

BENTLEY ACADEMY INNOVATION SCHOOL PROSPECTUS

**Submitted to:
Kathleen Smith, Interim Superintendent
Salem Public Schools**

September 19, 2019

Innovation School Information Form

Proposed Innovation School Name:	Bentley Academy Innovation School
New school/Conversion/Academy within a school:	Conversion
Proposed School Address (if known):	25 Memorial Drive Salem, MA 09170
Lead applicant Name:	BACS Applicant Team: Jenna Cripps, Dean of Operations and School Culture (Lead Applicant) with Sean McCarthy, Interim Principal; Ryan Lovell, Board Chair; Alyce Davis, BACS Board Vice-Chair; Carli Kusiolek, BACS Board member; and Hai Son, BACS Board member
Lead applicant Phone Number(s) :	978.740.1260 or 978-979-4237
Lead applicant Fax Number(s) :	
Lead applicant Email Address:	jcripps@salemk12.org

If conversion:

Existing School Name:	Bentley Academy Charter School
Existing School Address:	25 Memorial Drive Salem, MA 09170

Proposed Innovation School opening school year: 2020-2021 **2020-2021**

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

Screening Committee Approval Form

Proposed Innovation School Name:	Bentley Academy Innovation School
Proposed City/Town Location:	Salem, MA

Typed Name of Superintendent or designee:	Kathleen Smith, Interim Superintendent
Signature:	
Vote to Approve or Reject (circle one):	<i>Approve</i> <i>Reject</i>
Date:	

Typed Name of School Committee Chair or designee:	Mayor Kimberley Driscoll, Chair, Salem School Committee
Signature:	
Vote to Approve or Reject (circle one):	<i>Approve</i> <i>Reject</i>
Date:	

Typed Name of Union President or designee:	Ann Berman, President, Salem Teachers Union
Signature:	
Vote to Approve or Reject (circle one):	<i>Approve</i> <i>Reject</i>
Date:	

I hereby certify that the information submitted in this Innovation Prospectus is true to the best of my knowledge and belief and has been approved by at least 2 of the 3 Screening Committee members.

Signature of Superintendent or designee _____ **Date** _____

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I. Executive Summary

Introduction and Community Need

On May 29, 2019 the Bentley Academy Charter School (BACS) Board of Trustees (the Board) voted to opt out of renewing their charter. As a result, the charter now authorizing and governing the BACS will conclude on June 30, 2020. This decision was not made due to a concern about the school's academic performance or a lack of demand for student seats in the charter school. On the contrary, during its five years of operation, the BACS had become widely known not only for its achievement and success, but for providing a unique, high quality option for the students and families of Salem. As evidence of the demand for the school, BACS has consistently maintained a waiting list of over 100 students for the past two years, with the greatest demand at the kindergarten level. After much deliberation, however, the BACS Board of Trustees determined that a charter renewal was not feasible within the current political environment and opted instead to pursue a conversion process to becoming an innovation school.

Central to the Board's decision was the confirmation that the school would be able to maintain the core elements of the educational model and approach that made it successful in terms of its academic achievement, student growth, and positive school culture focused on higher educational attainment. The enclosed innovation school prospectus represents the collective work of the current applicant group along with the insights of the previous school leader and many others who have contributed to the school community. Collectively, the application team hopes the Salem Innovation School Screening Committee gives this prospectus its support so that the team may proceed to fully develop an innovation plan that not only preserves the key elements of the school's success but positions the school to better serve the students and families of Salem long into the future.

Mission and Vision of the Proposed Innovation School

The mission of the of the proposed Bentley Academy Innovation School (BAIS) is to prepare all students for personal and academic success to get to and through college. The vision of BAIS is that BAIS scholars will achieve at the same high levels regardless of socioeconomic status, race, native language, or other elements of privilege or challenge. By applying our key design elements and with vigorous reinforcement of our core values, BAIS will eliminate the achievement gap and graduate students with the academic skills and personal mindset to succeed in middle and high school so that a wide range of post- secondary options are available to them.

Beginning in the 2020-21 school year, the district will be locating a newly developed dual language program at the Bentley school. The new program – called Programa Mirabal—is a Two-Way Immersion Spanish-English program that will serve both English Learners and Spanish Learners in becoming academically successful, biliterate, bilingual learners who display empathy and cultural curiosity. This programmatic mission aligns well with the mission and vision at Bentley and will be integrated within the school.

In order to achieve this mission and vision, the school has seven key design elements:

1. Creating a culture of achievement that encourages and supports scholars to reach higher and achieve more. It is a culture of clear, consistent, and high expectations for all based around our five core values: grit, integrity, discipline, collaboration, and zest and on achieving our mission.
2. Teachers and staff develop and implement rigorous curricula for all scholars.
3. Consistent use of data for differentiation and to refine instruction for students based on each of their needs.

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4. Attaining and developing excellence in leadership and teaching through frequent observation, coaching, collaboration, and professional development.
5. Expanded learning day and year that allows scholars to have additional time for instruction, remediation, and enrichment.
6. Commitment to engaging and partnering with families in the educational experience of their scholar(s).
7. Valuing strong academic achievement in two languages, bilingualism and biliteracy, and sociocultural competence among all scholars.

A copy of BAIS' core values can be found in Appendix A.

Educational Program

1. At the Bentley Academy Innovation School (BAIS) the, following design elements will help ensure we meet our vision and mission.
2. Creating a culture of achievement that encourages and supports scholars to reach higher and achieve more. It is a culture of clear, consistent, and high expectations for all based around our five core values: grit, integrity, discipline, collaboration, and zest and on achieving our mission.
3. Teachers and staff develop and implement rigorous standards-based curricula for all scholars.
4. Consistently using data for differentiation and to refine instruction for students based on their needs.
5. Attaining and developing excellence in leadership and teaching through frequent observation, coaching, collaboration, and professional development.
6. An expanded learning day and year that allows scholars to have additional time for instruction, remediation, and enrichment.
7. A commitment to engaging and partnering with families in the educational experience of their scholar(s).
8. High quality dual language instruction that leads to strong academic achievement in two languages, bilingualism and biliteracy, and sociocultural competence among all students

BAIS' educational program centers around a rigorous, standards-aligned curriculum delivered via high quality, individualized instruction that is based on each student's needs as learners. A Balanced Literacy model will be used to guide our scholars toward becoming excellent, life-long readers and writers. Strategies such as guided reading centers, interactive read alouds with TDQ's, shared close reading, phonics, writer's workshop, and independent reading will be implemented in every classroom. Our Math program will provide content-rich tasks that create productive struggle while honoring both procedural fluency and conceptual understanding. Science and Social Studies instruction will be sourced from high quality providers such as Inspire, Mystery Science, and Salem's district Social Studies curriculum. Differentiated and targeted instruction will be delivered throughout the day, but also supported through a What I Need (WIN) Block that allows students to be grouped based on their abilities relative to the standards as needed through formative assessments.

In an effort to both meet the community demand and to serve the growing number of English learners at the Bentley, the dual language program will be implemented at the school. In addition to the research-based benefits to English learners, the dual language program will also serve native English speakers. Although some instructional components of this Two-way Immersion Dual Language program will look different from instruction in the other classrooms, the curriculum and many of the instructional strategies will be the same. English Learners will learn alongside Spanish Learners as the students will forge friendships and learning partnerships across lines of difference of race, culture, and linguistic background. During periods of Spanish content instruction, English Learners will be experts and resources to their peers who are acquiring basic and academic language in Spanish. When the instruction switches to English, the roles will also reverse, providing

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clear leadership and collaborative opportunities for students to see the inherent benefit of their home language in their learning environments. Since Bentley serves a large population of English Learners, views the diversity of its students and their families as an asset, and is committed to continuing elementary Spanish instruction for all students, it is a logical location for the district’s new dual language program.

To support the ongoing success of this school and its ability to fully implement the strategies that ensure sustained student achievement and growth, the proposed BAIS will seek several autonomies in all six of the the areas allowed under the law: Curriculum, Schedule and Calendar, Staffing, Professional Development, District Policies and Procedures, and Budget. A detailed summary of the autonomies sought along with a rationale for them can be found in the Strategic Change Chart, below.

