

Superintendent's Report

Every School, Every Classroom, Every Student, Every Day!

*Dr. Noriega-Murphy, Superintendent
May 6, 2024*

Agenda

- **Welcome and Introduction**
- **Student Survey**
- **Updates:**
 - Celebrations
 - Early Release Day
 - Summer Programs
 - Enrollment
 - Welcome Center
 - Human Resources
 - Special Education Programs
- **Student Opportunity Act Plan 2024-2027 (SOA)**



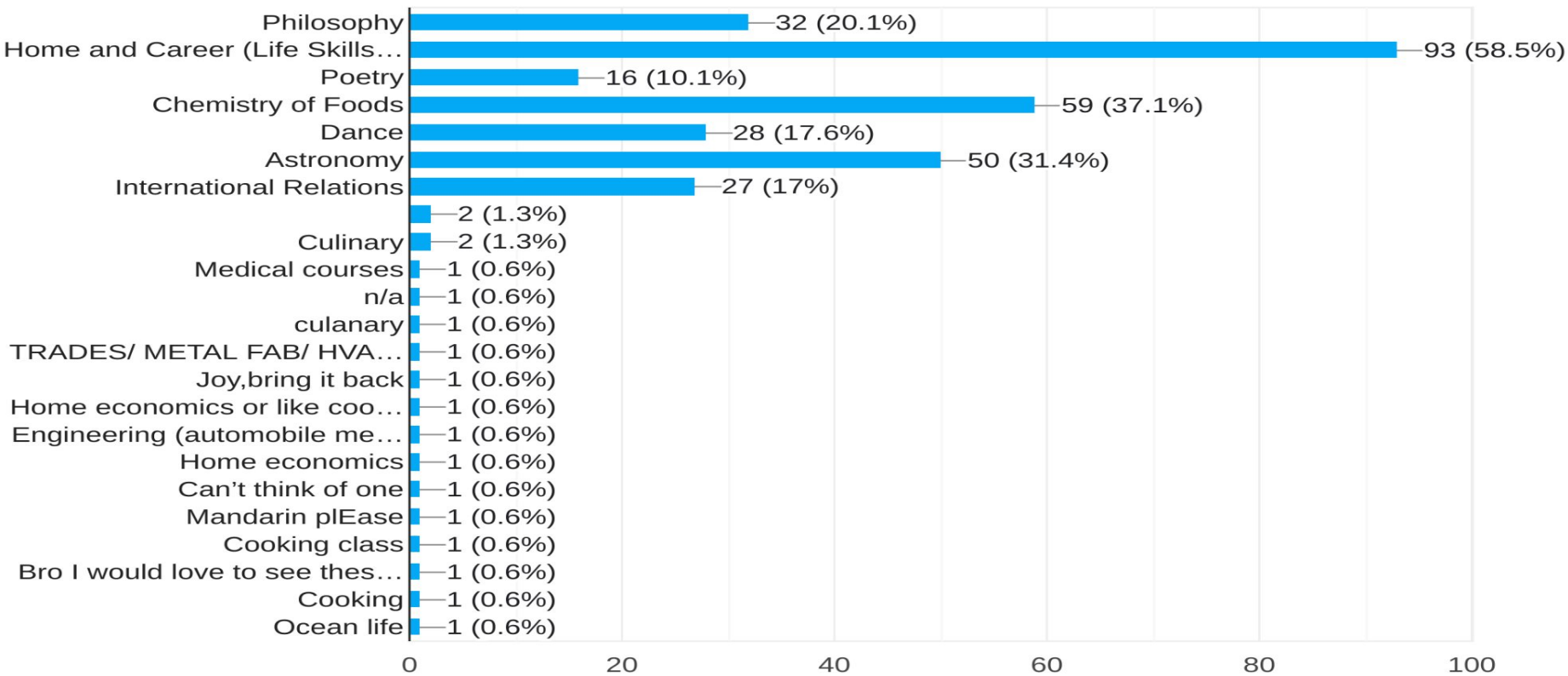
Student Survey

SY 2023-2024

Aiden Luciano and Nick Duggan

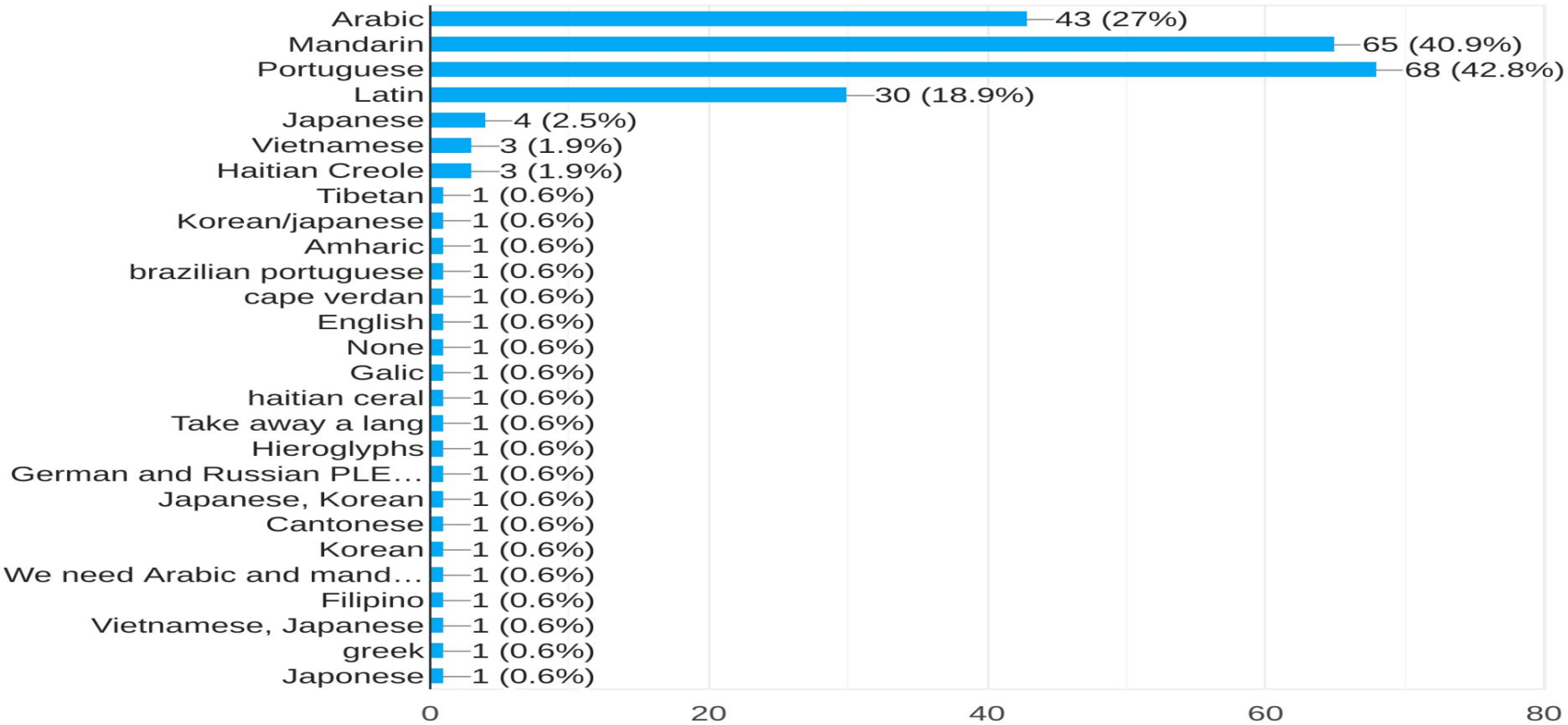
What types of changes would you like to see in the availability of courses at MHS?

159 responses



What World Languages would you like to see offered at MHS?

