Bentley Academy Innovation School

INNOVATION PLAN
2020-2025

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INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	**Bentley Academy Innovation School**
New/Conversion/Academy within a school:	**Conversion**
Proposed School Address (if known):	25 Memorial Drive Salem, MA 01970
Lead Applicant Name:	Jenna Cripps, Dean of Operations and School Culture, BACS
Lead Applicant Phone Number(s) :	978-740-1260 or 978-979-4237
Lead Applicant Fax Number(s) :	
Lead Applicant Email Address:	jcripps@salemk12.org

Proposed Innovation School opening school year: ☑ 2020-21

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

School Year	**Grade Levels**	**Total Student Enrollment**	**Total number of Staff**
First Year (2020-21)	K-5	330*	53*
Second Year (2021-22)	K-5	360*	54*
Third Year (2022-23)	K-5	390*	55*
Fourth Year (2023-24)	K-5	420*	56*
Fifth Year (2024-25)	K-5	450*	57*

* *Estimated enrollment and staff*

INNOVATION PLAN CERTIFICATION STATEMENT

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

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

Affiliation	**Name**	**Vote (yes or no)**
Lead applicant:	Jenna Cripps, Dean of Operations and School Culture	
Principal:	Sean McCarthy, Interim Principal, BACS	
Superintendent or designee:	Rebecca Westlake, Director of Bilingual Education and English Learning	
School committee member or designee:	Amanda Campbell, Salem School Committee	
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Kelly Alvarez, Parent	
Teacher employed by district (selected from among volunteers)	Kelly Feurt, Teacher	
Teacher employed by district (selected from among nominees submitted by the local teacher's union)	Jennifer Lima, Teacher	
Member:	Laura Towey, Teacher	
Member:	Elizabeth Ryan, Paraprofessional	
Member:	Alyce Davis, BACS Board of Trustee member	
Member:	Susan Low, Parent	

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

Signature of Lead Applicant Member _____**Date**_____

EXECUTIVE SUMMARY

INTRODUCTION

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 become 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 has 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 Bentley Academy Charter School faculty and ultimately the Salem School Committee give this innovation plan its support so that Bentley can continue to serve the students and families of Salem long into the future.

Mission and Vision of the Proposed Innovation School

The mission 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 the key design elements of our educational program 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 Dual Language Program 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.

Core Values and School Design Elements

Our core values guide our work toward achieving our mission. Our school design elements outline the cornerstone of key practices that work to elevate all students toward increased academic achievement. The table below summarizes both.

Core Values	School Design Elements
• Grit • Integrity • Collaboration • Discipline • Zest	• High Expectations for All Learners: • Rigorous, Standards-Based Curricula • Data-Driven Instruction • Culture of Professional Learning and Collaboration • Expanded Learning Time • Families as Partners • The Value of Biliteracy • Collaborating for Continuous School Improvement

Additional details on both the core values and design elements can be found in the main body of the innovation plan.

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 a learner. 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 grade level standards and content, as well as many of the instructional strategies will be the same. English Learners will learn alongside Spanish Learners as the students forge friendships and learning partnerships across race, culture, and linguistic backgrounds. 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 reverse, providing 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.

In addition, the school has seen recent success with its science education program, showing the 3rd highest results for science in the district on the 2019 Next Generation Science MCAS exams. The school hopes to build on this success in the future to both deepen and expand its focus on science and/or STEAM (Science, Technology, Engineering, Art, and Math) learning in the coming years. One possibility discussed by the Innovation Planning Committee was to, in addition to continuing with rigorous science instruction, add a fifth specialist teacher who would focus on STEM enrichment learning opportunities with students. Staff will, together with families, continue to discuss these types of opportunities and work closely with the new principal, once hired, to determine the best approach to accomplish this goal.

In the Spring of 2020, the current Bentley school leadership team will convene a STEAM Learning Design Team to research and explore ways to expand and implement this innovation within the school. The STEAM Design Team will present a draft plan to the school leadership team by the end of the 2019-20 school year and it shall be given to the new principal. Once hired, the new principal will meet with the STEAM Design Team to review and discuss the draft plan and work with them along with the members of the other collaborative school structures to finalize a plan for Y1 as well as subsequent years of this innovation plan. The STEAM Learning Plan will become part of the School Improvement Plan.

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 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 additional information about the agreements reached by the Innovation Planning Committee, including how they will be implemented during Year 1 of this plan can be found in Table I, below.

AUTONOMIES SOUGHT FOR THE BAIS

The BAIS seeks autonomies in each of the six areas allowed under the law. The table below summarizes all of the autonomies sought. While most of the below autonomies will be exercised and implemented as part of the school's structure, operations, and educational programming in Year 1 of the 5-year plan (as described in the detailed sections below), some may not be fully utilized right away, or at all, should the school's leadership determine that they are not necessary. Inclusion of these autonomies in the enclosed innovation plan, however, provides a foundation and a framework for allowing the school to evolve, over time, while providing a degree of flexibility to allow school leaders, in collaboration with other staff members, to make adjustments based on student and staff needs, over time.

The proposed structures to support ongoing, collaborative decision making between teachers, school leaders, and others are key to ensuring that the school evolves in a way that benefits all, and most especially the students enrolled at Bentley. In the future, should any additional autonomies be sought via an amendment or should the exercise of any of the below autonomies lead to a change in working conditions for Bentley teachers, a vote of 2/3 of the faculty would be required before any changes could be adopted. School Committee approval would also be required. Other proposed changes to the innovation plan such as staffing or other proposed

adaptations as the school evolves over the course of the next five years will follow the decision-making processes outlined within this document.

Table I, below, summarizes the general autonomies sought by the school as well as a summary of the Year 1 implementation agreements within each autonomy area. Additional details for each autonomy area can be found in the main body of the innovation plan.

Table I: Summary of Autonomies Sought and Implementation Agreements

Autonomy Area	Autonomies Sought	Implementation Agreements
A. Curriculum, Instruction, and Assessment	● The autonomy to develop and/or select our own curriculum ● The autonomy to develop and/or select our own assessments ● 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 ● The autonomy to develop an innovative approach to social-emotional learning with an aligned student behavior system	● BAIS will have these autonomies but may also follow the district curriculum, instruction, assessment, and grading systems as well ● BAIS will leverage its collaborative decision-making structures to explore and develop new approaches to successfully support student behavior to be implemented in Year 1 ● ESL instruction will follow the district practices ● Approach to special education will combine district practices with the co-teaching model ● A new Dual Language program will be located at the school, beginning with two Kindergarten classrooms in Y1 of this plan ● A detailed plan for preventing and addressing student behavior concerns by Fall 2020
B. Schedule and Calendar	● The autonomy to establish the school's annual school calendar independent of the school district should this be desired in the future (in Year 1 and for the foreseeable future, the school will follow the district calendar). NOTE: This does not relate to the length of the school year, but rather the schedule of school days v. non-school days, ½ days, etc. ● The autonomy to establish the school's daily schedule for both scholars and teachers that includes an extended day for additional instruction as well as common planning time ● The autonomy to establish the school's own schedule and calendar for teacher professional development within the bounds of the school's 185-day annual calendar (for all required professional development)	● The length of day for students will be 7 hours and 35 minutes and 8 hours for teachers. This includes the STU standard contractual agreement where teachers to arrive at least 15 minutes before students and depart at least 10 minutes after students are dismissed. ● The length of the school year will be 180 days for students and185 days for teachers and the school will follow the district's calendar in Year 1. ● The schedule for professional development will follow the district calendar in Year 1. ● Other opportunities for extended learning (such as Saturday Scholars or after school clubs) will be optional for teachers/other staff and compensated at the contractual hourly rate.
C. Staffing	● The autonomy to require staff to work a longer school day than a traditional elementary school in the district ● The autonomy to create unique roles and job descriptions to support the implementation of the innovation plan	● The length of day is longer than the standard contractual work day for elementary teachers. For this additional time, teachers will receive a differential of 12%. ● The three unique roles that currently exist at the school (Dean of Operations and School Culture, School Office and Operations

	● 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 ● The autonomy to offer stipends for unique roles as proposed in the innovation plan or as needs are determined by the principal in collaboration with others ● The autonomy to organize leadership teams that may be different and have different roles from those in other district schools ● The autonomy to continue with our home visit program.	Manager, and New Teacher Development Coach) will remain at the school for at least Y1 and current occupants of those roles will notify the Superintendent by April 1, 2020 of their intent to remain in the roles. ● The principal will have the authority to add, revise, or eliminate up to one unique role per year. Proposals to add more than one new unique role to the school will be discussed with the BALT team members who may, by majority vote, require the proposal to be bought to the BASA. ● The Year 1 staffing model is outlined in more detail within the body of the plan. ● The school will also retain its co-teacher roles in grades K-2 for at least Y1 and special education inclusion teachers will be assigned by the district ● Staffing for the dual language program as well as ESL teachers will be allocated by the district ● A variety of teacher leadership roles will be explored beginning with members of the Bentley Academy Leadership Team (BALT) ● BALT members will work closely with the principal (and engage other staff) in developing the school improvement plan and its related components (academic and student conduct plan) ● All educators at the BAIS will be trained in and encouraged to conduct home visits. Compensation will be $45 minutes per visit.
D. Professional Development	● The autonomy to design our own focus for teacher professional development ● The autonomy to create our own schedule and calendar for professional development within the 185-day school year ● The autonomy to attend district professional development when this professional development supports the needs of BAIS teachers and scholars	● In Year 1 the BAIS will follow the district calendar for PD. ● The focus of professional development will be determined by the principal
E. District Policies and Procedures	● Structures to Promote Collaboration for Continuous Improvement including: The Bentley Advisory Board (BAB); the Bentley Academy Leadership Team (BALT); and the Bentley All Staff Assembly (BASA). ● The autonomy to create the Bentley All Staff Assembly (BASA) to facilitate collaboration, provide input on the progress of the innovation plan, and provide a mechanism for faculty, paraprofessionals, and other non-managerial staff to discuss, provide input,	● The BAB will consist of staff, parents, and community members. ● The BALT will be a teacher leadership team with responsibilities beyond the traditional ILT roles ● The BASA will be a forum for all staff to discuss, provide input, and/or vote on matters that are brought to them ● Parent voices will be organized through representation on the BAB and also the PTO ● Additional structures such as a "Friends of the Bentley" group may be organized in the future

	and/or vote on school matters brought to them. ● The autonomy to consider a unique process for enrolling students into the new dual language program in the school that may differ from the district's student assignment policy ● The autonomy to create our own student handbooks. ● The autonomy to have a mandatory uniform policy for students.	● An Innovation Incubator group will help develop and advance innovative learning opportunities within the school ● A lottery system will be used to select and assign students to the dual language program. Non-dual language students will be assigned via the district's student assignment policy. ● Details for each of the above items can be found in the body of the innovation plan.
F. Budget	● In Year 1, the school will operate on a budget that supports the proposed Year 1 staffing plan as outlined in the innovation plan. In the future, however, the school may wish to exercise the autonomy to receive an annual, "lump sum budget" that is based on a set of factors mutually agreed to by the school and the district. ● 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	● The Year 1 proposed budget includes estimated amounts for special education, ESL, and the dual language program. A portion of special education supports will be allocated by the district and all of the supports for ESL and Dual Language program will be allocated by the district, in each case, based on the level of student needs in those areas, which fluctuate depending on enrollment. As a result, the actual amount allocated by the district for these areas may change.

These autonomies were selected based upon the key elements that contributed to the success of the Bentley Academy Charter School (BACS) which operated in Salem from 2015-16 through 2019-20. As the final innovation plan was developed, planning committee members sought to preserve those aspects of the former charter school that were deemed essential to the school's success as well as those that made the school increasingly attractive to Salem families and students. Other aspects have evolved to fit the current and future needs of the school. While each autonomy serves a specific purpose, together they allow more flexibility to allow the school to organize its resources in ways that are responsive to student and family needs, including opportunities for a longer day as an elementary student.

Educational Program

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 a learner. Additional information regarding the approach to curriculum, instruction, and assessment can be found in the main body of the innovation plan. In an effort to both meet the community demand and to serve the growing number of English Learners at the Bentley, the district's new dual language program will be located and implemented at the Bentley Academy Innovation School. In addition to the research-based benefits to English Learners, the dual language program will also serve native English speakers. English Learners will learn alongside Spanish Learners as the students will forge friendships and learning partnerships across diverse racial, cultural, and linguistic backgrounds. 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 clear leadership and collaborative opportunities for students to see the inherent benefit of their home language in their learning environments. The Bentley Academy Innovation School also hopes to build on its recent successes in science and deepen and expand learning opportunities in Science, Technology, Engineering, and Math.

Structures to Promote Collaboration for Continuous School Improvement

Over the last five years when the Bentley operated as a Horace Mann Charter school, many successes and achievements were realized through the hard work and dedication of numerous stakeholders. As the school looks ahead to the next five years, there is a desire to both inspire and harness a renewed spirit of collaboration to guide school-level decision making. Recognizing that decisions are best made when all voices and perspectives are valued and considered, the BAIS will include multiple structures to support collaborative decision making for the betterment of the school as a whole. These include:

1. **The BAIS Advisory Board (BAB)** that will include teachers, parents, community members, and other staff and will focus on and advise the principal on policy, budget, and other school-wide decisions. The BAB will also form subcommittees that involve additional stakeholders such as a "Friends of the Bentley" group to assist with fundraising and the "Innovation Incubator" group who will review the progress of the innovation plan with a focus on growing increased opportunities for innovative learning programs for all students in the school.
2. **The Bentley Academy Leadership Team (BALT)** that will focus on all matters pertaining to curriculum, instruction, assessment, as well as school culture and climate
3. A **Bentley Parent Teacher Organization, (BPTO**) that will engage a broader spectrum of parents in ongoing issues, events, and decisions
4. **Bentley All-Staff Assembly (BASA)** that will take place at least one time per year. The BASA will allow all of the school's staff members an opportunity to share their perspectives and to work together to solve shared problems of practice. The BASA will be organized in a way that allows for all staff members to provide deep and meaningful feedback on key issues the school is facing, weigh in on decisions affecting the school, and to share their ideas and areas of interest for the future. The specific processes and methods used for engaging all staff, including the possibility of having staff vote on something[1] will be based on the nature of the issues that need to be discussed and shall be determined by the school principal who will collaborate with the BALT group to determine the best approach. The BASA is intended to facilitate collaboration, provide input on the progress of the innovation plan and annually, the School Improvement Plan including its academic and behavioral system components, and provide a mechanism for faculty and other staff to vote on school matters brought to them (see "Unique Roles" and "Schoolwide Behavioral Systems" sections for details).

[1] As required by the Innovation Schools Act, any proposed change to the school or amendment to the innovation plan that impacts teacher working conditions would require a 2/3 vote of the eligible faculty.

These structures are proposed in the spirit of both innovation and collaboration. As the school transitions from what was previously a Horace Mann Charter School to an innovation school model, there is a broad base of support for the idea of increased collaboration and engagement of all stakeholders in both planning and decision-making processes. By building these structures into the school's innovation plan, the goal is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind.

Other opportunities to engage key stakeholders and involve them in school-wide planning may emerge in the future, including the possibility of forming a student leadership group and a community member group such as the "Friends of the Bentley Innovation School," as a subcommittee to the Bentley Advisory Board to assist with fundraising, forming a 501-c-3 as a separate organization to support resource development for the school.

I. INTRODUCTION

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 become 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 has 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 Bentley Academy Charter School faculty and ultimately the Salem School Committee give this innovation plan its support so that Bentley can continue to serve the students and families of Salem long into the future.

II. STRATEGIC CHANGE CHART

Current school or district practice	**Proposed change in practice**	**Expected impact on student achievement**
Curriculum and Instruction 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. 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.	The Bentley Academy Innovation School (BAIS) 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. The BAIS will also retain the seven design elements and core features of the school's educational program as outlined above.	In the Bentley Innovation School, students will continue to benefit from the strong, research-based practices inherent in the BAIS 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.

Schedule and Calendar 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 and staff professional development.	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. 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.	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.
Staffing 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).	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. All staff hired at the BAIS will work a longer day than traditional elementary schools in the district and will receive compensation as outlined in the plan. Additional opportunities for leadership roles as well as outreach to families via home visits will also be encouraged and supported.	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.
Professional Development The BACS has full autonomy over its professional development for staff.	The BAIS Applicant Teams would like to retain this autonomy, however, anticipates increased collaboration with the district in this area.	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.
District Policies and Procedures As a Horace Mann Charter School, the BACS has, in effect, served as its own "district" or Local	BAIS seeks flexibilities in certain areas of district policy and procedures in order to maintain some of the key elements that have	Having clearly articulated policies and procedures including stability in a school's governance and oversight is

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 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.	contributed to the school's success. The BAIS proposes to maintain an advisory 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. In addition, the BAIS is proposing a change to how students are enrolled in the school from the way it currently takes place as a charter. The autonomies to develop handbooks and require uniforms will remain. Finally, the BAIS proposes additional structures to promote collaboration for continuous improvement	important to the school's ability to provide a seamless educational experience to both students and engage families as partners.
Budget 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.	In Year 1 of the plan, the BAIS budget will be based on the staffing model proposed. In future years, the BAIS seeks to retain the concept of a "lump sum" budget, representing a form of budgeting autonomy with the district and will work out the details in collaboration with the district.	Adequate resources that are strategically supporting instruction and other strategies focused on student learning is key to improving student success.

