

# Superintendent's Report

## September 12, 2022

**Dr. Noriega-Murphy**  
**Superintendent**



# Congratulations Malden High School



**Special Olympics**  
Massachusetts

**Congratulations to Malden High School** for receiving **National Banner recognition** from Special Olympics International! Your school has successfully achieved national standards of excellence in the areas of **inclusion, advocacy** and **respect!** The athletes, partners, students, coaches, volunteers, teachers, staff and administration at Malden High School have all played key roles in creating a social climate where everyone feels included and respected for who they are. We are honored to have such a strong and fully inclusive school as yours be recognized for the hard work and dedication you demonstrate daily to continuously grow and strengthen your program. Your school and leadership team are a model for other schools, and we look forward to new heights you will reach tomorrow and in years to come!

You are **1 of only 12 schools** in Massachusetts and among 164 schools nationwide to achieve this status for the 2021-22 school year. Well done, Malden High School!



# September 12, 2022 Agenda



- ❑ **WELCOME**
  - ❑ **First Day of School**
  - ❑ **DATA: District's Enrollment**
  - ❑ **Mission, Vision, Theory of Action**
  - ❑ **Instructional Focus**
  - ❑ **District Wide Goals School Year 2022-2023**
  - ❑ **Instructional Core**
  - ❑ **Priorities**
  - ❑ **District Problem of Practice**
  - ❑ **Information**
  
- ❑ **Updates**
  - ❑ **Staffing**
  - ❑ **Trainings**
  - ❑ **Special Education**
  - ❑ **K-8 Literacy Adoption Progress**
  - ❑ **A.E.A.P**
  - ❑ **Honors Program**

# First Day of School



# First Day of School



# District Enrollment

## Malden Public Schools

### District Enrollment

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September 9, 2022

#### 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	85	113	96	85	115	88	97	95	98	0	0	0	0	0	0	872
ELC	Early Learning Center	245	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	245
Ferryway	Ferryway School	0	88	116	101	93	93	99	99	94	94	0	0	0	0	0	0	877
Forestdale	Forestdale School	0	58	70	71	56	66	50	70	81	87	0	0	0	0	0	0	609
Linden	Linden School	0	78	97	95	97	84	87	97	98	97	0	0	0	0	0	0	830
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	497	481	451	423	16	0	1868
OutDst	Out of District	0	1	1	2	2	3	4	2	4	10	5	4	8	6	10	0	62
Private	Private School	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Salem	Salemwood School	0	74	114	98	107	98	110	122	125	125	0	0	0	0	0	0	973
Totals		245	384	512	463	440	459	438	487	497	511	502	485	459	429	26	0	6337

**District  
Comparative  
Enrollment  
SY 2021 - 2023**

<b>SY 2021-2022 SY 2022-2023</b>	
<b>9/9/2021</b>	<b>5,939</b>
<b>6/5/2022</b>	<b>6471</b>
<b>September 12, 2022</b>	<b>6,337</b>

# Enrollment

## **Number of students in the queue :**

- 38 Kindergarten
- 75 incomplete applications

## **Waiting lists information**

- Beebe 1st and 4th grade
- Ferryway 1st and 2nd grades



# Malden Public Schools Mission & Vision

## Mission

**Malden Public Schools, in partnership with families and our diverse community, is committed to providing a welcoming and inclusive environment for all students to cultivate a lifelong joy of learning, achieve their academic potential, and engage as compassionate global citizens.**

“We believe all children can meet challenging expectations through a partnership among home, school, and community.”

## Vision

Our vision is that Malden Public School students will develop the skills, knowledge, and character necessary to become informed, compassionate, and engaged members of a diverse local community.

Equity · Integrity · Resilience · Respect

## Theory of Change

### If we...

- Provide an early childhood education that is aligned PK-12, connects with families, and builds lifelong joy of learning,
- Create and maintain a culturally responsive social-emotional climate of support for students, families, and staff,
- Develop PK-12 pathways based on a standards-aligned curriculum that offer opportunities for exploration, real-life learning, and partnerships with community,
- Create and maintain a welcoming climate for families, students, and staff that is culturally sensitive and inclusive, and
- Provide educators with the curricula and training they need to prepare all students for success,

**then we will** develop the skills, knowledge, and character our students need to become informed, compassionate, and engaged members of a diverse local community.