159 responses

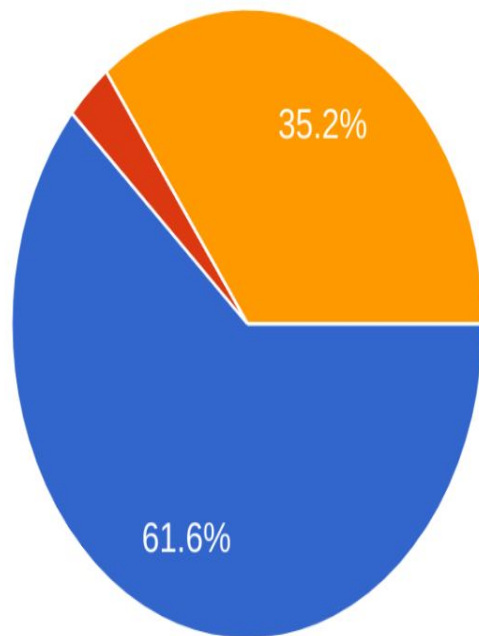


What is your opinion in regards to the current 80 minute schedule? As Stated in a Blue and Gold Article “ The data shows that out of 158 students who responded to the survey, 59% favored the current schedule. Many of those students advocated for teachers, stated that it could be strenuous for them, or stated that a break would be useful in between the 80-minute class. 35% were against the 80-minute class periods, and 6% purely said” I don't know.”

I like it
It's good
It's ok
It's alright
i like it
too much
It just too long I feel like we should get a break in the middle of the class for at least 15 minutes
good
Too long

Do you know what the graduation requirements are?

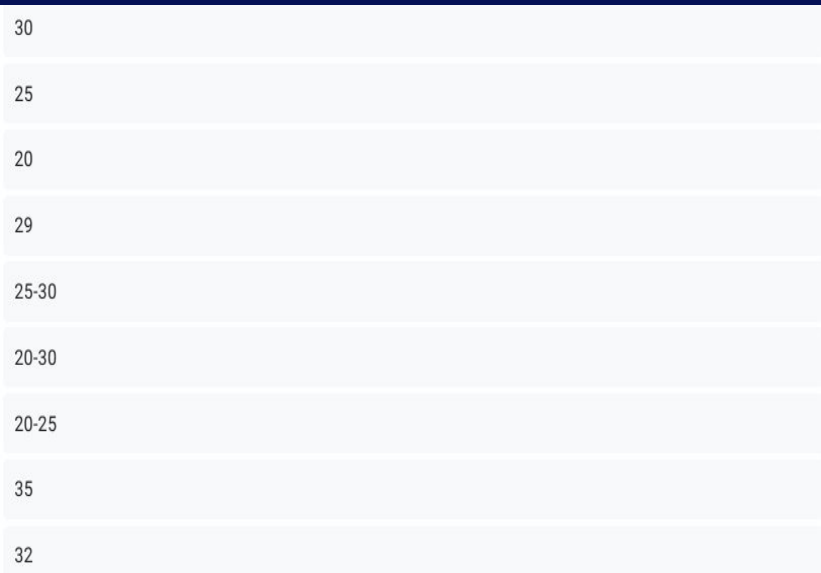
159 responses



- Yes
- No
- A little bit

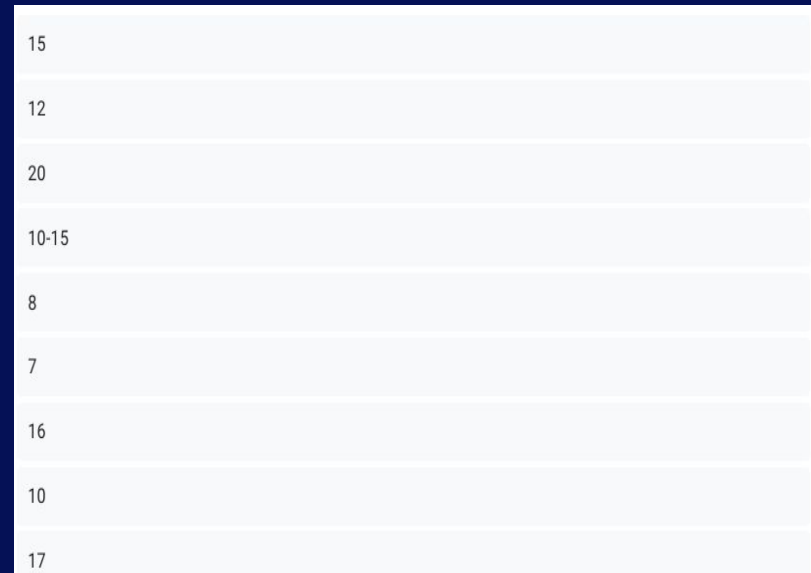
How many students are in your largest class? And How many students are in your smallest class?

