

Superintendent's Report June 6, 2022

Dr. Ligia Noriega-Murphy, Superintendent



Agenda

Superintendent's Report

- ❖ Sleep Awareness Week - Students presentation
- ❖ Travel Approvals SY2023
- ❖ UPDATES
 - Graduation Data
 - District Data
 - A Moment of Silence
 - Entry Plan
 - Summary of Findings
 - Findings and the work for SY 2022- 2023



Tornado Traveling Club

The Tornado Travelers Club has existed at Malden High for the past 10 years. We use the travel company EF (Education First), a well-established company, with offices in over 50 countries.

The club was approved to enrich student learning by providing a global learning environment through the educational experiences offered by EF.

The Tornado Travelers Club has successfully run 11 tours and we are excited to continue to offer this opportunity to our students.

Sarah Jones and Shauna Campbell
Tornado Travelers Club Advisors
Malden High School

Tornado Traveling Club



Looking to get the following approved:

Puerto Rico - April 2023

Costa Rica - Feb 2024

**PUERTO RICO:
ISLAND OF NATURAL
WONDERS**



Tornado Traveling Club 4-Year Plan

School Year	2022-2023	2023-2024	2024-2025	2025-2026
February Break		Costa Rica	Ecuador	Dominican Republic
		Shauna Campbell	Sarah Jones	Marsha Healy
Spring Break	Puerto Rico	California	London/Paris	Italy
	Sarah Jones	Mitch Abbatessa	Yahaira Marquez	Shauna Campbell



Superintendent's Findings

Dr. Ligia Noriega-Murphy



Graduation Information

- 423 Students Graduating out of 449 Seniors total
- 19 Seniors eligible to graduate in August after Summer Credit Recovery
- 7 Seniors being retained

Congratulations Class of 2022

Total Graduates	
4 Year College Attending	61.2%
2 Year College Attending	15.3%
Trade School/Year Up/City Year/Union	6.5%
Military	1.6%
Work	10.2%
Post-Secondary Plans Unsure/Travel	5.2%
Seniors Eligible for Summer School	19
Seniors repeating grade 12	7

Congratulations Class of 2022



District Enrollment

District Enrollment

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	SP	Total
Beebe	Beebe School	0	120	108	96	128	98	102	101	102	91	0	0	0	0	0	0	946
ELC	Early Learning Center	299	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	299
Ferryway	Ferryway School	0	122	107	106	99	107	106	100	100	102	0	0	0	0	0	0	949
Forestdale	Forestdale School	0	65	65	56	64	51	65	73	83	75	0	0	0	0	0	0	597
Linden	Linden School	0	92	94	97	79	85	97	96	98	90	0	0	0	0	0	0	828
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	474	448	430	438	18	0	1808
OutDst	Out of District	9	1	2	2	4	4	4	6	9	6	5	9	7	9	10	0	87
Salem	Salemwood School	0	93	88	93	85	108	117	126	124	123	0	0	0	0	0	0	957
Totals		308	493	464	450	459	453	491	502	516	487	479	457	437	447	28	0	6471

District Enrollment Data

SY21-22



SY 2021-2022	
8/26/2021	5,770
9/9/2021	5,939
10/2/2021	6,141
6/5/2022	6471

District Enrollment SY 2021-2022

Schools	Enrollment 8/26/21	Enrollment 9/9/21	Enrollment 10/2/21	Enrollment 6/5/22
ELC	145	226	219	299
Beebe	890	899	928	946
Ferryway	807	808	891	949
Forestdale	530	538	563	597
Linden	754	779	784	828
MHS	1712	1732	1753	1808
Salemwood	854	879	924	957
Out of District	78	78	79	87
TOTAL	5770	5939	6141	6471 ¹²

Attendance SY 2021-2022

Schools	Attendance 9/30	Attendance 6/2/2022
Beebe	92.62%	94.82%
ELC	90.87%	89.97%
Ferryway	93.15%	91.99%
Forestdale	93.24%	91.14%
Linden	91.53%	92.16%
MHS	88.21%	87.63%
Salemwood	86.51%	91.64%
Out of Dist.	100%	100%
TOTAL	90.23%	91.09%

A Moment of Silence



Students
Relatives
Colleagues
Staff
Friends



Entry Plan



Entry & Learning Plan

- Develop an entry and learning plan.
- Collect data.
- Analyze data.
- Develop and share action plan.

Superintendent's Entry Plan

An entry plan allows incoming administrators the opportunity to learn about the district, values, goals, aspirations, and challenges.

In other words, it is the process by which I was able to learn more about the strengths and challenges of our system
These findings will guide the development of a strategic plan

Phase I: Listening, Learning and Observing;

- **Individual / Group Meetings**
 - Focus groups / advisory students' groups,
 - Town Meetings
- **Conversations**
 - School leaders, Community, Caregivers, Students, School Committee, Mayor, Partners
- **Classroom & School Visits**
 - Time on Learning
 - Ongoing classroom visits
- **Surveys:**
 - Faculty & Support staff
 - Caregivers
- **Document and Understand Systems Analysis**
 - Academic Documents
 - Operational & Financial
 - Structures
 - Policies

Phase II: Analyzing and Sharing Feedback & Findings

Providing opportunities to meet with community members in person

Hold Hybrid Town Hall Meetings

Create surveys to gather and share information.

Phase III: Develop Preliminary Goals tied to the District Strategic Plan.

Present patterns, trends, and themes for the Malden Public Schools that are emerging -next slide

Emerging Priorities and Core Values

- Instructional Core
 - Curriculum, Resources, Schedules,
 - Time on Learning- Students Needs!!
- Transparency, Communication, and Collaboration
- Equity



Summary of Findings

- Overwhelming love, passion, and commitment for education
- Schools offer a wide range of opportunities for students to be successful
- Our students, families, and educators are our best asset
- The Community cares and values public education
- People care about the wellbeing of our students
- High community involvement in our schools

Summary of Findings

- Address equity
- Provide access and support to all our students but in particular our lowest performing students.
- Improve Transparency, Communication, and Collaboration from the Office of the Superintendent to the classroom
- Address lack of curriculum and resources
- Need to build coherence for policies and procedures across the district and in each school
- Set clear expectations for ALL- Superintendent and staff that are centered on student success
- Define roles and responsibilities
- Need for strategic plan that is collaboratively informed by educators, students and families.

Quotes From Stakeholders

“We must address the inequities that exist in all schools”

“I love my son’s teacher. She is always calling me even when he is doing well in class.”