II. PUBLIC STATEMENT

Bentley Academy Innovation School (BAIS) serves up to 450 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 with two Kindergarten classes, growing year-by-year to eventually house two of the four grade-level classrooms across the school.

III. 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. BAIS engages both students and adults in high quality expanded learning time, collaborates for continuous, data-driven school improvement, and harnesses the language and multi-cultural learning opportunities presented by the new two-way Spanish-English dual language learning program located within the school. Guided by the core values of grit, integrity, collaboration, discipline, and zest, the BAIS staff

apply the school's design elements to ensure that all students are academically successful, culturally curious, and possess the personal mindset to succeed in the future.

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.

School Design Elements

The below design elements outline the cornerstone of key practices that work to elevate all students toward increased academic achievement:

- *High Expectations for All Learners*: 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.
- *Rigorous, Standards-Based Curricula*: Teachers and staff develop and implement rigorous standards-based curricula for all scholars.
- *Data-Driven Instruction*: Consistently using data for differentiation and to refine instruction for students based on each student's individual needs.
- *Culture of Professional Learning and Collaboration*: Attaining and developing excellence in leadership and teaching through frequent observation, coaching, collaboration, and professional development.

- *Expanded Learning Time*: Expanded learning time that allows scholars to have additional time for instruction, remediation, and enrichment, and for teachers to have adequate time for common planning and professional learning.

- *Families as Partners*: Commitment to engaging and partnering with families in their scholar's educational experience.

- *The Value of Biliteracy*: Valuing high-quality dual language instruction that leads to strong academic achievement in two languages, bilingualism and biliteracy, and sociocultural competence among all scholars.

- *Collaborating for Continuous School Improvement*: Recognizing that decisions are best made when all voices and perspectives are valued and considered.

B. Vision Statement

All BAIS scholars will achieve at the same high levels regardless of socio-economic status, race, language, 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.

At the Bentley Academy Innovation School there will be

- A strong principal and school leaders regularly monitoring classroom teachers for efficacy and collaborating to encourage continuous improvement gauged against consistent and high standards of practice.

- Teachers who are committed to ongoing evaluation and reflection to ensure their students are supported by data-informed methods. They are empowered to select the curricula and strategies that best serve their students, as determined by regular assessments and relevant professional development.

- Scholars who are held to clearly communicated, uniform standards of behavior, which are reinforced by school staff throughout an extended school day.

- Family and community members who are welcomed and invited to participate in the life and values of the school with regular communications and guided support for how to reinforce the BAIS ethic.

- When this vision is realized scholars will achieve at the highest proficiency rates according to state standards enabling them to advance past elementary school and be enthusiastic about their future as scholars.

C. 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 all schools in the Salem Public School District. The school also serves a large percentage of English Learners at 23.9%. 41.9% of students at Bentley speak a language other than English at home.

Bentley School was, in its inception, a grades 1-3 school on lower Essex Street. The current location of the school was built and opened in 1961 as a K-5 elementary school. The school has a rich history, beginning with being named after one of Salem's "most productive and beloved citizens," Reverend William Bentley. In the fall of 2011, the original Bentley Elementary School was named a Level 4 school by the state of Massachusetts based on student achievement data. The school went through many changes to try to recapture the spirit of Rev. Bentley, changing from a transformation model to a restart model which allowed a 'fresh start' to take place after a year and a half of student achievement data not meeting benchmarks. The next step in Bentley Elementary School's journey was to become a Horace Mann charter school in 2015. Under this model, the school shed its level 4 status and continued to improve student academic outcomes. The school also increased enrollment, serving 350 scholars for the 2019-2020 school year, up from 275 scholars in its first year of operation. BACS, of all elementary schools in Salem, serves the highest percentage of economically disadvantaged students and also educates one of the highest percentages of English Language Learners. In order to ensure continued academic improvement and achievements for scholars, autonomies including extended day and year, ongoing teacher development and leadership, commitment to a rigorous curriculum based on meeting the needs of scholars, flexibility in aligning monetary resources to meet the needs of scholars, and strong partnerships with families and community partners laid out in this prospectus are needed. To serve the growing needs of English Learners in Salem and in the Bentley Community, the Bentley seeks to expand its number of bilingual students served through the development of a two-way dual language program within the school.

The Successes of the Bentley Academy Model

The Bentley Academy Charter School opened in 2015-16 and throughout its five years in operations improved student learning in a number of ways. Some of the school's successes include:

Academic Improvement

- Within three years of operation, the BACS elevated achievement from the school's previous levels in ELA and Math, demonstrating some of the highest growth and gains in the district and earning a Level 1 status in 2017 on the state's previous accountability system.
- Currently making "substantial progress" on meeting its targets within the new accountability system
- Continuing to see relatively high growth rates for student learning
- Strong gains in science achievement in recent years

Increased Demand

- Over the course of its five years of operation as a Horace Mann Charter School, the Bentley Academy Charter School saw an increase in the demand for the school among Salem's many families. Indeed, the district's Parent Information Center (PIC) confirms that more families opted into the BACS lottery each year making the BACS the top most requested school in the City

Academics is not the only area where we have seen tremendous growth. Family engagement has had a substantial impact on our school. Our model is to be intentional around family engagement while holding ourselves accountable to a "team" mentality.

Every year we have strived to reach 100 percent in parent-teacher conference attendance. This engagement has resulted in academic growth as families are given more information around academic expectations. In addition, our home visit program has strengthened family communication resulting in follow through on school norms and rules within the home.

A large part of our school success can be attributed to our emphasis on the core values and school design elements during our time as a charter school. BACS is a special school to be a part of and we look forward to continuing this work as an innovation school in the future.

D. Primary Proposed Partnership(s)

The BAIS does not currently propose to rely on one particular 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 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 Dual Language program at the Bentley school. Additional partnerships may be formed in the future.

IV. How Autonomies and Flexibilities will be used to Improve School Performance and Student Achievement

The BAIS seeks autonomies in each of the six areas allowed under the law. The table below summarizes all of the autonomies sought. While most of the below autonomies will be exercised and implemented as part of the school's structure, operations, and educational programming in Year 1 of the 5-year plan (as described in the detailed sections below), some may not be fully utilized right away, or at all, should the school's leadership determine that they are not necessary. Inclusion of these autonomies in the enclosed innovation plan, however, provides a foundation and a framework for allowing the school to evolve, over time, while providing a degree of flexibility to allow school leaders, in collaboration with other staff members, to make adjustments based on student and staff needs, over time.

The proposed structures to support ongoing, collaborative decision making between teachers, school leaders, and others, are key to ensuring that the school evolves in a way that benefits all, and most especially the students enrolled at Bentley. In the future, should any additional autonomies be sought via an amendment or should the exercise of any of the below autonomies lead to a change in working conditions for Bentley teachers, a vote of 2/3 of the faculty would be required before any changes could be adopted. School Committee approval would also be required. Other proposed changes to the innovation plan such as staffing or other proposed adaptations as the school evolves over the course of the next five years will follow the decision-making processes outlined within this document.

Table I, below, summarizes the general autonomies sought by the school as well as a summary of the Year 1 implementation agreements within each autonomy area. Additional details for each autonomy area can be found in the main body of the innovation plan.

Table I: Summary of Autonomies Sought and Implementation Agreements

Autonomy Area	Autonomies Sought	Implementation Agreements
G. Curriculum, Instruction, and Assessment	• The autonomy to develop and/or select our own curriculum • The autonomy to develop and/or select our own assessments • 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 • The autonomy to develop an innovative approach to social-emotional learning with an aligned student behavior system	• BAIS will have these autonomies but may also follow the district curriculum, instruction, assessment, and grading systems as well • BAIS will leverage its collaborative decision-making structures to explore and develop new approaches to successfully support student behavior to be implemented in Year 1 • ESL instruction will follow the district practices • Approach to special education will combine district practices with the co-teaching model • A new Dual Language program will be located at the school, beginning with two Kindergarten classrooms in Y1 of this plan • A detailed plan for preventing and addressing student behavior concerns by Fall 2020
H. Schedule and Calendar	• The autonomy to establish the school's annual school calendar independent of the school district should this be desired in the future (in Year 1 and for the foreseeable future, the school will follow the district calendar). NOTE: This does not relate to the length of the school year, but rather the schedule of school days v. non-school days, ½ days, etc. • The autonomy to establish the school's daily schedule for both scholars and teachers that includes an extended day for additional instruction as well as common planning time • The autonomy to establish the school's own schedule and calendar for teacher professional development within the bounds of the school's 185 day annual calendar (for all required professional development)	• The length of day for students will be 7 hours and 35 minutes and 8 hours for teachers. This includes the STU standard contractual agreement where teachers to arrive at least 15 minutes before students and depart at least 10 minutes after students are dismissed. • The length of the school year will be 180 days for students and185 days for teachers and the school will follow the district's calendar in Year 1. • The schedule for professional development will follow the district calendar in Year 1. • Other opportunities for extended learning (such as Saturday Scholars or after school clubs) will be optional for teachers/other staff and compensated at the contractual hourly rate.
I. Staffing	• The autonomy to require staff to work a longer school day than a traditional elementary school in the district • 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	• The length of day is longer than the standard contractual work day for elementary teachers. For this additional time, teachers will receive a differential of 12%. • The three unique roles that currently exist at the school (Dean of Operations and School Culture, School Office and Operations Manager, and New Teacher Development Coach) will remain at the school for at least Y1 and current occupants of those roles will

	approach but are deemed critical to implement the innovation plan ● The autonomy to offer stipends for unique roles as proposed in the innovation plan or as needs are determined by the principal in collaboration with others ● The autonomy to organize leadership teams that may be different and have different roles from those in other district schools ● The autonomy to continue with our home visit program.	notify the Superintendent by April 1, 2020 of their intent to remain in the roles. ● The principal will have the authority to add, revise, or eliminate up to one unique role per year. Proposals to add more than one new unique role to the school will be discussed with the BALT team members who may, by majority vote, require the proposal to be bought to the BASA. ● The Year 1 staffing model is outlined in more detail within the body of the plan. ● The school will also retain its co-teacher roles in grades K-2 for at least Y1 and special education inclusion teachers will be assigned by the district ● Staffing for the dual language program as well as ESL teachers will be allocated by the district ● A variety of teacher leadership roles will be explored beginning with members of the Bentley Academy Leadership Team (BALT) ● BALT members will work closely with the principal (and engage other staff) in developing the school improvement plan and its related components (academic and student conduct plan) ● All educators at the BAIS will be trained in and encouraged to conduct home visits. Compensation will be $45 minutes per visit.
J. Professional Development	● The autonomy to design our own focus for teacher professional development ● The autonomy to create our own schedule and calendar for professional development within the 185-day school year ● The autonomy to attend district professional development when this professional development supports the needs of BAIS teachers and scholars	● In Year 1 the BAIS will follow the district calendar for PD. ● The focus of professional development will be determined by the principal
K. District Policies and Procedures	● Structures to Promote Collaboration for Continuous Improvement including: The Bentley Advisory Board (BAB); the Bentley Academy Leadership Team (BALT); and the Bentley All Staff Assembly (BASA). ● The autonomy to create the Bentley All Staff Assembly (BASA) to facilitate collaboration, provide input on the progress of the innovation plan, and provide a mechanism for faculty, paraprofessionals, and other non-managerial staff to discuss, provide input, and/or vote on school matters brought to them. ● The autonomy to consider a unique process for enrolling students into the	● The BAB will consist of staff, parents, and community members. ● The BALT will be a teacher leadership team with responsibilities beyond the traditional ILT roles ● The BASA will be a forum for all-staff to discuss, provide input, and/or vote on matters that are brought to them ● Parent voices will be organized through representation on the BAB and also the PTO ● Additional structures such as a "Friends of the Bentley" group may be organized in the future ● An Innovation Incubator group will help develop and advance innovative learning opportunities within the school

	new dual language program in the school that may differ from the district's student assignment policy ● The autonomy to create our own student handbooks. ● The autonomy to have a mandatory uniform policy for students.	● A lottery system will be used to select and assign students to the dual language program. Non-dual language students will be assigned via the district's student assignment policy. ● Details for each of the above items can be found in the body of the innovation plan.
L. Budget	● In Year 1, the school will operate on a budget that supports the proposed Year 1 staffing plan as outlined in the innovation plan. In the future, however, the school may wish to exercise the autonomy to receive an annual, "lump sum budget" that is based on a set of factors mutually agreed to by the school and the district. ● 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	● The Year 1 proposed budget includes estimated amounts for special education, ESL, and the dual language program. A portion of special education supports will be allocated by the district and all of the supports for ESL and Dual Language program will be allocated by the district, in each case, based on the level of student needs in those areas, which fluctuate depending on enrollment. As a result, the actual amount allocated by the district for these areas may change.

These autonomies were selected based upon the key elements that contributed to the success of the Bentley Academy Charter School (BACS) which operated in Salem from 2015-16 through 2019-20. As the final innovation plan was developed, planning committee members sought to preserve those aspects of the former charter school that were deemed essential to the school's success as well as those that made the school increasingly attractive to Salem families and students. Other aspects have evolved to fit the current and future needs of the school. While each autonomy serves a specific purpose, together they allow more flexibility to allow the school to organize its resources in ways that are responsive to student and family needs, including opportunities for a longer day as an elementary student.

Educational Program

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 a learner. 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 grade level standards and content as well as 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 diverse racial, cultural, and linguistic backgrounds. 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 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.

Structures to Promote Collaboration for Continuous Improvement

Over the last five years when the Bentley operated as a Horace Mann Charter school, many successes and achievements were realized through the hard work and dedication of numerous stakeholders. As the school looks ahead to the next five years, there is a desire to both inspire and harness a renewed spirit of collaboration to guide school-level decision making. Recognizing that decisions are best made when all voices and perspectives are valued and considered, the BAIS will include multiple structures to support collaborative decision making for the betterment of the school as a whole. These include:

1. **The BAIS Advisory Board (BAB)** that will include teachers, parents, community members, and other staff and will focus on and advise the principal on policy, budget, and other school-wide decisions. The BAB will also form subcommittees that involve additional stakeholders such as a "Friends of the Bentley" group to assist with fundraising and the "Innovation Incubator" group who will review the progress of the innovation plan with a focus on growing increased opportunities for innovative learning programs for all students in the school.
2. **The Bentley Academy Leadership Team (BALT)** that will focus on all matters pertaining to curriculum, instruction, assessment, as well as school culture and climate
3. A **Bentley Parent Teacher Organization, (BPTO**) that will engage a broader spectrum of parents in ongoing issues, events, and decisions
4. **Bentley All-Staff Assembly (BASA)** that will take place at least one time per year. The BASA will allow all of the school's staff members an opportunity to share their perspectives and to work together to solve shared problems of practice. The BASA will be organized in a way that allows for all staff members to provide deep and meaningful feedback on key issues the school is facing, weigh in on decisions affecting the school, and to share their ideas and areas of interest for the future. The specific processes and methods used for engaging all staff, including the possibility

of having staff vote on something[2] will be based on the nature of the issues that need to be discussed and shall be determined by the school principal who will collaborate with the BALT group to determine the best approach. The BASA is intended to facilitate collaboration, provide input on the progress of the innovation plan and annually, the School Improvement Plan including its academic and behavioral system components, and provide a mechanism for faculty and other staff to vote on school matters brought to them (see "Unique Roles" and "Schoolwide Behavioral Systems" sections for details).

These structures are proposed in the spirit of both innovation and collaboration. As the school transitions from what was previously a Horace Mann Charter School to an innovation school model, there is a broad base of support for the idea of increased collaboration and engagement of all stakeholders in both planning and decision-making processes. By building these structures into the school's innovation plan, the goal is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind.

Other opportunities to engage key stakeholders and involve them in school-wide planning may emerge in the future, including the possibility of forming a student leadership group and a community member group such as the "Friends of the Bentley Innovation School," as a subcommittee to the Bentley Advisory Board to assist with fundraising, forming a 501-c-3 as a separate organization to support resource development for the school.

A. Curriculum, Instruction, and Assessment

We seek to continue with the autonomies and flexibilities granted in the original innovation plan in the areas of curriculum, instruction, and assessment. Specifically, we seek the following autonomies in these areas:

Autonomy Area	Autonomies Requested
Curriculum, Instruction, and Assessment	● The autonomy to develop and/or select our own curriculum ● The autonomy to develop and/or select our own assessments ● 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 ● The autonomy to develop an innovative approach to social-emotional learning with an aligned student behavior system

I. <u>Curriculum and Instruction</u>

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

[2] As required by the Innovation Schools Act, any proposed change to the school or amendment to the innovation plan that impacts teacher working conditions would require a 2/3 vote of the eligible faculty.

needs as learners. We will also utilize assessments that measure scholar mastery of curriculum and yearly benchmarks.