# Instructional Focus

**Literacy**

**Numeracy**

**Reduce Chronic Absenteeism**

# Goal 1: Increase Student Learning and Performance

Deliver high levels of learning for all students with a culturally and linguistically equitable instructional core. Establish high expectations for increased student performance outcomes

**Instructional Core:** Curriculum, Resources, Schedules – Students' needs!!

- Equity Literacy and Numeracy
- Professional Development
- Teacher/ Paraprofessional leadership / mentorship programs
- Targets ELA: Graduation: Dropouts: Repeaters, Attendance
- Targets Math
  - MassCore Curriculum Frameworks / New Literacy Curriculum
  - Instructional Rounds
  - Time on Learning

**Strategic and Intentional Focus:** High School

## Goal 2: Create Coherent, Aligned, Measurable, Accountable Structures and Systems

Ensuring coherence, alignment in all programs and systems to support a comprehensive, consistent, and responsive learning environment for all students

- Equity
- Program of Studies
  - Curriculum Alignment PreK-12 students experience same level of education
  - Subject based
  - Grade Level
  - Programs
  - Evidence-Based Program Areas
  - Assessments
  - Materials
  - Resources
  - Rigor
  - Vertical and Horizontal Alignment PreK-12

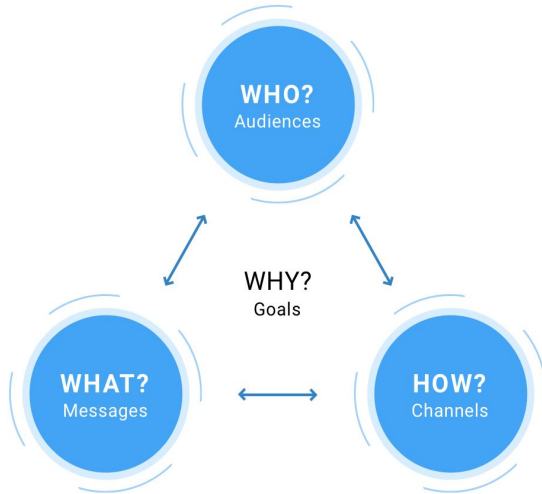
# Goal 3: Mental Social & Emotional Needs Safe Learning Environment

Implement high-quality behavioral models and interventions to support the mental social and emotional needs of all student

Ensuring all students are engaged and connected to their school, peers, and community in a safe and secure educational setting.

- Develop a MPS Multi-Tiered System of Supports
  - Approach to Schools' Early Warning Indicators
    - Mental, Socio Emotional Supports
    - Attendance to Reduce Chronic Absenteeism
- Use a coherent SEL curriculum
- Collect data to inform practice

# Goal 4: Transparency, Communication, and Calibration



- Establish open communication with all stakeholders
- Build strong partnerships and relationships with stakeholders
- Work closely with families, caregivers, and community members
- Coherent communication to families and other stakeholders
- Use social media to promote events
- Revamp Website and information

# Goal 5: Financial Planning – Life after Grants (ESSER III – ARP)

- Maximize our limited resources
- Multi year budget aligned with the district's vision, mission, and goals that addresses the needs of all students
- Strategic Planning: Short term / Long Term
  
