help them succeed at school.
- Frequently brings students’ families in to discuss student progress and well-being. Lastly, most members of the SST receive yearly Safety Care Training from the school district.

College & Career Team (CCT)

(school-based team made up of teachers, special ed staff, counselors, family engagement staff and admin)

- Develop and enhance the systems of the college and career pillar.
- Execute a comprehensive audit of the MyCAP scope and sequence (Grades 9–12) to ensure vertical alignment and college-readiness standards.
- Analyze graduation rates and post-secondary outcomes to identify achievement gaps and inform evidence-based program adjustments.
- Lead the design and implementation of the Innovation Career Pathways, focusing on industry-aligned benchmarks and student enrollment growth.
- Develop, plan and facilitate our Professional Learning Community (PLC) sessions

Student Leadership

- Develop individual leadership skills
- Contribute new ideas for improving school culture and climate to staff, ILT and the principal
- Represent the school as ambassadors during school visits, in student recruitment and orientations, and at conferences

Autonomies Staffing
A full teaching load consists of a maximum of THREE teaching blocks on days with a FOUR block schedule. On a five day schedule, a minimum of 300 minutes will be allocated for preparation. On half days, teachers may teach a maximum of TWO teaching blocks. If both morning blocks are scheduled as teaching blocks, then forty minutes of time will be reserved as a preparation block.
A full five-day week consists of 4 days of 4 blocks and 1 day of 2 blocks (half day Wednesday), followed by afternoon staff and PLC meetings. All days will have a thirty (30) minute duty-free lunch.

During a five-day week, teachers may be responsible for attending up to two coaching sessions and/or supervision duties.

No members of the staff shall be required to teach more than four (4) “content courses” in any academic quarter. A “content course” is a course that meets multiple times per week, is tied to a formal set of competencies in the NLIS Competency Framework, and for which the teacher will be formally observed and evaluated.

In addition to the class periods outlined above, non-evaluative “design lab” or “intervention” blocks may be inserted into a teacher’s schedule, not to exceed three blocks per week. Teachers will be responsible for creating learning expectations and opportunities to earn credit.

In addition, staff may be required to serve as advisors and to co-run an advisory block on each school day.

(Exclusions from Article VI 6.3 – C - Roman Numeral i to ix in Salem Teacher's Union Collective Bargaining Agreement 2024-2027)

The autonomy to create unique roles and job descriptions to support the implementation of the innovation plan.

D. Professional Development

New Liberty’s professional development model provides educators with a blend of collaborative and self-directed growth opportunities aligned with our three pillars. Staff will engage in targeted sessions focused on **rigorous competency-based instruction, social-emotional learning integration,** and the expansion of **college and career pathways.** To foster personalized expertise and innovation, educators are also provided dedicated time for **independent study,** allowing them to pursue specialized research or certifications that directly enhance our school’s unique instructional model.

Autonomies Professional Development
Autonomy to select professional development related to our target population and curricular requirements of NLIS. This may include options offered free of charge through SPS or those created specifically for NLIS by outside vendors.
Autonomy to budget funds for conferences and staff travel to visit other programs.
Autonomy to act as consultants for other developing programs, and retain funds and revenue generated by NLIS outside the regular workday.
NLIS will utilize increased autonomy to create professional development plans aimed at supporting the further growth of the staff based on our School Improvement Plan and DESE requirements.

E. District Policies and Procedures

Autonomies District Policies and Procedures
The autonomy to retain a student who is close to graduation until the end of the school year in which the student turns 22 years old.
To have our own recruitment, referral and enrollment process in addition to the SPS registration process. (Appendix E)
The autonomy to enroll students from outside of Salem through Inter-District School Choice.
The autonomy to collect data in a way that works best for our school.
The autonomy to develop and form community partnerships to provide onsite, virtual or off-site educational, internships, health, social service and youth development programs.
The autonomy to conduct positive family home visits during and/or outside of the school day.
The autonomy to use/ subscribe to an innovative learning management system (LMS) that tracks and reports student growth and progress specific to competency based learning.
The autonomy to revise and implement our own Code of Conduct and Student Handbook.