Core Content in ELA and Math

Curriculum: Teachers will have autonomy to create a curriculum that is based on multiple sources including; the Massachusetts Curriculum Frameworks, Common Core State Standards, district curriculum maps, ANet Standards Schedule, and exemplars from other high performing schools

ELA Instruction: In ELA, BAIS will use a Balanced Literacy model to guide our scholars toward becoming excellent, life-long readers and writers. The balanced literacy model includes guided reading, centers, interactive read alouds with text dependent questions, shared close reading, phonics, independent reading, and a writer's workshop model.

Math Instruction: BAIS will create a Math program that provides content-rich tasks, creates productive struggle and honors both procedural fluency and conceptual understanding. Lessons will be structured to include a developmentally appropriate combination of calendar math (younger grades only), skills mini lessons, center work, or partner practice, independent work time and performance tasks. These performance tasks are important and help students develop the key concept by working with their peers.

WIN Block: BAIS will also provide differentiated and targeted instruction to scholars through the WIN ("What I Need") block which will be scheduled for extended blocks of time each day. These blocks will be created using STEP, ANet, MCAS data, and other assessments as identified by the school leaders in collaboration with teachers. WIN blocks will occur in homeroom classes. The classroom teacher will have access to technology resources such as 1 to 1 technology and/or curriculum resources such as Lexia or other programs for planning interventions, and other supports. In addition, the school will strive to provide support to achieve a student-teacher ratio of approximately 10:1 for the WIN blocks whenever possible. ESL and Special Education teachers will also make use of the WIN block time.

Core Content in Science & Social Studies

In Science and Social Studies, teachers will source their curriculum from Inspire, Mystery Science and Salem's district Social Studies curriculum.

Science Curriculum: Teachers will have autonomy to create a curriculum that is based on multiple sources including; the Massachusetts Curriculum Frameworks, district curriculum maps, and the Inspire Science curriculum, in addition to supplemental resources such as Mystery Science, BrainPOP and BrainPOP Jr, and other websites and resources.

Science Instruction: In order to prepare students for science success through college, students will be engaged in experiential, hands-on learning as often as possible. Emphasis will be placed on scientific thinking and process skills as well as on content, with ample opportunities for engineering design challenges, learning through experimentation and integrating real world phenomena.

Deepening and Expanding Focus on STEAM Learning Opportunities

The school has seen recent success with its science education program, showing the 3rd highest results for science in the district on the 2019 Next Generation Science MCAS exams. The school hopes to build on this success in the future to both deepen and expand its focus on science and/or STEAM (Science, Technology, Engineering, Art, and Math) learning in the coming years. One possibility discussed by the Innovation Planning Committee was to, in addition to continuing with rigorous science instruction, add a fifth specialist teacher who would focus on STEM enrichment learning opportunities with students. Staff will, together with families, continue to discuss these types of opportunities and work closely with the new principal, once hired, to determine the best approach to accomplish this goal.

In the Spring of 2020, current Bentley the school leadership team will convene a STEAM Learning Design Team to research and explore ways to expand and implement this innovation within the school. The STEAM Design Team will present a draft plan to the school leadership team by the end of the 2019-20 school year and it shall be given to the new principal. Once hired, the new principal will meet with the STEAM Design Team to review and discuss the draft plan and work with them along with the members of the other collaborative school structures to finalize a plan for Y1 as well as subsequent years of this innovation plan. The STEAM Learning Plan will become part of the School Improvement Plan.

Social Studies Curriculum: Teachers will have autonomy to create a curriculum that is based on multiple sources including the Massachusetts Curriculum Frameworks, district curriculum maps and district-provided books and curricular resources.

Social Studies Instruction: The 2018 Massachusetts History and Social Science Framework is designed with three strands. Content standards, nonfiction ELA standards, and History and Social Science practice standards. Current best practices from the field, which encourages an integration of historical and civic thinking and drawing information from text, in addition to learning about historical facts, will be used to plan lessons. Lessons will include practice standards, content standards, and, when appropriate, nonfiction reading, writing, speaking or listening standards

Specialist Content in Art, Music, Physical Education, Spanish, and Other Subjects

The BAIS will offer instruction in the typical "specialists" content areas of Art, Music, and Physical Education. The school will follow the district's curriculum for these three areas. In addition, the Bentley students will benefit from a fourth specialist of Spanish Language Instruction taught by a Full-Time World Languages Teacher. Currently, all Bentley students receive Spanish language instruction and benefits from a fourth period of enrichment in this classroom. As the Dual Language program phases in with an increasing number of students, up to half of the school, part of the Dual Language program, only the non-Dual Language students in the school will participate in the Spanish Language classes. Opportunities to increase the amount of instructional time for Spanish language instruction for the non-Dual Language student body will be explored in the future as the school's goal, overall, is to develop all students to gain proficiency in both the English and Spanish languages.

The BAIS also hopes to be able to add a fifth "specialist" teacher to its staff so that additional enrichment opportunities in the Science, Technology, Engineering, and Math (STEM) fields may be pursued. While the ability to add this new staff member will be dependent on the school's available budget, the Bentley aspires to take steps toward increasing students' opportunities to expand both digital learning and STEM content knowledge each year.

II. Special Populations

The term "Special Population" represents English Learners (ELs), students with Individualized Education Programs (IEPs), and students who identify with both groups. Students who receive ESL and special education services do so in a similar manner through pull out and push in services administered by ESL and special education teachers. In order to be identified as an English Learner, students must first be identified through the state and district processing including the home language survey, linguistic interview and intake, and WIDA Screener. English Learners in the traditional SEI program of Bentley participate in daily English Language Development (ELD) instruction by a certified ESL teacher based on their level of English proficiency. English Learners in the dual language program receive a different model of English Language Development (ELD) by a certified ESL teacher in accordance with the dual language approach and model, as dictated by the state.

Similarly, students who receive an IEP undergo testing and a team meeting to determine their disability. If a student is determined to have a disability, they will then acquire an IEP that includes accommodations, modifications and learning goals that will enable them to make academic progress. The members of these two groups require state mandated service hours which must be coordination between general education, ESL, and special education teachers to determine the times and ways in which the services will be administered. The following information will outline special education and ESL services as they relate to Bentley Academy Innovation School.

Approach for English Language Learners

The BAIS will follow the district's standards and practices to provide services and supports to all English Language Learners enrolled in the school. These supports and services, including the deployment of ESL Teachers will be based on the level(s) of student needs within the school and will be determined by the district's English Language Learning department. English Learners who are part of the school's new Dual Language program, however, will receive ESL supports through that program, and as such, may look different than ELs enrolled in the rest of the school.

Approach for Students with Disabilities

Instruction for students with disabilities will rely on a combination of district practices and supports and school-developed practices. One innovation that the school would like to maintain is having a team of teachers, one who is certified in elementary education and the other certified in special education "co-teach" one classroom per grade level in the early grades of the school (grades K through 2). After five years of implementing this model in the early grades at the school, the Bentley staff believe this opportunity to have two full-time, licensed teachers within one classroom has been key to the school's success in accelerating the learning of those students

most significantly behind their peers, whether they have an IEP or not. Going forward, the school seeks to maintain this model to the extent possible within its budget. Below is a summary of key practices used for Bentley's co-teaching model:

- It is the grade-level(s) special education teacher's responsibility to create his/her own daily schedule. This schedule should align with the grade(s) that he/she teaches and must cover all minutes designated for all academic services in students' IEPs.
- Special education teachers are also responsible for writing students' IEPs, completing academic testing and writing corresponding reports for students on their caseload, as well as for writing progress reports based on IEP goals and objectives every trimester. Special education teachers must also distribute IEPs to students' general education and specialty teachers prior to the start of the school year.
- Special education teachers will use content time for push-in (b-grid) academic services and may use WIN block time and content time for pull-out (c-grid) academic services. Teachers may also use time such as breakfast and independent reading for push-in and/or pull-out services.
- Push-in and pull-out services must be coordinated with students' general education teachers. Special education and general education teachers must meet prior to the start of the school year to discuss students' IEPs, as well as when special education teachers will be in the classroom or will be pulling students out of the classroom. At this time, they should also discuss what co-teaching model(s) they will be using:
- Parallel Teaching- Both teachers cover the same information, but they divide the class into two groups and teach simultaneously.
- Station Teaching- The classroom is divided into 2-3 groups while each teacher teaches the content to one group and subsequently repeats the instruction for the other group. This allows for one group to work independently.
- Alternative Teaching- One teacher takes responsibility for the large group while the other works with a smaller group.
- Team Teaching- Both teachers are delivering the same instruction at the same time.
- For push-in services, it is the special education teacher's responsibility to differentiate lesson plans sent by the general education math and ELA teachers. Push-in services will depend on the student's IEP and should reflect the appropriate goals, objectives, accommodations and modifications. The students' service delivery grids specify which goal(s) should be taught in which setting (pull-out or push-in). The "measurable annual goals" section of students' IEPs specific how all objectives should be taught (e.g., small group, individual, etc.).
- It is also the special education teacher's responsibility to ensure that students with IEPs have the appropriate accommodations and modifications and that general education teachers are aware of these needs and understand how to apply them when the special education teacher is not in the classroom. When the special education teacher is not in the classroom, it is the general education teacher's responsibility to enact all parts of students' IEPs (e.g., accommodations, modifications, etc.) aside from academic and related services goals and objectives.
- The ultimate goal is that students on IEPs are accessing the general education curriculum through appropriate accommodations and modifications while also reaching their IEP goals/objectives.

For students who have IEPs but are either not enrolled in one of the co-teaching classrooms or are in a grade level where the co-teaching model is not offered, the Bentley school will rely on the district to allocate the appropriate number of special education inclusion teachers based on students' IEPs in any given year. Instruction and support for students with IEPs will follow the district practices in these cases.

III. Two-Way Immersion Dual Language Program to be Located within the BAIS Beginning in 2020-21

Overview of the Dual Language Program

With the recent change in Massachusetts law regarding English Learner Education, Bentley seeks to provide an asset-based approach to the large demographic of Spanish-speaking English Learners (ELs) in Salem through a Two-Way Immersion Dual Language Program. Salem previously had a dual language program from the late 1980's to early 2000's and there has been a community demand for reviving the dual language approach from both the Latino community and English speakers. As elementary schools across Salem serve and house integrated programs (Language-Based Learning Disability Program at Saltonstall, Learning Skills Program at Carlton Innovation School, Autism Spectrum Disorder Program at Witchcraft Heights Elementary School, Therapeutic Support Program at Bates Elementary), Bentley will happily welcome this opportunity to grow the Dual Language program starting at Kindergarten with two classrooms in the 2020-2021 school year. The program will grow year-by-year as the first two kindergarten classes move onto 1st grade in 2021, then 2nd grade in 2022, until 2025-2026 school year, when there is a full strand within the school.

In addition to the research-based benefits to English Learners, the dual language program will also serve native English speakers. English Learners will learn alongside Spanish Learners 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 clear leadership and collaborative opportunities for students to see the inherent benefit of their home language in their learning environments.

In a recent survey of Bentley families, the large majority of families expressed interest and enthusiasm. Since Bentley currently 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.

Student Enrollment in the Dual Language Program

The key aspect of the programmatic design of two-way immersion programs is both English Learners who are native speakers of the target language (in this case, Spanish), and Partner Language Learners who are native speakers of English. Based on the demographics of Salem, the program will serve one third Spanish-speaking English Learners at early proficiency levels (Levels 1 and 2), one third bilingual students who know some amount of each language (most will be English Learners at Levels 3 and 4 or heritage speakers), and one third native English

speakers. Third language learners, such as Portuguese, Arabic, and Albanian speakers who are interested in the program, will be considered in the third bucket of English speakers.

Entry and enrollment in the dual language program will be in accordance with the School Committee Controlled Choice Student Assignment Policy #5103 or otherwise determined by the School Committee. Trained staff at the Parent Information Center (PIC) will oversee all aspects of the enrollment. Here is an excerpt from the enrollment procedures approved by the School Committee for the 2020-21 school year:

Two-Way Dual Language Program: Beginning in Fall 2020, the Salem Public Schools will be beginning a new two-way dual language program for a limited number of entering Kindergarten students located at the Bentley School. Enrollment into this program shall be determined by a lottery process wherein all those who "opt in" have an equal chance of selection. A series of three lotteries will be held between March and August of each year to complete the enrollment process for the fall:

- ***Lottery Window #1:*** Opt-in applications due by March 1st
- ***Lottery Window #2:*** Opt-in applications due by June 15th
- ***Lottery Window #3:*** Opt-in applications due by August 15th

All interested families wishing to have their children attend the dual language program will be given the opportunity to opt into the lottery by completing a registration application by any of the three deadlines. Applicants who are not selected during the first lottery shall be automatically eligible for the second lottery. Applicants who are not selected during the second lottery shall be automatically eligible for the third lottery.

In addition to a complete registration packet, all dual language applicants must complete a language evaluation in both English and Spanish and a screening process. Following this process and in order to accommodate the programmatic approach to dual language which is based on an appropriate linguistic balance of native English and native Spanish speakers of the dual language program, the lottery shall be segmented into three separate "pools" of potential students:

1) ***Dual Language Learning Group A***: Native Spanish speakers who are identified as English Learners (EL) with lower levels of English proficiency (e.g. "newcomers with Levels 1 and 2 English Proficiency);
2) ***Dual Language Learning Group B:*** Spanish speakers who are ELs with either Levels 3 or above ELD levels or bilingual Spanish/English speakers who are not ELs
3) ***Dual Language Learning Group C:*** English dominant/Non-Spanish speakers with spaces open to 3rd language English Learners (including but not limited to Arabic, Albanian, and Portuguese speakers)

Available seats in the dual language Kindergarten program shall be divided equally among the above three dual language learning groups. Seats shall also be apportioned such that there are available seats for each of the three lottery windows for the dual language learning groups A and B. For dual language learning group C, seats shall be apportioned across the first two lottery windows. The apportionment of seats across the lottery windows shall be determined by the Superintendent based on a combination of data indicating the level of demand as well as the

need to balance enrollment based on language ability as well as economic status. If there are unfilled seats remaining after the 2nd lottery for group C, a third lottery shall be held. If there are unfilled seats remaining after the 3rd lottery window for any category, seats shall be filled on a rolling basis.

The opt-in option will be available on all of the district's standard registration forms and tracked and managed by the Parent Information Center (PIC). Opting into the lottery will not preclude students from being considered for their three school choices through the district.

In the dual language program, class sizes will start slightly larger at kindergarten to account for future attrition and the challenge of filling seats with bilingual students at the upper elementary grades. The teacher to student ratio will begin at 25:1 and aim to maintain at that level as the program grows across the grade levels.

Hiring and Staffing for the Dual Language Program

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. The ELL Director, along with the Bentley school principal, will partner to recruit and run competency-based hiring processes for each opening in the dual language program. The hiring processes will include a demo lesson, in-person interview, Spanish proficiency component, as well as input from Bentley teachers in the grade level to which each position will be hired. Ultimately, the ELL Director and the Bentley school principal will partner for the final hiring decisions as they will be the supervisors and evaluators of the teachers.

As the dual language program rolls up one grade level each year, one teaching position in a traditional SEI classroom at each grade level will be displaced. Each grade level will have two full-time bilingual dual language program classroom teachers and two full-time traditional, general education elementary teachers who use SEI methods with any English learners in their classrooms. In addition, ESL teachers will be assigned to the school to support English Language proficiency development for EL students. The Bentley principal will work with the SEI general education teachers at the grade level affected each year to seek an alternate grade level position within the certification area at Bentley if all three teachers wish to remain at the school. Based on the pattern of Bentley's teacher turnover in the past five years, there have been sufficient vacancies each year to allow placement opportunities for remaining teachers. Should that pattern change and a reduction in force be necessary, the procedures outlined in the Salem Teachers Union contract will be followed.

Curriculum and Assessment in the Dual Language Program

Although some instructional components of this Two-way Immersion Dual Language program will look different from instruction in the two other SEI classrooms at the same grade level, the standards covered and many of the instructional strategies will be the same. The Dual Language Program curriculum will incorporate Common Core Standards in Spanish, the WIDA Can Do Descriptors (in both English and Spanish), and the Teaching Tolerance Social Justice standards. Since dual language learners will be learning in both English and Spanish, and learning to read

in Spanish first, the curricula and assessments must deviate from the Bentley's standard assessments in the traditional SEI classrooms. The Dual Language Program will feature a 90-10 language allocation model 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. Research shows that in instances where dual language programs have a transparent language, such as Spanish, in which each letter has a discrete sound, students with both Spanish and English proficiency acquire literacy faster in both Spanish and in English, by beginning instruction in Spanish first. Students in the dual language program will not be assessed with Bentley English literacy assessments including STEP, since students will not add English literacy until 1st grade. As part of the dual language program, students will be transferring their knowledge of Spanish literacy to English, and content knowledge across both languages as they deepen their academic language in both English and in Spanish. As such, teachers will utilize curricula, texts, resources, and assessments in both languages.

