Salem School Committee

Meeting Minutes

Monday, March 7, 2016

A regular meeting of the Salem School Committee was held on Monday, March 7, 2016 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

**Members Present**: Mayor Kimberley Driscoll, Dr. Brendan Walsh, Mr. James Fleming, Ms. Rachel Hunt, Ms. Mary Manning, Mr. Patrick Schultz, and Kristine Wilson

**Members Absent:** None

**Others Present**: Ms. Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Margaret Marotta, Assistant Superintendent, Philip Littlehale, School Business Manager, Dr. Jill Conrad, Chief of Operations Strategy and Eileen Sacco, Secretary.

**Call to Order**

Mayor Driscoll called the Regular Meeting of the Salem School Committee to order at 7:30 p.m.

**Recognition of Salem Award Foundation – Student Recipients**

Mayor Driscoll reported that the School Committee is pleased to recognize two Salem Students this evening who are the recipients of the Student Salem Award. She noted that while the students are unable to be here this evening they will be receiving the awards at the Salem Award Ceremony on Sunday, March 20, 2016 at the Salem Awards Foundation Award Presentation. She stated that she is happy to report the Anne Driscoll (no relation) is the Salem Award Recipient this year for he work on the Irish Innocence Project.

Mayor Driscoll announced that the Student Recipients of the Salem Award this year are Jhonel Roberts from Salem High School and Evan Aroko of the Salem Academy Charter School. She introduced Justin Vernon of the Salem Awards Committee to speak about the students.

Mr. Vernon addressed the School Committee and reported that Jhonel Roberts is Junior at Salem High School and is a member of the Salem High School Basketball team and is playing basketball as we speak in the state tournament. He also noted that he is co-chair of the Salem High School Student Council and Vice President of the Class of 2017.

Mr. Vernon stated that Evan Aroko is a Senior at Salem Academy Charter School and is proactive in planning senior events at the school and issues of importance to the school community.

Mr. Vernon reported that the Salem Awards will be given out on Sunday, March 20, 2016 and invited the School Committee and members of the community to attend the ceremony. He also noted that there will be a reception at Turner’s Restaurant. Tickets for the reception are $30.00 and covers the cost of the event.

**Approval of the Agenda**

Dr. Walsh moved to approve the agenda as presented. Mr. Fleming seconded the motion. The motion carried.

Mr. Fleming moved at this time that the School Committee adjourn to Executive Session for the purpose of discussing contract negotiations with the Assistant Superintendent for Pupil Personnel Services, School Business Manager and the Director of Buildings and Grounds, and the School Committee will return to open session immediately following the executive session.

Mayor Driscoll called for a roll call vote on the motion as follows:

Mr. Shultz Yes

Mr. Fleming Yes

Ms. Manning Yes

Dr. Walsh Yes

Ms. Wilson Yes

Ms. Hunt Yes

Mayor Driscoll Yes

The motion carried (7-0).

The School Committee returned to open session at 8:00 p.m.

**Approval of Minutes**

The minutes of the SC Committee of the Whole meeting held on February 1, 2016 were presented for approval.

Ms. Hunt moved approval. Ms. Wilson seconded the motion. The motion carried.

The minutes of the Regular School Committee Meeting held on February 1, 2016 were presented for approval.

Mr. Fleming moved to approve the minutes of the February 1, 2016 Regular School Committee meeting. Mr. Schultz seconds the motion. The motion carried.

**Questions and Comments from the Audience**

There were no questions or comments from the audience at this time.

## **Action Items**

## Deliberation on the approval of the second reading of the policy on Remote participation by School Committee members at School Committee meetings

Ms. Hunt moved approval. Mr. Fleming seconded the motion. The motion carried.

* 1. Deliberation and Vote on the request of the Nathaniel Bowditch Principal to repurpose the use of $22,152 of the Dominion Funds allocated in the FY16 budget for Extended Learning Time (tabled 2/23/16)

Dr. Walsh moved to take the matter from the table. Ms. Hunt seconded the motion. The motion carried.