“Students have to see themselves reflected on the staff that interacts with them”

“We need to translate all documents so people who do not speak English can also be part of the conversation”

Summary of Instructional Core Findings

- Teachers and staff work very hard to provide social emotional support to students while promoting academics.
- Inconsistency across subject, grade levels, and school on curriculum implementation due to lack of district curricula
- Teachers creating their own curriculum
- Resources needed to support instruction
- K-8 schools have different schedules and offer different minutes for core courses
- Time on Learning - MHS does not meet the DESE requirements.
- MHS offers courses that are not open to all students
- EL instructional minutes and service delivery varies at each
- 10 years accountability data shows that we have to work closely with MHS
- MassCore needed at the high school level.
- Create a coherent and transparent program of studies to support students and families/caregivers on what students are learning at each grade level and at each school.
- There are many educators across the district, whose instructional practices can serve as model classrooms.
- Principals and Administrators working together supporting staff, students, and caregivers.

Summary and Actions: Transparency, Communication, and Collaboration

- Stakeholders wanted more detailed information about programs and platforms to be able to ask questions and get answers.
- Stakeholders wanted their emails to be answered in a timely manner.
- Parents and Caregivers wanted to work closely with the new administration.

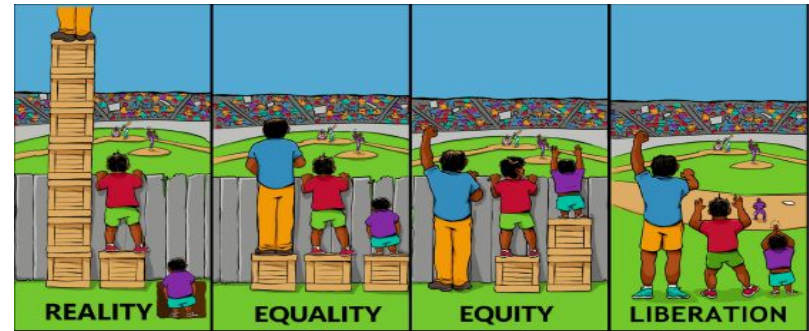


- The district created different opportunities for all stakeholders to engage in different projects and decisions making
- Working Groups
- Curriculum
- Literacy Events
- Schools Community events
- Town Meetings
- Information webinars, Zoom meetings, Google Meets
- District Parent/teacher Organization monthly meetings
- Student Government training and meetings
- Meeting with students
- Meetings with teachers
- All School Committee Presentations are posted on Website.

Summary of Findings: Equity

- Looking closely at ALL our students, but especially our low-performing students to provide social emotional and academic support
- Students, parents, caregivers, educators, staff, and community members working closely on defining the district's equity statement
- Students having the space and voice by making recommendations about the PreK-12 handbook.
- Desire for more professional development on getting deeper into the diversity work.

- Removing all barriers that prevented students from not feeling welcome to access courses, particularly at MHS.



Staffing and Students Equity

Staffing Data by Race, Ethnicity, Gender by Full-time Equivalents (2021-22)



	School	District
African American	40.0	40.0
Asian	32.7	32.7
Hispanic	33.0	33.0
White	696.0	696.0
Native American	0.0	0.0
Native Hawaiian, Pacific Islander	0.0	0.0
Multi-Race, Non-Hispanic	10.5	10.5
Males	139.0	139.0
Females	673.2	673.2
FTE Count	812.2	812.2

Enrollment by Race/Ethnicity (2021-22)

Race	% of School	% of District
African American	19.5	19.5
Asian	22.7	22.7
Hispanic	26.7	26.7
Native American	0.3	0.3
White	27.1	27.1
Native Hawaiian, Pacific Islander	0.0	0.0
Multi-Race, Non-Hispanic	3.6	3.6

Leadership Team

Students at the center of the work

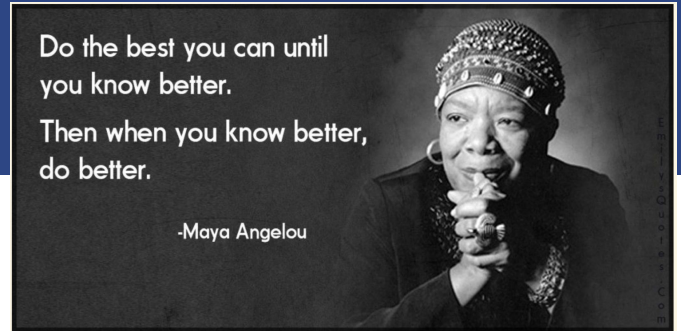
Our Mission, Vision, and Theory of practice to guide the work

Committed to work closely with all stakeholders.

Need for a strategic Plan collaboratively developed with Malden administrators, educators, students, and families.

