

# Superintendent's Evaluation 2017-2018

## Performance Evaluation

### Highlights by DESE Standards I - IV

#### DESE Standard I – Instructional Leadership

##### Strategic Plan Pillar 1 – Create a Vibrant K-12 Teaching & Learning Ecosystem

- Given the many systemic challenges and chronic underperformance of the Nathaniel Bowditch School, recommended the closure of the Nathaniel Bowditch School to ensure that all students in the Salem Public Schools have equal access to quality instruction in a stable and welcoming learning environment. School Committee voted in February of 2018 to close the school.
- In recognition of the importance of this work, re-envisioned the Office of English Language Learners into the Office of English Language Learners and Bilingual Education. Under this new structure, convened a task force of ESL teachers, parents, students, SSU faculty and community members to implement the Seal of Biliteracy at Salem High; launched a curriculum review of world languages at all grade levels
- Implemented the Seal of Biliteracy at Salem High School. Twenty Salem High School students received this credential on their diplomas upon graduation in June of 2018.
- Planned for the joining of the World Language and EL Departments to more coherently connect language acquisition and language learning opportunities, especially for ELs and bilingual learners.
- Implemented the district's first-ever, standards-based science curriculum in grades 4-8 and prepared for implementation in grades K-3 this school year
- Implemented new K-8 social studies curriculum maps and supporting resources
- Implemented enhanced K-Gr. 5 Literacy units with embedded lessons
- Launched SchoolCity, the district's online assessment platform to administer both common assessments and teacher developed assessments
- Rolled out PALS (Phonemic Awareness Literacy Screening) in grades K-3 as a screener for foundational reading skills to support overarching goals that all students are reading by the end of Grade 3
- Networked instructional coaches at monthly job-alike meetings to grow their capacity to execute coaching cycles and provide non-evaluative feedback
- Scaled standards-based grading and reporting across Kindergarten to Gr.9 including use of the Aspen gradebook
- Began implementation of the City Connects structure in all K-8 schools to provide a tiered system of wraparound support for all students

- Invested in a Director of Digital Learning to create the conditions for personalized learning as charted in our strategic plan; provided training to our teachers on how to leverage technology as key learning tools in the classroom
- Began the planning and coordination of the roll-out of 1:1 devices for all 6-12th grade students

## **Strategic Plan Pillar 2 – Reimagine the High School Experience**

- Refurbished the College & Career Center with the goal of making the space more presentable to parents and families and to create better working/collaboration spaces for students and school counselors
- Incorporated two Project Lead the Way classes into the SHS program of study: Introduction to Engineering Design and Principles of Biomedical Medical Science
- Organized to support 50 students to engage in meaningful internship experiences throughout the City of Salem
- Engaged in a collaboration with LEAP for Education, SSU and Salem High School to develop the first Early College program in SPS; only seven districts with Early College programs funded in the state and Salem’s is the only program that is partnered with a 4-year college
- Secured the district’s first Capital Skills Grant to expand the CTE programming in Medical Assisting and Building & Property Maintenance welding program
- Engaged teachers in leading improvement strategies through “Invitations to Innovate” in the following areas:
  - Project-based learning
  - Student voice and choice
  - Technology integration
- Posted an RFP to recruit a redesign and leadership coach; selected a highly-qualified partner who started coaching in August 2018

## **DESE Standard II – Management & Operations**

### **Strategic Plan -- Conditions for Success**

- Completed a review of the transportation department in partnership with the Massachusetts Association for Pupil Transportation in response to unsatisfactory transportation performance. Because of the review, hired a new team for the office, including a new director and two new support staff, all of whom are bilingual in Spanish and English, to provide better service to all families.

Also, re-routed bus routes in response to family concerns and overhauled procedures in the transportation office to ensure compliance, safety, and greater family satisfaction.