Ms. Hunt moved approval of the motion on the request of the Nathaniel Bowditch Principal to repurpose the use of $22,152 of the Dominion Funds allocated in the FY16 budget for Extended Learning Time. Ms. Wilson seconded the motion.

Discussion:

Mr. Fleming stated that the memo for the request indicates that the amount is $35,323 and asked for an explanation of the request. He notes that the School Committee approved the $13,171 at the last meeting for professional development.

Ms. Ruiz asked Dr. Even to address the School stated that they were allocated $250,000 of Dominion Funds and with a guideline of $160,000 to cover payroll for ELT and $40,000 and for supplies and $50,000 for a summer retreat for staff and they now that they have some extra funds as they did not spend as much as they thought that they would. She explains that they would like to use the differential to support some needs for the school.

Mayor Driscoll reviewed the funding request and the estimates and notes that the balance projected is $22,152 from this year explaining that they would like to use the remaining funds for scaffolded instruction for Chromebook carts, PBIS and professional development and teacher coaching.

Ms. Ruiz explained that the School Committee approved the repurposing of $13,171 at the Special Meeting held on February 23, 2016 for professional development and the tabled the remainder of the request to this evening.

Mr. Shultz stated that this is not an additional funding request for the Bowditch and explained that it is money that is already in their budget.

Ms. Hunt explained that the School Committee appropriated $50,000 for a summer retreat for staff and $200,000 for Extended Learning Time and this request is to use the unused funds for two Chromebook carts and the PBIS program for a total of $22,152.

Mr. Fleming stated that the regular school budget has money for professional development and questions why that money is not being spent for this request.

Kate Carbone reported there is money that has been allocated for PD need to double down and be sure that they are consistent with behavioral strategies

Dr. Walsh questioned if this is appropriate use of the funds noting that other

schools could have funding needs as well.

Mayor Driscoll stated that there are no restrictions on the funds noting that Dominion suggested that they would like to see things funded that will not immediately go away. She also notes that there is one caveat and that is that the School Committee needs to approve the expenditure of the funds.

Mr. Fleming states that he feels that the two Chromebook carts are what the dominion funds were intended for. He states that he is hesitant to spend the money on operating costs.

Ms. Manning stated that she would have a hard time looking at PBIS as an operating cost and stated that she feels that it is critical to that building’s turnaround.

Ms. Manning asked if the training held in the summer is a two pronged approach or is it additional training.

Dr. Even stated that they have some shared strategies that they work across, noting PBIS is K-8 but very different across the grades so there are different strategies for K-8.

Ms. Manning asked if there is training for teachers to communicate with students at all levels in the K-8 school.

Dr. Even stated that they are one community with one shared philosophy and stated that Kindergarten teacher needs to effectively communicate with 8th graders as well. She further noted that they are at a critical juncture where they set up systems and structures but need to be sure that everyone is operating with

Dr. Evan explained that student incentives, using the PBIS is built around that there are incentives for student and some schools use trinkets as incentives. She stated that they believe in investing in positive experiences, noting a middle school dance where students earned a “paycheck” and they need funding to support incentive supports.

Ms. Hunt noted that the SC reviewed this at the last meeting and notes that the school committee allocated money for a broader purpose at the school and she feels comfortable with it going to the school. She suggested that if SC members would feel comfortable approving this with the Superintendent approving the expenditures.

Mr. Shultz agreed with Mr. Fleming that the Chromebooks purchase falls within the purpose of the Dominion funds and also states that he also agrees with Ms. Manning that the PBIS is not operational costs. He notes that behavior has been an issue at the Bowditch for a long time and this seems like the right thing to do.

Dr. Walsh stated that the concern becomes that if we fund the behavioral piece of this and one of the other schools come in for funding, is the School Committee going to say no?

Ms. Ruiz the Bowditch transformation f team has continued to meet regularly throughout the year and these are challenges that they have discussed. She stated that they feel that these are important moves for the school to engage in at this time.