Capacity of the Applicant Team

The applicant team for the BAIS brings many years of educational experience to the proposed school and especially experience forming and operating autonomous schools of various types – both charter and innovation schools as well as other educational experience. The applicant team includes Jenna Cripps, who is the current Dean of Operations and School Culture and has served in this role for the past four years. Sean McCarthy, joined BACS to serve as the Interim Principal this year and brings nearly 10 years of experience as a school leader in Lawrence, MA. Other members of the applicant team includes four BACS Board of Trustee Members: Ryan Lovell, the BACS Board Chair is an education program director at Boston University; Alyce Davis, the BACS Board Vice-Chair is a former district administrator in the Salem Public Schools; and Carli Kusiolek, BACS Board member is a Special Education Teacher and Assistant Special Education Coordinator at the Salem Academy Charter School. In addition, Hai Son, BACS Board member and served as the founding Dean of Operations for the school during the BACS first year. Together, this team of experienced educational leaders have worked to shepherd the initial phases of development for the Bentley Academy Innovation School prospectus, gather feedback from both families and staff members, and have shaped and finalized the enclosed proposal for the school. Salem Public Schools can feel confident that along the way, key elements and details have been thoughtfully considered while engaging in a collaborative process with district leaders as the prospectus was finalized.

II. Strategic Change Chart

The BAIS will seek the autonomies in each of the following six areas. As the applicant team looks to sustain both the successful strategies implemented by the BACS as well as the key elements that are overwhelmingly desired by parents and other members of the Salem community, the ability to operate the school under these autonomies is critical. The table below summarizes the autonomies we seek.

Table I: Summary of Autonomies Sought by the BAIS

Autonomy Area	Autonomies Sought
A. Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> • The autonomy to develop and/or select our own curriculum • The autonomy to develop and/or select our own assessment systems • The autonomy to continuously use data to monitor student progress and make curricular decisions based on this data • The autonomy to use our own standards-based report card and system

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<p>B. Schedule and Calendar</p>	<ul style="list-style-type: none"> • The autonomy to establish the school’s daily schedule and annual school calendar independent of the school district that ensures more time for scholars and teacher collaboration and professional development through an extended day and year. • The autonomy to establish the school’s daily schedule for both scholars and teachers • The autonomy to establish the school’s own schedule and calendar for teacher professional development
<p>C. Staffing</p>	<ul style="list-style-type: none"> • The autonomy to create unique roles and job descriptions to support the implementation of the innovation plan • The autonomy to allocate resources to support key staff positions and roles that may be different than the district approach but are deemed critical to implement the innovation plan (e.g. Teacher Leadership roles, Co-teaching, Coaching roles, Support staff, etc.) • The autonomy to continue with our home visit program.
<p>D. Professional Development</p>	<ul style="list-style-type: none"> • The autonomy to design and schedule our own calendar and focus for teacher professional development • The autonomy to attend district professional development when this professional development supports the needs of teachers and scholars
<p>E. District Policies and Procedures</p>	<ul style="list-style-type: none"> • The autonomy to create our own student and faculty handbooks. • The autonomy to create a governing board consisting of staff members, community members and families of current BAIS scholars. • The autonomy to have a mandatory uniform policy. • The autonomy to consider a unique process for enrolling some or all students in the school that may differ from the district’s student assignment policy
<p>F. Budget</p>	<ul style="list-style-type: none"> • The autonomy to receive an annual, “lump sum budget” that is based on the current per pupil funding formula developed between BACS and Salem Public Schools and codified in the BACS MOU A. • The autonomy to have the “lump sum” budget adjusted each year based on the school’s future-year enrollment projections. Enrollment projections shall be based on the previous year’s average enrollment October SIMS. • The autonomy to allocate the school’s lump sum budget to support and sustain the school’s staffing model as determined annually by the school’s principal and governing board. • The autonomy to allocate funds to support additional teacher stipends for teacher leadership, Saturday Scholars, Acceleration Academies, Summer School, etc. • The autonomy to raise and spend funds from grants, private foundations, and third party sources • The autonomy to establish a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school • The autonomy to retain (carry over) unspent funds from one fiscal year to the next

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<u>Current school or district practice</u>	<u>Proposed change in practice</u>	<u>Expected impact on student achievement</u>
<p><u>Curriculum and Instruction</u></p> <p>Currently, the BACS has complete autonomy over its curriculum, instruction, and assessment model and practices. All practices are standards-based, however, and do align with those used in the Salem Public Schools.</p> <p>The seven design elements as well as the core features of the school's educational program that have provided a foundation for all of the work at the BACS are outlined above.</p>	<p>The Bentley Academy Innovation School (BAIS) applicant team anticipates very few changes to the school's approach to curriculum, instruction, and/or assessment model or practices. As a Horace Mann Charter School, the BACS, while operating with autonomy, has implemented an approach to curriculum that aligns to the district's standards-based approach. This alignment will continue while allowing the school the autonomy to develop unique approaches, as needed.</p> <p>The BAIS will also retain the seven design elements and core features of the school's educational program as outlined above.</p>	<p>In the Bentley Innovation School, students will continue to benefit from the strong, research-based practices inherent in the BACS standards-based approach. Frequent use of classroom assessments will assist teachers to make adjustments to instruction in order to meet each individual student's needs.</p>
<p><u>Schedule and Calendar</u></p> <p>Currently, the BACS has full autonomy over its schedule and calendar. Currently, the BACS schedule offers an extended day for both student learning as well as instructional time provided by teachers. The current BACS school calendar also offers an extended year to support student learning as well as staff professional development.</p>	<p>The BAIS Applicant Team proposes to maintain the school's autonomy over schedule and calendar, relying on this flexibility to adjust the distribution of time for both students and staff to implement the innovation plan and best meet the needs of the BAIS students. BAIS will work collaboratively with Salem district leaders to develop the school's schedule and calendar each year.</p> <p>The proposed BAIS will continue to offer an extended day for both students and staff members as this has not only been a key element in the BACS' success but is a feature that places the school in high demand among Salem families.</p>	<p>A large body of research shows the many benefits that extended learning time can have for both students and staff members. For staff, additional time allows increased opportunities for planning, preparation, and collaboration in order to deliver the highest quality instruction to all students. For students, additional time allows opportunities for targeted interventions, which are essential to accelerate learning for those who may be falling behind, as well as additional time for enrichment and participation in school culture building and other activities.</p>

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	<p>The extended year will also continue, however, may be shortened slightly.</p>	
<p><u>Staffing</u></p> <p>Currently, the BACS has full autonomy over its staffing model. The school has autonomy over its job descriptions, hiring process, and staffing model. There are a few non-union positions that are unique to the BACS and the school deploys staff in ways that best support student learning. Although (as required by law) all licensed teachers are members of the local union, the current Bentley charter, by virtue of its ability to operate under the approved charter, does not follow some provisions of the STU contract pertaining to some working conditions (e.g. extended time) and/or compensation (e.g. how teachers are paid for the additional time).</p>	<p>The BAIS Applicant Team seeks to retain full autonomy of its staffing model as well as its ability to create unique roles, deploy staff in ways that best support student learning, and operate with some flexibilities in key provisions of the Salem Teachers Union contract as well as potentially, those within other local bargaining units. The specifics of these provisions will be included in the final innovation plan, but the intention will be to maintain as much of the same instructional and programmatic model that BACS has as possible.</p>	<p>Schools that are able to hire and deploy staff members who can be as responsive to ongoing and sometimes changing student needs as possible experience greater degrees of success (in terms of improved outcomes for students) than those without these flexibilities. BAIS anticipates being able to continue its success with students by relying on many of these key features when it converts to an innovation school.</p>
<p><u>Professional Development</u></p> <p>The BACS has full autonomy over its professional development for staff.</p>	<p>The BAIS Applicant Teams would like to retain this autonomy, however, anticipates increased collaboration with the district in this area.</p>	<p>Adequate time for quality professional development is critical to any school’s ability to increase student learning outcomes. BAIS is committed to retaining the time and resources devoted to the ongoing professional learning of its staff.</p>
<p><u>District Policies and Procedures</u></p> <p>As a Horace Mann Charter School, the BACS has, in effect, served as its own “district” or Local Educational Agency and had the autonomy to establish its own policies and procedures within the parameters of its approved charter and/or the State Board of Education. For example, the BACS</p>	<p>Going forward, if the Bentley is to become an innovation school, the BAIS applicant team anticipates the need to seek flexibilities in certain areas of district policy and procedures in order to maintain some of the key elements that have contributed to the school’s success. One such area is in terms of governance. The BAIS applicant team proposes to maintain a</p>	<p>Having clearly articulated policies and procedures including stability in a school’s governance and oversight is important to the school’s ability to provide a seamless educational experience to both students and engage families as partners.</p>