Our data shows the average amount of students in our largest classes is around 19% while in our smaller classes we average around 8



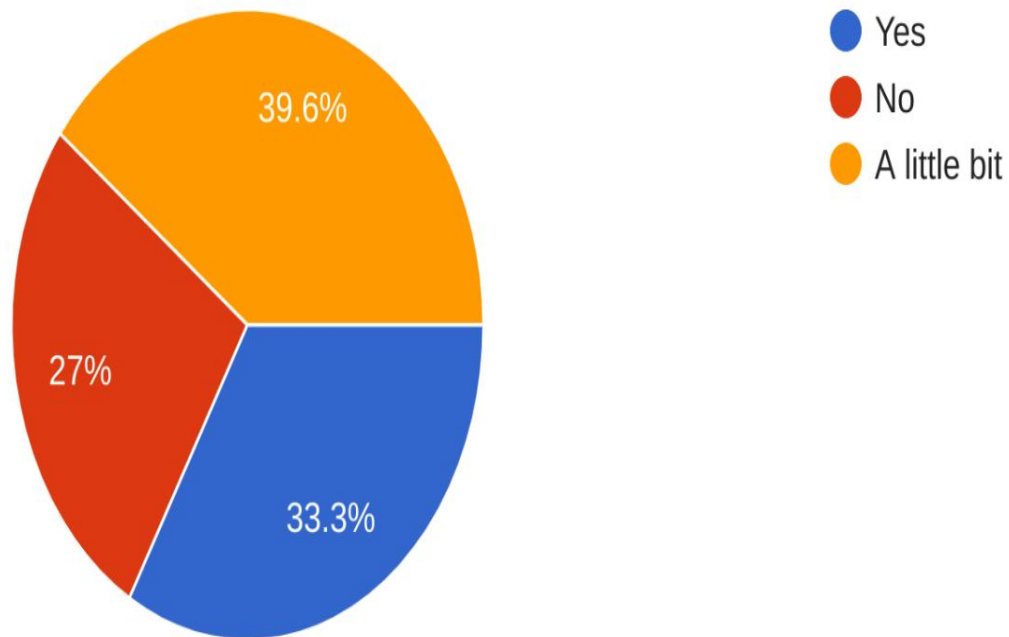
Left student answers for largest class

Right student answers for smallest



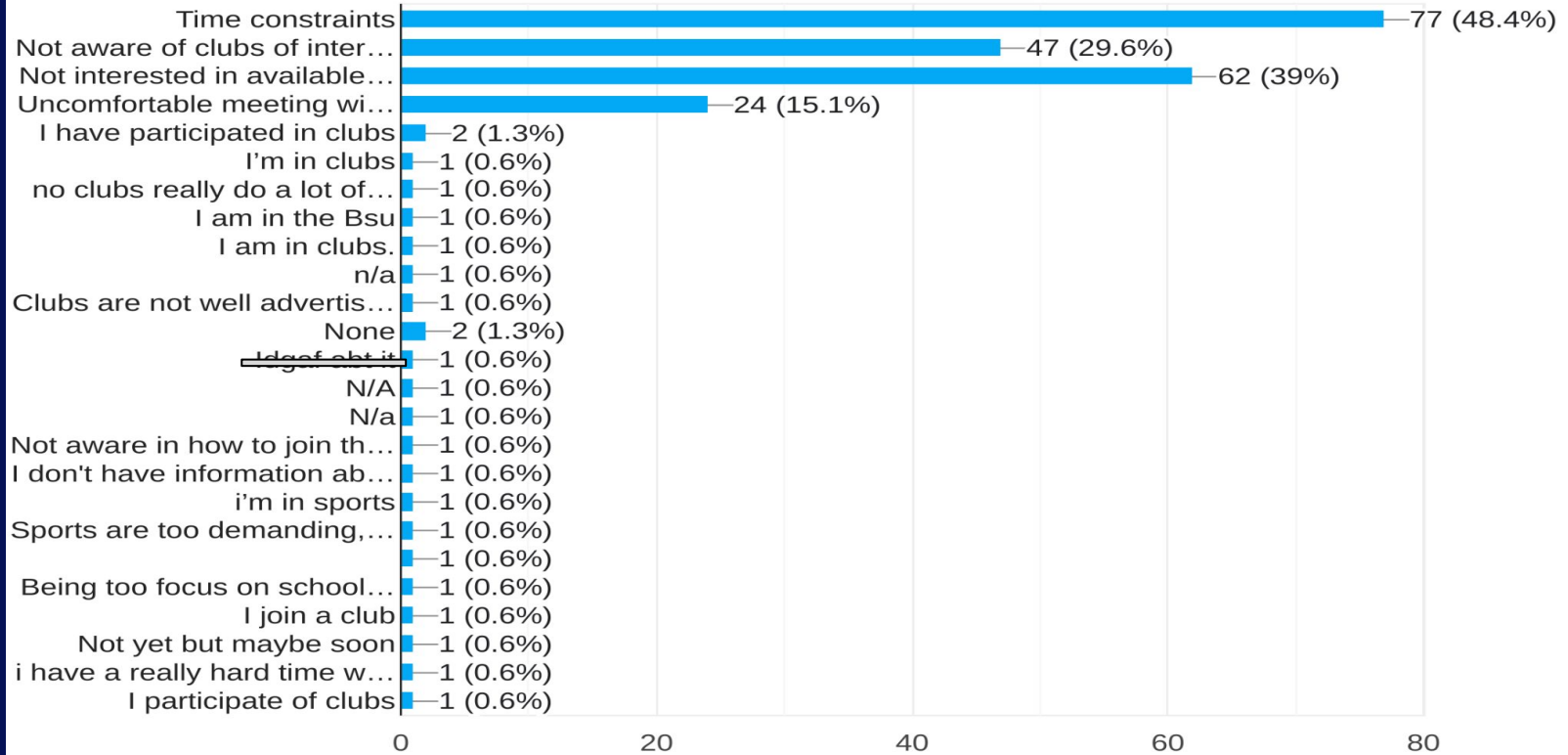
Do you feel like you have been informed about the various clubs that are available to MHS students?