She also states that she would not compare the Bowditch to other schools in the district noting that they are in the middle of a transformation. She stated that she feels that these are one time investments that will pay tremendous dividends and support the strong work that the team is engaged in. She further stated that she fully supports this request

Kim Driscoll states that the original intent of the Dominion funds was to help schools and the school committee has used it wisely. She notes that the School Committee approved $250,000 and through careful planning and spending there are funds available and she would support the proposed use of the funds. She also notes that she thinks it’s a bonus that this money is available and this is an opportunity to use the funds to support the positive work that has been going on at the NB.

Mayor Driscoll asked if there were any other questions or comments on this matter. There being none she asked for a vote on the motion to approve the request of the Nathaniel Bowditch Principal to repurpose the use of unused Dominion Funds in their FY16 budget in the amount of $22, 152.

A vote was taken and the motion carried.

* 1. **Deliberation and Vote on the approval of the request of the Salem Boys and Girls**

**Club to install signs at Collins Middle School.**

Mr. Fleming moved approval. Dr. Walsh seconded the motion.

Ms. Manning explained that the Buildings and Grounds Subcommittee has reviewed this

request and recommends approval. She noted that members received information on this request in the meeting packet which included a photograph of the proposed signs.

A vote was taken and the motion carried.

**Superintendent Report** – **Ms. Margarita Ruiz**

Ms. Ruiz reported that the Carlton School has been awarded the Massachusetts Reading Award for 2016.

Ms. Ruiz introduced Kelley Rice as our new Chief of Communications, Engagement andMarketing. She explained that Kelley is a Peabody resident and most recently worked for the YMCA of Greater Boston. In her role as SVP -­‐ Development & Communications, she had primary responsibility for media, corporate communications, digital and print marketing, volunteer engagement and training, as well as fundraising. She also reported that before joining the Y, Kelley served as the communications director for the Chief Economic Development Officer and Boston Redevelopment Authority in Mayor Menino's Administration. Kelley will begin on Monday, March 28, 2016.

Ms. Ruiz also announced that Liza Bentowill be joining the Salem Public Schools team on March 7th as the new Director of Human Capital, Strategy and School Support. She explained that Liza brings over ten years of progressive human resources experience to this role. Most recently, Liza served as the Director of Leadership Development, the Human Resources function, at The Advocator Group in Wakefield, MA. In this role, Liza led the development and execution of the company’s “people strategy.” She led the HR Team and managed key functions including recruiting, onboarding, employee relations, compensation, training, performance management, and talent development programs. Previously, Liza was a Vice President, HR Manager of Learning and Development Programs at Boston Private Bank in Boston, MA. Liza is passionate about building talent within the context of strengthening community and culture in organizations.

Ms. Ruiz reported that she has been working with school leaders to finalize the Salem Public Schools budget for FY17 and notes that they are aligning the budget process with the Accelerated Improvement Plan (AIP). She stated that she plans to present the budget to the School Committee on April 4, 2016 noting that the original plan was to present it earlier but they have found that more time is needed to complete it.

Ms. Ruiz reported that the first round of Kindergarten registration has been completed and reported that the number of families applying in the first round has increased since last year noting that there are 37 more students enrolled than at this time last year.

**Presentations and Reports**

**AIP Quarterly Report – Objectives and Education Metrics in AIP**

**Laura Richane of DESE District and School Accountability Office**

**Pat Williams – AIP Plan Monitor**

**Margarita Ruiz – Superintendent of Salem Public Schools**

Ms. Richane addressed the School Committee and explained that the work that is underway this school year in the Salem Public Schools under the focus of the Accelerated Improvement Plan (AIP) can be defined with one word: cohesion. The objectives and the initiatives in the plan are closely guiding district work, including: all professional development for principals and teachers; the district’s instructional rounds and school visits; School Improvement Plans; and the budget priorities that will guide the process for next year’s budget. This cohesion has also enabled principals to align the priorities, objectives, and professional development at their schools with the AIP.

In addition, district leaders have developed a strong sense of collaboration within the organization. A cross functional team of senior management - with members from the Teaching & Learning Office, Pupil Personnel Services, and the Office of English Language Services - plans professional development sessions, conducts school visits to monitor implementation of the AIP objectives, and supports principals in developing budgets aligned with the AIP priorities.