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<p>Board of Trustees operates under its own by-laws and is not governed by the Salem School Committee. In addition, by law, student enrollment occurs only by a lottery system, which differs from the rest of the district.</p>	<p>governing board for the school, although this board would not have the same degree of autonomy as allowed under the law as does the current Board of Trustees. Details regarding the role of the governing board and the autonomies sought for it will be outlined in the final innovation plan.</p> <p>In addition, the BAIS Applicant Team may consider a change to how students are enrolled in the school from the way it currently takes place as a charter. The team will collaborate with district staff to discuss the best possible approach for the whole school, including enrollment for the proposed dual language program to be located within the school.</p>	
<p><u>Budget</u></p> <p>Currently, the BACS is funded as a Horace Mann Charter school and as required by law, funding and other resources are allocated according to the formula articulated in the BACS MOU with the Salem Public Schools.</p>	<p>The BAIS Applicant Team seeks to retain the concept of a “lump sum” budget, representing a form of budgeting autonomy with the district. The team feels that this autonomy is the best way to assure that the school will be able to preserve the educational model that has been working at the school. The team proposes to retain a similar funding formula as what is outlined in the current MOU with the district, however, some adjustments to the in-kind, discretionary services, and the way in which supports are provided for students with disabilities and English learners may need to be adjusted to better align with the district approach.</p>	<p>Adequate resources that are strategically supporting instruction and other strategies focused on student learning is key to improving student success.</p>

III. Public Statement

Bentley Academy Innovation School (BAIS) serves up to 550 Salem scholars in grades K-5. The school is committed to getting each of its scholars to and through college. By creating a culture of achievement based on core values, providing a rigorous and personalized curriculum, and developing deep partnerships with the families and community, the school pushes each scholar to academic and personal successes. BAIS features a committed staff, additional time for learning and professional development, robust coaching, and teacher leadership opportunities. In 2020-21, the school will begin a Two-way Immersion Dual Language Program in one Kindergarten class, phasing in to eventually support two of the four grade-level classrooms across the school.

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

A. Mission Statement

The mission of the Bentley Academy Innovation School (BAIS) is to prepare all students for personal and academic success to get to and through college. The vision of BAIS is that BAIS students will achieve at the same high levels regardless of socioeconomic status, race, or other elements of privilege or challenge. Within the Bentley Academy Innovation School, El Programa Mirabal, the Two-Way Immersion Spanish-English program, will serve English Learners and Spanish Learners to become academically successful, biliterate, bilingual learners who display empathy and cultural curiosity. By applying our key design elements and with vigorous reinforcement of our core values, BAIS will eliminate the achievement gap and graduate students with the academic skills and personal mindset to succeed in middle and high school so that a wide range of post-secondary options are available to them.

A. Vision Statement

BAIS scholars will achieve at the same high levels regardless of socio-economic status, race, or other element of privilege or challenge. By applying our key design elements and with vigorous reinforcement of our core values, BAIS will eliminate the achievement gap and graduate students with the academic skills and personal mindset to succeed in middle and high school so that a wide range of post-secondary options are available to them.

B. Statement of Need

BAIS is needed in order to best serve the diverse student body currently attending the Bentley Academy Charter School. The school serves 67% students identified as economically disadvantaged the highest percentage of the Salem Public School District. The school also serves a large percentage of English language learners at 23.9% and 41.9% of students speak a language other than English as their first language.

C. Proposed Partnership(s)

The BAIS does not currently propose to rely on any outside partner to support the creation or ongoing governance or operation of the school. That said, the BACS currently engages many different partners to provide academic and enrichment supports for students, outreach to families, professional development for staff, and the like. These partnerships may very well continue to support the school once it converts to an innovation school. In addition, the BAIS Applicant Team is partnering closely with members of the Salem Public Schools district leadership team in the development of the final innovation plan as well as the development of plans to locate the Two-way Immersion Dual Language program at the Bentley school.

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

A. Curriculum, Instruction, and Assessment

Autonomies requested:

- The autonomy to develop and/or select our own curriculum
- The autonomy to develop and/or select our own assessment systems
- The autonomy to continuously use data to monitor student progress and make curricular decisions based on this data
- The autonomy to use our own standards-based report card and system

In order to achieve our ambitious vision, we must ensure our curriculum is both rigorous and aligned to state standards. Our instruction must be individualized and based on each student's needs as learners. We will also utilize assessments that measure scholar mastery of curriculum and yearly benchmarks.

In the Two-Way Immersion Dual Language Program, El Programa Mirabal, the curriculum and assessments will deviate from the school's standard assessments as students will be learning and assessed in both Spanish and in English. Mirabal will feature a 90-10 language policy in which kindergarten students spend 90% of their instructional time learning in Spanish and 10% learning in English. The amount of learning time in English will gradually increase each year, until there is a 50-50 language allocation in 3rd grade.

Outside of the dual language program, in the traditional strand, students will continue to take Spanish language from kindergarten to 5th grade, as one of the rotating specials. All signage and announcements in the school will be bilingual and assemblies and events will have cultural significance. The use of Spanish and the celebration of the Dominican culture, the most prominent of Salem's Spanish-speaking families, as well as other cultures, will be woven throughout the school building.

Additional details regarding the proposed innovation school's instructional programs, including the dual language program, will be provided in the final innovation plan.

B. Schedule and Calendar

Autonomies requested:

- The autonomy to establish the school's daily schedule and annual school calendar independent of the school district that ensures more time for scholars and teacher collaboration and professional development through an extended day and year.

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- The autonomy to establish the school’s daily schedule for both scholars and teachers
- The autonomy to establish the school’s own schedule and calendar for teacher professional development

Research is very clear that some learning processes – especially for students who may have started late with English language skills acquisition, learning or developmental disabilities, or challenges accompanying poverty – simply require more time than available in the standard school schedule. “More time, used well” translates into a BAIS student’s school day from 7:30 a.m. to 3:30 p.m.; a school year that offers five more days; and optional Saturday Scholars and Acceleration Academies programs that allow for even more targeted instruction and enrichment. For teachers a longer day and year enables a school day that is customized to allow for considerable common planning time, allows for built in professional development, and provides a full week of teacher collaboration and preparation before students arrive. This kind of calendar is not possible within the current collective bargaining agreement, but is an essential element of achieving strong academic outcomes.

Although the BAIS hopes to retain both the autonomy to offer an extended day and extended year, the BAIS Applicant Team anticipates that the extended year for the BAIS will be shorter than the length of the school year currently offered by the Bentley Academy Charter School.

Additional details regarding the schedule and calendar will be provided in the final innovation plan.

C. Staffing Policies and Procedures

Autonomies requested:

- The autonomy to create unique roles and job descriptions to support the implementation of the innovation plan
- The autonomy to allocate resources to support key staff positions and roles that may be different than the district approach but are deemed critical to implement the innovation plan (e.g. Teacher Leadership roles, Co-teaching, Coaching roles, Support staff, etc.)
- The autonomy to continue with our home visit program.

Dual Language Staffing

The dual language program requires properly licensed and qualified staff who are bilingual and biliterate and who hold the new Bilingual Educator Endorsement. In order to serve the growing program, there will need to be bilingual and biliterate support staff including special education teachers and counseling staff. In addition to the classroom teachers and special educators, as the dual language program grows grade by grade, there will also need to be a site-based dual language administrator to evaluate staff, monitor fidelity to the dual language model, and provide coaching and feedback of the specialized program. The site-based dual language administrator can be phased into the leadership structure in the third year of the program once there are 150 students enrolled across kindergarten, 1st and 2nd grades in El Programa Mirabal.

Additional details regarding staffing policies and procedures will be provided in the final innovation plan.

D. Professional Development

Autonomies requested:

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- The autonomy to design and schedule our own calendar and focus for teacher professional development
- The autonomy to attend district professional development when this professional development supports the needs of teachers and scholars

Teachers at BAIS will receive additional professional development beyond the current district standard of 25 hours. Additional details regarding the professional development for staff will be provided in the final innovation plan.