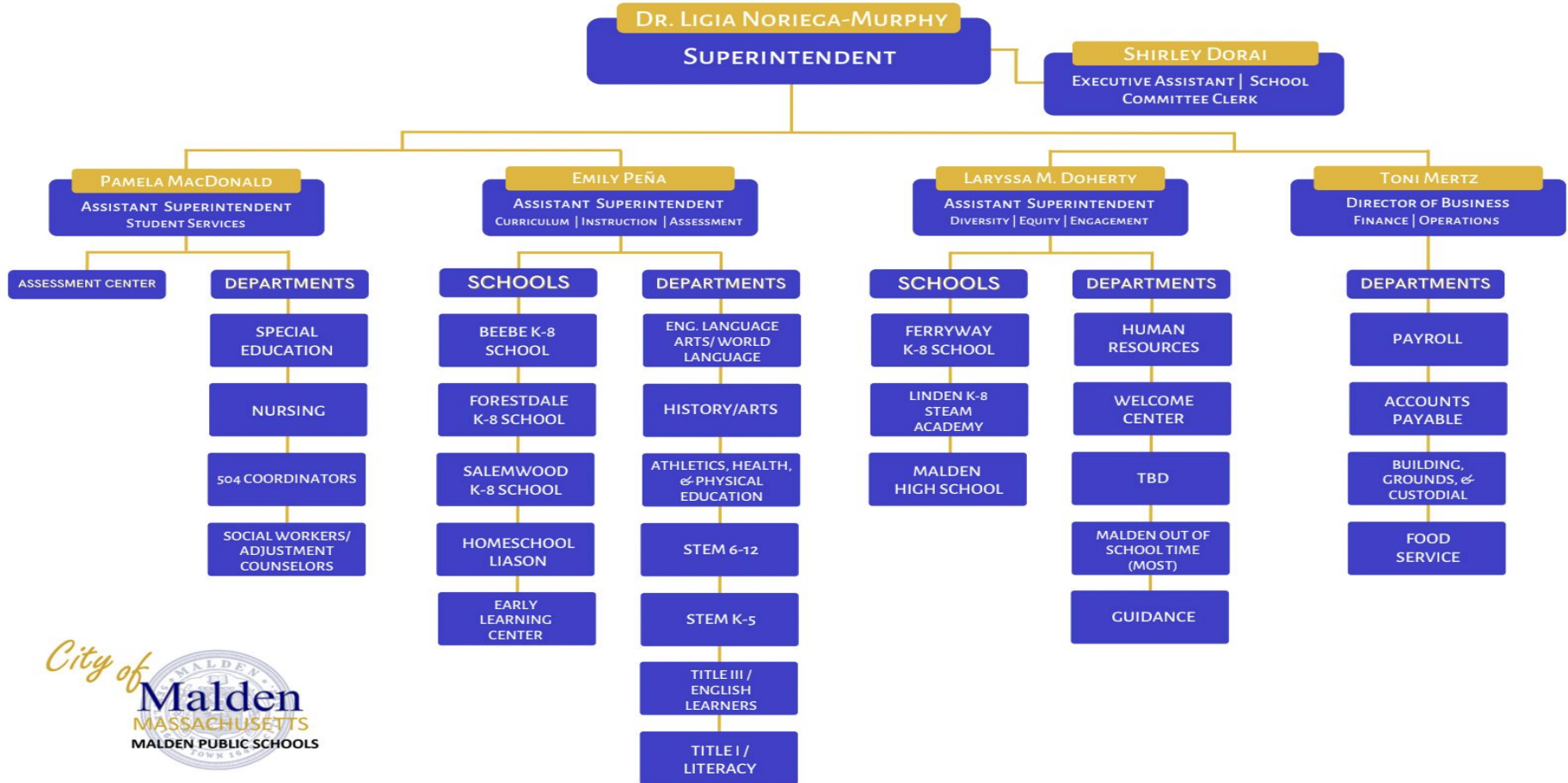
Need to build systems, structures, and processes to bring coherence, alignment, and be able to gather data to

Inform practices



MALDEN PUBLIC SCHOOLS

ORGANIZATION CHART



Findings

No Remote Learning Options	District did not apply for it	We sent a survey to all caregivers to give us information on how to support students and staff for coming back to school. Make sure all schools were ready for welcoming students. Month of late August and September we had Zoom and Google meets in every school by grade level spans
Equitable Distribution of ELs	All new ELs assigned to their neighborhood school	Worked closely with all principals to make this happens Decreased enrollment at Salemwood, but kept same number of faculty members Enrollment changed from apr. 1100 to 960 students
Parent Information Center New Welcome Center	It was moved from Salemwood to 110 Pleasant St.	No parking, no space for people to sit and wait Fax machine was unplugged and did not move to 110 Pleasant St. Staff support system was reduced as Salemwood principal and staff assisted with testing, welcoming families, 2.5 nurses support to 3.5 staff members Records keeping needed a new system and structures Registration policy issues
COVID	Pool Testing, Masking or not Masking, monitoring daily numbers Parent feedback and suggestions on how to make the COVID numbers clear and accessible on website.	
A.E.A.P	No clear admissions process, school based decisions Assessments - classroom based	Plan SY22-23
RISE Program at Linden	Dysregulated behaviors No service provider for Therapeutic services No strong academic foundation Several concerns from staff regarding the program	Plan SY22-23

Findings: Need of building coherent systems that can be shared with all stakeholders

MOST	Challenges hiring staff to cover students' before and after school needs	Survey	SY 21-22 Plan SY22-23
Summer Program Information	Caregivers wanted to know their options before the end of the school year	Shared detailed information	SY22-23 Provide information to stakeholders early May
Human Resources and Finance Office	Need of systems and structures and ability to share information		SY21-22 Plan SY22-23
DATA Accountability Curriculum	No clear process to review historical and actual schools' specific accountability data Not meeting basic time on learning requirement at MHS Not meeting the needs of our lowest performing students Focus on lowest performing school at 17% approaching targets Dropout rates are high in grades 7, 8 and high school		<p>Actions SY21-22 Remediate time on learning as much as possible Deploy support to schools Focus on Literacy and Numeracy (Less is More) District 4 years goals and targets Program of studies Clear graduation/ promotion expectations</p> <p>Plan SY22-23 Hold faculty and staff focus groups on students' academic and mental social emotional supports Attendance: Dropout prevention and support</p>

Findings: Stakeholders

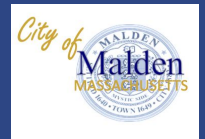


Working Groups	<p>Need to bring stakeholders together to work towards common goals</p> <p>“We do not know what courses students can choose from”</p> <p>“No description of courses in K-8 schools”</p> <p>“Three handbooks is too much for families and different policies in schools”</p>	<p>SY 21-22</p> <p>Surveys</p> <p>Equity</p> <p>PreK-12 Program of Studies SY22-23</p> <p>PreK-12 Handbook SY22-23</p> <p>Code of Conduct SY22-23</p>
Malden Police Department	<p>Working closely to support all our schools</p> <p>Daily communication</p>	<p>Provided ALICE training to all our staff</p> <p>Added a Sergeant to support our schools</p> <p>Officers spend time building relationships with students</p>
DPTOs	<p>Monthly Meetings with Mayor Christenson and Superintendent Noriega-Murphy</p> <p>All schools need to have at least one person presenting their school community</p>	<p>Volunteered to help schools during recess and lunch times</p> <p>Always available to support all schools</p> <p>Fundraising, Book Fairs</p>
MEA	<p>Weekly 1:1 meetings with MEA President Deb Gesualdo, but could not continue after January 2022.</p>	<p>We have scheduled already-weekly meetings to restart our conversations</p>
School Committee Chair	<p>Weekly meetings with School Committee Chair and one or two other school committee members.</p>	



Welcome Center

End of Year Summary
June 6, 2022



WC: 2021–2022 Enrollment

2021–2022

- Moved from Salemwood to 110 Pleasant St.
- Change the name from PIC to Welcome Center
- Change in registration policy to support new families
- Online Registration Portal, including translated applications in the ASPEN portal
- Fully staffed
- Increase Multicultural and Multilingual Staff that speaks Arabic, Cantonese, Mandarin, French, Haitian Creole, Portuguese, and Spanish