In the fall of 2015, Superintendent Ruiz conducted conversations with administrators, teachers, and parents to discuss whether to adopt the PARCC assessment in the Salem Public Schools. This led to the decision to administer the PARCC assessment in the spring. The adoption of the PARCC test has provided an added focus for planning rigorous instruction.

Ms. Richane reported that the AIP is now being implemented without the support of a Plan Manager and further notes that this is the first report that was written by Superintendent Ruiz and Pat Williams the Plan Monitor. She notes that under each objective there are comments from Ms. Ruiz and Ms. Williams.

Ms. Richane explained the AIP objectives as follows:

**Strategic Objective 1: Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district**

The district has developed effective tools for the collection of evidence of progress toward meeting its three AIP Educator Outcomes. Those outcomes are as follows:

* 100% of classroom visits reflect instruction that aligns to Common Core “Look Fors” through Instructional Rounds
* 100% of principals show evidence of focused feedback given to teachers about improving access to content, in monthly principal coaching sessions
* 100% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model, as evidenced by district monitoring visits

To determine whether classroom instruction is aligned to key elements of the Common Core, the district established a schedule of four Instructional Rounds in each school. A team of district and school administrators visit ELA and mathematics classrooms to determine whether they reflect the district’s indicators, or “Look Fors.” Observers note whether each indicator is Implemented, Partially Implemented, or Not Observed. A key piece of the evidence concerning the quality of the instructional rounds is the principal’s memo to his or her staff informing them of the strengths and challenges observed during the rounds. In addition to participating in administrative Instructional Rounds, principals conduct Instructional Rounds with their staff members. This provides the principal and teachers with opportunities to calibrate their understanding of the “Look Fors.”

To determine whether principals are providing effective feedback to teachers (to measure the second Educator Outcome listed above), the district has a rubric with four characteristics of effective feedback. For each school, after day-long visits by the administrative team, the principal receives a rating for each characteristic of either a P (criterion is strongly in place) or NY (criterion is not yet fully in place). A chart listing the ratings for each school provides an overview of the effectiveness of feedback across the district.

In order to gauge the leadership structure at each school (to measure the third Educator Outcome listed above), Salem Public Schools developed a rubric with indicators for effective Instructional Leadership Teams (ILT), Common Planning Time (CPT), Data Cycles, and Interventions. These indicators form the ILT-CPT and Data Teams toolkits developed by the Department of Elementary and Secondary Education (ESE). Principals were given the toolkits that contain rubrics and resources to develop effective practices in each of the areas highlighted by the rubric. This rubric has guided the monitoring and support of these structures in the Salem schools through school visits and one on one coaching of principals and their teams. Schools are rated either P or NY on each practice, and they are rated in the winter and the spring. Results are part of principals’ evaluations.

Data related to these Educator Outcomes are described in more detail in the Appendix. Data related to AIP Student Outcomes will be available in the coming weeks.

**Strategic Objective 2: Increase instructional rigor in all classrooms across the district**

Instructional coaches are a key component of the effort to increase instructional rigor. They participate in frequent professional development with all district coaches and with coaches in their particular content area. Their work this year has focused on strengthening classroom learning by coaching teachers to provide scaffolded instruction so that all students have access to the curriculum. Coaches also provide leadership during common planning time as teacher’s review data and plan appropriate instruction. The expectation is that teacher members of these teams will increasingly assume leadership roles at these meetings.

The district has provided teachers with professional development on text complexity and will continue later this year with close reading. These are challenging areas with which teachers continue to need support.

Teams of teachers are currently being formed to map social studies curriculum for grades 4 – 8. The goal of the district is to outline the themes of the units for each grade level in order to develop the “big picture” architecture of the scope and sequence of the units. The teams will map one pilot unit for each grade level to be implemented in the fall.

The district’s new ELL director has assumed a role as a member of the district administrative team and is working to deepen the skills of ESL teachers as well as to support all teachers in providing sheltered English instruction for ELL students. Her three-part professional development series on Supporting Language Acquisition was well received and addressed an area of need in the district.