E. District Policies and Procedures

Autonomies Requested:

- The autonomy to create our own student and faculty handbooks.
- The autonomy to create a governing board consisting of staff members, community members and families of current BAIS scholars.
- The autonomy to have a mandatory uniform policy.
- The autonomy to consider a unique process for enrolling some or all students in the school that may differ from the district's student assignment policy.

Student Handbook and Faculty Handbook

The Bentley Academy Innovation School seeks the autonomy to create its own handbook(s) for scholars and faculty. All required sections of the scholar and faculty handbook from the district will be incorporated. Each year, the handbook will be revised prior to the start of school.

Governing Board

In order to reach the vision laid out in the Innovation Plan, we believe that the school will need a collaborative decision-making body that deeply understand the Innovation Plan and represents all important stakeholders of the school. To this end, BAIS will have a governing board consisting of families, staff and community members. This governing board will have at least 9 members with at least two of which being current families of BAIS scholars and two being members of the staff and the principal of the school. This board will also help with making budgeting decisions and will help secure additional resources to support the Innovation Plan.

Uniforms

The BAIS proposes to maintain the school uniforms that students wear to attend the BACS.

Student Assignment Enrollment

The method for enrolling students to the Bentley Academy Innovation School will likely differ somewhat from the method that was used to enroll students in the Bentley Academy Charter School. As a charter, the only option for enrolling students was that required by state law, which was a lottery system. Going forward, the BAIS Applicant Team is collaborating with district leaders to determine the best approach for student assignment and enrollment to be managed as an innovation school. These discussions include considerations that will be needed to enroll students into the new dual language program within the school.

Additional details regarding all of these areas will be provided in the final innovation plan.

F. Budget

Autonomies Requested:

- The autonomy to receive an annual, “lump sum budget” that is based on the per pupil funding formula developed between BACS and Salem Public Schools.
- The autonomy to have the “lump sum” budget adjusted each year based on the school’s future-year enrollment projections. Enrollment projections shall be based on the previous year’s average enrollment October SIMS.
- The autonomy to allocate the school’s lump sum budget to support and sustain the school’s staffing model as determined annually by the school’s principal and governing board.
- The autonomy to allocate funds to support additional teacher stipends for teacher leadership, Saturday Scholars, Acceleration Academies, Summer School, etc.
- The autonomy to raise and spend funds from grants, private foundations, and third party sources
- The autonomy to establish a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school
- The autonomy to retain (carry over) unspent funds from one fiscal year to the next

VI. Capacity of Applicant Group

The applicant team for the BAIS brings many years of educational experience to the proposed school and especially experience forming and operating autonomous schools of various types – both charter and innovation schools as well as other educational experience. The applicant team includes Jenna Cripps, who is the current Dean of Operations and School Culture and has served in this role for the past four years. Sean McCarthy, joined BACS to serve as the Interim Principal this year and brings nearly 10 years of experience as a school leader in Lawrence, MA. Other members of the applicant team includes four BACS Board of Trustee Members: Ryan Lovell, the BACS Board Chair is an education program director at Boston University; Alyce Davis, the BACS Board Vice-Chair is a former district administrator in the Salem Public Schools; and Carli Kusiolek, BACS Board member is a Special Education Teacher and Assistant Special Education Coordinator at the Salem Academy Charter School. In addition, Hai Son, BACS Board member and served as the founding Dean of Operations for the school during the BACS first year. Together, this team of experienced educational leaders have worked to shepherd the initial phases of development for the Bentley Academy Innovation School prospectus, gather feedback from both families and staff members, and have shaped and finalized the enclosed proposal for the school. Salem Public Schools can feel confident that along the way, key elements and details have been thoughtfully considered while engaging in a collaborative process with district leaders as the prospectus was finalized.

Copies of the resumes for each of the BAIS Applicant Team members is attached in Appendix B.

VII. Proposed Timetable for Development and Establishment of the Innovation School

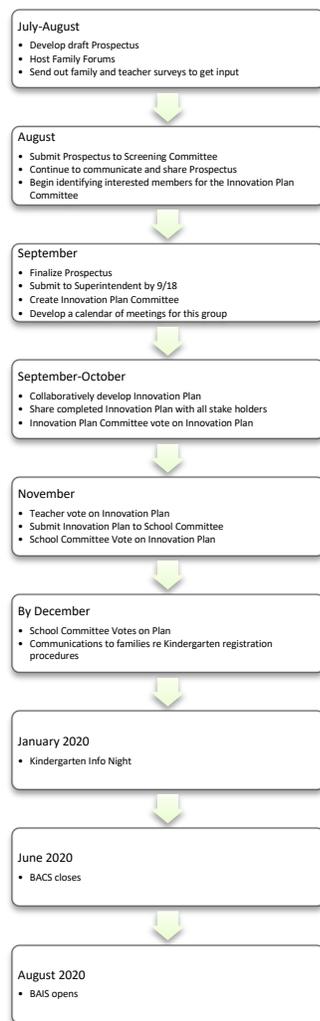
Communication and Engagement with Families

There were two forums for families on August 1 and August 7. During these meetings, families learned about the innovation plan process and be able to give input and feedback on the plan. Families were also sent a survey to determine the key components they would like to see included in the plan.

Communication and Engagement with Teachers

Teachers were asked to review a draft of the prospectus during summer professional development and then completed an anonymous survey to share their feedback.

Proposed Timeline:



IX. Attachments

Appendix A: Core Values

Our core values guide our work toward achieving our mission. Scholars and staff members alike commit to exemplifying these values in and out of school. The core values are used as the basis for our behavioral systems, are explicitly taught to our students, are shared with the families and communities who support our students, and drive everything we do at Bentley Academy Innovation School.

- *Grit:* We believe that challenges are a means to improvement, and that we can improve by working hard. We are learners, first and foremost, and show perseverance in everything we do.
- *Integrity:* We believe in doing the right thing even if it is the hard thing. Having integrity means always telling the truth and taking responsibility for our actions, even when we make mistakes.
- *Collaboration:* We believe it is essential to work together to reach our goals. We share ideas and listen respectfully to the perspectives of others. We value all members of our community and their unique contributions.
- *Discipline:* We believe that with hard work, we can reach our goals. By being engaged and focused, and adhering to a code of conduct, we can achieve our best and help others do the same.
- *Zest:* We believe curiosity and enthusiasm create a positive learning environment, and make hard work easier and more fun.

Appendix B: BAIS Applicant Team Resumes

Please see attached.

**Bentley Academy Innovation School Prospectus
Applicant Team Resumes**

Jenna Leigh Cripps
Cell: 351-201-8063
Email: Jennaleighcripps@gmail.com

Employment History

Bentley Academy Charter School

Dean of Operations and School Culture
Dean of Student Success

July 2017-Present
February 2016-July 2017

- Community and Family engagement
- Behavioral management
- Aiding in cultivating and maintaining school climate and culture
- Planning and supporting PD
- Developing day to day school operations
- Event coordinating
- Coverage allocation
- Assisting with vetting prospective staff members including phone screens and interviews
- Recruitment responsibilities
- Lead Disciplinary

Futures, Beverly Ma

1:1 ABA, Executive Assistant

June 2014- February 2016

- Implementing behavior plans
- Instructing students in a 1:1 setting
- Incidental teaching as it pertains to social and life skills
- Working with specialist and insurance companies to allocate services
- Parental Liaison concerning student records

Bentley Elementary School, Salem MA

professional

Jan. 2013-June 2014 Para-

- Assisted teachers (grades k-8) in instructing the class and individual students
- Aided teachers and administrators in creating a safe and healthy learning environment

The Stonewall Center, Amherst MA

Event coordinator, Ally trainer, Hiring consultant

Sept. 2008-May 2012

- Scheduled and conducted ally trainings and sensitivity trainings concerning the LGBT community
- Assisted in hiring future employees; developed questions and conducted interview Taught classes on sensitivity and acceptance to students as well as University professional staff

Education

Salem State University, Salem MA

Masters in Special Education

Graduated December 2015

University of Massachusetts Amherst, Amherst MA

Bachelor of Humanities and Fine Arts and Social Behavioral Sciences
Double Majored in Women Gender Sexuality Studies and Legal Studies

Graduated May 2012

Jenna Leigh Cripps
Cell: 351-201-8063
Email: Jennaleighcripps@gmail.com

Awards:

Center for Student Development University of Massachusetts Director's Award May 2010

University of Massachusetts LGBT Leadership Award May 2012

Community work:

Board member and Treasurer of the Salem Award Foundation for Social Justice December 2016-present

SEAN J. MCCARTHY
180 Main Street, Andover, MA 01810

mccarthys09@tcprincipal.org – (978) 835-1827 – www.linkedin.com/in/mccarthys09

Accomplished and dedicated urban school educator and leader with two decades of experience. Operates under the principle that relationships are essential for success. Fosters community, collaboration, and mutual respect among all he works for and with.