159 responses



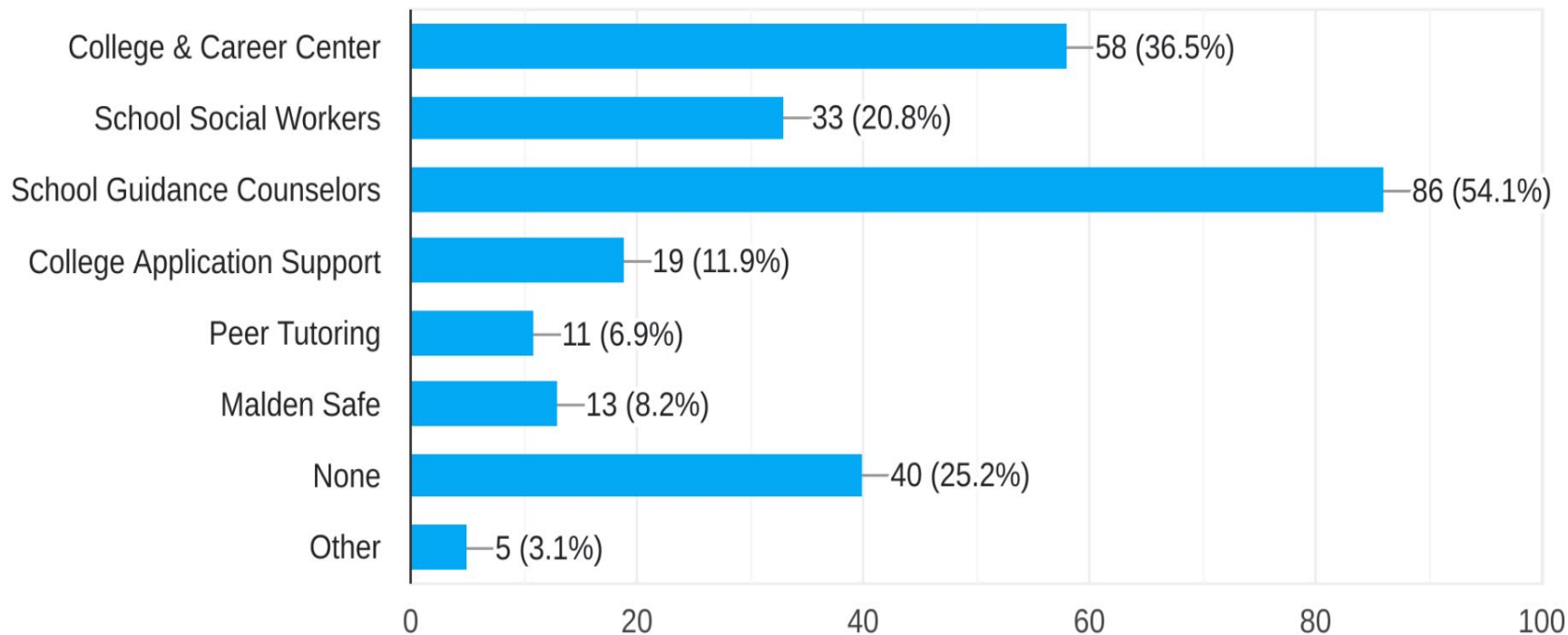
If you have not participated in student clubs, which of the following factors have contributed to that decision?