Professional Development in the Dual Language Program

Teachers and staff in the Dual Language Program at Bentley will attend all-school professional development alongside colleagues in the traditional SEI strand at Bentley. At times throughout the year, it will be necessary for dual language teachers to attend separate professional development sessions on dual language pedagogy, just as upper elementary math teachers occasionally attend PD sessions related specifically to their specialized content. The Bentley Spanish teacher will be invited to all dual language professional development sessions related to Spanish literacy and content to support his/her growth and development in teaching Spanish in the traditional SEI strand and to foster collaboration.

Collaboration between the Two-Way Immersion (Dual Language Program) and Non-Dual Language Classrooms

The Dual Language Program and traditional SEI classrooms will be co-equal and collaborative aspects of one school, the Bentley Innovation School. Dual language teachers will collaborate closely with traditional SEI teachers and attend professional development and staff meetings together. Students in the dual language program will attend the same field trips, grade level assemblies, and full school activities such as dances, pep rallies, and events, as students in the traditional SEI classrooms. There will be one Parent Teacher Organization (PTO) for Bentley and no separate student, teacher, or parent groups. While the classrooms have distinct pedagogical needs, the dual language program's students and teachers will be an important, integrated part of the Bentley community, not a separate entity.

Outside of the dual language program, in the traditional SEI 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. The continuation of Spanish as a special and the increased visibility of the importance of bilingualism will be an important common thread to tie the classrooms and school community together.

Teachers in the dual language program will work in grade level teams to co-plan at the kindergarten through 2nd grade levels, and to coordinate instruction across Spanish-English pairs at the third-fifth grade level. In the kindergarten, 1st, and 2nd grades, teachers in the Dual Language program will teach content in Spanish with support from ESL teachers who will teach across grade levels. At the third through fifth grade levels, one teacher will teach all content in English and one will teach all content in Spanish. In order to avoid repetition of content, closely collaborate with grading, family outreach, and tiered interventions, dual language teachers will need additional time to collaborate and co-plan with both their dual language partner teachers as well as their traditional SEI grade level colleagues.

Budget for the Dual Language Program

The ELL Department will fund all positions in the Dual Language Program, since it is a district ELE (English Learner Education) program that is overseen by federal Title III and Massachusetts English Learner law. This means that the Bentley lump school budget will decrease to cover staffing for the traditional SEI positions as the dual language program expands one grade level at a time since one classroom will be converted per year to the Dual Language program.

IV. Approach to Social-Emotional Learning and Schoolwide Behavior Management System

The Bentley Academy Innovation School will work with all stakeholders over the course of Year 1 and beyond to plan and implement an innovative approach to social-emotional learning as well as development of a robust, school-wide behavior management system. This effort will involve multiple stakeholders, and especially the Bentley Academy Leadership Team (BALT), a collaborative group of teacher leaders who advise the principal on all aspects of curriculum, instruction, and assessment. During the spring and summer of 2020, this group will work with other school leaders to review the current approaches, explore best practices, and determine a school-based plan to improve these areas for the future. The goal will be to devise a detailed plan for student behavior by the fall of 2020 that will be implemented in Year 1 of this innovation plan. The BALT team together with school and district leaders will oversee the implementation of this plan, evaluate its effectiveness, and determine any revisions or changes needed in future years.

Each year, the revised Schoolwide Behavior Management System plan shall be shared with staff in advance of the BASA. Each year, the plan will be ratified by a majority vote of the BASA. If the revised plan fails to be ratified, it may be edited and presented for a second vote. If the revised plan fails to be ratified, the previous year's plan shall remain in effect.

V. Assessment

BAIS will continuously collect scholar data to drive instruction throughout the year. This data will be collected through various forms of assessment such as:

A. Formal Assessments:

1. ANet Interim Assessments (Grades 2-5): ELA and Math, at least 3 times per year
2. STEP Reading Assessment (Grades K-5): ELA, 3 or 4 times a year
    a) STEP is a research-based formative assessment, data management, and professional development system.
3. Unit Assessments (All Grades): all content areas
4. Science and Social Studies District Assessments

B. Informal Assessments:

1. Exit Tickets (Daily/Weekly)
2. Conferencing and Feedback (Daily/Weekly)
3. Informal Observations (Daily/Weekly)

Assessment of Science and Social Studies. Grades 3-5 science and social studies classes will use the district science and social studies common assessments as benchmark assessments at the end of each unit, with the autonomy to adapt these assessments as needed.

B. Schedule and Calendar

We seek to continue with the autonomies and flexibilities granted in the original innovation plan in the area of schedule and calendar. Specifically, we seek the following autonomies in these areas:

Autonomy Area	Autonomies Requested
Schedule and Calendar	● The autonomy to establish the school's annual school calendar independent of the school district ● The autonomy to establish the school's daily schedule for both scholars and teachers that includes an extended day for additional instruction as well as common planning time ● The autonomy to establish the school's own schedule and calendar for teacher professional development ● The autonomy to consider a possible extended year in the future should all mutual agreement to do so arise in the future

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 extended school day that offers 7 hours and 35 minutes of instruction and enrichment opportunities for all students. Additional extended learning time such as optional Saturday Scholars and Acceleration Academies programs that allow for even more targeted instruction and enrichment. For teachers a longer day enables a school day that is customized to allow for considerable common planning time and allows for built in professional development.

I. Length of the Day -- Extended School Day

The school will offer a 7 hour and 35-minute school day for student instruction. Bentley teachers, as do all other elementary teachers in the district, will arrive 15 minutes before students and may depart 10 minutes after students are dismissed[3]. This translates to an 8-hour work day for teachers. Duties may be assigned to teachers by the administration during this time.

While the principal is ultimately responsible for developing the school's daily schedule, some of the elements that may be found in an extended day (some of which may continue and carry over from the BACS schedule) include:

- Longer specials blocks (1 hour as opposed to 45 min at other schools)
- Longer lunch/recess block for scholars (as much as 40 min)
- Morning Meeting in all grades for scholars to engage in a social-emotional learning
- Developmental play/applied social emotional learning play block in grades K-2
- WIN- "Whatever I Need" intervention blocks for reading and math
- 50 Min per week enrichment block to reinforce social emotional learning happening in morning meeting
- Weekly Town Hall time used to celebrate scholars' achievements, reinforce core values, allow for Buddy Reading across grade levels, and Houses
- Common planning time twice per week for teacher collaboration
- Detailed Schedule Example in Appendix

In the spirit of the school's proposed "collaboration for continuous improvement" theme, it will be important to ensure that teachers are engaged in discussions and planning for the school's schedule each year. While the principal shall maintain the authority to set the schedule, it will be incumbent on him/her to utilize the leadership groups and structures built into this innovation plan to allow teachers to have a voice in the process. For example, if the school is considering a major change to the schedule for a future year, this topic should be included as part of the agenda for discussion during the spring Bentley All Staff Assembly (BASA). The principal will rely on the BALT team members to engage teachers in the process and ultimately to finalize any changes to the schedule.

II. Length of the School Year

BAIS students will have a 180-day school year and teachers will work a 185-day school year, in line with the rest of the district. Both students and staff will follow the district's school calendar in Year 1 and for the foreseeable future. The BAIS Innovation Plan Committee acknowledges that not all members, particularly the parent members, support the change to reduce the longer school year to a traditional school calendar. At the same time, student attendance during the extended year portions of the Bentley Charter School year was consistently low indicating that not all families valued the extended year. The Bentley Advisory Board (BAB) will engage the Parent Teacher Organization (PTO) and "Friends of Bentley" and others in discussions of

[3] See Article VI, Section G1 of the STU Contract (section on "Length of School Day" on page 36)

alternative learning opportunities that may be made available for those families seeking extended learning time for their students during the summer months. In the future, should a desire to lengthen the school year re-emerge, school leaders will follow the shared decision making procedures outlined in this plan and a vote of the BASA as well as all faculty would be required, as would approval by the School Committee, as required by the state innovation school statute.

III. Other Possible Extended Learning Opportunities

The Bentley may continue to offer optional extended learning opportunities for students and for those teachers who wish to work and receive additional compensation for these times. Teachers and other staff who may work during these optional extended learning times will be compensated at the contractual hourly rate. The availability of these opportunities will be budget dependent, whether part of the school's general operating budget or available through additional fundraising efforts. Such opportunities may include:

Saturday Scholars

Saturday Scholars is both additional time in the school year and a further differentiation for scholars. Teachers will encourage a select group of scholars that are struggling academically to attend intervention sessions on Saturdays throughout the school year with BAIS teachers. These lessons are meant to engage students in remediation work (e.g., decoding) while continuing to make learning enjoyable. Teachers and other staff members may volunteer to work to support this program and compensation shall be awarded.

Beginning in Year 1, the Saturday Scholars program may include extended learning opportunities in Science, Technology, Engineering, Arts, and Math (STEAM) as part of the school's efforts to increase learning and enrichment opportunities for all students in these areas.

Acceleration Academies

Acceleration Academies have shown results in both Boston Public Schools and Lawrence Public Schools and initial success at BAIS since 2015. Similar to Saturday Scholars, Acceleration Academies are fully optional and available for struggling and excelling students alike. February vacation will focus on ELA and April will focus on Math. Teachers and other staff members may volunteer to work to support this program and compensation shall be awarded.

After School Clubs/Enrichment Programs

Bentley staff members may propose to organize structured enrichment opportunities such as clubs, sports, STEM, Art, Music, or other types of programs after school. Families whose schedules may be adversely affected by the reduction of the extended day time will be given priority to enroll in these opportunities should they be offered during the first year of this plan.

C. Staffing

We seek autonomies and flexibilities in the area of staffing. Specifically, we seek the following autonomies in these areas:

Autonomy Area	Autonomies Requested
Staffing	● The autonomy to require staff to work a longer school day than a traditional elementary school in the district ● 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 ● The autonomy to organize leadership teams that may be different and have different roles from those in other district schools ● The autonomy to offer stipends for unique roles as proposed in the innovation plan or as needs are determined by the principal in collaboration with others ● The autonomy to continue with our home visit program.

I. Extended Day

Teachers and other staff at the BAIS will work a standard 185-day school year, but the length of day will be extended beyond the standard contractual work day for elementary teachers. The length of the work day for Bentley Academy teachers will be 8 hours. This includes 7 hours and 35 minutes of student contact/learning time along with 25 minutes of additional time (15 minutes before the student day starts and 10 minutes after students are dismissed) as required in all other elementary schools in the district. In total, the work day for Bentley teachers will be one (1) hour and thirty (30) minutes longer than the standard contractual work day for elementary school teachers in Salem. For this additional time worked, teachers shall be compensated with a 12% differential applied to the STU salary schedule. This rate aligns with the SPS-STU agreements regarding extended learning time across the district.[4]

Student Start and Dismissal Times

Start times for students may need to be adjusted from the current schedule given the reduction of the length of day for students. The Bentley Academy Innovation School will work closely with the district to determine the best start and dismissal times possible, based on the school's length of day as well as optimal transportation services. BAIS IPC members hope to have the start times finalized by March 15th to allow time for staff, families, and others to make any necessary adjustments in their commitments and/or planning for next year. Prospective Kindergarten families will be informed of the final start times once known. This should be done well before the Batch 1 Kindergarten assignments and Lottery Window (for the dual language program) are sent out.

4 The agreement is an 8% differential for each additional hour of extended learning time. For Bentley teachers the additional time is 1 hour and 30 minutes which translates to 12%.

II. Creation of and/or Proposed Changes to Unique Roles

BAIS seeks the autonomy to create unique roles and job descriptions, when necessary, to support the implementation of the innovation plan. A unique role is one that is not typically found in other, traditional schools, or does not yet exist elsewhere in the district. As such, some of the staffing roles and related job responsibilities within the school may not align to or be the same as staffing roles that exist within the district's traditional schools. This offers the school the opportunity to deploy staff members in unique ways that fit the needs of the school. In the first year of the innovation plan, the BAIS anticipates having the following staff roles, which are unique to the Bentley school:

i. *Dean of Operations and School Culture*. This is a non-traditional, non-union administrative role that currently exists within the BACS. In this role, the Dean of Operations and School Culture works in tandem with the school's principal and other members of the leadership team to create and maintain a positive school culture, coordinate supports for student behavior and family engagement, and address a variety of operational matters as needed. The Dean of Operations and School Culture also supports the principal in all efforts to support the school in proactively creating a positive school culture where all students feel welcomed and supported, but also to respond to and address matters of student conduct, including any related family communication. In this role, the Dean may supervise any other team or staff members who are working to support student behavior and family engagement as well. Working in collaboration with the school principal, the BALT, and others in the school, the Dean will help build and strengthen the school's capacity to build positive school culture while effectively addressing and reducing concerns with student behavior. The person in this role does may perform many of the duties typically performed by an Assistant Principal along with other responsibilities. Without the appropriate license, however, this staff member will not evaluate other licensed educators.

ii. *School Office and Operations Manager*. This is currently a unique, non-union role in the school serving in a similar capacity to a traditional school secretary, but with additional responsibilities including higher levels of logistics and operations, data management, and family engagement as well. Having the flexibility to assign duties and working conditions for this staff member based on the school's unique needs is key to the school's success.

iii. *New Teacher Development Coach*. This is currently a unique role in the school focused on supporting the school's novice teachers with skill building in a wide range of teaching practices. Should the budget allow, the school would like to continue having a person in this role on staff. The New Teacher Development Coach serves in a role that is similar to other coaches in the district and is covered by the STU Collective Bargaining Agreement.

The current occupants of the above three unique roles must notify the Superintendent in writing, no later than April 1, 2020 of their intent to remain in the position beyond June 30, 2020. Impact bargaining will be scheduled with any unions impacted by these roles as a result of the authorization of this innovation plan.

Additional unique roles may be developed in the future. The school principal will have the authority to add, revise, or eliminate up to one unique role per year. In doing so, the principal will collaborate with the members of the Bentley Academy Leadership Team (BALT) which is comprised of a group of Bentley teachers representing the larger teaching staff. For any additional revisions or changes to unique roles, the principal must obtain the support of the BALT teachers. As part of their responsibilities, the BALT will work collaboratively with the principal to discuss potential new unique roles or any changes to the job duties of existing unique roles. If the majority of BALT members support such changes and/or additions, the proposed change may proceed. The BALT may choose to refer items to the larger teaching staff for additional feedback before agreeing to any changes. The BALT may also request that the larger teaching staff vote on any new positions or changes to existing positions. If the majority of BALT members wish to refer items to the larger teaching staff, any proposed changes to unique roles within the school will not proceed until approved by the BALT and/or the larger teaching staff.

The above provision and approval procedures only apply to unique roles and not to traditional school roles. For traditional roles, the principal shall retain his/her authority to formulate the appropriate staffing plan that aligns to the innovation plan and annual budget. In doing so, the principal will work closely with the district via the annual budget and staffing planning procedures.

III. Proposed BAIS Staffing Model for 2020-21

For Year 1 of this Innovation Plan, the Bentley Academy Innovation School will maintain a level of staffing that is comparable to its current staffing level and model. This will allow the school to maintain small class sizes, foster teacher collaboration, provide individualized learning and supports to every student, offer a unique array of enrichment opportunities to students, and engage in frequent, authentic connections with families. An outline of the staffing model planned for year one is below.