EDUCATION

UNIVERSITY OF MASSACHUSETTS LOWELL (MA) – Ed.D. in Leadership in Schooling	2019
TEACHERS COLLEGE, COLUMBIA UNIVERSITY (NY) – Ed.M. in School Leadership	2010
BREAD LOAF SCHOOL OF ENGLISH, MIDDLEBURY COLLEGE (VT) – M.A. in English	2007
EMERSON COLLEGE (MA) – M.F.A in Creative Writing with a concentration in poetry	1998
FITCHBURG STATE UNIVERSITY (MA) – B.A. in English	1995

PROFESSIONAL EXPERIENCE

INTERIM HEAD OF SCHOOL, BENTLEY ACADEMY CHARTER SCHOOL, SALEM, MA 2019-present

- Educational and instructional leader for 350 K-5 students and 50 faculty and staff.
- Responsible for the transition from Horace Mann Charter to District Innovation School in 2020.

ADJUNCT PROFESSOR

MERRIMACK COLLEGE, NORTH ANDOVER, MA 2016-present

- Design and teach *Social Policy Capstone* and *Social Policy for Children and Families* for Master's students in the School of Education and Social Policy.

UNIVERSITY OF MASSACHUSETTS, LOWELL, MA 2019-present

- Teach *Role of the Curriculum and Instructional Leader* in the Master's program for Leadership in Schooling in the Graduate School of Education.

MIDDLESEX COMMUNITY COLLEGE, LOWELL, MA 2017

- Designed lessons and taught *English Composition I* and *Writing Skills Seminar*.

INTERIM DIRECTOR, PHILLIPS ACADEMY, ANDOVER, MA 2018-2019

- Coordinated and ran the PALS outreach program which provides tutoring and high school preparation during the academic year and summer for Lawrence students in grades 7, 8, and 9.

PRINCIPAL, LAWRENCE HIGH SCHOOL FOR BUSINESS MANAGEMENT & FINANCE (BMF) 2013-2016

- Operational manager and leader for 450 students in grades 10 through 12 and 40 educators.
- Hired, observed, and regularly evaluated all members of the faculty.
- Created teacher-driven committees to boost the turnaround efforts of BMF, foster community, and teacher leadership and engagement.
- Co-authored AmeriCorps grant with Merrimack College Graduate School of Education to fund, Lawrence2College, which provided seniors with mentors and college application support.
- Assessed school needs and implemented targeted interventions, such as: Saturday Academic Support & Enrichment Program; Tutorial; Literacy Workshop; Co-Teaching Initiative; MCAS Mentor Program; Senior Intervention Program; and PLATO Credit Recovery Program.
- Planned and co-led professional development sessions. Topics included reshaping school climate and culture, new instructional initiatives, and teacher evaluation.

ASSISTANT PRINCIPAL, LAWRENCE HIGH SCHOOL FOR MATH, SCIENCE & TECHNOLOGY 2011-2013

- Monitored and maintained student behavior and discipline for 500 high school students.
- Supported decrease in Drop Out Rate from 6.6% prior to arrival to 2.2% over two years.
- Supported increase in Four-Year Graduation Rate by 10.7% over two years.
- Created Master Schedule and prepared class assignments for all students and teachers.

ENGLISH TEACHER

<u>LAWRENCE HIGH SCHOOL, LAWRENCE, MA</u>	2000-2011
<u>ROBERT L. FROST ELEMENTARY SCHOOL, LAWRENCE, MA</u>	1998-2000

ADDITIONAL LEADERSHIP & MENTORING ROLES

SUPERVISOR/MENTOR, <u>TEACHERS COLLEGE, COLUMBIA UNIVERSITY</u>	2013-2016
<ul style="list-style-type: none">Supervised and mentored principal interns enrolled in TC's Summer Principals Academy.	
FIRST VICE PRESIDENT, <u>LAWRENCE TEACHERS' UNION LOCAL 1019 (LTU 1019)</u>	2007-2011
CONTRACT NEGOTIATION TEAM MEMBER, <u>LTU 1019</u>	2007-2011
LTU 1019 DELEGATE, <u>MERRIMACK VALLEY CENTRAL LABOR COUNCIL</u>	2007-2011
LEADERSHIP TASK FORCE CO-LEADER, <u>LHS FOR PERFORMING & FINE ARTS</u>	2009-2010
LAWRENCE HIGH SCHOOL BUILDING REPRESENTATIVE, <u>LTU 1019</u>	2005-2009
IMPACT BARGAINING TEAM MEMBER, <u>LTU 1019</u>	2006-2007
MEMBER OF RENNIE FORUM LABOR/MANAGEMENT INITIATIVE, <u>BOSTON, MA</u>	2005-2006
BREAD LOAF TEACHERS' NETWORK MEMBER, <u>LAWRENCE, MA</u>	2002-2008
FACULTY ADVISORY BOARD CHAIRPERSON, <u>LAWRENCE HIGH SCHOOL</u>	2002-2007
NEASC REACCREDITATION COMMITTEE CHAIRPERSON, <u>LAWRENCE HIGH SCHOOL</u>	2002-2007
<ul style="list-style-type: none">Led the Committee for Assessment & School Resources in this successful reaccreditation effort.	
<i>THE BULLETIN</i> LITERARY MAGAZINE CO-ADVISOR, <u>LAWRENCE HIGH SCHOOL</u>	2002-2007
<i>THE LAWRENCIAN</i> NEWSPAPER ADVISOR, <u>LAWRENCE HIGH SCHOOL</u>	2002-2006
HEAD COACH, <u>LAWRENCE HIGH SCHOOL</u>	
<ul style="list-style-type: none">Junior Varsity Softball	2002-2007
<ul style="list-style-type: none">Junior Varsity Football	2001-2004
ASSISTANT COACH, <u>PHILLIPS ACADEMY, ANDOVER, MA</u>	
<ul style="list-style-type: none">Varsity Wrestling	2002
BREAD LOAF WRITING CONFERENCES ORGANIZER & PRESENTER, <u>LAWRENCE, MA</u>	2001-2008
YWCA INTRAMURAL BASKETBALL PROGRAM COORDINATOR, <u>LAWRENCE, MA</u>	2001-2002
LEAD TEACHER, <u>LAWRENCE HIGH SCHOOL, GRADE 10 TEAM</u>	2001-2004
LEAD TEACHER, <u>ROBERT L. FROST ELEMENTARY SCHOOL, GRADE 7 & 8 TEAM</u>	1998-2000

CERTIFICATIONS

MASSACHUSETTS EDUCATOR LICENSES (# 359126)

- Superintendent/ Assistant Superintendent for all levels – Initial.
- Principal/ Assistant Principal certification for grades PreK-12 – Professional.
- Sheltered English Immersion – Administrator Endorsement.
- Subject-Area Certification in English for grades 5-12 – Professional (9-12); Initial (5-9).