- 2026 – Backwards budget mapping



# Goal 6: Gather Data To Inform Practice

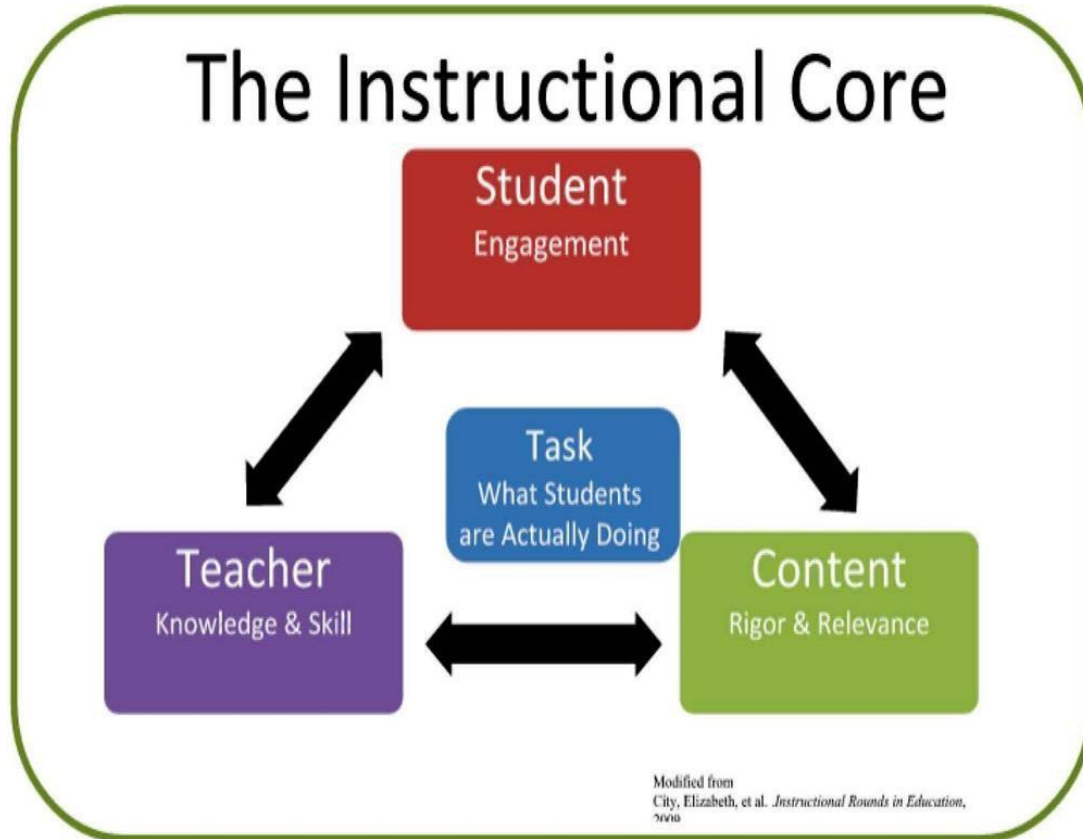
- How can we transform teaching and learning in our schools?
- How do we know that what we are doing is having an impact on our students and educators' lives?
- How do we support to move students' learning?
- How do we work with teams of educators to revamp instructional practices?

Targets: Baseline – Benchmarks – Indicators – Inform Practice – Transform Practice

## School Improvement Plan

Leading and Lagging Indicators  
EDWIN Analytics

# Instructional Core: Student, Teacher, Content



# Instructional Priorities

MPS Instructional Framework serves as a guide for educators to implement six priorities for high quality instructional practices. The six priorities are:

- 1. Success for ALL students  
Differentiation (II-A-3)**
- 2. Student-centered instruction (II-B-2)**
- 3. High expectations (I-A-3)**
- 4. Data informed decision making (I-C-1)**
- 5. Collaboration (IV-C-1)**
- 6. Inclusive practices (II-A-3 & II-C-1)**

These priorities are aligned to the Massachusetts educator rubric for Standards and Indicators of Effective Teaching Practice. When implemented with fidelity, the priorities provide coherence and can be the building blocks in developing the necessary competencies outlined in the profile of the Malden Public Schools Graduate.

# Problem of Practice (POP) Looking at the TASK!

- Task predicts performance.
- What predicts performance is what students are doing daily.
- Observing academic tasks, predicting what students will know as a consequence of what they are being asked to do, and providing guidance will assist students in performing at higher levels.

# Information

- **Malden Public Schools District Calendar SY 2022-2023**
- **Malden Public Schools Handbook PreK-12**
- **Malden Public Schools Program of Studies PreK-12**
- **Malden Public Schools Code of Conduct**

# Updates

**Staffing**

**Trainings**

**Special Education**

**K-8 Literacy Adoption Progress**

**A.E.A.P**

**Honors Program**



# Open Positions

## Beebe School

Position	Department	Assignment
Teacher	Elementary	Grade 1
Teacher	English	English Gr. 7
Paraprofessional	Para	1:1 Grade 3
Paraprofessional	Para	Integrated Kindergarten
Paraprofessional	Para	PACE
Paraprofessional	Para	PACE
Teacher	Elementary	Grade 5 Math/Science
Teacher	ELL	Sei K-4

## Ferryway School

Position	Department	Assignment
Paraprofessional	Para	Kindergarten
Coach	Computers	Digital Literacy Coach
Paraprofessional	Para	Kindergarten
Paraprofessional	Para	Kindergarten
Paraprofessional	Para	Transitional 7-8
Teacher	ELL	ESL
Teacher	SPED	Special Education/Medically Fragile