The office of Teaching & Learning has developed PARCC professional development modules that have been implemented with principals, coaches, and all central office academic staff. Principals have, in turn, implemented the modules with their teachers and are actively engaging their staff in understanding the expectations of the assessment. The modules include having teachers across the district answer sample PARCC questions and analyze the structure and rigor of the questions.

**Strategic Objective 3: Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning**

To support the cross-functional work and alignment to the AIP, the district has been implementing rigorous coaching and mentoring of principals. Principals regularly participate in bi-monthly professional development sessions, receive one on one coaching, participate in instructional rounds with district administrators, and receive feedback and coaching from the cross functional team during and after school visits. The main focus of the coaching for principals this year has been delivered through the lens of the key initiatives in the AIP: meeting the needs of diverse learners, having strong structures at the school level to carry out the academic work, providing effective feedback to teachers, and increasing the rigor in instruction.

Principals at the two charter schools, Bentley Academy Charter School and New Liberty Charter School, participate in all principal professional development. Further partnership with the school district is determined by the contractual arrangements between each charter and the Salem Public Schools. The monitor attended a recent site visit by Blueprint Schools Network at Bentley Academy Charter School. The Executive Summary Report of the visit listed three strengths (two under Excellence in Leadership and Instruction and one under Culture of High Expectations) and two areas for improvement (one each under Data Tracking and Student Goal-Setting and Math Problem-Solving).

The monitor attended several effective District Leadership Team (DLT) meetings during this reporting period. One DLT, for elementary principals, was a day-long presentation of Writers’ Workshop at Carlton Elementary. Participants observed classrooms, discussed what they had observed with the teachers, and came away with a deepened understanding of the ways that Writers’ Workshop can empower students in all grades to think and write.

The monitor attended a school visit at Horace Mann Laboratory School where the district administrative team and school administrators divided into two teams and observed classrooms and common planning time. During common planning time, third grade teachers were in their second math data cycle, had analyzed their Achievement Network data, and were drafting action plans for reteaching and reassessing the standard. After each classroom observation, district and school administrators discussed what they had seen. The visit closed with administrators reflecting on the school’s growth and on options for addressing challenges. Of particular importance were the superintendent’s perspective and observations by the director of English language learners concerning instruction of ELLs.

The monitor attended two of the 2-hour budget collaboration meetings with individual principals. A chart on the wall listed “5 AIP-Driven Budget Guidelines.” Principals discussed current and projected enrollment and current and future staffing with the district team in specific detail, with principals justifying their requests as furthering the objectives of the AIP and their school improvement plans.

The monitor also attended sessions of the required training for administrators on educator evaluation. At one session, participants received information on formative assessment requirements, reviewed a hypothetical formative assessment, asked numerous questions, and worked on their own draft formative assessments. In addition, district administrators have designated times when they are available to consult with school administrators regarding specific questions or concerns. Also, the assistant superintendent for teaching and learning is available for consultation on educator evaluations and encourages school administrators to contact her with questions. School administrators were encouraged to use documented “Look Fors” as evidence in their written evaluations, thus tying the key elements of Instructional Rounds to observations and feedback to individual teachers.

**Summary**

Salem leaders are focused on developing systems to ensure that all students achieve at high levels. Some of this work is in its initial stages, but the district’s vision is clear, as is the effort to make the vision a reality.

**Next steps**

* Deepen teacher capacity to analyze data and plan appropriate instruction during common planning time.
* Continue effective professional development for principals at District Leadership Team meetings.
* Continue to support teachers as they refine their ability to differentiate instruction for English language learners and for students with disabilities.
* Continue scheduled and unannounced administrative visits to schools.
* Continue to support coaches as they assist teachers in improving their instruction.
* Continue to monitor principals’, coaches’, and teachers’ effectiveness in designing and implementing tiered instruction.
* Ensure that staffs at Bentley Academy Charter School and New Liberty Charter School continue to benefit from the support and professional development available to district schools.
* Develop a system for timely analysis of district data.

Richane highlighted that that as the district moves forward the district is looking to continue common planning time and increasing the leader capacity for teachers.

Ms. Richane explained that the district is focusing on data which was previously done by the Plan Manager and notes that they applaud the district for taking this on to ensure that school and district leaders always have the data that they need to focus on.