Ryan A. Lovell

156 Falcon Street #3, Boston, MA 02128 • 617.997.1337 • ryan.lovell@gmail.com

Education

University of Maine School of Law, Portland, Maine

Juris Doctor, *cum laude* (May 2005)

Saint Michael's College, Colchester, Vermont

Master of Education (May 1999)

University of New Hampshire, Durham, New Hampshire

Bachelor of Arts, *cum laude*, History (May 1997)

Higher Education Experience

Director of Professional Preparation, Wheelock College of Education & Human Development at Boston University, Boston, MA (2018-present)

- Direct Office of Professional Preparation; manage, supervise and evaluate staff of three professional staff members and three adjunct instructors
- Oversee all field placements and educator licensure process for approximately 750 students each year
- Coordinate the collection and analysis of assessment data in support of educator preparation programs' continuous improvement, and for regulatory and accreditation compliance
- Advise faculty on development of new programs; facilitate approvals process for new licensure programs from external entities, including Massachusetts Department of Elementary and Secondary Education
- Serve as liaison with Massachusetts Department of Elementary and Secondary Education, Council for Accreditation of Educator Preparation, American Association of Colleges for Teacher Education, and other similar organizations
- Oversee budget of approximately \$300,000

Educator Preparation Licensure Officer, *Wheelock College*, Boston, MA (2016-2018)

- Direct Educator Licensure Office, supervise and evaluate Data Management and Licensure Assistant, and maintain two hundred thousand dollar budget
- Coordinate educator preparation programs at undergraduate and graduate level leading to licensure; manage national accreditation and State program approval for all programs leading to educator license
- Advise students on all aspects of educator licensure, academic requirements, and strategies for student and professional success
- Plan, develop and implement new programs, and secure necessary program approvals from State education agencies and from national accreditors; assist Marketing and Admission offices with marketing and recruitment of new and existing programs
- Serve as liaison with Massachusetts Department of Elementary and Secondary Education, Council for the Accreditation of Educator Preparation, and American Association of Colleges for Teacher Education; prepare reports in support of program approval and accreditation

Ryan A. Lovell

- Manage the collection and analysis of assessment data in support of educator preparation programs' continuous improvement, and for regulatory and accreditation compliance
- Facilitate licensure endorsement for approximately 100 teacher candidates per year
- Collaborate with department chairs and faculty to ensure program quality and to make changes within programs to meet approval and accreditation standards
- Coordinate licensure test (MTEL) preparation efforts in support of student success; hire and evaluate adjunct instructors for test preparation

Associate Director for Graduate Education, Endicott College, Beverly, MA (2012-2016)

- Assist with direction of fourteen graduate, degree and non-degree, programs
- Coordinate Endicott Teaching Fellows Program; develop public/ private school partnerships
- Recruit graduate students for Fellows program and work to expand district partners for placements
- Ensure programs are in compliance with Commonwealth's rules and regulations
- Hire and supervise adjunct faculty for educator licensure programs
- Advise approximately 200 graduate education students on programs of study, academic planning, professional and career goals, and State educator licensing
- Promote programs to prospective students; deliver presentations on licensure to cohorts
- Plan, develop and implement new graduate education licensure programs
- Teach four education and legal-related classes per academic year at undergraduate and graduate levels

State Coordinator for Educator Preparation, Massachusetts Department of Elementary and Secondary Education, Malden, MA (2011-2012)

- Served as primary State Coordinator for 18 colleges and other organizations offering approved educator preparation programs leading to educator licensure
- Advised colleges and organizations on licensure-related matters
- Conducted formal program approval review visits
- Provided assistance to colleges as they prepare for their reviews
- Identify and secure the participation of peer reviewers
- Provide necessary support materials and training to all team members
- Reviewed and updated advisories, guidelines, and regulations pertaining to educator preparation
- Assisted with preparation of the State Annual Report and Federal Title II Report

Director of Licensure Programs, Cambridge College, Cambridge, MA (2008-2011)

- Managed the Licensure Office for educator preparation
- Advised students on licensure program requirements; assisted students with problem resolution
- Facilitated application for certification for approximately 150-200 candidates per year
- Managed regulatory reporting; prepared Licensure Programs for accreditation review
- Co-coordinated School of Education's accreditation efforts for new and existing programs
- Contributed to strategic planning and advised School of Education leadership on policy decisions on licensure and other regulatory issues
- Interacted extensively with faculty, students, prospective students, and graduates regarding teacher certification and academic programs at the School of Education
- Assisted with development of new academic programs
- Assisted Dean with development of School of Education budget

Senior Instructor, Cambridge College, Cambridge, MA (2009-2011)

- Taught 'Legal and Ethical Internet Issues in the Classroom' for licensure program in Information Technology Literacy; Led seminar introducing students to graduate studies; advised students on thesis
- Assisted with development of new Legal Studies Program; wrote syllabus for introductory course

Institutional Researcher, Cambridge College, Cambridge, MA (2007-2008)

- Coordinated student course evaluations and campus surveys measuring institutional effectiveness; wrote, compiled, and presented reports on retention and completion rates, enrollment, and demographics

Consultant, The Education Alliance, Framingham, MA (2006-2007)

- Conducted research and analyzed data on a variety of higher education issues
- Wrote extensive reports advising clients in areas including strategic planning and retention

Adjunct Professor, Paralegal Studies Department, Andover College, Portland, ME (2004-2006)

- Taught various law classes to paralegal students

Area Coordinator, Hamilton College, Clinton, NY (1999-2002)

- Managed 14 residence halls of 900 students; counseled and advised students
- Selected, trained, and supervised 19 student Resident Advisors
- Directed programming, staff training, and development budget
- Responded to campus emergencies as on-call administrator
- Served as administrative hearing officer and presented cases to judicial board
- Served as member of Hamilton College Sexual Harassment Grievance Board (2000-01)
- Developed new campus-wide initiatives, including expanded student housing opportunities and head resident positions—all successfully implemented

Resident Director, Saint Michael's College, Colchester, VT (1997-99)

- Managed residence hall of 200 students; supervised eight student Resident Assistants

Volunteer Experience

Chairperson, Board of Trustees, Bentley Academy Charter School, Salem, MA (2015-present)

- Chair a nine-member board of trustees of new charter school for grades K-5 in Massachusetts; Evaluate and supervise Head-of-School

Legal Experience

Attorney-at-Law, Brunswick and Portland, ME (2005-2006)

Alyce Davis
219 Kensington Road
Hampton Falls, NH 03844
(C) 978-395-6522
alyced35@gmail.com

Educator, school administrator, district leader, adjunct professor and educational consultant with significant experience in educational leadership, teacher training, curriculum development, literacy instruction, special program management and evaluation, and central office administration.

EDUCATION

Doctor of Education - Educational Leadership

NOVA Southeastern University

Ft. Lauderdale, Florida

Dissertation Topic: *Teacher Use of Common Planning Time in a Year-Round School*

Harvard Principal's Center - Summer Institute

The Art and Craft of the Principalship, Harvard University

Master of Education - Literacy and Reading

Suffolk University, Boston, Massachusetts

Bachelor of Science - Middle School Education: Geography and History

Salem State University, Salem, Massachusetts

PROFESSIONAL EXPERIENCE

Educational Consultant - Bentley Academy Charter School, Salem, MA

Contracted to observe educators and provide feedback to leadership team prior to DESE site visits.

Leadership Consultant, Leadership Coach, Interim Head of School - Salem Academy Charter School

Contracted to provide leadership training to teachers and school leaders. Served as the interim head-of-school and leadership coach to upper and lower school heads of school at intervals over a seven-year period.

Adjunct Professor, Van Loan Graduate School, Endicott College, Beverly, MA

Professor of graduate studies in special needs education: English Language Arts and Social Science for Diverse Learners SPN565, Functional Curriculum and Educational Planning; Severe Disabilities SPN508, Practicum Experience: Teacher of Student with Special Needs SPN519 and SPN509, and Reflective Seminar SPN516 and SPN510 leading to licensure in special education.

Adjunct Professor, Graduate School of Education, Salem State College, Salem, MA

Professor of graduate and CAGS courses for educational leadership: Curriculum Design and Supervision EDU787, The Principalship in Contemporary Society EDU781, and Supervision and Evaluation of Educational Personnel EDU786.

Curriculum Consultant - Massachusetts Association of School Committees

Developed curriculum documents for the District Governance Support Project in collaboration with the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Association of School Superintendents (MASS).

Educational Leadership Consultant - Salem Public Schools

Contracted by the Salem Public Schools to coordinate the district response to the DESE Educator Evaluation System defined in CMR 35.00.

Contracted by the Salem Public Schools to lead school administrators in a year-long, monthly critical friends leadership seminar for the SPS leaders.

Assistant Superintendent, Salem Public Schools, Salem, MA

District leader responsible for PK-12 curriculum development, PK-12 professional development, leadership training for school and district personnel, supervision of teaching and administrative staff, and new teacher mentor program in an urban district of 4500 students and 545 professional staff.