F. Budget

Autonomies Budget
The autonomy to use the annual budget allotment for New Liberty to create the staffing and programs that best meet the needs of the students at NLIS. NLIS budget decisions will be made in consultation with Salem Public Schools Central Office administrators and will be reviewed annually as part of the budgeting process.
The autonomy to use our budget to purchase curriculum and technology materials that we deem necessary to meet student needs.
The autonomy to raise and spend funds from grants, private fundraising, and third-party sources by our non-profit, The New Liberty Innovation Fund.
The autonomy to retain and spend a portion of the money received through Inter-District School Choice. The exact amount will be based on school need from year-to-year.

VI. Innovation Plan Committee

Established in alignment with state guidelines, the New Liberty Innovation Planning Team includes a diverse coalition of staff, students, parents, district partners and community partners. This group represents the vital constituencies we serve and collaborate with daily. To ensure broad ownership of our vision, all current staff members participated in co-creating the plan's core elements alongside the planning team.

Dana Brown	<i>Facilitator</i>
Jamaal Camah	<i>Principal, New Liberty Innovation School</i>
Holly O'Leary	<i>Academic Instructional Coach, New Liberty Innovation School</i>
Jennifer Thomas	<i>Coordinator of Counseling Services, New Liberty Innovation School</i>
Meghan Murtagh	<i>College & Career Specialist, New Liberty Innovation School</i>
Pierce Woodward	<i>Humanities Teacher, New Liberty Innovation School</i>
Brenda Perez-Goodrum	<i>Science Teacher, New Liberty Innovation School</i>
Hadee Benoit	<i>Bilingual Senior Administrative Assistant, NLIS (Interpreter)</i>
Cynthia Nina Soto	<i>Local Real Estate Agent, Industry Pathways Partner</i>
Sonia Lowe	<i>Executive Director of Academics, Salem Public Schools</i>
A.J. Hoffman	<i>School Committee Member</i>
Sebastien Lugo	<i>Student, New Liberty Innovation School</i>
Nevin Lebron	<i>Student, New Liberty Innovation School</i>
Alicia Depena	<i>Parent, New Liberty Innovation School</i>

VII. Timetable for Development and Establishment

If approved for renewal, NLIS plans to continue operating without interruption.

VIII. Measurable Annual Goals

New Liberty Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS¹; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student groups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Attendance Rates Data:

Attendance	SY21-22	SY22-23	SY 23-24	SY25
Chronic absenteeism	82%	82%	83%	67%
Daily Attendance Rate	64%	60%	66%	82.5%

The aggregate school-wide goal of 73% average daily attendance was outlined in our previous Innovation Plan. Our attendance rate for the 2024-25 SY was 82.5%. We exceeded our daily attendance goal for the school year.

Based on our previous Innovation Plan, we met our goal of 75% and below (Chronic Absenteeism) and 73% or above for Daily Attendance. We implemented an attendance initiative that involved weekly student attendance meetings, student check-in’s, parent calls/conferences, and home visits. We will continue to follow this initiative for the next five years. For the school year 2026-27, our goal is to decrease our chronic absenteeism rate from 67% to 60% and increase our daily attendance rate from 82% to 86%.

We have several methods for tracking student attendance: Aspen SIS, internal tracking system, Open Architects and student support monitoring document. Aspen SIS: student attendance is entered by a staff member and automated phone calls to the student’s home when not present by 10:00am (frequency: daily).

Internal tracking system: student attendance is entered by a staff member and personal phone calls to the student’s home when not present for the day. The phone calls or texts are sent daily to students who are not in school by our student support team (frequency: daily).

Student Monitoring Document: Student Support Team reviews the Internal Tracking System and addresses students in the chronically absent category. In partnership with the student and families:

- The team creates and implements specific student attendance plans and action steps to improve specific student attendance.
- The Attendance team initiative to address the chronic absenteeism issue at NLIS. The initiative includes weekly attendance meetings, attendance protocol, home visits, and attendance buy back program. Lastly, the team has implemented an attendance incentive program for all students. The attendance incentive program has helped to increase our attendance data while also decreasing our student tardy numbers.

Describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

We use various methods and strategies to inform our decisions. For example, school based student/staff surveys, Panorama survey for students and families, school site council meetings, reviewing our student achievement data, budget/financial spreadsheets, school improvement plan, etc.

Our key organizational decisions are based on data aligned with our:

1. instructional goals,
2. school improvement plan and
3. school mission and vision.

Discipline Rates Data:

Based on our previous Innovation Plan, we stated that we would develop intervention strategies to keep our disciplinary suspension rate at less than 10% every year. The suspension rate for 24-25 was 18% with 17 suspensions total throughout the year. For the school year 2026-27, we will strive to keep our suspension rate below 10% and implement other alternatives to suspension.

We utilized many practices to avoid suspensions at all costs and only gave suspensions for physical fights, vandalism of school property, bringing in illegal drugs, and using illegal drugs in school. In all other instances mediations, restorative circles and safety contracts were employed (among other interventions).

We use our data tracking system (*Aspen and Open Architects*) to review and analyze student incidents and infractions.

In response to school safety, we have installed two cameras in blind spots of the school building. In addition, vape detectors were installed a few years ago and we have seen a decrease in vaping on school premises.

Retention Rates Data:

Our Innovation Plan did not include a retention rate goal, but retention rates at the high school level and in alternative programs tend to be higher in general.

- We implemented a credit recovery option (*Online Edgenuity Learning Platform*) for students missing credits toward graduation. Through transcript review, we are able to develop an academic plan for students needing additional credits. We prioritize consistent outreach to families starting Quarter 3 to address concerns for students facing potential grade retention.
- We hold countless calls and meetings with families to prevent student retention. Students also have the option to take summer school classes through our credit recovery program (*Online Edgenuity Learning Platform*).

Data Monitoring of Academic Progress:

As part of our (SY25-26), School Improvement Plan, we have implemented biweekly academic threshold meetings to track student progress in all content areas (Humanities, Math, and Science). Our Instructional Leadership Team (ILT), will continue to plan and facilitate these meetings throughout the school year. Our goal is that 75% of each cohort (9th, 10th, 11th and 12th) will make progress in core content portfolios (Humanities, Math, and Science) at each quarterly threshold.

9th Cohort	End of Q1	End of Q2	End of Q3	End Q4
Habits of Success	Portfolio completion 25% <i>And</i> Performance Level 7	Portfolio completion 75% <i>And</i> Performance Level 7	Portfolio completion 90% <i>And</i> Performance Level 7	Portfolio completion 100% <i>And</i> Performance Level 7
Humanities	Portfolio Completion H1: 20% <i>And</i> Performance Level 5.5	Portfolio completion 50% <i>And</i> Performance Level 7	Portfolio completion 70% <i>And</i> Performance Level 7	Portfolio completion 90-100% <i>And</i> Performance Level 7
Math (not PF)	Portfolio Completion 25% <i>And</i> Performance Level 7	Portfolio completion 50% <i>And</i> Performance Level 7	Portfolio completion 70% <i>And</i> Performance Level 7	Portfolio completion 90-100% <i>And</i> Performance Level 7
Science	Portfolio completion PBS 25% <i>And</i> Performance Level 6-7	Portfolio completion 40% <i>And</i> Performance Level 7	Portfolio completion 75% <i>And</i> Performance Level 7	Portfolio completion 90-100% <i>And</i> Performance Level 7

Graduation Rates Data:

NLIS will **graduate annually at least 50% of eligible 12th grade students** included in the combined four and five year graduation cohorts according to the cohort data posted on the Department of Elementary and Secondary Education (DESE) website. This DESE data does not currently include students who have surpassed

their five-year graduation cohort. NLIS staff will track and report on the graduation of these students separately. NLIS will report all graduates in a school-specific category, regardless of how long they take to earn their high school credential.