Next Steps 2022–2023

- Open space for visitors
- Continue with requested appointments and enrollment support calls
- Registration Booklets in 8 languages
- Quarterly review of structures, processes, and customer services delivery.
- Online registration updates as needed

WC: 2021-2022 Enrollment

Application Type	2020-2021	2021-2022	2022-2023
Paper	877	1550	123
Online	N/A	23	125
Withdrawn from MPS	317	391	N/A

AEAP

End of Year Summary
June 6, 2022



AEAP 2022–2023 Applications and Overview

- Applications became available for current students enrolled in the Malden Public Schools on May 9, 2022
- Per previous practice, only students enrolled in the Malden Public Schools are eligible to submit an application
- Applications and Recommendations must be received at the Welcome Center by June 15, 2022
- Caregivers will be informed via email by July 15, 2022 of acceptance or non-acceptance
- Families can request an assessment appointment by emailing acceleration@malden.ps.org or by submitting an application
- ELA iReady and Math IXL scores from the recent school-based administrations are in the student's record and will be counted as ELA and Math scores, respectively
- Science and Social Studies Assessments will be on June 9 and 10 at each school. Students on the assessment list will be pulled out for these assessments.
- School Staff and Content Directors are administering the assessments

AEAP Number of Students who are on the Assessment List

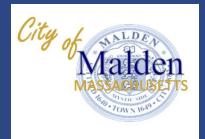
Current Grade	Beebe	Ferryway	Forestdale	Linden	Salemwood	Grand Total	OPEN SEATS	Current AEAP Students
3			1	8		9	14	11
4	4			12		16	8	17
5		1		6		7	6	19
6		3	1	10	1	15	12	13
7				6		6	7	18
Grand Total	4	4	2	42	1	53	47	78

AEAP Program Analysis/Review

- Budget analysis of program cost and sustainability
- Data monitoring of programs success
- Create an District Sub-Committee
- **Composition of District Sub-Committee:**
 - 2 Central Office Staff assigned by the Superintendent:
 - 1 Student
 - 2 Parents representative of the District
 - 1 School based administrator from one of the six PreK-8 schools
 - 1 Teacher from one of the five K-8 schools
- **Scope of District Subcommittee will be to review:**
 - Financial Implications
 - Program Policy
 - Entry/Exit criteria
 - Program Success/Assessment
 - Location of Program

Assessment Center

End of Year Summary
June 6, 2022



SY22–23 Assessment Center

Therapeutic Programming

Assessment Intervention Program

New High School Therapeutic Program has increased in population by 150% over the course of the academic year in response to student need. Every student in the program currently has demonstrated at least a 50% increase in school attendance and engagement since referral.

The Malden Public Schools Assessment & Intervention Program is an interim alternative educational setting that students attend daily for up to eight school weeks/40 days.

The goal of the program is to provide short term stabilization and evaluate and assess a student's particular challenges within the context of a structured educational environment. This allows educators and clinicians to make the most appropriate longer-term educational decisions for these students.



Malden Out of School Time (MOST)

End of Year Summary
June 6, 2022



MOST Overview for 2022-2023

The MOST program will continue to operate programs at Beebe, Forestdale, Linden, and Salemwood. The YWCA will be expanding their programs in order to maximize opportunities at Ferryway. The steps below are in progress for planning:

- 1) On March 26, 2022 the District sent a survey to caregivers requesting to identify the type of need they have for before, after school, school breaks Registration information. The survey information provided us with a better sense of where and when we need to open more seats
- 2) On May 12, 2022 information was emailed to current enrolled students, in the 8 major languages
- 3) Information was disseminated and/or advertised on the MPS/MOST website and Principals, Family Liaisons and Welcome Center have flyers.
- 4) A district wide robocall will be sent on June 5 to inform of open registration.
- 5) Registration for new families will open on June 6, 2022

Additionally, staffing positions have been posted for Site Coordinator, Teacher (multiple vacancies -program wide) and Assistant Teacher (multiple vacancies-program wide) on different job search engines including TalentEd, Idealist.org, SimplyHired and on social media.



MOST Applications and Registration

- **Applications** are available at www.ezchildtrack.com/MPSbeforeafterschool/parent and the maldenps.org website
- **Registration Period 1:** May 23–June 3, 2022: Currently Enrolled Students
 - Students who registered & attended the program in SY 2021–2022
- **Registration Period 2:** June 6–17, 2022: New Students to the Program
 - Enrollment is on a first come, first served basis.
 - Early registration is encouraged.
 - Space is limited and may fill up before the registration period is over.
 - A limited number of seats will be reserved for incoming Kindergarten students.
- **Ongoing Registration:** July 5, 2022–Open Registration
 - Open to all K–6 students at Beebe, Forestdale, Linden and Salemwood



MOST Before School Program

School	Students 2021-2022	Student Applications 2022-2023	Anticipated Available Seats	Notes for 2022-2023
Beebe	24	17	Min 10, Max 25	Pending staffing
Forestdale	9	8	Min 10, Max 25	Pending staffing
Linden	0	2	Min 10, Max 25	Pending staffing
Salemwood	12	6	Min 10, Max 25	Pending staffing

MOST After School Program

School	Students SY21-22	Student Applications 2022-2023	Anticipated Available Seats	Notes for 2022-2023
Beebe	29	30	-1	Anticipated seats pending staff/enrollment days of the week
Forestdale	30	27	3	Anticipated seats pending staff/enrollment days of the week
Linden	20	16	4	Anticipated seats pending staff/enrollment days of the week
Salemwood	30	17	13	Anticipated seats pending staff/enrollment days of the week

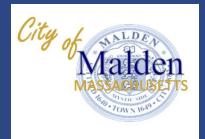


MOST Hiring SY22-23

Positions	Posted vacant positions SY 22-23	Total Staff Needed
Site Coordinator	1* (3 hired already)	4
Before School Staff	6	6
After School Teacher	11	11
Assistant Teacher	5	5

Summer School 2022

End of Year Summary
June 6, 2022



Summer Programs 2022

Academic Programs
MHS Credit Recovery
Title I Middle School Credit Recovery
ELL Summer Enrichment Gr 3-5
ELL Summer Enrichment Gr 6-12 MHS
Title I Summer Acceleration Program (Elementary)
Malden Academic & Adventures Program (MAAP)
Extended School Year Services (ESY) ONLY students with ESY in their IEP

Enrichment Programs
Math Summer Booster Program*
Ferryway/Salemwood ELT Summer Enrichment Program
Chinese Culture Connection (CCC)*
Malden Out of School Time Summer Program*
YWCA School Aged Child Care program *
YWCA 21st Century program (Grades 3-5 & 6-8)