- Conducted a system-wide facility assessment to develop long and short-term capital plans, and preventative maintenance plans, resulting in a comprehensive report outlining the immediate repairs and long-term capital plans for all of the district's facilities
- Facilitated the process to revise and update the student assignment policy that resulted in School Committee voting to revise this policy to achieve greater equity in our district.
- Supported the contract negotiations with the Salem Administrators' Union resulting in a new contract for the Administrators' Union.
- Successfully facilitated and supported the completion of a side agreement related to teacher stipends with the Teachers' Union.
- Created a cross functional team to manage the closure of the Bowditch School and the relocation of the HMLS; some of the major tasks accomplished:
  - re-assignment HMLS and Bowditch teachers and specialists to new classrooms
  - re-assignment of NBS students to all schools across the district
  - inventory of all curriculum, library and media resources and reassignment of those materials to other schools, as appropriate
  - re-allocation of financial resources to ensure that needed supports were in place at schools to welcome incoming Bowditch students
- Implemented a new teaming structure to better serve principals and schools and leverage central office personnel while reducing meeting time for all; new structure includes a reduced Pupil Personnel Department, a Principals Cabinet and a Cross Functional Team made up of the leads of all major departments in the district. This new structure was formed in direct response to feedback offered by principals and other leaders in our district. This structure has created more effective lines of communications and collaboration among central office departments and functions and our schools.
- Restructured the Pupil Personnel function in the spring of 2018; shifted the structure from an Assistant Superintendent led function into two distinct departments: Pupil Personnel Services Department which includes nursing, special education and related services and the Department of Equity and Engagement which focuses on the unique needs of children and their families.

Within Equity and Engagement, there is the function of Safe and Supportive Schools which focuses on school culture, social and emotional learning curriculum, bullying prevention and gender acceptance. The Equity and Engagement function encompasses, and helps to unify our work with our community partners and our children and their families. This department brings together Family Engagement Facilitators, City Connects Coordinators, our equity focused work and services provided through the Parent Information Center and the district's participation in Our Salem Our Kids.

- Integrated the Frontline absence management software with Munis, allowing staff to see their time off balances more easily and allowing for access to time off reports for administrators

- Implemented the Frontline absence reporting phone application, to assist staff in reporting and reviewing time off (also leading to more accurate and efficient attendance records)
- Leveraged TeachPoint system to post all professional development opportunities and allow for online registration, gathering feedback on all workshops, and maintaining electronic records of PDPs for all teachers
- Secured over \$600,000 in outside resources to support various goals and objectives detailed within our Strategic Plan:
  - Nellie Mae Education Foundation Student Centered Learning Grant - \$145,150
  - New Profit Incubation Grant - \$100,000 – Funds used to remodel the College and Career Center
  - Salem State 100 Males to College Grant - \$4,000
  - Capital Skills Grant for CTE Programs at SHS - \$144,333
  - DESE Early College Grant (SPS & SSU) - \$139,999
  - Jobs First Grant \$10,560
  - Teen Pregnancy Prevention - \$39,000
  - Promote Health - \$5,000
  - Systems for School Success - \$33,000
  - Project Lead the Way Biomedical Science Grant (NLIS) - \$26,250
- Accessed the Green Communities Grant and Utilities Incentives to upgrade and replace lighting to be more cost effective and energy efficient at Carlton, Collins (outside lighting), 79 Willson St., Bates, and Witchcraft Heights.
- Hired a highly qualified Director of Buildings and Grounds and successfully implemented the *Facility Dude* online program across all schools to better track facility needs, response times, and expenditures.
- Developed an RFP and selected a moving company to prepare and execute the relocation of the Horace Mann Lab School to 79 Willson Street and the distribution of materials and other resources across the district.
- Using a community engaged process that included parents, teachers, School Committee members and students (SHS), successfully hired three new school leaders for Salem High School, Horace Mann and the Bates elementary schools
- Increased the diversity of our school leaders to now include two Hispanic male principals (HMLS and Bates) and a Hispanic female Dean of Academics at Salem High School.
- Conducted second annual Operational Institute with school leaders to prepare for and support the work of opening schools and the operational functions at the school level
- Issued RFP and selected website designer and host to significantly improve the external user experience and schools' ability to update and maintain content so that information remains current
- Implemented the School Committee's recommendation to extend the CEP to Saltonstall and Witchcraft Heights that resulted in:
  - Increased participation at Saltonstall for breakfast from 18% to 25% and in lunch from 46% to 60%