Proposed Roles for the School Administration Team (Year 1)

Job Title	Description of the Role
Principal	Oversight and management of all staff, the educational program, and implementation of the innovation plan
Assistant Principal (optional, if budget allows)*	Supports principal with oversight and management of staff, educational program, and implementation of the innovation plan
Dean of Operations and School Culture	Builds school culture and oversees student supports, behavior management, family engagement, and operational matters as needed

**The Dean of Operations and School Culture position will be retained for at least Year 1 of this plan and will not be affected should an Assistant Principal role be added.*

Proposed Roles for the Faculty and Other Staff (Year 1)

	Job Title	Description of the Role
Kindergarten	2 traditional K teachers (Early Childhood certification)	Teach Kindergarten to up to 42 students in two different classrooms
	1 Special Education Co-Teacher (Early Childhood & Special Ed)	Partners with 1 K teacher to provide a co-taught environment where intensive, individualized supports can be provided to all students
	2 Bilingual Spanish K teachers (Bilingual educator endorsements)	Teaches Kindergarten curriculum in Spanish as part of the Dual Language program.
	4 Kindergarten paraprofessionals (full time as budget allows)	Provide support in each Kindergarten classroom in the school (ideally, the two working in the Dual Language program classrooms would be bilingual)
Grade 1	3 Gr1 Teachers	Teach Gr 1 curriculum to up to 63 students
	1 Special Education Co-Teacher (Elem & Special Ed)	Partners with one Gr1 teacher to provide a co-taught environment where intensive, individualized supports can be provided to all students
Grade 2	3 Gr2 Teachers	Teach Gr 2 curriculum to up to 69 students
	1 Special Education Co-Teacher (Elem & Special Ed)	Partners with one Gr2 teacher to provide a co-taught environment where intensive, individualized supports can be provided to all students
Grade 3	3 Gr3 Teachers	Teach Gr 3 curriculum to up to 69 students
Grade 4	3 Gr4 Teachers	Teach Gr 4 curriculum to up to 75 students
Grade 5	3 Gr5 Teachers	Teach Gr 5 curriculum to up to 75 students
Grades 3-5 (and possibly Gr K dual language)	2 Special Education Inclusion Teachers (assigned by PPS based on IEPs in the school)	Provide support to students with IEPs in Grades 3 through 5 as well as those in the Dual Language program
All Grades	4 Specialists (Art, Music, PE, Spanish); plus one (1) additional STEM Specialist as budget allows	Learning enrichment opportunities for all students. Spanish Instruction will only be provided to the non-dual language students at Bentley
Gr 1-5	5 Paraprofessionals (Grades 1 through 5)	Provide support to students with IEPs as well as other duties as assigned (if the school has more

		paraprofessionals than warranted based on IEPs, distinguish those not tied to IEPs)
All Grades	1 School Adjustment Counselor	Provides a spectrum of therapeutic interventions and supports to identified students, family, and with staff.
All Grades	1 City Connects Coordinator	Implements the City Connects program within the schools while maintaining a counseling caseload for students with Individual Education Plans that call for school counseling services.
All Grades	1 Literacy Specialist	Provides direct service to students who demonstrate the need for additional reading/literacy instruction and support.
All Grades	1 Literacy Coach	Builds capacity for high-quality, accessible standards-based instruction in every classroom of the school. Provides coaching and support to deepen teacher content knowledge, strengthen literacy instruction (specifically in the area of making content accessible to diverse learners) and to promote learning across all classrooms.
All Grades	1 New Teacher Development Coach	Builds capacity for expert instruction in every classroom and works directly with new teachers who need additional support and practice to be successful
All Grades	3 ESL Teachers	Provides direct language instruction to ELL student that serves as a powerful lever to increase English proficiency, academic language acquisition and student achievement. One of the ESL teachers will provide daily ELD instruction in both dual language Kindergarten classrooms.
All Grades	1 Nurse	Administers prescription and non-prescription medications according to school policy and in compliance with 105 CMR 210. Assesses illness and injury and provides care as indicated.
All Grades	.5 Science Coach	Builds capacity for high-quality, accessible standards-based instruction in every classroom of the school. Provides coaching and support to deepen teacher content knowledge, strengthen science instruction (specifically in the area of making content accessible to diverse learners) and to promote learning across all classrooms.
TBD	1 FTE	One additional position (a full-time equivalent) the role to be determined by the new principal

Staffing for Special Education

For Year 1, the BAIS seeks to retain its co-teaching model in grades K through 2 where two teachers, one holding an elementary license and the other a special education license are co-equal partners in the planning and delivery of instruction to all students in their classroom. This means continuing with three, co-teachers (one for each grade level, K through 2). The Year 1 staffing proposal includes having a total of 3 Co-teaching positions, one in each grade level, K through 2 as the school would like to continue building on its success with this model. Over the next year, the principal will work with the district to evaluate this model to determine its effectiveness relative to the cost and to use that information to determine if continued investment in this model is warranted or if an alternative is needed. Teachers will be engaged in discussions and have opportunity to provide input into this process over the coming year.

In addition, BAIS will rely on the district to provide a level of support for the remaining students with IEPs through an allocation of special education inclusion teachers that are budgeted and deployed by the district based on the special education caseload that exists within the school. The BAIS will also rely on the district to allocate the appropriate number of instructional and/or intensive paraprofessionals based on the caseload at the school, as the district does with all schools. The BAIS reserves the right to add additional paraprofessionals so that there is at least one for each grade level, should the budget allow.

In grades 3 through 5 elementary education teachers will organize in a departmentalized way and students with IEPs will receive support through a special education inclusion teacher as well as an interventionist, as needed. All teachers will work as a team and as much as possible, work together to make differentiating instruction in an integrated classroom more feasible and seamless. The department teacher will be responsible for the bulk of the core content curriculum planning and delivery. The interventionist will be responsible for tailoring the instruction to the needs of the students in the classroom, particularly those students identified as EL or a student with disabilities. Together, the two teachers will set high expectations for the students in their class and will also be able to provide the kind of individualized support necessary for BAIS scholars' success.

Staffing for the Dual Language Program

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. The ELL Director, along with the Bentley school principal, will partner to recruit and run competency-based hiring processes for each opening in the dual language program. The hiring processes will include a demo lesson, in-person interview, Spanish proficiency component, as well as input from Bentley teachers in the grade level to which each position will be hired. Ultimately, the ELL Director and the Bentley school principal will partner for the final hiring decisions as they will be the supervisors and evaluators of the teachers.

As the dual language program rolls up one grade level each year, one teaching position in a traditional SEI classroom at each grade level will be displaced. Each grade level will have two full-time dual language program classroom teachers and two full-time traditional SEI teachers.

The Bentley principal will work with the SEI general education teachers at the grade level affected each year to seek an alternate grade level position within the certification area at Bentley if all three teachers wish to remain at the school. Based on the pattern of Bentley's teacher turnover in the past five years, there have been sufficient vacancies each year to allow placement opportunities for remaining teachers. Should that pattern change and a reduction in force be necessary, the procedures outlined in the Salem Teachers Union contract will be followed.

IV. Teacher Leadership Roles

BAIS believes that teacher leadership is essential in order to improve scholar outcomes. The BAIS will offer teachers a variety of leadership opportunities throughout the life of this innovation plan. For Year 1, the below set of teacher leadership opportunities will be offered with the corresponding structures established. Over time, the school will form a Teacher Leadership Design Team to research and explore additional opportunities for teacher leadership within the school, including possibilities for mentoring, hybrid roles, peer evaluation, and other leading-edge ways to expand and build leadership among teachers.

In Year 1, the primary opportunity for teacher leadership will be for those who serve on the Bentley Academy Leadership Team (BALT). The Bentley Academy Leadership Team shall be made of 8 teachers representative of the larger teaching staff. Members shall include teachers from a variety of grade levels and core content areas, as well as special education and ESL teachers, and other instructional leaders at the school. At least one member should be from the dual language program. Interested teachers will apply to serve on the BALT and be selected by the principal. If multiple teachers from each category are interested, the principal should aim for a rotation of different teachers from year to year to ensure equity of voice and the potential for all teachers to participate (i.e. qualified teachers that have not participated before should be prioritized over teachers from the same category that have had the opportunity to participate).

Grade Level BALT members will serve one-year terms. Categories reserved for special populations (EL, special education, etc.) will serve two-year terms. One teacher may fulfill more than one category, in which case, the total number of BALT members may vary from year to year.

BALT teachers will have the following leadership responsibilities, which go above and beyond those typically assigned to ILT members in a traditional elementary school:

- Plan, lead and facilitate effective and focused common planning time with their teams
- Serve as the school's Instructional Leadership Team (ILT) that meets weekly to plan and implement supports and practices that will continuously improve instruction and student learning throughout the school
- Plan, coordinate, and lead professional development in the school
- Review, update, and modify Bentley curriculum, assessment systems, report cards, and other academic matters
- Meet regularly with the school principal to discuss schoolwide issues, provide input and feedback on plans and initiatives, and plan and coordinate schoolwide events and functions

- Support the principal and others with planning the Bentley All Staff Assembly as well as forming and finalizing the Bentley School Improvement Plan and all other schoolwide documents and/or policies
    - Annually, in the spring, works with the principal to articulate a clear Academic Plan that clearly outlines the school's plans for curriculum, instruction, and assessment for the coming year so that teachers may effectively align their plans to it
    - Also works with the principal to annually outline a Schoolwide Behavior Management System Plan that clarifies the school's policies, strategies, and approaches to addressing student conduct matters and supporting students' behavioral success
    - These plans will be shared with teachers by May 1st of each year and structured opportunities for teachers to provide feedback and input (such as through the BAIS All Staff Assembly) will be offered. Revisions and final plans will be shared with teachers no later than June 15th. These plans will represent the "best effort" plans developed in collaboration with colleagues that teachers and other staff can use to plan ahead for the year.
    - Communicates with and engages fellow teachers in various opportunities to share ideas and provide feedback
    - Work closely with the principal and others to develop a coherent strategy and plan to improve school climate and student behaviors, which has been identified as a priority for the school
    - Form and support a design team focused on exploring and expanding teacher leadership opportunities for the future
- BALT members may be assigned an administrative role by the principal, when necessary
- Serve in additional capacities and roles as directed by the principal

In addition, BALT members may, by a majority vote, bring issues related to the creation of new unique jobs to the BASA to provide additional feedback or to have the BASA vote on said changes. Note that this function of the BALT does not apply to any jobs that are not unique to BAIS, or any unique jobs currently occupied, nor does it pertain to the evaluation and feedback of staff currently in unique jobs. Both the principal and BALT should carefully weigh the benefit of bringing job descriptions that meet these criteria to the BASA, due to the potential divisiveness that this may create amongst the staff members.

In Year 1 of the innovation plan, the school will allocate a total of $4000 for each of the BALT team members. This amount is greater than the stipends typically received for teacher leadership roles in the rest of the district and reflects a set of responsibilities that goes beyond the roles that a traditional Instructional Leadership Team (ILT) serves. In subsequent years, the stipend for the BALT team members shall follow the guidelines in Article 3(N)(2) of the STU contract. In addition to the BALT, two BAIS teachers will have the opportunity to serve on the BAIS Advisory Board. Additional leadership roles may be developed and offered in the future.

Review of BAIS School Improvement Plan, Academic Plan, and Student Conduct Support Plan

As BAIS shifts toward becoming an innovation school, the innovation planning committee envisions a highly collaborative structure and set of procedures that will allow for authentic

engagement and voice in the review and decision making related to matters of curriculum, instruction, and assessment including those related to social-emotional learning and student behavior. Led by the representatives serving on the BALT, teachers and other staff will have opportunities to weigh in on matters of school policy, strategy, academic approach, and school improvement planning.

As part of their responsibilities, the BALT will work with the principal to develop each of these three plans with the School Improvement Plan representing the broad, comprehensive strategic plan for the whole school and the Academic Plan and Student Conduct Support Plan focused only on those two areas. Once developed, the BALT will ensure that the plans get disseminated among other teachers with structured opportunities for feedback provided.

V. Home Visits

BAIS believes that families are essential partners in helping students achieve academically and socially. As discussed earlier, teachers will be trained before the school year on how to complete successful home visits and will be encouraged to complete home visits for their students within the first few months of school. These home visits will create the foundation for productive communication and authentic engagement with families. The home visits are all about building a relationship. During the home visit teachers ask the parents to do most of the talking. They describe the goals and expectations have for their child, explain their child's strengths and weaknesses as they see them, and any hopes or concerns they have for their child. The teachers are there to listen and answer questions that the parents ask. By the end of the home visit it is the hope that the parent and the teacher have created the beginning of a bond that will grow and develop throughout the year(s) that the student attends BAIS. This bond will be fostered through communication, events, and opportunities for the teacher and the parent to engage in new and different ways. We will continue to partner with 1647 Foundation to provide high quality home visits. Teachers and staff are paid $45 per visit. The rate of pay for home visits will increase in accordance with any negotiated increase to the teacher hourly rate found in the STU teachers' Collective Bargaining Agreement.

D. Professional Development

The Bentley Academy Innovation School seeks autonomies in the area of professional development. Specifically, the school seeks the autonomy to design and schedule our own calendar and focus for professional development:

Autonomy Area	Autonomies Requested
Professional Development	● The autonomy to design our own focus for teacher professional development ● The autonomy to attend district professional development when this professional development supports the needs of teachers and scholars

In Year 1, the Bentley school will follow the district's calendar, including the professional development days outlined. This will allow the school to participate in district-wide professional development during this year. The autonomy to schedule time that is different from the district

(but within the traditional school calendar year) is retained with this innovation plan so that the school may utilize that as needed in the future.

E. District Policies and Procedures

The Bentley Academy Innovation School seeks autonomies and flexibilities in the area of district policies and procedures. Specifically, we seek the following autonomies in these areas:

Autonomy Area	Autonomies Requested
District Policies and Procedures	***Structures to Promote Collaboration for Continuous Improvement*** ● *BAIS Advisory Board (BAB)* - The autonomy to create an advisory board consisting of staff members, community members and families of current BAIS scholars. ● *Bentley Academy Leadership Team (BALT)* – The autonomy to create a teacher leadership team with responsibilities that extend beyond traditional ILT roles ● *Bentley All Staff Assembly (BASA)* – The autonomy to create an all-staff forum to engage allow all staff members opportunity for input and to engage them in key decisions as the school evolves ***Student Assignment*** ● 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 ***Code of Conduct and Student Handbooks*** ● The autonomy to create our own student handbooks that contain a code of conduct ***School Uniforms*** ● The autonomy to have a mandatory uniform policy

I. <u>Structures to Promote Collaboration for Continuous Improvement</u>

Over the last five years when the Bentley operated as a Horace Mann Charter school, many successes and achievements were realized through the hard work and dedication of numerous stakeholders. As the school looks ahead to the next five years, there is a desire to both inspire and harness a renewed spirit of collaboration to guide school-level decision making. Recognizing that decisions are best made when all voices and perspectives are valued and considered, the BAIS will include multiple structures to support collaborative decision making for the betterment of the school as a whole. These include:

1. **The BAIS Advisory Board (BAB)** that will include teachers, parents, community members, and other staff and will focus on and advise the principal on policy, budget, and other school-wide decisions. The BAB will also form subcommittees that involve additional stakeholders such as a "Friends of the Bentley" group to assist with fundraising and the "Innovation Incubator" group who will review the progress

of the innovation plan with a focus on growing increased opportunities for innovative learning programs for all students in the school.

2. **The Bentley Academy Leadership Team (BALT)** that will focus on all matters pertaining to curriculum, instruction, assessment, as well as school culture and climate.
3. A **Bentley Parent Teacher Organization, (BPTO**) that will engage a broader spectrum of parents in ongoing issues, events, and decisions
4. **Bentley All-Staff Assembly (BASA)** that will take place at least one time per year. The BASA will allow all of the school's staff members an opportunity to share their perspectives and to work together to solve shared problems of practice. The BASA will be organized in a way that allows for all staff members to provide deep and meaningful feedback on key issues the school is facing, weigh in on decisions affecting the school, and to share their ideas and areas of interest for the future. The specific processes and methods used for engaging all staff, including the possibility of having staff vote on something[5] will be based on the nature of the issues that need to be discussed and shall be determined by the school principal who will collaborate with the BALT group to determine the best approach. The BASA is intended to facilitate collaboration, provide input on the progress of the innovation plan and annually, the School Improvement Plan including its academic and behavioral system components, and provide a mechanism for faculty and other staff to vote on school matters brought to them (see "Unique Roles" and "Schoolwide Behavioral Systems" sections for details).

These structures are proposed in the spirit of both innovation and collaboration. As the school transitions from what was previously a Horace Mann Charter School to an innovation school model, there is a broad base of support for the idea of increased collaboration and engagement of all stakeholders in both planning and decision-making processes. By building these structures into the school's innovation plan, the goal is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind.

Other opportunities to engage key stakeholders and involve them in school-wide planning may emerge in the future, including the possibility of forming a student leadership group and a community member group such as the "Friends of the Bentley Innovation School," as a subcommittee to the Bentley Advisory Board to assist with fundraising, forming a 501-c-3 organization to support resource development for the school.

a. The BAIS Advisory Board

Scope of Authority and Responsibilities

As an innovation school, the Salem School Committee will have the legal and fiduciary responsibility and be the ultimate governing body for the school. As such, the Superintendent will retain the authority to recruit, hire, select, evaluate, and dismiss the school's principal. Under this innovation plan, however, BAIS seeks to also have an Advisory Board whose membership reflects all important stakeholders of the school. The Advisory Board will be a

5 As required by the Innovation Schools Act, any proposed change to the school or amendment to the innovation plan that impacts teacher working conditions would require a 2/3 vote of the eligible faculty.

collaborative body that deeply understands the Innovation Plan and will advise the Principal on important decisions and policies affecting the school. Specifically, the BAIS Advisory Board will have the following scope of authority and responsibilities:

- Serve as a mechanism for collaboration, discussion, and communication that engages all key stakeholders
- Serve as the school's site council
- Approve the school's annual budget
- Support and advise the school principal on the implementation of the BAIS Innovation Plan
- Advise the school's principal on the ongoing usage of the school's approved autonomies
- Advise the principal on all major decisions affecting working conditions for staff members
- Annually review the school's progress with respect to implementation of its Innovation Plan and especially its progress in meeting its Measurable Annual Goals
- Collaborate with the principal and others to develop the annual School Improvement Plan each year and on all efforts to collaboratively engage all staff and other stakeholders to continuously improve student learning outcomes for all students
- Develop partnerships that further the school's mission and goals
- Assist with efforts to raise additional funds to support the implementation of the plan.