Principal, Witchcraft Heights Elementary School, Salem, MA

School leader of a diverse urban school with a student population of 500 and a staff of 65. Managed the Comprehensive School Reform Grant, developed literacy initiatives including flooding model literacy block, literacy leadership team, English language learner team, and Title I parent outreach programs. Conducted district-wide professional development training in *Frameworks For Teaching* and mentor program peer coaching training.

Assistant Principal, Dunn Middle School, Danvers, MA

Responsible for scheduling, student discipline, building management, and staff development in a suburban school with a student population of 937 and a staff of 90. Served as the court liaison to Salem Juvenile Court and as the Section 504 Coordinator.

Interim Director of Language Arts, Danvers High School/Dunn Middle School, Danvers, MA

Served as the middle school coordinator of the language arts, English, and reading programs. Conducted monthly department meetings, managed budgetary concerns, supervised teachers and assisted in curriculum and program development. Taught classes in the system's *Off To A Great Start* mentoring program.

U.S. History Teacher/ Team Leader, Dunn Middle School, Danvers, MA

Developed interdisciplinary units using a multi-cultural, thematic approach. Served as team leader of a teaching team of five staff and 120 students. Duties included scheduling of parent conferences, attending weekly administrative meetings and coordinating all team activities.

Reading Teacher/ Specialist, Dunn Middle School, Danvers, MA

Developed and executed an advanced study skills program for all grade eight students. Evaluated students and developed curriculum for the remedial reading program in grades six, seven, and eight.

Reading Teacher/ Specialist, Hanover Middle School, Hanover, MA

Developed reading enrichment programs for 620 students in grades five through eight using a literature-based format with specific emphasis on comprehension and vocabulary development. Designed and taught the Independent Reading Program for grades seven and eight using contemporary adolescent literature.

Social Studies Teacher, Hanover Middle School, Hanover, MA

Taught geography and history to seventh grade students. Developed and coordinated co-taught Language Arts and Social Studies units. Served as cooperating teacher for practice teachers enrolled at Eastern Nazarene College, Wollaston, MA and Curry College, Milton, MA.

ADDITIONAL PROFESSIONAL EXPERIENCE

2012 - 2016 Salem School Building Committee, Appointed as the community representative to the the Salem School Building Committee.

2000 - 2010 Salem School Building Committee, Served as Co-Chair of the School Building Committee and Chair of the S.B.C. Finance Committee. Attended regular S.B.C. meetings, approved building project expenditures, and attended bid sessions.

Presenter, Build Boston, New England School Development Council (NESDEC) conference, and Massachusetts Association of School Business Officials (MASBO) conference with Flansburgh Associates Inc., and Gilbane Inc.

AWARDS

2010 - Paul Harris Fellow: Rotary International

2017 - Salem State University Alumni Association Volunteer of the Year Award

BOARDS AND AFFILIATIONS

2018 - Present Bentley Academy Charter School - Trustee/ Vice-Chair

2012 - 2017 Salem State University Trustee - Vice-Chair of the Board of Trustees, Chair of Academic Affairs and Student Life Committee, Chair of the Presidential Review Committee, Vice-Chair of the Executive Committee, and member of the Risk Management and Audit Committee

2014 - 2017 Hamilton Hall Board of Directors
1998 - 2001

2014 - 2017 President, Lecture Series on World Affairs at Hamilton Hall - Salem, MA

2011 - 2013 Salem Academy Charter School - Trustee

2011 - 2013 Salem Community Charter School - Trustee

2011 - 2015 Children's Friends and Family Services - Board of Directors

2010 - 2012 Salem Education Foundation, Salem, MA - Board of Directors

2010 - Present Peabody Essex Museum, Salem, MA - Docent, Guide Council Member

2009 - 2017 Salem State University Alumni Board, Vice President/ Trustee

1996 - 1998 House of Seven Gables Settlement, Trustee

Carli B. Kusiolek

Phone Number: 978-735-6045 · Email: ckusiolek@salemacademycs.org

License(s) held: *Professional License in Special Education Moderate Disabilities 6-12 and Sheltered English Immersion (SEI) Endorsement.*

EDUCATION

➤ **Boston University, Boston, MA**

Master of Education, September 2013

Major: Curriculum Development and Teaching; GPA: 3.82/4.0

➤ **Towson University, Towson, MD**

Bachelor of Science, December 2010

Major: Fine Arts and Design; Minor in Art History; GPA: 3.7/4.0

Honors: Department of Art Scholarship, Dean's List 2006-2010

WORK EXPERIENCE

➤ **Special Education Teacher- Salem Academy Charter School- Salem, Massachusetts- 2011- present**

Supervisors: *Stephanie Callahan, Head of School; Linda St. Pierre, Director of Special Education; Matt Chuchul, Lower School Principal*

- Primary liaison between the school and families of our 8th-grade special education students.
- Co-teacher for 7th & 8th grade Math classes.
- Teacher of a 7th grade and an 8th grade sub-separate special education learning center, which focuses on developing student's math and literacy skills, study and executive function skills, the instruction of IEP goals, as well as preview and review of grade level academic content.
- Provides in-class support to content teachers and collaborates in accommodating and modifying curriculum.
- Writes all IEP's, transition plans, N-1s, amendments, SLD observations, educational assessments, etc. for grade 8 student's annual reviews, re-evaluations, or initial evaluations.
- Certified to administer, interpret, and write evaluation reports for the WJ-IV Tests of Achievement, used for special education initial and re-evaluation testing.

➤ **Special Education Assistant Coordinator and Curriculum Team Leader- Salem Academy Charter School- Salem, Massachusetts- 2017- Present**

Supervisor: *Linda St. Pierre, Director of Special Education*

- Schedule all IEP team meetings for grades 6-12.
- Arrange translation of meetings, testing reports, etc.
- Arrange coverage for teachers to attend IEP meetings.
- Prepare evaluation paperwork within the timeline as indicated in Special Education Regulations.
- Assign, monitor, and ensure completeness of testing reports by the required deadline for students undergoing an initial or re-evaluation.

- Plan and Facilitate all Special Education Curriculum Team Professional Development meetings.
- Support Special Education Teachers, Service Providers, and Paraprofessionals the year, including the onboarding of new staff.
- Assist in the hiring process for all new Special Education Staff Members.
- Collect, review, and file special education student records.
- Assist in Program Evaluations and State Reporting Documentation
- Chair Team Meetings, as needed.

➤ **2014-2015 Teaching Policy Fellow- Teach Plus, Boston Massachusetts**

- One of the lead authors on a published policy brief entitled, “Ready for Day One: *Teachers Weigh in on Teacher Preparation.*”
- Assisted in hosting two *Testing the Test* events which allowed teachers across the state to engage with PARCC test items and compare these with common core standards; results from the event were published in a report by Teach Plus.
- Assisted in hosting an event with Representative Alice Peisch on Teacher Preparation at the MA State House.
- One of 15 people, and one of 2 teachers, who assisted in developing the educator roadmap to the PARCC accommodations manual at the PARCC Educator Leader Cadre working group in Washington, D.C.
- Provided input on teacher preparation, equitable access on standardized testing through accommodations, common core, and teacher evaluation.
- Provided testimony at the Massachusetts Board of Elementary and Secondary Education Annual meeting and at the BESE Lynn, PARCC hearing, on standardized testing.
- Published an op-ed that appeared in the Salem News on the topic of special education students and PARCC.

➤ **Teacher/ 2011 Teach For America Corps Member, Lincoln High School -Philadelphia Public School District –Philadelphia, PA, July 2011**

- Taught a four-week 11th/12th grade U.S. History summer course in the Philadelphia Public School District using the Philadelphia Standards and Curriculum.
- Created a classroom management and investment plan that resulted in a high level of class-wide culture of achievement, individual student and class-wide investment, and an understanding of the class policies and expectations.
- Created daily lesson plans and weekly assessments based upon the summer school curriculum and accommodations for specific student needs.