* Fee Based Program



Human Resources

End of Year Summary
June 6, 2022



FY23 Human Resources Recruitment and Retention Timeline

December, 2021	<ul style="list-style-type: none"> Licensure Support- All staff with licenses expiring by the end of the schools year were notified by Human Resources
February, 2022	<ul style="list-style-type: none"> Meetings with Principals to discuss staffing and potential changes based on student need
March-May 2022	<ul style="list-style-type: none"> MTEL Prep Courses open to all staff
May 12-13, 2022	<ul style="list-style-type: none"> Letters sent to staff due to non-renewal, licensure, temporary hires Ongoing: Letters rescinded as licensure issues are resolved (5)
May 23-25, 2022	<ul style="list-style-type: none"> Meetings with Principals to confirm all staff
May 27, 2022	<ul style="list-style-type: none"> Meeting with MEA & Human Resources to check in on licensure concerns, plan for upcoming Reassignment/Involuntary Transfer letters, and communication regarding Anticipated Openings and seniority
PLANNED June 6	<ul style="list-style-type: none"> Postings go live on TalentEd (marked as anticipated, full list to MEA)
PLANNED June 7-8	<ul style="list-style-type: none"> Reassignment/Inv Trans letters distributed (list to MEA)

FY23 63 Non-Renewals Letters

63 Total Non-Renewal letters		Update: May 31, 2022
36	<p>Staff who were non-renewed for next school year based on performance/evaluation, or lack of MA educator licensure.</p> <p>All of these positions will be posted to hire staff for next school year.</p>	<p>5 Licensure issues resolved (letters rescinded) 2 Pending completion of coursework 1 Pending MTEL results 1 Eligible to apply to another position for which they are licensed</p> <p>Anticipated Positions will be posted by June 6, 2022.</p>
7	Staff returning to their positions from 1 year leaves of absences thereby displacing temporary hires.	
11	Positions temporarily supported by ESSER grant funding for COVID relief. These positions will not be posted for next school year as our students are now back in school full-time.	
9	Positions that are being eliminated due to low enrollment or programmatic changes within the district.	

FY23 36 Non-Renewals, Positions to Posted

36 Staff		May 31, 2022 Update
9 Licensure Issues	The Human Resources Office sent Notifications Regarding Licensure Status December 2021	5 Licensure issues resolved (letters rescinded) 2 Pending completion of coursework 1 Pending MTEL results 1 Eligible to apply to another position for which they are licensed
18 Performance /Evaluation	Staff recommended for non-renewal due to performance and/or evaluation issues	Staff may apply for anticipated positions posted by June 6, 2022. Human Resources will work with the MEA to communicate posted positions on a weekly basis.
7 1 Year-Only	One year only position-required to be reposted per MEA	
1 Licensure + Position cut	Licensure issue, with the school based position to be cut. Programmatic change requires position to be moved to another school	
1 Programmatic Change	Change in staffing needs did not meet licensure area of provisional staff member	
7 Fallback 1 Year-Only	Staff returning to their positions from 1 year leaves of absences thereby displacing temporary hires.	

FY23 HR: 7 New Positions added to budget

<p>7 Additional Positions Programmatic Changes</p>	<ul style="list-style-type: none">• 2 ESL Beebe• 1 Grade 4 Beebe• 1 Grade 3 Ferryway• 1 ESL Linden• 1 ESL MHS• 1 ESL Forestdale	<p>Staff may apply for anticipated positions posted following approval of the 2022-2023 Budget.</p> <p>Human Resources will work with the MEA to communicate posted positions on a weekly basis.</p>
<p>7 Open Positions</p>		

FY23 HR: Non-Permanent

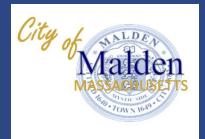
	Number of Staff 2021-2022	NPTS Staff who received non-renewal letters for 2022-2023*
NPTS Year 1	96	32
NPTS Year 2	37	8
NPTS Year 3	70	8

Note: Each row includes staff in who began employment after the first day of school. For example, a staff member who began on October 1, 2022 would still be in year 1 at the beginning of 2022-2023 (year 2: 2023-2024; year 3: 2024-2025, PTS on the first day of 2025-2026), per the definition of Seniority in Article 10.05.02.01 if the MEA Unit A collective bargaining agreement.

*Excludes rescinded letters and letters to paras who were displaced due to fallback.

Student Services Update

End of Year Summary
June 6, 2022



2021–2022 Update Student Services

Tiered Focus Monitoring	<ul style="list-style-type: none">• We completed all our corrective action for this cycle.• SY22–23 We will be in year one of the Cohort B cycle and submit a self assessment for that set of criteria.
COVID	<ul style="list-style-type: none">• June 10, 2022: We will be giving out the covid self- tests for the last time this school year.• For Summer 2022- Department of Elementary and Secondary Education (DESE) will be supplying self-tests for symptomatic testing.• Fall 2022 DESE will no longer supply self tests.• For both Summer 2022 and Fall 2022 DESE will no longer be support COVID testing services including surveillance (pool) testing, symptomatic testing and support and staffing through CIC Health Care.

Student Cases

43

Staff Cases

10

Total Cases

53

2021-2022 Update Student Services

Preschool Collaborative

Malden Public Schools was awarded the CPPI planning grant in late March 2022. We set ambitious but achievable objectives with the overarching goal of developing and strengthening relationships among our local preschools to lay down the foundational cornerstones that will support all children and their development as lifelong learners. We sought to address all three of the priority strands, as we feel the needs of our community are best met with this multi-targeted approach. GOALS: Increase access to high-quality programming for preschool-aged students; Expand the continuum of services for preschool-aged children; Provide a strong foundation of skills so that preschool-aged children in the Malden community are equipped with a foundation that allows them to be successful in kindergarten

Frontline

Frontline has become an essential tool for our Student Services department to navigate, organize and disseminate student IEP's and 504 Accommodation Plans within compliance timelines. We have used frontline to create the IEP's and 504 Plans, as well as translating IEPs within days and sending them through a secure portal for signatures. This implementation of Frontline has streamlined our efforts to stay within compliance timelines to better serve the students of Malden Public Schools.

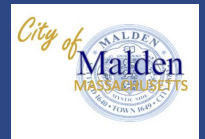
DALS

The Digital Assessment Library for Schools ("DALS") provides a solution for school districts that offers unlimited use of nearly 40 assessments on Q-interactive® and Q-global®. This allows our staff the ability to evaluate all students for which it is responsible to evaluate using a new, time-saving, 24-hour access technology for Malden students. The system works with interacting iPads that have been set aside for all school for Psychologists, Academic teachers, and related service providers. Full roll-out of the new system will be rolled out in the 2022-23 school year.