**Monitoring activities this period**

October 9, 2015 Attended highlights meeting

October 13, 2015 Attended administrative training on educational evaluation

November 12, 2015 Attended DLT, met with superintendent

November 17, 2015 Met with Assistant Superintendent for Teaching and Learning and Saltonstall principal

November 19, 2015 Attended DLT

December 14, 2015 Attended Salem Data Management Meeting

January 12, 2016 Attended required educational evaluation training for administrators

January 13, 2016 Planned with superintendent the joint writing of future AIP reports

January 14, 2016 Attended DLT on Common Core Writing at Carlton Elementary

January 15, 2016 Participated in full-day professional development

January 28, 2016 Attended administrative team meetings concerning budget with individual principals

February 4, 2016 Participated in Blueprint site visit at Bentley Elementary

February 16, 2016 Drafted elements of next AIP report with superintendent

February 23, 2016 Participated in administrative school visit at Horace Mann Laboratory School

**Process Ratings**

*Note: Performance Ratings are not provided, since Student Outcome data is not yet available.*

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| **Strategic Objective 1: Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district** | |
| *Initiative 1.1: Continue to build capacity to leverage school staff and structures to drive data-inquiry cycles across school, classroom, and student levels*  Process Rating: **Technical Implementation Stage**  *Initiative 1.2: Refine and implement data practices to differentiate supports to meet the needs of our learners, with a specific focus on ELLs and SWDs*  Process Rating: **Technical Implementation Stage** | Evidence used to determine ratings:   * **Superintendent’s Toolkit for effective ILTs and CPTs** * **Instruments developed for metrics data collection** * **Formal and informal administrative school visits** * **Deployment of teacher leaders in beginning stages** * **Instructional needs of ELLs and SWDs more clearly identified** |
| **Strategic Objective 2: Increase instructional rigor in all classrooms across the district** | |
| **Strategic Objective 3: Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning** | |

**Process and Performance Ratings Rubric**

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| **Process Ratings**  *Rating describes the phase of implementation*  *for the initiative* | **Performance Ratings**  *Rating describes the progress toward AIP benchmarks to date* |
| **Fully Embedded Stage**  Initiative is fully embedded in the practice of educators and leaders; there is confidence that it is highly likely to continue being executed, monitored, and modified effectively with quality and consistency, even with changing conditions in the district. | **Reached High Performance Goals Consistently**  AIP benchmarks for this initiative were met. High levels of performance were consistent over time. There is strong evidence that the outcomes will continue to be met or that the improvement trend will continue. |
| **Practices in Place Stage**  Initiative is being fully and effectively implemented, and practices and resources are in place for the initiative to be executed, monitored, and modified with quality and consistency, assuming current conditions in the district continue. | **Reached Performance Goals**  AIP benchmarks for this initiative were met in this monitoring period; or, there was substantial improvement in outcomes. |
| **Technical Implementation Stage**  The stated activities have been completed. More work or time is needed for the initiative to be fully executed, monitored, and modified with quality and consistency across the district. | **Partially Reached Performance Goals**  There is some evidence of an impact on outcomes. AIP benchmarks for this initiative may not have been met in this monitoring period, but there was progress. |
| **Problematic Implementation/At-Risk**  A number of activities have not yet begun or are in the early stages. Initiative is under-developed, or inadequate steps have been taken to implement the initiative effectively. | **Performance Goals Not Reached**  AIP benchmarks for this initiative were not met in this monitoring period, and there was insufficient improvement in performance. This may be the case even when the process rating is further advanced. |

## Mayor Driscoll asked Pat Williams how often she is in the district and what experiences she is having.

Ms. Williams reported that she has been very fortunate and visits the schools often, noting that she recently visited the Horace Mann. She reported that she was able to see how things are going. She also stated that she goes to DLT meetings noting that there is a strong focus on professional development for principals in the district.

Ms. Williams stated that she will be attending a Bentley School budget meeting tomorrow and further notes that she has found that Salem has opened their doors to her and she has no question about what is happening in Salem and there is no question about whether or not she is welcome in the district.