## Early Learning Center

Position	Department	Assignment
Paraprofessional	Para	Intensive Learning Program
Paraprofessional	Para	1:1 Para

## Forestdale School

Position	Department	Assignment
Coach	Title I	Literacy Coach
Paraprofessional	Para	Asd Middle School
Paraprofessional	Para	Intensive Learning Program
Paraprofessional	Para	Intensive Learning Program
Paraprofessional	Para	ILP Middle School
Paraprofessional	Para	Intensive Learning Program
Paraprofessional	Para	Intensive Learning Program
Paraprofessional	Para	Kindergarten
Paraprofessional	Para	Intensive Learning Program
Registered Behavior Technician	Para	Registered Behavior Technician
Teacher	ELL	ESL
Teacher	Physical Education	Health K-8
Teacher	SPED	Student Support

# Open Positions

## Linden School

Position	Department	Assignment
Paraprofessional	Para	Kindergarten
Coach	Computers	Digital Literacy Coach
Paraprofessional	Para	Pathways
Paraprofessional	Para	Pathways
Paraprofessional	Para	Integrated Kindergarten
Paraprofessional	Para	Kindergarten
Teacher	Elementary	Grade 2
Teacher	ELL	ESL
Teacher	Physical Education	Health K-8
Teacher	Physical Education	Physical Education 5-8
Teacher	SPED	Pathways K-8

## Salemwood School

Position	Department	Assignment
Teacher	Elementary	Grade 6 Science
Teacher	Elementary	Grade 2
Coach	Computers	Digital Literacy Coach
Paraprofessional	Para	Intensive Learning Program
Paraprofessional	Para	Intensive Learning Program
Paraprofessional	Para	Intensive Learning Program
Paraprofessional	Para	Pathways
Paraprofessional	Para	Kindergarten
Teacher	English	English Grade 8
Teacher	Physical Education	Physical Ed K-4
Teacher	Science	Science Grade 8
Teacher	SPED	Student Support 1-5

## Malden High School

Position	Department	Assignment
Building Monitor	NA	Building Monitor
Paraprofessional	Para	PACE
Teacher	ELL	Esl
Teacher	Social Studies	Social Studies
Guidance	Guidance	District Family Counselor
Paraprofessional	Para	PACE
Paraprofessional	Para	PACE
Paraprofessional	Para	Pathways
Paraprofessional	Para	Pace
Teacher	ELL	ESL
Teacher	Physical Education	Physical Education
Teacher	Science	Chemistry
Teacher	SPED	Therapeutic Special Education

## District

Position	Department	Assignment
Attendance Supervisor	Supervisor	Attendance Supervisor
Coach	ELL	ESL Coach
Nurse	Nurse	Nurse 5-8
Psychologist	SPED	Psychologist
Psychologist	SPED	Psychologist
Registered Behavior Technician	Para	Registered Behavior Technician
Teacher	SPED	Special Education Reading



# Open Positions

School	Attendance Supervisor	Building Monitor	Coach	Guidance	Nurse	Paraprofessional	Psychologist	Registered Behavior Technician	Teacher	Team Chair	Grand Total
Beebe School						4			4*		8
District	1		1		1		2	1	1		7
Early Learning Center						2*					2
Ferryway School			1			4*			2		7
Forestdale School			1*			8*		1	3		13
Linden School			1			5*			5		11
Malden High School		1*		1		5*			6*	1	14
Salemwood School			1			5			7*		13
Grand Total	1	1	5	1	1	33	2	2	28	1	75

**Each \* indicates a person or more who have been submitted to hire and is in the process of onboarding**

# Newly Hired Staff

School	Adjustment Counselor	Assistant Principal	BCBA	Coach	Director	Guidance	Paraprofessional	Program Manager	Psychologist	Secretary	Teacher	Grand Total
Beebe School							2				8	10
District			1	2	2			1	1		4	11
Early Learning Center	1						4				3	8
Ferryway School	1	1					2			1	21	26
Forestdale School							1				6	7
Linden School		1		1			2			1	16	21
Malden High School		1				1	2				17	21
Salemwood School							1				13	14
<b>Grand Total</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>14</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>88</b>	<b>118</b>

17 of the newly hired staff are being supported with the DESE licensure waiver process and will have targeted support to obtain licensure prior to the end of the 2022–2023 school year.