Diversity, Equity, and Engagement

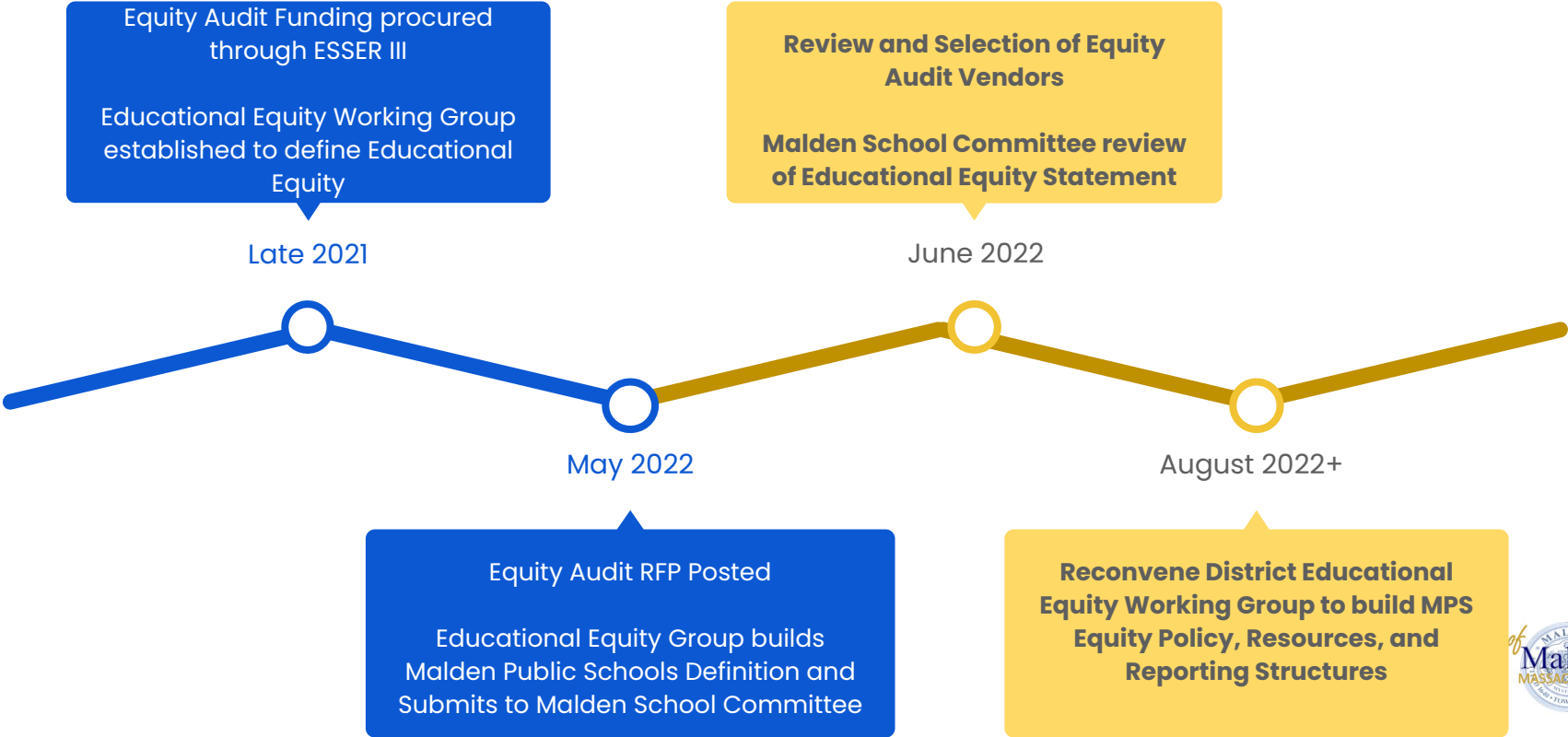
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Highlights

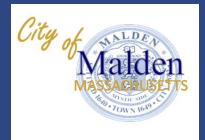
- Revision and School Committee Approval of the MPS Bullying Prevention Policy
- Student Governments established at all K-8 schools. The MHS Student Government members will be trained by the Anti-Defamation League's Peer-to-Peer Workshops to lead developmentally appropriate activities and discussions with their peers on explicit and implicit bias pertaining to race, religion, ethnicity, culture and other aspects of human identity. (Hate Crimes Prevention Grant)
- MTEL Preparation Supports for 40 educators, with 52 course completions (including covering cost of MTEL fees); Hiring Bonuses for BIPOC Candidates available for 2022-2023 (Diversification Grant)
- Restorative Practices trainings offered for all staff with 77 total participants. A Pilot team has been established at MHS (SEL Grant). Additional trainings are scheduled for June and August, with more to be determined for the 2022-2023 school year.
- District Wide, Educator Facilitated Professional Learning Communities established to reflect upon and implement pedagogical changes based on the text *Culturally Responsive Teaching and the Brain*.

Educational Equity



Curriculum, Instruction, and Assessment

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Curriculum, Instruction and Assessment 2021-2022 Update

Initiatives Achieved 2021-2022:

Established clear academic targets for literacy and math and administered assessments to monitor progress towards set targets throughout SY 21-22. Created a Grades 3-12 data dashboard.

Collective input into grant spending across all Curriculum, Instruction and Assessment departments.

Partnered with UnboundEd to provide equity-based professional development grounded in instruction. Completed Equitable Instructional Learning Walks in all MPS.

Completed at K-12 Comprehensive Program of Studies.

Adopted High Quality Instructional Materials for ELA, Math and SEL.

Collaborating with Barr Foundation to secure a grant to fund a three year PD plan with UnboundEd.

2021–2022 Professional Development

2021–2022	Next Steps 2022–2023
Created MPS Professional Arc of Learning	Comprehensive Professional Development aligned to identified areas of growth.
Directors collaborated with coaches to host content data meetings	Data Informed Decision Making: build on current data meetings to ensure academic decisions are made based on data
Unclear Instructional Framework	Adoption and training in the GLEAM Instructional Framework in order to create a common language for teachers and student achievement.
Equitable assignment of ELs across the district.	Focus professional development to support MPS educators working with ELs Levels 1 & 2.