Membership

The makeup of the BAIS Advisory Board, including stakeholder representation and how those stakeholders are to be selected, is outlined below:

Stakeholder Representation	Number of Representatives	How Selected
Parents	2	1 Selected by the school Parent Teacher Organization (PTO) 1 Selected by the Principal
Teachers	2	Elected by the faculty of the school
Paraprofessionals	1	Elected by the paraprofessionals at the school
School Principal	1	Appointed by the district Superintendent
SPS Dual Language Program Representative	1	Appointed by the Superintendent
Community Members	1	1 Selected by the Principal

Every effort shall be made to select governing board members who represent the demographic makeup of the school community. Service on this board shall not be compensated,

Term of Service

With the exception of the principal, who shall serve so long as employed in this role, BAIS Advisory Board members shall serve one-year terms that commence on July 1 and end on June

30 of each year. Terms may be renewed should the same individuals be selected to continue their service by selection methods described above. Elections and other selections of members (or confirmations of re-appointment) should occur by June 15th of each year.

Decision Making and Board Leadership

The BAIS Advisory Board will strive to make decisions using a consensus model. Where consensus cannot be reached, decisions will be made by majority rule. The Principal shall serve as the Co-Chair of the BAIS Advisory Board. Another Co-Chair shall be selected from among the members during the first meeting of each term. The only decision-making authority of the BAB will be the approval of the school budget, a responsibility taken on due to the BAB serving as the School Site Council. Other than the budget approval, the BAB will be advisory in nature.

Meetings

The BAIS Advisory Board will hold regular meetings once per month. The times and location of the meetings should be scheduled at a time that is mutually convenient for all members. Co-Chairs shall work collaboratively to develop the agenda for each meeting and to ensure that an organized record of Board discussions and decisions made is kept. The Principal is responsible for regularly communicating discussions and decisions made by this body to the broader school community.

b. Bentley Academy Leadership Team

This group will focus on instructional decisions affecting the school. The makeup and responsibilities for this group are described above.

c. Bentley All Staff Assembly (BASA)

The BASA will allow all of the school's staff members an opportunity to share their perspectives and to work together to solve shared problems of practice. The BASA will be organized in a way that allows for all staff members to provide deep and meaningful feedback on key issues the school is facing, weigh in on decisions affecting the school, and to share their ideas and areas of interest for the future.

The BASA will meet at least one time per year in the Spring, between March-May, but may meet more frequently. The BASA will be convened by the school Principal and facilitated by the Principal and the BALT. The BASA will serve as an opportunity for open discussion and collaboration about the school's plans and decision making. During the Spring meeting of the BASA the staff will have opportunities to provide feedback and input into the School Improvement Plan (SIP) which shall include the school's academic plan, a plan for managing student behavior, an overview of the school's staffing plan, and any proposed modifications to the innovation plan.

The specific processes and methods used for engaging all staff, including the possibility of having staff vote on something[6] will be based on the nature of the issues that need to be

6 As required by the Innovation Schools Act, any proposed change to the school or amendment to the innovation plan that impacts teacher working conditions would require a 2/3 vote of the eligible faculty.

discussed and shall be determined by the school principal who will collaborate with the BALT groups. The BASA is intended to facilitate collaboration, provide input on the progress of the innovation plan, and provide a mechanism for faculty and other staff to vote on school matters brought to them.

In addition, BALT members may, by a majority vote, bring issues related to the creation of new unique jobs to the BASA to provide additional feedback or to have the BASA vote on said changes. Note that this function of the BALT does not apply to any jobs that are not unique to BAIS, or any unique jobs currently occupied, nor does it pertain to the evaluation and feedback of staff currently in unique jobs. Both the principal and BALT should carefully weigh the benefit of bringing job descriptions that meet these criteria to the BASA, due to the potential divisiveness that this may create amongst the staff members.

Each year, the principal will share the Schoolwide Behavioral Management System Plan with the BASA members who will vote to ratify it. In addition, should a majority of the BALT members deem necessary, issues related to the creation of new unique will be brought to the BASA. BASA members will provide additional feedback and/or vote on said changes. Note that this function of the BALT does not apply to any jobs that are not unique to BAIS, or any unique jobs currently occupied, nor does it pertain to the evaluation and feedback of staff currently in unique jobs. Both the principal and BALT should carefully weigh the benefit of bringing job descriptions that meet these criteria to the BASA, due to the potential divisiveness that this may create amongst the staff members.

These structures for Collaboration for Continuous Improvement are proposed in the spirit of both innovation and collaboration. As the school transitions from what was previously a Horace Mann Charter School to an innovation school model, there is a broad base of support for the idea of increased collaboration and engagement of all stakeholders in both planning and decision-making processes. By building these structures into the school's innovation plan, the goal is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind.

I. Student Assignment

With the exception of those students seeking seats in the district's dual language program to be located at the BAIS, for the 2020-21 school year, all students entering the BAIS students will enroll in the school following the criteria, process, and timelines outlined in the district's student assignment policy. The BAIS does seek autonomy from that policy, however, to support a unique enrollment process for the dual language program.

The enrollment process for entry into the new dual language program will follow the procedures outlined by the Superintendent and Salem School Committee.

Siblings of currently enrolled Bentley students shall have sibling priority to enroll in the non-dual language seats available in the school. To be eligible for sibling priority, eligible families must apply by February 20th of each year, following the district's timelines for sibling priority.

Up to six seats shall be reserved for sibling priority within the dual language program. To be eligible for sibling priority for the dual language program, eligible families must apply by February 20th. Procedures for applying the sibling priority shall follow the district approved policy.

II. Code of Conduct and Student Handbooks

The Bentley Academy Innovation School seeks the autonomy to create its own handbook(s) for scholars. All required sections of the scholar handbook from the district will be incorporated. Each year, the handbook will be revised prior to the start of school and disseminated among all students and families, with translated copies available, as needed.

III. School Uniforms

BAIS seeks the autonomy to require student uniforms.

F. Budget

As we look to the next five years of implementation and sustainability as an innovation school, we seek the opportunity to sustain our model with an appropriate level of staffing. To do so, we seek to operate with the following budget autonomies:

Autonomy Area	Autonomies Requested
Budget	● The autonomy to explore the concept of an annual "lump sum" budget that, if mutually agreed, would be implemented in Year 2 of this plan (budgeting for year 1 will follow the process outlined below) ● The autonomy to collaborate with the district to identify potential discretionary services that the school may "opt out of" in exchange for additional budget dollars ● 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 leadership team. ● The autonomy to allocate available funds to support additional teacher stipends for extra time and participation in the assessment camp, Success Block, Leadership Team or other purposes as needed. ● 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

I. Year 1 Budget Allocation

The formula and variables that will define the revised Chapter 70 school funding for the 2020-21 school year are currently uncertain for all schools and districts at this time. As a result, it is difficult to determine an appropriate basis for a "lump sum" budget for the first year of this innovation plan. In addition, the incorporation of the new Dual Language program into the school brings additional questions related to how the overall funding of the school should work.

As such, this innovation plan proposes to base its Year 1 funding on mutual agreement between the school and the district on a general staffing model for the 2020-21 school year (or its equivalent in terms of a personnel budget) together with mutual agreement between the school and the district on an appropriate amount for non-personnel costs. The proposed amounts are estimated to be:

Estimated FY21 Personnel Budget: $3,355,743.56
Estimated FY21 Non-Personnel Budget: $48,000

Total Estimated FY21 Budget: $3,403,743.56

This proposed budget assumes an 12% differential for teachers and includes one additional position to be added by the new principal. The budget also includes an estimated amount for both the dual language/ESL and special education programming. As such, the actual budget amount for FY21 may change depending on student needs in these areas as well as the final design for the dual language program. A budget adjustment would be made should an additional role such as an Assistant Principal be added by the district.

II. Possibility of an Annual Lump Sum Budget Methodology for Years 2-5

In future years, once a permanent school principal has been hired, the variables for Chapter 70 are known, and operational costs for the new Dual Language program clarified, the principal and Bentley Advisory Board will convene discussion with district representatives to determine the best approach for the school's budget in Years 2 through 5 of this innovation plan. The group may mutually agree to continue with the staffing allocation model or may determine that a lump sum approach is desired. If so, this innovation plan provides a framework to exercise those autonomies.

A lump-sum budgeting process operates differently than a traditional approach to school budgeting. Instead of building the school's budget each year according to the traditional method of determining the school's personnel and non-personnel costs, a school using a lump sum budgeting method would have the autonomy to receive an annual allocation of a "lump sum" amount that is mutually agreed to by the school and the district based on a clear set of factors. Those factors may be based on the number and type of students enrolled such as that used by the Bentley Academy Charter School from 2015 to 2020 or they may be based on a staffing model or other agreed to criteria. Should the Bentley Academy Innovation School wish to explore the possibility of employing a "lump sum" budgeting methodology in the future, the principal shall notify the Superintendent no later than November 15th of year in which the budget planning process for the following year begins.

Should a lump sum budget methodology be employed, each year, the lump sum will increase to cover the cost of contractual obligations for all personnel. The lump sum allocation for the remainder of the personnel will be increased in accordance with increases approved by the School Committee for similar personnel in the district.

In addition to the overall basis for the lump sum allocation, a determination of which staff member salaries would be budgeted as part of the school's lump sum amount and which would be budgeted and managed by the district would need to be determined. Further, depending on

the type of lump sum factors involved, an amount of "hold back" to cover the in-kind costs from the district would also be determined.

The methodology for allocating resources to the school shall be reviewed annually and both parties will collaborate to address any concerns that may arise.

III. Opting out of Discretionary District Services

While the district does not currently offer schools the ability to opt out of specific services in exchange for funding (based on a per pupil amount), the BAIS hopes to participate in future conversations to collaborate with the district to explore this possibility. We look forward to the opportunity to explore this type of innovation in the future.

IV. External Sources of Funds and Establishing a 501-c-3 Non-profit Organization

We seek the autonomy to raise and spend funds from external sources such as grants, private foundations, individuals, and other external sources including anonymous sources. In addition, we seek the autonomy to explore the possibility of establishing a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school.

V. Retention of Unspent Funds

As specified in MGL 71, Section 92 b, an innovation school "may retain any unused funds and use the funds in subsequent school years."[7] The Bentley Academy Innovation School seeks to explore the possibility of obtaining this autonomy in its innovation renewal plan. Having this ability will allow the school to maintain and re-invest any savings resulting from staffing transition or other shifts to be re-invested in the future of the school. We look forward to collaborating with the district to identify the feasibility and best approach to leverage this opportunity to support the future of our school over the long-term.

V. Capacity of Innovation Plan Committee

The Bentley Academy Innovation Plan Committee (IPC) is fully committed to supporting the success of the Bentley Academy Innovation School. The IPC 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 who served on the Innovation Planning Committee includes the following individuals:

- *Jenna Cripps, Dean of Operations and School Culture* (Lead Applicant) -- Ms. Cripps has served in this role for the past two years and worked at the school in a similar role for the past four years.
- *Sean McCarthy, Interim Principal* -- Mr. McCarthy joined BACS in 2019-20 to serve as the Interim Principal and brings nearly 10 years of experience as a school leader in Lawrence, MA.

7 See: https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92

- *Rebecca Westlake, Director of Bilingual Education and English Learning* – Ms. Westlake serves the IPC as the Superintendent's designee and has led the EL Department in Salem for the past five years. Over the past year, she has taken the lead to design and develop the new Dual Language program to be located at the Bentley school and will continue to support its start-up and development in the coming years.
- *Amanda Campbell, School Committee Member* – Ms. Campbell has served on the Salem School Committee for the past two years. She is a former ESL teacher in Salem and currently works as the Assistant Director of ELE in the Lynn Public Schools.
- *Kelly Alvarez, Parent* – Ms. Alvarez has been an active parent leader of the Bentley Academy Charter School Parent Teacher Organization for the past five years. She has two children attending the school in grades.
- *Susan Low, Parent* – Ms. Low is a parent of a current Bentley student and currently serves as a member of the Bentley Board of Trustees.
- *Kelly Feurt, 5th Grade Teacher* – Ms. Feurt has been a 5th grade teacher at the Bentley school for the past five years and taught Kindergarten in Lawrence, MA for one year before that.
- *Laura Towey, ESL Teacher* – Ms. Towey has been an ESL teacher at the Bentley school since August 2016 and previously served as a paraprofessional at the Saltonstall school from 2010 to 2016.
- *Jennifer Lima, Co-Teacher/Special Education* – Ms. Lima has been a Co-teacher at the Kindergarten grade level at the BACS for the past three years and prior to that at the Witchcraft Heights Elementary School for two years.
- *Elizabeth ("Betty") Ryan, Paraprofessional* – Ms. Ryan has been a Paraprofessional at the Bentley school since 1997.
- *Dr. Alyce Davis, BACS Board of Trustees* – Dr. Davis has served on the Bentley Charter Board of Trustees for the past three years. Prior to her retirement, she was Assistant Superintendent in the Salem Public Schools from 2006 to 2010, principal of the Witchraft Heights Elementary School from 2000 to 2006 and has held positions in the field ranging from teacher of history and geography, to reading specialist, to assistant principal. Dr. Davis is currently retired, but remains active in the field, working as a consultant.

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 innovation plan 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.

To develop the final Innovation Plan, the IPC met ten times, sought feedback on various aspects of the plan, engaged stakeholders along the way, and worked diligently to reach agreement on the contents of this innovation plan. While some different points of view were shared, the IPC found ways to find common ground and all are focused on ensuring the school's success in the future.

The Innovation Plan Committee members have the experience and qualifications needed to implement the Bentley Academy Innovation Plan and all commit to working together to support

the successful implementation of the plan in the coming years. Resumes and statements of commitment of the IPC members can be found in Appendix B.

VI. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

Following the approval of the BAIS Prospectus (on September 27, 2019) the applicant group formed the Innovation Planning Committee. The first meeting of the IPC was held on October 21, 2019. The group learned more about the process for finalizing an innovation plan and received a draft innovation plan that included language from the approved prospectus as well as other detailed plans that had been developed in collaboration with Bentley staff members during the summer of 2019. IPC members then reviewed the draft to determine any areas that needed further information, areas of agreement, and areas where more discussion would be needed to reach consensus. Additional IPC meetings were held on October 29th, November 5th, November 12th, November 20th, November 21st, November 26th, December 10th, December 18th, January 7th, and January 10th.

The IPC engaged members of the Bentley staff and community in the process by conducting parent and teacher surveys, hosting forums, and engaging stakeholders in conversations at regularly scheduled meetings and/or professional development sessions.

Should the IPC vote in favor of the final innovation plan on the evening of January 10, 2020, the process for disseminating the final Innovation Plan to the teachers and conducting the vote shall be as follows:

January 10, 2020 (Friday): Innovation Plan Committee votes to approve the draft Innovation Plan

January 10,2020 (Friday – immediately after vote): The IPC members (via the Principal) distributes draft Innovation Plan (on behalf of the Innovation Plan Committee) to the Bentley teachers who are eligible to vote. Other parties such as the STU and/or the Superintendent may also, separately, distribute summary documents to identify highlights from the plan.

January 14, 2020 (Tuesday): The STU and Superintendent's Office jointly facilitate an informational meeting and Question and Answer session on the Innovation Plan. An online survey for staff members to submit questions ahead of time will be distributed and the results shared with both the STU and the Superintendent's office. The informational meeting is open to all Bentley teachers and paraprofessionals (administrators of the Bentley will not attend). Following this meeting, the STU may hold a "caucus" type meeting with their membership to discuss the draft and answer any remaining questions.

January 17, 2020 (Friday): A secret ballot election is held at the Bentley for one half hour after the work day. The election is overseen by the STU president and a designee of the Superintendent. The STU and Superintendent will work together to finalize the roster for voting and other details on implementing the vote.

Should two-thirds of the eligible Bentley faculty vote in favor of the innovation plan, it will then be forwarded to the School Committee for their consideration (anticipated for the regular school

committee meeting scheduled on January 21, 2020). The School Committee will hold a required public hearing on the plan (anticipated for February 3, 2020) and vote after that.

VII. MEASURABLE ANNUAL GOALS

The Bentley Academy Innovation School will focus on the following Measurable Annual Goals (MAGS) over the next five years. The annual evaluation will provide updated measures showing progress and areas for improvement in each of the below areas.

MAG Category	Measure	Baseline Data (2018-19)
Student Attendance	% student attendance rate	94.%
	% of students who are chronically absent	12.8%
Student Safety and Discipline	# high needs students with reportable discipline incidents	0
	% out of school suspension	0
Student Promotion & Graduation	% of students repeating a grade	0
Student Achievement in MCAS	ELA Scaled Score for all students	492.6
	Math Scaled Score for all students	486
	Science Scaled Score for all students	499.4
	ELA SGP for all students	44
	Math SGP for all students	49.5
Progress in Areas of Academic Underperformance	Math achievement level (% Meeting or Exceeding Expectations) for all students	20%
	Math Achievement Percentile	11
Progress among subgroups of students	ELA Achievement Level (% M/E) for high needs students	30%
	Math Achievement Level (% M/E) for high needs students	22%
	Science Achievement Level (% M/E) for high needs students	41%
	ELA SGP for high needs students	47.4
	Math SGP for high needs students	47.6
Reducing Achievement Gaps	Reduced achievement gap between White and Hispanic students on ELA Scaled Score	White: 504.9 Hispanic: 490.6 Gap Size: 14.3
	Reduced achievement gap between White and Hispanic students on Math Scaled Score	White: 502.7 Hispanic: 488.2

		Gap Size: 14.5
	Reduced achievement gap between White and Hispanic students on Science Scaled Score	White: 503.3 Hispanic: 486.1 Gap Size: 17.2
School Defined Measures	● The percentage of students who are meeting or exceeding expectations in both ELA and Math MCAS will increase with a target of 10% each year. ● Students will make at least one full year of growth on the standards continuum as measured by common assessments.	• From 30% in ELA and from 22% in Math • TBD

APPENDIX A: DETAILED SAMPLE SCHEDULE

NOTE: This sample schedule is a draft and included for illustration and discussion purposes only. This is not the final schedule. The final daily schedule will be determined by the principal.