Superintendent Ruiz made a presentation on the AIP Benchmark Data for Winter 2015-16. She explained that today she will be presenting data on Educator Outcomes and she will be reporting on Student Outcomes at the next meeting.

Ms. Ruiz explained that 100% of classroom visits reflect instruction that aligns to the Common Core “Look Fors” through instructional rounds. She noted that by December 1st, at least 60% of the classroom visits reflect instruction that aligns to the common core Look Fors though instructional rounds. She also notes that by February 1st at least 75% of the classroom visits reflect instruction that aligns to the look fors.

After instructional rounds there is write up with the indicators stating the number of classrooms where they were able to observe the indicators. She reviews the data for the indicators in literacy. She notes that they are looking at the percentage of indicators that have been observed. She also notes that there one indicator that has no data and that means that in this round the educators did not hone in on that indicator.

Mr. Fleming stated that it is a little concerning that it looks like that more of the indicators were implemented in the fall rather than the winter. He states that he does not understand the fall from the fall visit and the winter visit.

Ms. Ruiz reported that this data was collected by particular observations and notes that they are not comparing the same lesson in the fall and winter and it is different content being observed in the fall and the winter.

Kate Carbone explains that you need to look at this data as sort of a dip stick noting that this data does not represent the same students in the fall and the winter.

Ms. Hunt stated that she noticed the same trend and notes that different schools and classes would make a difference. Ms. Carbone also explained that it was a smaller sample of classes in the winter.

Dr. Walsh stated that he found this confusing as well noting that without additional information it leaves it open to interpretation by the public.

Ms. Ruiz stated that they would add more clarify to the data in the future.

Ms. Carbone stated that if an indicator was not observed it could be that there was no opportunity to see it. She also notes that a description of patterns and trends would be helpful. She explains that there are two literacy walk throughs and two ELA walk throughs and they alternate so that they can see growth and improvement over time.

Ms. Carbone explained that one of the things that we have struggled with in the AIP is benchmarks and notes that they did not want to call out schools individually because that has not gone well in the past. She explains that how we quantify progress made in the AIP on an interim basis is not perfect. She explains that the instructional priorities and professional development will improve progress in the schools.

Ms. Ruiz stated that quantifying the data as it is related to the metric is what they are looking at and notes that they could do a better job of framing the data for the public.

Mr. Schultz states that he saw the decline and notes that this discussion was helpful noting that we need this kind of data and this process.

Ms. Carbone states that she would not call it a decline but rather uneven implementation. Ms. Ruiz stated that when she looks at the data she sees that most of the observations indicate that that implementation or partial implementation has been met.

Ms. Ruiz continued to review the Educator Outcome data with the School Committee. A copy of the report is available in the School Committee materials for the March 7, 2016 at Salem.com

## **Finance Report – Mr. Philip Littlehale, Business Manager**

**Approval of Warrants**

January 11, 2016 in the amount of $497,698.07

February 4, 2016 in the amount of $197,323.03

February 18, 2016 in the amount of $325,171,09

February 25, 2016 in the amount of $110,579.78

Mr. Fleming moved approval of the warrant in the amount indicated. Dr. Walsh seconded the motion. The motion carried.

**Budget Transfer Requests -** There were no budget transfer requests this evening.

**Subcommittee Reports**

Mr. Fleming reported that the School Committee met in Executive Session this evening to review the contracts for the Assistant Superintendent and the Business Manager as well as the Director of Buildings and Grounds.

Mr. Fleming reported that the School Committee is recommending approval of the contract for Assistant Superintendent Margaret Marotta with a change in compensation for 2015-16 to be $153,750 through June 30, 2016. He also reported that negotiations for a new contract with Ms. Marotta should be starting.

Mr. Fleming moved to approve the contract for Ms. Marotta. Ms. Manning seconded the motion. The motion carried.

Mr. Fleming reported that the School Committee reviewed the contract for Mr. Littlehale, the School Business Manager and reported that they are recommending a 2 1/2% increase of his $104,135.90 salary.

Mr. Fleming moved approval of the contract for Mr. Littlehale. Ms. Hunt seconded the motion. The motion carried.