MPS Three-Year Academic Targets

Indicators	End of Year June 2021	District End of Year Academic Target June 2022	District End of Year Academic Target June 2023	District End of Year Academic Target June 2024
iReady District (K-Gr. 11)	53%	65%	75%	85%
DIBELS (K-Gr. 8)	56%	65%	75%	85%
IXL District (K-Gr. 10)	16%	45%	60%	80%
Percentage of students scoring at or above grade level.				

SY 21-22 Progress Toward Academic Targets

Reading: iReady District Data

Indicator	End of Year June 2021	Beg. of Year Sept. 2021	Mid Year Dec. 2021	End of Year May 2022	SY 21-22 End of Year District Target	Met 2022 Target
iReady District (K-Gr. 11)	53%	32%	40%	49%	65%	- 16%
DIBELS (K-Gr. 8)	*56%	55%	59%	63%	65%	- 2%
IXL- District (K-Gr. 10)	16%	33.90%	39.83%	43%	45%	- 2%



MPS District Writing Data SY 21-22

TERM	Idea	Organization	Voice	Word Choice	Sentence Fluency	Conventions
	Total Possible Points					
	6	6	6	6	6	6
FALL	3.31	3.09	3.18	3	2.86	2.93
SPRING	4.05	3.83	3.88	3.66	3.58	3.59

Science Technology Engineering and Math

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2021-2022 STEM Update

Initiatives Achieved 2021-2022:

Eureka Math K-5 Full-Year Curriculum Implementation with multiple staff PD offerings

Grade 6-8 Kits from the Museum of Science

Grade 6-8 Math Curriculum Decision: Open Up Resources (OUR)

Grade 9 & 10 Math Curriculum Decision: Carnegie Integrated Math


Grade 6 Student Science Book Donation from Wildebeest Tail

Grade K-2 Math Curriculum Decision: Eureka Math Squared (EM²)

Honors/CP Combined Level in Grade 9 Integrated Math 1

STEM

2021-2022 to 2023

2021-2022	Next Steps 2022-2023
Eureka Math K-5 Full-Year Curriculum Implementation with multiple PD offerings	Continue implementing Eureka Math in grades 3-5
Grade 6-8 Individual STEM Kits from the Museum of Science (MOS)	Embed the projects plans from the MOS kits into the curriculum
Grade 6-8 Math Curriculum Decision: Open Up Resources (OUR)	Implement OUR Math in grades 6-8
Grade 9 & 10 Math Curriculum Decision: Carnegie Integrated Math	Implement Carnegie Integrated Math 1 & 2
Grade K-2 Math Curriculum Decision: Eureka Math Squared (EM2)	Implement EM2 in grades K-2
 Grade 9&10 Science Explore Curricular Materials for Environmental Science and Biology	Implement Curriculum

English Language Learners

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2021-2022 Update for ELL Department

Initiatives Achieved 2021-2022:

DESE ELL Tiered Focus Monitoring Audit

Facilitated E.L.P.A.C. Meetings: [English Learner Parent Advisory Council]

Facilitated in-house staff-led ten Professional Development offerings for teachers of ELs needed for content-area PDPs and DESE licensure.

Provided EL adult learning opportunities with Imagine Learning partnership

Digitized compliance-ready Language Acquisition Team paperwork to streamline EL student placement and updated ELlevation, the EL Student Information System

Scholarship for Starbase: scholarship for 15 Grade 5-6 ELs. STARBASE is a premier educational program, sponsored by the Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs.

2021–2022 ELL Department Goals

2021–2022: Accomplished

- Created an ELL Department Handbook for staff
- Upgraded ELL compliance monitoring protocol
- Upgraded LAT meeting protocol
- Facilitated Title III EL enrichment camps during February Break, April Break, and summer '22

Next Steps 2022–2023

- Increase hiring and retention of bilingual teaching staff
- Appoint a multilingual ELL Assessment Coordinator at Welcome Center
- Upgrade literacy interventions for MHS ELL Program

Literacy and Title I

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2021-2022 Literacy Update

Initiatives Achieved 2021-2022:

Conducted a year-long K-8 curriculum adoption process to select a new core reading program

Recruited community members from all stakeholder groups (teachers, administrators, caregivers, students, school community members, etc.) to participate in two curriculum adoption committees

Piloted three (3) 'finalist' curricular programs in over 30 classrooms across all five K-8 schools

Selected Amplify CKLA (K-5) and Amplify ELA (6-8) as the core curriculum for SY22-233 & beyond

Purchased Amplify core curricular materials, trade books, 'interactive classroom', as well as 'Language Studio' materials for our SEI teachers and EL specialists


Scheduled professional development sessions for teachers, specialists, and instructional leaders across all grade bands for Summer 2022

Introduction of a K-8 district-wide writing prompt for both the Fall and Spring

Recognition of Malden High School as a 'Title I' School, and the subsequent hiring of a literacy coach to lead the literacy programming at MHS.

Restarted in-person family engagement events, including 15 caregiver breakfasts, 20 family nights, and 1 caregiver academy

2021–2022 ELA/Literacy New Curriculum

2021–2022	Next Steps 2022–2023
<p>Selection of Amplify (CKLA & ELA) as the district-wide K-8 ELA/Literacy curriculum for SY22-23</p>	<ul style="list-style-type: none"> ● Amplify (CKLA & ELA) Full-Year Curriculum Implementation K-8 with initial, strengthening, and coaching sessions to maintain fidelity to the program ● Create instruction ‘look-for’ document for all grade levels aligned to ‘GLEAM’ and Amplify curriculum
<p>Introduction of a K-8 district-wide writing prompt for both the Fall and Spring</p>	<p>Continuation of a district-wide writing prompt, with an additional assessment for the winter term</p>
<p>Recognition of Malden High School as a ‘Title I’ School and hiring of a literacy coach</p>	<p>Development of a Title I ‘Reading and Writing Lab’ course at MHS that supports students with gaps in their foundational literacy skill</p>
<p>Restarted in-person family engagement events</p> 	<ul style="list-style-type: none"> ● Ensure translators are present in all the major languages for the events ● Provide more opportunities for caregiver to learn about their students’ literacy data

World Languages

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2021-2022 World Languages Updates

Initiatives Achieved 2021-2022:

Piloted the Massachusetts Seal of Biliteracy at MHS - 21 students, 6 languages, 4 seniors will receive the Seal this year, at least 7 juniors will earn the Seal next year

Integrated American Sign Language as a World Language option for MHS students - the first new language in over a decade

Supported student experiential learning with the return of multiple language- & cultural-based field trips

Obtained grant funding to offer and provide World Languages educators with training and professional development in proficiency-based instruction and the implementation of the 2021 World Languages Curriculum Framework