Time	K	1	2	ELA 3	ELA 4	Science 5
7:30 AM						
7:40 AM	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom
7:50 AM						
8:00 AM						
8:10 AM						
8:20 AM	WIN					
8:30 AM						
8:40 AM						
8:50 AM	WIN	60	WIN	WIN	Specials	
9:00 AM						
9:10 AM						
9:20 AM						Science
9:30 AM						
9:40 AM	55					
9:50 AM	5 min. Transition	WIN		Specials		
10:00 AM				5 min. Transition		
10:10 AM						
10:20 AM		35			Ela	
10:30 AM		5 min. Transition		Block 1 (40 min)		
10:40 AM			115			
10:50 AM	Specials	Recess	5 min. Transition	5 min. Transition		Ela
11:00 AM	5 min. Transition					
11:10 AM		Lunch		Recess	Science	Lunch
11:20 AM		5 min. Transition				
11:30 AM				Lunch	Lunch	Recess
11:40 AM	45			5 min. Transition		
11:50 AM	Transition		Specials		Recess	
12:00 PM			Recess	Block 1 (30 min)		WIN
12:10 PM	Lunch					
12:20 PM						
12:30 PM	Recess		Lunch		Science	
12:40 PM	Transition		Transition			
12:50 PM						
1:00 PM						Specials
1:10 PM		115				
1:20 PM						
1:30 PM				Block 2	WIN	WIN
1:40 PM						
1:50 PM						
2:00 PM						
2:10 PM		Specials				
2:20 PM	105		105			
2:30 PM						
2:40 PM						
2:50 PM						
3:00 PM	Social Play	Enrichment	Social Play	Block 3	Math	Math
3:05 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

APPENDIX B: RESUMES OF IPC MEMBERS

Please see attached.

APPENDIX C: LETTERS OF COMMITMENT FROM IPC MEMBERS

Please see attached.

APPENDIX D: CURRENT SCHOOL IMPROVEMENT PLAN

Note: a draft School Improvement Plan is not yet finalized and will be shared once completed.

APPENDIX E: PROPOSED BUDGET FOR 2020-21

Org	Obj	Description	FTE	Budget
Bentley Innovation School - Personnel				
13571520	5117	Administrative	2	205,704.69
13571540	5160	Clerical	1	56,375.00
13571520	5102	Elementary Teaching	23	1,623,525.89
13641520	5102	Elementary Teaching - PPS	5	345,259.73
13711520	5102	Elementary Teaching - Dual Language*	2	134,525.00
13701520	5102	Elementary Teaching - ELL	3	218,561.43
13711520	5163	Paraprofessionals - Dual Language*	2	46,000.00
13571520	5163	Paraprofessionals	3	82,422.85
13641520	5163	Paraprofessionals - PPS	4	110,426.94
13641520	5126	Psychological Services	2	153,633.48
13571540	5125	District Wide Teaching	2.5	193,072.59
13641520	5125	District Wide Teaching - PPS	1	78,864.79
13491540	5124	Nursing	1	75,371.17
13571520	5150	Stipends	1	32,000.00
		Total Personnel Budget:	**52.5**	**3,355,743.56**
Bentley Innovation School - Non-Personnel				
13571521	5320	Contract Services		25,000
13571521	5421	Office Supplies		6000
13571521	5514	Instructional Supplies		17,000
		Total Non-Personnel Budget:		**48,000**
		Total Bentley Innovation School:		3,403,743.56
*This represents a minimal budget for the Dual Language program, and may increase through the FY21 budget process. Non-personnel costs for the Dual Language program will also be added.				
A differential of 12% has been applied for all teaching staff to account for the longer school day.				
This budget also includes 1 additional TBD FTE est. at $70K				

Bentley Academy Innovation Plan
Appendix B: Resumes of IPC Members

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

LAWRENCE HIGH SCHOOL, LAWRENCE, MA **2000-2011**

ROBERT L. FROST ELEMENTARY SCHOOL, LAWRENCE, MA **1998-2000**

ADDITIONAL LEADERSHIP & MENTORING ROLES

SUPERVISOR/MENTOR, TEACHERS COLLEGE, COLUMBIA UNIVERSITY **2013-2016**

- Supervised and mentored principal interns enrolled in TC's Summer Principals Academy.

FIRST VICE PRESIDENT, LAWRENCE TEACHERS' UNION LOCAL 1019 (LTU 1019) **2007-2011**

CONTRACT NEGOTIATION TEAM MEMBER, LTU 1019 **2007-2011**

LTU 1019 DELEGATE, MERRIMACK VALLEY CENTRAL LABOR COUNCIL **2007-2011**

LEADERSHIP TASK FORCE CO-LEADER, LHS FOR PERFORMING & FINE ARTS **2009-2010**

LAWRENCE HIGH SCHOOL BUILDING REPRESENTATIVE, LTU 1019 **2005-2009**

IMPACT BARGAINING TEAM MEMBER, LTU 1019 **2006-2007**

MEMBER OF RENNIE FORUM LABOR/MANAGEMENT INITIATIVE, BOSTON, MA **2005-2006**

BREAD LOAF TEACHERS' NETWORK MEMBER, LAWRENCE, MA **2002-2008**

FACULTY ADVISORY BOARD CHAIRPERSON, LAWRENCE HIGH SCHOOL **2002-2007**

NEASC REACCREDITATION COMMITTEE CHAIRPERSON, LAWRENCE HIGH SCHOOL **2002-2007**

- Led the Committee for Assessment & School Resources in this successful reaccreditation effort.

***THE BULLETIN* LITERARY MAGAZINE CO-ADVISOR, LAWRENCE HIGH SCHOOL** **2002-2007**

***THE LAWRENCIAN* NEWSPAPER ADVISOR, LAWRENCE HIGH SCHOOL** **2002-2006**

HEAD COACH, LAWRENCE HIGH SCHOOL

- Junior Varsity Softball **2002-2007**
- Junior Varsity Football **2001-2004**

ASSISTANT COACH, PHILLIPS ACADEMY, ANDOVER, MA

- Varsity Wrestling **2002**

BREAD LOAF WRITING CONFERENCES ORGANIZER & PRESENTER, LAWRENCE, MA **2001-2008**

YWCA INTRAMURAL BASKETBALL PROGRAM COORDINATOR, LAWRENCE, MA **2001-2002**

LEAD TEACHER, LAWRENCE HIGH SCHOOL, GRADE 10 TEAM **2001-2004**

LEAD TEACHER, ROBERT L. FROST ELEMENTARY SCHOOL, GRADE 7 & 8 TEAM **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).

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

Employment History

Bentley Academy Charter School

Dean of Operations and School Culture — July 2017-Present
Dean of Student Success — 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 — June 2014- February 2016
1:1 ABA, Executive Assistant

- 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 — Jan. 2013-June 2014 Para-professional

- 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 — Graduated December 2015
Masters in Special Education

University of Massachusetts Amherst, Amherst MA — Graduated May 2012
Bachelor of Humanities and Fine Arts and Social Behavioral Sciences
Double Majored in Women Gender Sexuality Studies and Legal Studies

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

Rebecca Westlake

15 Saint Mary Road ▪ Cambridge, MA 02139 ▪ RebeccaWestlake@gmail.com ▪ (914) 806-2719

PROFESSIONAL LEADERSHIP EXPERIENCE

Director of English Learning and Bilingual Education, Salem Public Schools, Salem, MA July 2015- Present

- Set the vision, direction, and path of improvement for over 600 emerging bilingual students
- Oversee the World Language Department and conferring of the State Seal of Biliteracy
- Develop new two-way immersion dual language program through state approval process, hiring and recruitment of staff, district development and community and stakeholder outreach
- Facilitate professional development around language development instruction, assessment, cultural proficiency, and family engagement with 30 ESL teachers and four ESL coaches
- Oversee initial and annual identification, assessment, program exit and progress monitoring of ELLs
- Collaborate with Teaching and Learning and Special Education Departments to provide professional development, coaching, and support to principals around accessibility and access for all learners
- Serve on Superintendent's management team to provide input, insight, and support in the district improvement and strategic plans

Interim Principal, Nathaniel Bowditch K-8, Salem Public Schools, Salem, MA January 2017- June 2017

Appointed interim principal of Level 3 school of 440 students mid-year

- Oversaw all instructional, operational, and safety aspects of the school of 440 students and 45 teachers
- Facilitated Professional Development for teachers, paraprofessionals, and staff on accessibility for ELLs, family engagement, MCAS administration and cultivating a positive school culture
- Formally supervised and evaluated assistant principals, ESL, Spanish, Grades K, 4, 5 teachers
- Communicated with families and community members to support a safe, productive, and joyful learning environment for all students

Principal Intern, Rafael Hernández Dual Language School, Roxbury, MA August 2014- May 2015

Completed a leadership practicum in conjunction with Harvard Graduate School of Education to work with and learn from a highly effective principal

- Led and co-led Data Wise inquiry cycles in professional learning communities (PLCs) for K1-2nd grade
- Spearheaded first Dual Language Symposium night to showcase bilingual student achievement, engage parents in language policy, and connect four Dual Language schools in Boston Public Schools
- Communicated and collaborated with parents regarding emergent Parent Council concerns and requests
- Collaboratively facilitated full staff Professional Development on assessments and restorative justice
- Assisted in school-wide operations and troubleshooting of transportation, food distribution, facilities

Founding Assistant Principal, Phoenix Academy, Lawrence, Massachusetts June 2013- June 2014

Founding Dean of Curriculum and Instruction June 2012-June 2013

Selected to found first expansion site of Phoenix Academy, an in-district alternative high school coupling high expectations with wraparound support to support high-risk students with recommitting to education

- Supervised, coached and evaluated 6 teachers with weekly observations, feedback, and formal review
- Facilitated weekly Professional Development for teachers in curriculum planning, classroom management, adolescent development, parent and family outreach
- Implemented and oversaw teacher involvement in data cycles to create a data-driven instructional plan to increase student achievement in MCAS, SAT and Accuplacer school-wide
- Created and implemented school-wide systems for academics and operations including master schedule, state-wide assessment administration plan, and school-wide year-long professional development plan

Rebecca Westlake

15 Saint Mary Road ▪ Cambridge, MA 02139 ▪ Rebecca_Westlake@mail.harvard.edu ▪ (914) 806-2719

Director, English as a Second Language Program
Phoenix Charter Academy, Chelsea, Massachusetts August 2011- June 2012

- Restructured English Language Learner program to offer three separate language interventions to ELL students; proposed and began Spanish language counseling; expanded ELL department
- Taught and created curricula for three levels of ELL classes leading to school-wide improvement on MEPA
- Led 8 professional development sessions for all teachers on SEI, SIOP model, ESL licensure and rigorous, accommodated instruction

Leader in Residence, ELL Director Community of Practice
Massachusetts Charter Public School Association January 2012-June 2013

- Led 5 day-long professional development sessions for 45 ELL Directors in Charter Schools across the State around policy changes in RETELL, sharing of best practices of ELL curriculum and program development
- Collaborated with Deputy Director and Program Manager to create agendas for meetings, solicit and implement feedback from the Community of Practice, and assess and respond to needs of the group

Teaching Policy Fellow, Teach Plus, Boston, Massachusetts September 2011-December 2012
Selected as one of 25 out of 100 applicants of teachers with documented academic gains in the classroom to collaborate and provide teacher voice on pertinent issues of policy affecting low-income schools in Metro Boston

TEACHING EXPERIENCE

ESL and Humanities Teacher, Phoenix Charter Academy, Chelsea Massachusetts August 2010- August 2012

Scholar, English Language Auxiliar
Fulbright Teaching Assistantship Grant, US Department of State, Madrid, Spain September 2009- June 2010
Selected as a grantee by a Committee appointed by the President of the United States to assist in a bilingual program in a public school and serve as a cultural ambassador of the United States

10th Grade English Teacher, Ballou Senior High School
Teach for America, Washington, DC August 2007-June 2009
Selected as one of 3,000 out of 18,200 applicants to serve in national service corps committed to teaching in under-resourced communities and becoming life-long leaders to expand opportunities for all children

EDUCATION

Harvard Graduate School of Education, Ed.M. School Leadership Program, 2015
American University, MAT, Secondary English, 2009
Bates College, BA, English Honors, Spanish Minor, 2007

LICENSURE AND CERTIFICATION

Principal/Assistant Principal, PreK-12
Supervisor/Director: Non-Core
English as a Second Language, Grades 6-12

Language Skills: Fluent in written and spoken Spanish

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**

Amanda C. Campbell

8 ½ Daniels Street • Salem, Massachusetts 01970

Education

Master of the Arts in Teaching English as a Second Language **May 2010**
Salem State College, Salem, MA

Bachelor of Arts in International Affairs and Economics **May 2007**
Minors in Spanish and Political Studies
Gordon College, Wenham, MA

Licensure

Massachusetts licensed teacher of English as a Second Language, grades pre-K to 6
Massachusetts licensed classroom teacher, grades 1-5

Experience

Lynn Public School District **September 2015-Present**
Assistant Director of English Learner Education *Lynn, MA*

- Collect and analyze data for over 8,000 ELs and former ELs across the district to assist the ELE Director in making district-wide programmatic decisions and evaluate current program structures.
- Assist in writing federal and state grants (both competitive and entitlement) to increase achievement of English Learners
- Observe and evaluate ESL Specialists at the elementary and secondary level and provide targeted feedback and support
- Oversee the planning and implementation of the Compañeros Dual Language program
- Implementation of and compliance with the LOOK Act and other laws and regulations as pertain to ELs and former Els
- Supervise curriculum development teams for ESL and other content areas
- Develop and deliver professional development for administrators and teachers on a variety of topics, including language acquisition, literacy development, differentiating instruction for English Learners, and state and federal education laws and regulations

Program Specialist, English Learner Education *Lynn, MA*

- Observed and evaluated ESL Specialists at the elementary and secondary level and provide targeted feedback and support
- Developed ESL curriculum and enhanced core-content curricula to meet the needs of English Learners.
- Communicated with students and families about intake testing and program placement, administer intake assessments as needed, and assist families with any concerns

ESL Specialist *Lynn, MA*

- Responsible for coordinating ACCESS testing for the entire building
- Assisted in administration of state-mandated standardized testing such as MCAS and NAEP
- Attended and helped run grade level meetings such as professional learning time and data meetings
- Administered and scored the WIDA MODEL for incoming kindergarten students

Salem School Committee **January 2019-Present**
School Committee Member (Elected) *Salem, MA*

- Chair of Curriculum subcommittee and Equity subcommittee, member of Finance subcommittee
- Serve on search committees for various district and school administrative positions

Salem Public School District **October 2007-August 2015**
Sheltered English Teacher, Grade 1 *Salem, MA*

- Responsible for classroom instruction in all subject areas to first grade students who have recently arrived to the United States
- Emphasis on literacy development through guided reading, Leveled Literacy Intervention, and reading and writing workshop models
- Provided English Language Development and vocabulary support
- Established relationships with parents to communicate student progress and provide ways to support at home

ESL Teacher *Salem, MA*

- Instructed students in grades K through 8 from a variety of language backgrounds in English as a Second Language
- Assisted in developing curriculum for beginning to transitioning level students
- Monitored and communicate progress of language acquisition to mainstream teachers, school administration, other faculty members, and parents
- Trained school faculty in English as a Second Language methods

Curriculum Development *Salem, MA*

- Developed content-based curriculum units for beginning ESL students arranged thematically
- Selected fiction and non-fiction texts to correspond with units to enhance learning
- Designed activities and demonstrations of learning across four domains (listening, speaking, reading, and writing) for thematic units and their corresponding assessments

Massachusetts Assessment Development Committee **2009- 2012**
Grade Span 3-4 Panel Member

- Established cut levels for each proficiency level to assist in scoring the MEPA and MELA-O
- Reviewed and evaluated potential reading passages and test questions for the administration of the MEPA
- Analyzed test questions for validity and fair assessment

Center for Secondary School Redesign **August 2008-May 2010**
Research Assistant *Salem, MA*

- Collect and analyze data supporting project on experiential learning
- Research and apply for external funding for the project
- Assist in the preparation of research articles and professional presentations

United Kingdom Parliament, House of Commons **August 2006-December 2006**
Parliamentary Intern *London, England*

- Researched legislation, briefings, and other parliamentary affairs
- Monitored media events and coverage
- Coordinated all incoming and outgoing correspondence with constituents and government agencies
- Assisted with the planning and administration of events

Massachusetts State House **August 2005-December 2005**
Press Office Intern *Boston, MA*