Mr. Fleming reported that the contract for the Director of Buildings and Grounds has been tabled pending further negotiations.

**School Committee Concerns and Resolutions**

**Resolution Calling for Full Funding of the Foundation Budget Review Commission’s Recommendations**

Dr. Walsh offered the following resolution for the consideration of the School Committee and that it be sent to the Salem City Council as well for their consideration.

***Whereas*** the Massachusetts Foundation Budget Review Commission identified two areas (employee health insurance and special education) where the Massachusetts Foundation Budget significantly understates the true cost of educating students in the Commonwealth and has failed to keep pace with rising costs;

***Whereas*** this underfunding means the cost of providing a quality education has increasingly been borne by local communities, most often at the expense of other vital municipal operations;

***Whereas*** investing in education today leads to higher incomes, and thus less investment in police, prisons, subsidized health care, low income housing, welfare, etc. in the future;

***Whereas*** state and local economies are most effectively strengthened “by investing in education and increasing the number of well-educated workers.”

***Therefore Be It Resolved*** that the Salem School Committee calls on the Massachusetts Legislature and the Governor of Massachusetts to fully fund and adopt the recommendations of the Foundation Budget Review Commission in the immediate future.

**Rationale:** The Foundation Budget Review Commission (FRBC) was established by the Legislature in the FY16 budget and was charged with examining the Foundation Budget (Chapter 70) formula. The formula was first established as part of the Education Reform legislation in 1993 and has not been thoroughly reviewed or updated since that time. The FBRC found that the current formula understates costs significantly in two areas: Employee Health Insurance and Special Education.

If the recommendations of the FBRC had been implemented in the FY16 budget, state funding for education would have been about $500 million more than it was. However, if Chapter 70 reflected the true cost of education, the number would be closer to $2 billion.

Spending by school districts over the required Net School Spending amounts has increased, as a whole, for more than a decade, indicating that communities are using local property taxes and diverting funding from other portions of municipal budgets to fund their schools. In FY14, the total spending above Foundation in the state was $1.7 billion. At the same time, the state’s commitment to municipal aid has declined. Since 2001, unrestricted local aid has been cut by 43%. The net effect is a combination of cuts to local and school services and an increasing reliance on the regressive property tax.

The evidence overwhelmingly establishes the correlation between a well-educated workforce and higher income individuals. States that invest more in education have a higher paid workforce; also, states that increase the level of education of their population see greater productivity and higher wages over time. The link can then easily be made between higher paid individuals and less reliance on various forms of government assistance, as well as lower rates of crime.

A state’s high school and college attainment rates are important factors in the state’s overall economic strength. Additionally, investments in education can have significant long-term impacts on state and local economies, as well-educated individuals tend to stay relatively local and contribute tax dollars to the state and municipality in which they reside. In general, the taxes paid over time by these individuals are substantially higher than the cost of their public education.

Dr. Walsh moved approval of the resolution calling for full funding of the Foundation Budget Review Commission Recommendations and that the resolution be forwarded to the Salem City Council for their adoption as well. Mr. Fleming seconded the motion. The motion carried.

**Questions and Comments from the Audience Regarding the January 19, 2016 Agenda**

There were no questions or comments from the audience at this time.

**Adjournment**

There being no further business to come before the School Committee this evening, Dr. Walsh moved that the School Committee adjourn the meeting. Mr. Fleming seconded the motion. The motion carried.

The meeting adjourned at 10:15 p.m.

Respectfully submitted by:

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Eileen M. Sacco, Secretary

Salem School Committee

**Meeting Materials and Reports**

Minutes of the District Parent Advisory Council Meeting February 1, 2016

Minutes of Regular School Committee Meeting February 1, 2016

School Committee Agenda March 7, 2016

Budget Request from Nathaniel Bowditch School

Request from Salem Boys and Girls Club to Install Signs at Collins Middle School

AIP Quarterly Report

**Policies Reviewed:**

6407 – Remote Participation at School Committee Meetings

Resolution Supporting Full Funding of the Foundation Budget Review Commission’s Recommendations