PROFESSIONAL REFERENCES

- o Stephanie Callahan, Head of School- Salem Academy Charter School
 - scallahan@salemacademycs.org; 978-744-2105 x.148
- o Joshua Biber, Executive Director of Teach for America, Massachusetts
 - Joshua.Biber@teachforamerica.org; 401-248-4955
- o Linda St. Pierre, Special Education Director, Salem Academy Charter School
 - lstpierre@salemacademycs.org; 978-744-2105x 146

Hai Thanh Son

15 Bryant Ave • Quincy, MA 02169
Phone: (857) 222-8027 • hson04@gmail.com

EDUCATION

Harvard Graduate School of Education	Cambridge, MA
<ul style="list-style-type: none">• Ed.M. in School Leadership with Year-long Practicum, Class of 2013• Massachusetts Principal/Assistant Principal License, K-12• SEI Administrator Endorsement, 2015	
Tufts University	Medford, MA
<ul style="list-style-type: none">• Bachelor of Arts: Quantitative Economics, Environmental Sciences, Class of 2009	
Boston Latin School	Boston, MA
<ul style="list-style-type: none">• College preparatory curriculum, Class of 2005	

TEACHING AND LEADERSHIP EXPERIENCE

Academy Leader/Assistant Principal @ Frederick Pilot Middle School in Boston, MA 07/16-present

The Frederick Pilot Middle School is an autonomous pilot middle school that serves over 500 students in grades 6-8. It has a diverse student population with the largest middle school ELL program in the district serving both SEI and SLIFE students. It also houses the P4/O4 as well as the U4/L4 programs. The school has a strong focus on developing teachers' capacity with weekly professional development.

- Support the daily operation and functionality of the school
- Implement school mission and vision and work closely with Board of Trustees to monitor progress
- Support in the overseer of personnel matter including hiring, onboarding, and training of staff members
- Oversee Science instruction
- Oversee ELL program (SEI and SLIFE) that includes academics, instructions, and management of Title I Funds
- Support and evaluate staff through regular observations and feedback
- Serve as testing coordinator for state and district assessments (including MCAS, ACCESS, NAEP and Illuminate)
- Foster a collaborative and supportive learning and teaching environment for both staff and students

Head of Operations @ Bentley Academy Charter School in Salem, MA 07/15-06/16

Bentley Academy Charter School is a Horace Mann charter school that serves a diverse student body (~90% high need) from the vibrant and history-rich city of Salem, Mass. in grades kindergarten through fifth. The school supports student achievement through expanded learning time and targeted interventions.

- Oversaw the daily operation and functionality of the school
- Worked directly with Mass DESE to ensure compliance (Title I, Title IIA, Charter School, Special Education) with all aspects of school operation
- Implemented school mission and vision and work closely with Board of Trustees to monitor progress
- Supported in the overseer of personnel matter including hiring, onboarding, and training of staff members
- Planned and administered overall school budget including the establishment of school's fiscal policy and procedures
- Secured resources for school through fundraising and grant writing
- Served as the lead procurement officer for the school
- Oversaw math instruction in the upper grades
- Supported and evaluate staff through regular observations and feedback
- Supported site and state visits with regards to school turnaround work
- Fostered a collaborative and supportive learning and teaching environment for both staff and students

School Transformation Facilitator/8th Grade Assistant Principal @ Dever-McCormack School in Boston, MA 07/13-06/15

The Dever-McCormack is an Extended Learning Time (ELT) school that serves a diverse student body with over 86% qualified for free or reduced lunch. The school's partnerships allow it to provide many enrichment and educational opportunities to its students.

- Coordinated and supported 3-tier initiatives around school-wide attendance, behavior, and academic performance
- Trained and coached teachers through the process of using Early Warning Indicators (EWI) to design a 3-tier support for at-risk students
- Coordinated and supported whole-school training and support of Restorative Practices
- Supported positive behavior as a disciplinarian
- Improved school and staff communication through the development of an online database for storing and sharing of information (Google Drive)

- Executed other leadership and organizational duties related to building and school safety checks, student and teacher scheduling using ASPEN, arrival and dismissal, budget planning, family and community engagement, and business partnership development
- Supported teacher evaluation process through observations and feedback
- Provided instructional coaching for teachers
- Coordinated and planned a two-year implementation of Restorative Practices (training, implementation, assessment, and on-going teacher and staff development)
- Provided strategic planning relating to instructional practices, school structures and schedules, and teacher professional development
- Applied and received PepsiCo grant to support academic interventions (reduce course grade failure rate)
- Took on role of Principal during Mathematics Acceleration Academy to provide math interventions for low performing students

Principal Intern @ Mather Elementary School in Boston, MA

07/12-06/13

The Mather School is the oldest public elementary school in America that serves over 600 students coming from diverse backgrounds (36.4% Black, 36.6% Asian, 18.9% Hispanic, 3.6% White, 4.5% Mix/Other) with over 86% eligible for free or reduced price lunch. It has a full Vietnamese SEI program from K1 to Grade 5. The Mather has a strong Parent Council along with many partnerships that help support its school-wide instructional goals.

- Led the Positive Behavior Interventions and Support (PBIS) team to build a safe and supportive learning environment for students by tracking student behavior data and developing school-wide instructional plans and incentive systems
- Assisted in evaluation of teachers using the Boston Public Schools framework
- Collaborated with the Math Leadership Team to plan instructions and support for school-wide push to implement “accountable talk” in all classrooms
- Assumed the role of the a disciplinarian to enforce and support positive behavior
- Trained staff to use predictive data (ATI) to work towards the school’s literacy improvement goal
- Improved school and staff communication through the development of an online database for storing and sharing of information
- Represented the Mather School to speak at a fundraising event that raised over \$2,000 for library resources
- Executed other leadership and organizational duties related to building and school safety checks, student and teacher scheduling using ASPEN, arrival and dismissal, budget planning, family and community engagement, business partnership development, and fundraising
- Supported teacher evaluation process through observations and feedback

Deputy Campus Director (Citizen Schools) @ Garfield Middle School in Revere, MA

07/11-06/12

The Garfield Middle School is an Extended Learning Time (ELT) school that serves a large Arabic and Hispanic student population. Through partnership with external organizations, it was able to provide enrichment and educational opportunities for all students during the extended portion of the school day.

- Instructional Leadership
 - Identified core elements of high quality curriculum planning and lesson delivery
 - Supported the instructional quality on campus for the teaching staff and volunteer teachers
 - Used assessment and data to determine progress towards goals
 - Observed and provided feedback to teaching staff
- Operations and Project Management
 - Co-managed financial and human resources, including volunteers and corporate partners
 - Organized and project-manage multiple initiatives that include school events, partnership meetings, and implementation of high-quality academic curriculum and support
 - Tracked data related to budget expenditures, student academics, and staff satisfaction
- Cultural Competence
 - Engaged families in students’ academics (90% success rate)
 - Managed and fostered a collaborative work environment for staff
 - Acted as liaison between external partnerships and staff members

National Teaching Fellow (Citizen Schools) @ Dever-McCormack K-8 School in Boston, MA

08/09-06/11

The Dever-McCormack is an Extended Learning Time (ELT) school that serves a diverse student body with over 86% qualified for free or reduced lunch. The school’s partnerships allow it to provide many enrichment and educational opportunities to its students.

- Facilitated extension of the learning day with a team of 10 staff members to 120 5-8th grade students of mixed learning levels—programming included teaching daily math enrichment, providing homework support, team building and leadership opportunities to students

- Built rapport and strong communication with students and their families, connected with community resources and advocated for improved student services and school communication
- Worked closely with and helped families navigate through the high school application process
- Co-taught hands on computer science and environmental science lessons, called apprenticeships; and supported volunteer teachers through lesson planning, content delivery, behavior management and student engagement
- Taught a weekly writing course to 8th graders and provided access to volunteer writing coaches from Ropes and Gray Law Firm
- Organized and managed 8 volunteer-taught curriculum culmination events for hundreds of students
- Acted as the liaison between community volunteer teachers, the school and our program
- Designed and implemented trainings for external volunteers and internal staff members

Program Coordinator

09/09-05/11

Bootstrap

- Coordinated and supported teachers of Bootstrap, a standards-based curriculum that teaches middle and high-school students to program videogames using purely algebraic and geometric concepts (<http://bootstrapworld.org>)

Tutor @ Tufts Literacy Corps (TLC)

10/05-5/09

- Tutored Medford Public School students in Mathematics at all levels

SKILLS

Computer: Proficient in Google Apps, Microsoft Word, Excel, Publisher, PowerPoint, & HTML
 Knowledgeable of Javascript, Adobe Photoshop, & C++

Language: Bilingual in Vietnamese and English

VOLUNTEER EXPERIENCE

Boston Latin School

10/02-5/08

Tutor

- Tutored high school students in Latin and Mathematics (Saturday Success School)

REFERENCES

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