- Prepared daily news clips, monitored and analyzed news coverage of the Governor, Lieutenant Governor and other members of the administration
- Responded to media inquiries
- Wrote news summaries and press releases

U.S. Senate **May 2005-August 2005**
Congressional Intern *Allentown, PA*

- Tracked and summarized press coverage of relevant policy issues
- Assisted with coordination of local public appearances and press conferences for the Senator
- Handled inquiries from government agencies and constituents

Skills: Fluent in Spanish
Proficient in Microsoft Windows, Mac Os X and Microsoft Office
Reading Recovery trained

Kelly C. Feurt

kfeurt@gmail.com | (207) 467-5823
960 Rear Main St
Woburn, MA 01801

LICENSURE

Massachusetts Initial Elementary Education Licensure for Grades 1-6 **June 2012**

EDUCATION

Salem State University, Salem, MA **Expected May 2020**
Masters of Education, Professional Licensure Program
Stonehill College, Easton, MA
Bachelor of Arts GPA: 3.68 **May 2012**
Majors: Education and Multidisciplinary Studies
Created second major through a composite of courses in Sociology, History and Art History
University College London, London, England **Spring 2011**

TEACHING EXPERIENCE

Teacher, Bentley Academy Charter Public School, First and Fifth Grade Salem MA **Fall 2015- Present**

- Teacher Leader for the first grade team
- Developed Science and Math Standards Based Curriculum for grade level
- Awarded Teacher of the Year for 2015-2016 School Year

Teacher, Community Day Charter Public School Prospect, Kindergarten, Lawrence, MA **Fall 2014-Spring 2015**

- Taught a majority English language learning population using multidisciplinary ELL strategies
- Utilized a variety of assessment instruments to target instruction including STEP, MAP, and GOLD
- Adapted Envisions Mathematics Curriculum and Journeys Reading curriculum to meet ELL needs

Teacher, Goddard School, Preschool, Reading, MA **Fall 2013- August 2014**

- Primary teacher for approximately 20 three to four and a half year old children
- Responsible for communication with parents through daily check-ins, written reports and parent-teacher conferences
- Utilized Handwriting Without Tears and Everyday Math curriculum

Paraprofessional, Village Elementary School, Grade 5-6, Marblehead, MA **Winter 2013- Summer 2013**

- Provided curriculum support for special education students in ten general education classrooms
- Responsible for working with students to meet Individualized Learning Programs learning goals in a general classroom setting for a population of approximately fifty special education students
- Instructed special education students in whole classroom, small group, and personal settings to further academic skills

Paraprofessional, Gloucester Community Arts Charter School, Grades K-1, Gloucester, MA **Fall 2012- Winter 2013**

- Received professional development training in Responsive Classroom Design
- Supported students with severe learning and behavioral challenges in many learning environments

Student Teaching Practicum, H.H. Richardson Elementary School, Grade 4, Easton MA **Fall 2011**

- Received professional training in the Scott Foresman Reading Street Program
- Adapted the Everyday Math curriculum, to teach with manipulatives to develop conceptual understanding
- Worked within an inclusion classroom and designed lessons to accommodate all learning styles

Pre-practicum Assisting/Teaching, Young Elementary School, Grade 2, Randolph, MA **Fall 2010**

WORK EXPERIENCE

Camp Counselor, Kennebunk Summer Day Camp, Kennebunk, ME **Summer 2010 & 2011**

- Supervised approximately 30 kindergarten, first grade, and fourth grade students
- Responsible planning activities and accommodating for campers with behavioral and learning challenges

Volunteer Reading Intervention Specialist, Hancock School, Brockton MA **Sept 2009- May 2010**

- Provided small group instruction in reading comprehension to fifth grade students

After School Program Teacher, Healthy Kids Club, Kennebunk, ME **Sept. 2007-June 2008**

- Supervised and planned activities for approximately 15 kindergarten and first grade students

SKILLS

Computer: Microsoft Word, Excel, PowerPoint, and Interactive whiteboard technology
Language: Proficient in French (Seven years), Public Speaking, Oral and Written Communication

51 BELLEVIEW AVENUE SALEM, MA 01970
978-807-7413 • JENNLIMA@COMCAST.NET

JENNIFER LIMA

OBJECTIVE

To continue my career working with young students in an educational setting while finding the best methods to help facilitate their learning.

SUMMARY OF QUALIFICATIONS

- **Received a Massachusetts SEI Endorsement**
- **Received a Massachusetts Educator's License in the following areas: Early Childhood (prek-3) Moderate Disabilities (prek-8) , and English as a Second Language (prek-6)**
- **Created and implemented lesson plans**
- **Adapted lesson plans for individual needs**
- **Taught students in one to one, small group, and large classroom settings**
- **Drafted IEPs and participated in IEP meetings**
- **Communicated effectively and sensitively with parents of students**
- **Collaborated with co-workers on various school related projects**

EMPLOYMENT

Aug. 2017-Present Salem Public Schools, Salem, MA
Special Education Teacher in a Co-taught Kindergarten Classroom *Bentley Academy Charter School*

Aug. 2016-June 2017 Salem Public Schools, Salem, MA
Special Education Teacher in a Co-taught grade 1 ASD Classroom Witchcraft Heights Elementary School

Oct. 2015- June 2016 Salem Public Schools Salem, MA
Long Term Substitute Kindergarten Teacher (Oct.-Jan), Second Grade Teacher (Jan.-Feb.), and Special Education Inclusion Teacher (Feb.-June) Witchcraft Heights Elementary School

Aug. 2014-June 2015 Lynn Public Schools Lynn, MA
Kindergarten Classroom Teacher Drewicz Elementary School

Aug. 2013-June 2014 Lynn Public Schools Lynn, MA
First Grade Classroom Teacher Lincoln-Thomson Elementary School

Aug. 2012-June 2013 Peabody Public Schools Peabody, MA
Kindergarten Classroom Teacher Welch Elementary School

Dec. 2011 - June 2012 Peabody Public Schools Peabody, MA
Long Term Substitute ELL Teacher Welch Elementary School

Sept. 2009 - Dec. 2011 Peabody Public Schools Peabody, MA
Substitute Teacher District Elementary Schools

Oct. 2002 - Oct. 2003 Peabody Public Schools Peabody, MA
Inclusion Specialist/Special Education Teacher Welch Elementary

Sept. 2001 - Oct. 2002 Peabody Public Schools Peabody, MA
Title 1 Teacher for Grade 2 Welch Elementary

EDUCATION

May 2003 Salem State University Salem, MA
Master's of Education: Moderate Special Needs Education

May 1999 Salem State University Salem, MA
Bachelor of Educational Studies: Early Childhood Education

Laura J. Towey
19 Wisteria Street
Salem, Ma 01970
lauratowey@bentleyacademy.org

EDUCA TION**Salem State University,**
Salem, MABachelor of Arts and Science May 2016
Major: EnglishMinor: Elementary Education
Master: MAT/TESOL May 2017
GPA: 3.87, Dean's list all semesters
LICENSURETESOL MAT
SEI Endorsement – Summer 2014

EXPERIENCE
Bentley Academy Charter School, Salem, Ma
ESL teacher, August 2016 – present

- Create and taught relevant English lessons focusing on building proficiency.
- Assess progress of students to ensure successful language acquisition.
- Develop reading, writing, speaking and listening skills in students.
- Create Data Action Plans for students
- Provide push in and pull out instruction based on individual students Wida levels
- Create language acquisition through theme based units.

Saltonstall School, Salem, Ma
Paraprofessional, April 2010 – 2016

- Implemented Wilson, Fundation phonics/reading program for Kindergarten classroom.
  Instructed students in grades 1 – 5 in Wilson literacy groups in cooperation with the Special Education Coordinator
- Assisted teachers with classroom instruction
- Guided children during activities including reading, math and writers workshop
- Planned and instructed activities for students from K - 8
- Assisted teachers with station set up and general classroom responsibilities

Permanent Substitute 5th & 6th grade,
February 2015 – May 2015

- Coordinate schedule and trajectory for ELA/Social Studies instruction
- Implement Readers Workshop, Book Clubs, Writers Workshop, Guided Reading groups, conferring with students
- Creating differentiated instruction to address the needs of students who are on IEPs and ELL students
- Monitor and create behavioral plans
- Correlate instruction to meet Common Core requirements
- Attend Professional Development

- Differentiate instruction based on IEPs or ELL WIDA levels

Summer School Employment Healthy Harbors, Paraprofessional, 2015
The Healthy Harbor program Healthy Harbors - Middle school students will work in teams to develop and implement service learning projects that help address real problems in the marine ecosystem in and around Salem.

- Monitor and administer behavioral programs for a diverse group of students
- Support IEP and ELL students to access the curriculum
- Administer small group guided reading instruction to IEP and ELL students

Bentley School, Paraprofessional, 2014
The Bentley Summer program was developed to enhance ELL and low-SES students reading comprehension and writing ability through art and science projects. The education department at Salem State University and Bentley School
elementary grade teachers partnered to provide intensive literacy instruction
and interventions for at risk elementary students

- Created experiments to explore the ocean and ocean life
- Guided reading group instruction
- Research appropriate techniques, materials and literature for Science instruction

Life Skills Summer Program, Paraprofessional, 2013

- Assist teachers with classroom instruction
- Assist teachers with administering behavioral plans
- Care for students educational and emotional needs

LeadershipPhi Lambda Theta Honor Society, Salem State University

- Inducted June 2, 2014**Phi Kappa Phi Honor Society,** Salem State University

Volunteer, Operation Bootstraps,

- Assist instruction for Adult ELL students

Skills
Certified instructor of Wilson Fundations kindergarten reading program
Computer: Microsoft Office including Word, Excel, PowerPoint, Prezi, Smart Board

Susan Low

CONTACTS
44 Essex St.
Salem, MA 01970
Telephone 781.820.4512
Email: lowsusans@gmail.com

Summary
Experienced and enthusiastic education & communications professional dedicated to encouraging and empowering users to understand, utilize and fully embrace software tools. A firm believer in providing a variety of learning tools to meet the needs of different users in ways that meet the needs of their individual learning styles.

Education

- Southern New Hampshire University / MSIT / 2012
- Husson University / MSB / 2008
- University of Maine / Teacher Certification / 1997
- Wheaton College / BA / 1992

Training Expertise

- Experienced in assessing training needs in a variety of environments for a variety of learners
- Able to quickly establish learning objectives
- Enjoys learning new material and communicating complex information to clients and colleagues with a broad range of technical experience
- Able to quickly develop training guides, job aids, procedure manuals, and multimedia tutorials for clients and internal constituents

Client Service Expertise

- More than a decade of experience working with internal and external customers
- Works well with a variety of people

Software Implementation

- Experienced software implementation professional who has worked with clients ranging from tiny nonprofits to multinational corporations
- Guided a variety of clients through software implementations, data migrations, and end user training while maintaining poise and injecting a sense of humor whenever possible

Project Management

- Managed a variety of projects for different industries, ranging from small and informal engagements to those requiring extensive project planning and management expertise

Core Competencies

- Training
- Client Service
- Software Implementation
- Project Management

Professional Experience

- Everbridge, Senior Implementation Specialist 2014-present, Burlington, MA
- Forward Advantage, Implementation Engineer 2011-2014, Braintree, MA
- Soft Trac, Senior Implementation Consultant 2006-2011, Falmouth, ME

- United Way of Greater Portland, Senior Marketing Associate, 2005-2006, Portland, ME
- Northern York County and Sanford-Springvale YMCAs, Marketing Director, 2002-2005, Sanford and Biddeford, ME
- Rent-A-Husband, Public Relations Assistant, Portland, ME 2001-2002
- Hospice of Maine, Fundraising Coordinator, Portland, ME 2000-2001
- Youth Alternatives, Community Relations Coordinator, Portland, ME 1998-2000
- Telstar Regional High School, English Teacher, Bethel, ME, 1997-98

Bentley Academy Innovation Plan
Appendix C: Letters of Commitment from IPC Members

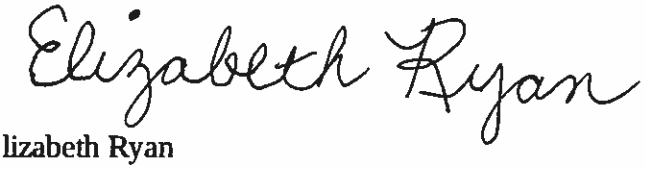
To whom it may concern:

I am fully committed to serve as a member of the Innovation Plan Committee. I have been a paraprofessional at the Bentley since October, 1997. I am currently a paraprofessional in the co-taught kindergarten. I have also been in the integrated kindergarten, developmental kindergarten classrooms and have worked for 15 summers in the extended year program. My connections to Bentley goes back even further. I was a student at the Bentley. I also was a proud mother of two daughters that were also students at Bentley. During the time my daughters attended, the school was awarded the recognition of a Compass School. I was also a very active PTO parent.

I feel my experience attending and working at the Bentley Academy Charter School will aid greatly in the development of making sure that Bentley moves forward in the right direction.

Thank you for allowing me this opportunity to be an IPC member.

Sincerely,



Elizabeth Ryan

Kelly Feurt
17 Willson St
Salem, MA 01970
kfeurt@gmail.com

Salem Public Schools
29 Highland Avenue
Salem, MA 01970

To Whom It May Concern:

Please consider this my letter of commitment to the Bentley Academy Innovation Plan. In addition to serving on the Innovation Planning Committee, I have held the position of a first and fifth grade teacher at Bentley Academy Charter School since August 2015. I am committed to the education and well being of the students of Salem Public Schools, Bentley Academy and the innovation plan.

Sincerely,

Kelly Feury
Teacher
Bentley Academy Charter School

Jennifer Lima
51 Belleview Avenue
Salem, MA 01970
JennLima@comcast.net

Salem Public Schools
29 Highland Avenue
Salem, MA 01970

To Whom It May Concern:

Please consider this my letter of commitment to the Bentley Academy Innovation Plan. In addition to serving on the Innovation Planning Committee, I have held the position of a Kindergarten Special Education Teacher in the Co-taught classroom at Bentley Academy Charter School since August 2017. I have been a resident of Salem for 23 years and have had 3 children in the Salem Public Schools. As a parent, a resident, and an educator I am committed to the education and well being of the students of Salem Public Schools, Bentley Academy and the innovation plan.

Sincerely,

Jennifer Lima M.Ed.
Special Education Teacher
Bentley Academy Charter School

ALYCE DAVIS, Ed.D.
219 Kensington Road
Hampton Falls, NH 03844
alyced35@gmail.com
978-395-6522

January 6, 2020
Re: Letter of Commitment
Bentley Academy Innovation School Proposal

To Whom It May Concern;

This letter is written in support of the proposed plan to convert the Bentley Academy Academy Charter School (BACS) as a MA Innovation School. The conversion would include the renaming of the school to Bentley Academy Innovation School (BAIS). As an Innovation School, BAIS will address a number of academic, social, and community needs through a new and innovative practices. The BAIS proposal also includes a commitment to maintaining certain aspects of the school culture valued by stakeholders and supported by the school community.

I had served on the BACS Board of Trustees prior to joining the Innovation Planning Committee. As a trustee, my efforts were directed toward ongoing support of the school community; I remain committed to the successful implementation of the proposed Bentley Academy Innovation Plan.

Sincerely,

Alyce Davis, Ed.D.

Laura Towey
19 Wisteria Street
Salem, Ma 01970
jamestowey@comcast.net

Salem Public Schools
29 Highland Avenue
Salem, MA 01970

To Whom It May Concern:

Please consider this my letter of commitment to the Bentley Academy Innovation Plan. In addition to serving on the Innovation Planning Committee, I have held the position of an ESL Teacher at Bentley Academy Charter School since August 2016. I am currently a member of the Bentley Academy Leadership Team and the Dual Language Task Force. As an ESL teacher and a member of the Dual Language Task Force I am committed to providing and supporting a quality education to Salem's diverse population. I have been a resident of Salem for 26 years, raised two children who attended Salem schools and graduated from Salem High School. I attended Salem State University for both my undergraduate and graduate degrees. As a parent, a resident, and an educator I am committed to the education and well being of the students of Salem Public Schools, Bentley Academy and the innovation plan.

Sincerely,

Laura Towey

Laura Towey M.Ed.
ESL Teacher
Bentley Academy Charter School

Rebecca Westlake
Director of English Learning and
Bilingual Education

Still making history.

City of Salem
Salem Public Schools

January 10, 2020
Re: Letter of Commitment
Bentley Innovation School Proposal

To Whom It May Concern:

I support the proposal to convert the Bentley Academy Charter School (BACS) to an innovation school. The proposed conversion will broaden opportunities for the Bentley community to serve more students and families from the city of Salem as well as foster the development of the district's new two-way immersion Spanish-English dual language program. The new dual language program will provide even more opportunities for students to see themselves, their home languages, and cultures in the curriculum and their classroom communities.

I serve as the district Director of English Learning and Bilingual Education and I commit to provide ongoing support and collaboration to the Bentley community.

Sincerely,

Rebecca Westlake

77 Willson, Salem, Massachusetts 01970
Email: rwestlake@salemk12.org