- At WHES, breakfast participation increased from 11% to 14% and lunch increased from 42% to 62%

## **DESE Standard III – Family & Community**

### **Strategic Plan Pillar 4 – Strengthen Family & Community Engagement**

- Created a cross functional team comprised of Equity and Engagement department, PIC, Homeless Liaison and school-based staff to support all our schools in developing plans to orient and welcome students and their families from the Bowditch School
- Elevated the roles of the Family Engagement Facilitators (FEFs) to ensure that they serve as key liaisons for children and families at all schools; ensured that FEFs received high level professional development through Nellie Mae’s Everyday Democracy coaches. Placed FEFs and City Connects Coordinators into the new Department of Equity and Engagement to align the work of engaging and supporting our students and their families
- Continued to grow and strengthen the relationship between SPS and SSU by maximizing and leveraging the surplus space at 79 Willson Street; negotiated for four additional full-time teaching fellows, secured office space for SSU to ensure consistent presence in the building, created environment for SSU to hold course work instruction at HMLS
- Consolidation of the Pathways for Children program into the HMLS building enabling SPS to support SSU’s Early Childhood Development program on-site, supporting the district’s overarching goal to ensure that children entering kindergarten are kindergarten-ready; consolidation freed up critical classroom space for Bates, Bentley and Carlton where Pathways’ classrooms were previously housed
- Continue to grow and strengthen our partnership with Boston College and the City Connects program; City Connects Supervisor regularly attends professional development sessions and continues to inform the practice in Salem through the support of Boston College’s Center for Optimized Student Support
- Issued RFP for after school services focused on equity and access and to ensure that the district’s after school programs align with academic goals and provide equity and access to all Salem students
- Community engagement goals were part of every school’s School Improvement Plan (SIP). Principals worked with our coaches from Nellie Mae to build goals to continue to strengthen family engagement.
- In partnership with Nellie Mae, piloted equity reviews at three schools that encompassed everything from accessibility of curricula for all student to welcoming signage, from school procedures to celebration of holidays. All schools will participate in equity reviews for SY 2018-19.
- Conducted over a dozen community meetings to share data, logistics and importance of why the district was recommending the closing of the Bowditch School including meetings

with families, teachers, a district-wide convening of all teachers and staff, community groups and other stakeholders.

## **DESE Standard IV – Professional Culture**

### **Pillar 3 – Nurture Staff and Leadership Development & Empowerment**

- Partnered with TNTP to secure a Nellie Mae grant for \$145,000 to completely redesign our new teacher induction and mentoring, and train staff on maximizing recruitment and retention strategies to help reduce employee churn across the district which led to two important initiatives related to teacher retention and development:
  - Re-engineered onboarding of new teachers/new to district staff to help reduce turnover and improve teacher satisfaction and commitment. This year the district conducted a 4-day New Teacher Institute for 1<sup>st</sup> year, 2<sup>nd</sup> year and teachers new to SPS focusing on the 4 priority instructional practices for this year. One hundred new teachers in the district attended this institute.
  - Redesigned how district PD is delivered including adding teacher-led, innovative professional development model for more choice, tailoring to individual needs and focus. This resulted in a 2-day professional development conference held at Salem High with district teachers and leaders facilitating sessions on a wide array of topics that teachers could choose from. Feedback from teachers about both sessions was overwhelmingly positive.
- Launched a series of professional development sessions for front office staff to better support school operations such as data management in Aspen and to improve customer service experience with a focus on creating welcoming environments for all
- Began partnership with Confianza to strengthen coaches' knowledge of culturally responsive teaching practices. Confianza is an organization that supports districts to increase outcomes for culturally and linguistically diverse learners.