Graduation Rates	SY21-22	SY22-23	SY 23-24	SY25
4 Year	22.2%	26.3%	38%	69%
5 Year	20%	48.1%	36%	55.6%

A total of 11 students graduated school year (2024-25)

5 Year Cohort = 2 students

4 Year Cohort = 9 students

Additionally, there were (2) students (one from our 5 year cohort and the other from the 6 year cohort) working toward graduation through our online learning platform.

Drop Out Data:

Based on our previous Innovation Plan, we did not include a specific dropout rate goal number, however our dropout rate has decreased in the last 4 years from SY21-22 (27.8%) to SY24-25 (11%).

Drop Out Rate	SY21-22	SY22-23	SY23-24	SY25
	27.8%	17.9%	15%	11%

We are making progress toward decreasing our dropout rate. As you can see in the graph above, we have had 7 total students drop out in SY23-24 (15%) and SY24-25 (11%). We are actively engaging with our students on the dropout list, in hopes of developing an appropriate academic plan for them.

Student Monitoring Document: Student Support Team reviews the *Internal Tracking System* and addresses students in the chronically absent category and potential drop out list. In partnership with the student and families:

- The team creates and implements specific student attendance plans and action steps to improve specific student attendance.
- The Attendance initiative to address the chronic absenteeism issue at NLIS. The initiative includes

weekly attendance meetings, attendance protocol, home visits, and attendance buy back program. Lastly, we have implemented an attendance incentive program for all students. The attendance incentive program helped to increase our attendance data while also decreasing our student tardy numbers.

Course Completion Data:

We looked at student course/competency passing rates (and progress) very closely last year. Here is our data across all courses/competencies and all grades:

	HOS	Humanities	Math 1 or 2	Entrepreneurship	Personal Finance	Science	Seminar (11th)	Capstone
Course Completion TOTALS (42)	28/42 67%	28/42 67%	14/19 74%	9/14 64%	7/7 100%	23/35 66%	9/14 64%	7/8 88%

Current data demonstrates significant year-over-year growth in student progress compared to SY23–24. Specifically, completion rates rose from **52% to 67%** in Humanities, **59% to 74%** in Math and **44% to 66%** in Science.

Goal: Achieve a **75% course completion rate** across all core content areas. ([Appendix H](#))

MCAS Performance Summary (SY 2024-25):

- **Mathematics:** 56% of students (9/16) achieved Meeting or Partially Meeting expectations.
- **ELA:** 79% of students (11/14) achieved Meeting or Partially Meeting expectations.
- **Science:** 78% of students (14/18) achieved Meeting or Partially Meeting expectations

Official SY25-26 data is currently pending. However, given our focus on *Data Informed Instruction, Lesson Internalization, Academic Monitoring, District Common Assessments* and targeted small group instruction, we are projecting an upward trend in proficiency levels and overall student growth. Our objective is for 45% of students to achieve proficiency in ELA, Math, and Science on the MCAS

MCAS data for school year 2024-25:

Math - 19% of our students scored in the proficient range which is a 1 percentage point decrease from SY23-24 (20%).

# Exceeding	0
# Meeting	3
# Partially	6

# Not Meeting	7
Total Students	16

ELA - 29% of our students scored in the proficient range which is a 15 percentage point decrease from SY23-24 (44%).

# Exceeding	0
# Meeting	4
# Partially	7
# Not Meeting	3
Total Students	14

Science - SY24-25 MCAS data has not been released yet. However, 17% of our students scored in the proficient range for SY23-24.

# Exceeding	0
# Meeting	3
# Partially	11
# Not Meeting	4
Total Students	18

IX. Resources

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X. Attachments

Appendix A - [New Liberty Innovation School, Program of Study SY26](#)

Appendix B - [New Liberty Innovation School, School Profile](#)

Appendix C - [New Liberty Curriculum Frameworks](#)

Appendix D [Sample New Liberty Progress Report Card](#)

Appendix E - [Referral Process from Salem High School](#)

Appendix F - [Demo Student Personalized Learning Plan \(PLP\)](#)

Appendix G - [Portrait of Graduate Skills](#)

Appendix H - [NLIS SY26 Key Priorities](#)