# Trainings for all staff

Training & Link	51A (Mandated Reporter)	Title IX	Restraint Training	Safety Training	Blood Borne Pathogens	Allergy Training	5-Step Evaluation Process
MPS Lead	Pam MacDonald	Pam MacDonald	Pam MacDonald	Chief Cronin	Patti Tramondozzi	Patti Tramondozzi	Laryssa Doherty
Evidence of Completion	Upload 51A Certificate	Embedded in Training Deck	Confirm Completion	Confirm Completion	Embedded in Training Deck	Upload Allergy Certificate	Embedded in Training Form
Teachers/SISP	Y	Y	Y	Y	Y	Y	Y
School Administrators	Y	Y	Y	Y	Y	Y	Y
District Administrators	Y	Y	Y	Y	Y	N	Y
Paras	Y	Y	Y	Y	Y	Y	N
School Admin Asst	Y	Y	Y	Y	Y	Y	N
MOST	Y	Y	Y	Y	Y	Y	N
Cafeteria	N	N	N	Y	Y	N	N
Custodial	N	N	N	Y	Y	N	N
District Admin Asst	N	N	N	Y	Y	N	N

# Special Education

- ❑ Transportation; Summary of issues and work
  - ❑ NRT is short seven drivers
  - ❑ We have offered families impacted by the shortage mileage reimbursement if they drive.
  - ❑ NRT anticipates having two additional drivers in the coming weeks and four more by the end of the month.
  - ❑ We are in constant communication with NRT as the situation unfolds.
  
- ❑ In an effort to build capacity and provide a broader array of services in district, we have opened or are working to improve the following programs
  - ❑ Assessment Class- This classroom is staffed with a teacher, paraprofessional and a part time BCBA/ School Psychologist. We will be able to do extended evaluations for students we have questions regarding placement and service needs without disrupting our established programs. It services elementary age children at this time.
  
  - ❑ Language Based Classroom- We are excited to have opened a language based classroom at the Linden Steam Academy. We will be working with Landmark Outreach throughout the year to develop the program.
  
  - ❑ Rise Program- We continue to work to build this program within the district. We have a new Therapeutic Program Manager, Patrick Quigley. Mr, Quigley has a background in therapeutic schools, crisis intervention and social work.

# K-8 ELA/Literacy Curriculum Adoption Timeline



October-November	December	January-February	March	<u>April-May</u>	June-August
<p><b>Gathering Input from the Community</b></p> <p>Committee Interest Survey</p> <p>Caregiver Survey</p> <p>Educator Survey</p> <p>Feedback from other districts and DESE</p>	<p><b>Formation of Committees</b></p> <p>Steering Committee Meetings</p> <p>Selection Committee Meetings</p> <p><b>Development of vision statement</b></p>	<p><b>Evaluation of Curricular Programs and RFP Bid Opening</b></p> <p>Subcommittee evaluation of programs based on local priorities</p> <p>Development of a Request for Proposal (RFP) to send out to bid</p> <p>Selection of 2-4 finalists</p>	<p><b>Pilots, Selection Committee Consensus-Building</b></p> <p>Opening and review of bids from RFP process</p> <p>Piloting and reviews of 'finalist' programs</p> <p>Scoring and consensus by selection committee</p>	<p><b>Recommendation &amp; Selection of New Curriculum</b></p> <p>Recommendation on 2 programs by committee</p> <p>Superintendent and E-Team final selection</p> <p>Official decision to SC</p> <p>Purchase of materials</p>	<p><b>Acquisition, Distribution, and Training of Curricula</b></p> <p>Purchase and intake of new materials</p> <p>Staff distribution of materials before summer break</p> <p>Initial trainer and teacher PD sessions</p>

# Amplify Material Distribution – District

Grade Level	Materials Purchased AND Inventoried at Schools	ASPEN Student Numbers (As of 9/8/22)	(+/-)
K	510	381	129
1	505	512	-7
2	465	463	2
3	465	439	26
4	475	459	16
5	465	438	27
6	495	487	8
7	505	497	8
8	525	511	14
<b>TOTAL:</b>	<b>4,410</b>	<b>4,150</b>	

\*\*We are continuously working with our Amplify support team to find solutions to ensure every student and teacher has what they need to implement this new program.\*\*



# A.E.A.P Update

On May 2, 2022, School Committee members voted to **pause the Accelerated and Enriched Academic Program (A.E.A.P) 2022-2023 enrollment for Grades 1-3**. This program is located at the Linden S.T.E.A.M Academy.