Made significant progress in updating curriculum maps, pacing guides, and instructional expectations for World

2021-2022 to 2023 Updates

2021-2022	Next Steps 2022-2023
Piloted the Massachusetts Seal of Biliteracy in 6 languages	Use the Avant STAMP test to inform World Languages Proficiency-based instruction
Integrated ASL as a World Language option at MHS	Explore WL offerings in SY 23-24, i.e. Arabic, Mandarin, Portuguese, other(s).
Supported student experiential learning with the return of multiple language- & cultural-based field trips	Support field trips, including service trips abroad
Obtained grant funding to offer and provide World Languages educators with training and professional development in proficiency-based instruction and the implementation of the 2021 World Languages Curriculum Framework	Provide more professional development and training with grant funds available through SY 23-24 Seek funding to update curriculum materials
Made significant progress in updating curriculum maps, pacing guides, and instructional expectations for World Languages	Continue updating curriculum materials, aligning them with the MA Frameworks and GLEAM rubric

Visual & Performing Arts

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2021-2022 Visual & Performing Arts Updates

Initiatives Achieved 2021-2022:

Made significant progress in updating curriculum maps and pacing guides for Visual and Performing Arts

Obtained funding to send multiple Visual Arts teachers to the National Arts Education Association's virtual national conference

K-8 Visual and Performing Arts educators met quarterly to collaborate on, share, and align curricular materials and share best practices

Live theater and musical performances returned to our schools along with the MHS Blue & Gold Gallery in Malden Square

2021-2022 to 2023 Updates

2021-2022	Next Steps 2022-2023
<p>Made significant progress in updating curriculum maps and pacing guides for Visual and Performing Arts</p>	<ul style="list-style-type: none">● Seek funding and advocate for time to support Visual and Performing Arts educators in curriculum alignment and development
<p>Obtained funding to send multiple Visual Arts teachers to the National Arts Education Association's virtual national conference</p>	<ul style="list-style-type: none">● Persist in advocating for funding to offer access to professional development opportunities for Visual & Performing Arts educators
<p>K-8 Visual and Performing Arts quarterly educator meetings</p>	<ul style="list-style-type: none">● Continue to meet quarterly or more often as time allows
<p>Live theater and musical performances returned to our schools along with the MHS Blue & Gold Gallery in Malden Square</p>	<ul style="list-style-type: none">● Further support and promote live performances; open performances to the community at large, COVID permitting

School Counseling, Testing & Academic Support

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2021-2022 School Counseling & SEL Update

Initiatives Achieved 2021-2022:

Introduced Naviance College & Career software in all MPS Middle Schools, and implemented Grade 8 lessons on Career Exploration.

Initiated a new, successful Fall Job Fair, and reinvigorated our Spring Career Fair at MHS

Inaugural SAT School Day testing for all 12th grade students in October, 2021 (Free of charge thanks to the City of Malden)

Added a Spring Middle School Transition to MHS Info Night for Caregivers to our current caregiver programming

Piloted inaugural MA Seal of Biliteracy @ MHS - 21 students, 6 languages, 4 seniors received the Seal in '22, at least 7 juniors will earn the Seal in '23

Created and implemented February Break, April Break, and Saturday Acceleration Schools in Grades 3-12, to support learning gaps and overaged, undercredited students (in conjunction with Directors of STEM and Literacy)


Created and currently training a District Mindfulness Team of 18 educators PK-12 through Breathe 4 Change (in conjunction with Director of Health/Wellness)

Researched, purchased and distributing full SEL curriculum (*Caring School Community*) to all grade levels and schools K-8 (in conjunction with Director of Health/Wellness)

Applied for, wrote and won: SEL/MH Grant (118K), MassGrad Promising Practices Grant (75K), FAFSA Grant Yr 2 (10K)



2021-2022 to 2023 Counseling & SEL Updates

2021-2022	Next Steps 2022-2023
<p>New Social-emotional learning curriculum "Caring School Community" for Grades K-8</p>	<ul style="list-style-type: none"> • Distribute principal and individual teacher curriculum kits to all educators in K-8 • Provide District-wide professional development to all educators • Pilot this curriculum in all grade levels in all schools
<p>Naviance College and Career Software introduction and lesson to Grade 8</p>	<ul style="list-style-type: none"> • Continue to add foundational classroom lessons in Grade 8 on Career awareness & College exploration • Pilot Naviance/Career exploration in Grade 7
<p>Formed MPS District Mindfulness team</p>	<ul style="list-style-type: none"> • 18 educators across the district will complete the Breathe 4 Change Yoga/SEL 200-hour program • MPS District Mindfulness team will meet throughout the year to create and implement a year-long mindfulness calendar of opportunities for students, faculty, and caregivers.
 <p>Received the Massachusetts Seal of Bilingualism in 6 languages</p>	<ul style="list-style-type: none"> • Expand offering to 40+ languages and all seniors and juniors. • Use the Avant STAMP test to inform World Languages Proficiency-based instruction

MPS Athletics & Wellness

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2021-2022 MPS Athletics

2021-2022

Athletic Participation -

Fall - 341

Winter - 300

Spring - 339

Total = 980

Students Not Eligible - 14

Only 1.5% of all students athletes were ineligible due to poor academic performance

2021-2022

Greater Boston League Champions

Fall - Field Hockey

Winter - Indoor Track (Girls), Co-Ed Swimming, Co-Ed Gymnastics

Spring - Girls Tennis, Boys Volleyball

State Tournament Qualification

Fall - Field Hockey

Winter - State Champion Girls Wrestling, Girls Basketball, Boys Swimming

Spring - Softball, Boys & Girls Tennis & Boys Volleyball

2021-2022 MPS Wellness

2021-2022	Next Steps 2022-2023
K-8 Health Curriculum Great Body Shop implemented in all five K-8 Schools (9 total K-8 Health Educators)	K-8 SEL Curriculum will be implemented in all K-8 Schools - Caring Schools Community - Collaborative Classrooms (Grant Funded)
K-8 Physical Education Curriculum implemented in all five K-8 schools. (10 total K-8 Health Educators)	Grades 6-8 in all K-8 Schools - IHT Watch Technology will be implemented in physical education classes (Grant Funded)
PreK Adaptive Physical education implemented at the ELC (1 A.P.E educator) K-12 Adaptive Physical Education implemented districtwide (1 A.P.E educator)	Addition of middle school Unified Sports programs will be added to our existing Unified Sports program.



Let's Work Together
to Make
This World a
Better Place for ALL