Years the program was paused:

- SY 22-23 Paused (no 3<sup>rd</sup> grade, 2<sup>nd</sup> grade and 1<sup>st</sup> grade)
- SY 21-22 Paused (no 2<sup>nd</sup> grade and 1<sup>st</sup> grade)
- SY 20-21 Paused (no 1<sup>st</sup> grade)

## A.E.A.P Overview of the Plan for SY 2022-2023:

- 1) District Wide open seats will be available for incoming Grades 4-8

The projected number of available seats for grades 4-8 for SY 2022-2023 based on a class size of 25 are as follows:

- Grade 4 - 14 seats
- Grade 5 - 8 seats
- Grade 6 - 6 seats
- Grade 7 - 12 seats
- Grade 8 - 7 seats

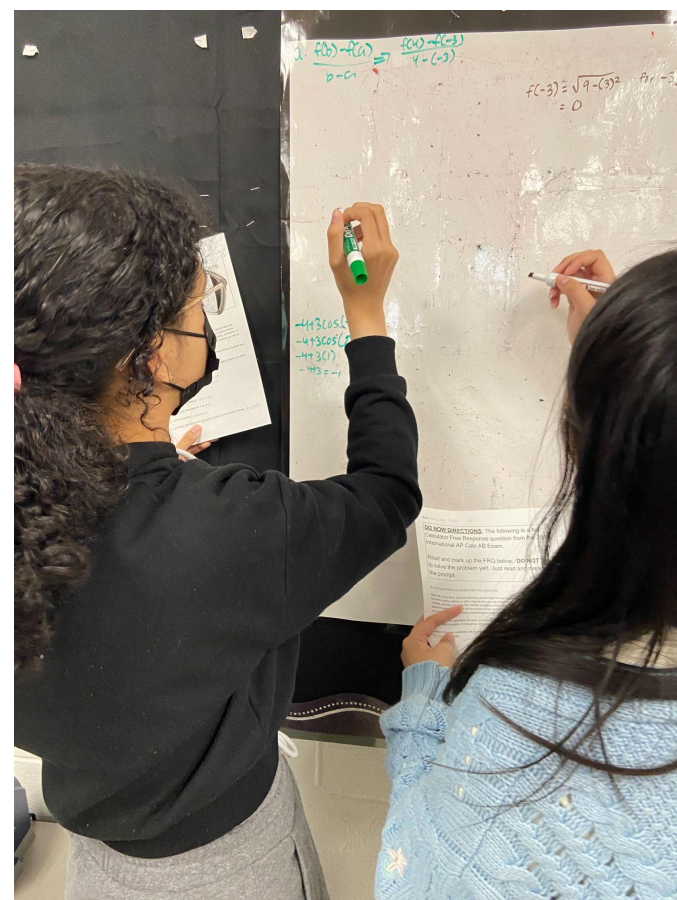
# A.E.A.P Update

Grade	4	5	6	7	8
Students previously accepted into AEAP	11	17	19	13	18
Open Seats for the 2022-2023 School Year	14	8	6	12	7
Students who met the criteria and were invited to join AEAP beginning on Fall 2022	14	8	6	12	7
Students who accepted invite to join AEAP beginning on Fall 2022	14	8	6	10	7
Students <b>returning</b> to the AEAP Program in Fall 2022	9	16	18	13	18
Students <b>currently</b> enrolled in AEAP	23	24	24	23	25
<b>Students currently enrolled in AEAP and have started school</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>23</b>	<b>24</b>

## Monthly working group meetings



- ❑ **Honors Pathway Program (Pilot SY 22-23)**
  - ❑ Summer Curriculum Work
    - ❑ Teams of teachers (Science, Math, History)
  - ❑ Directors supporting the program
    - ❑ Dr. Diaz, Mr. Tanetta and Ms. Balm
- ❑ **Criteria**
  - ❑ Honors Pathway is offered in the four core content areas: ELA, Math, Science, and History
  - ❑ Attendance 90-100%
  - ❑ Grades in the Honors class A+ / B +
  - ❑ Homework completion 80%
  - ❑ Differentiated assignments:
    - ❑ Complex multi steps assignments
    - ❑ Not more work, rather differentiated work
  - ❑ 10 hours of Community Service within their school community (e.i., reading Buddies, mentorship, etc.)
  - ❑ No disciplinary record



# Middle School Honors Pathway Program



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

# Let's have an amazing new school Year!