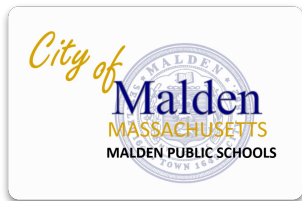
159 responses



Which of the following student support services have you utilized in your time at MHS?

159 responses

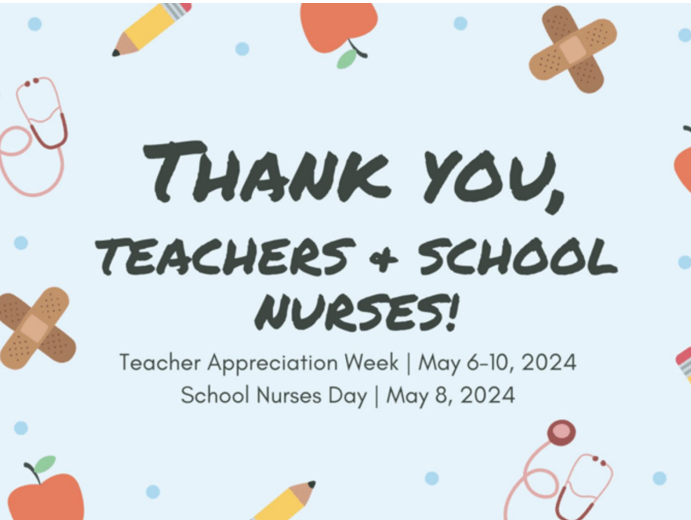




UPDATES

Every School, Every Classroom, Every Student, Every Day!

Celebrations



**THANK YOU,
TEACHERS + SCHOOL
NURSES!**

Teacher Appreciation Week | May 6-10, 2024
School Nurses Day | May 8, 2024



Celebrations



M SENIORS M

Date	Event	Location / Time
May 10	Grade 12 Progress Reports	Aspen
May 17	Last day of classes - Grade 12	
May 21	Prom Assembly	Auditorium 1:00
May 22	Red Carpet - Prom	Salem St. 4:00 - Danversport - 6:00
May 28	Scholarship Night	Auditorium - 6:00
May 29	NHS Induction Ceremony	Auditorium - 6:00
May 30	Graduation Assembly - Cookout	Auditorium - Courtyard - 1:00
May 31	Graduation Rehearsal	Macdonald Stadium - 9:00 am
June 2	Graduation	Macdonald Stadium - 2:00



JOIN US AT MALDEN HIGH SCHOOL'S

10th Annual Multicultural Celebration

Friday, May 24, 2024
5-7pm
MHS Gallery & Courtyard (weather permitting)

Tickets: \$5 in advance, \$7 at the door
Beginning the week of May 13th, see Ms. Márquez in J282, a Multicultural Club member, or sales during lunches/after school.



DISTRICT ATTORNEY MARIAN T. RYAN INVITES YOU TO
THE 2024 EMPOWERING GIRLS CONFERENCE

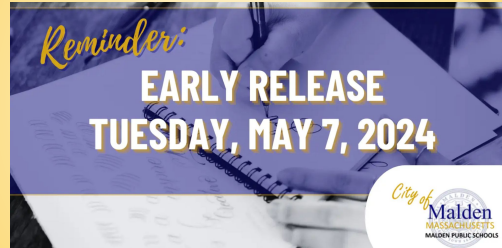
WEDNESDAY, MAY 1ST
8:30 A.M. - 1:30 P.M.

FEATURING DIRECTOR LAUREN PROTENTIS, NATIONAL SECURITY COUNCIL AT
THE WHITE HOUSE



SPECIAL EDUCATION OPEN FORUM

Professional Development



11:00am

MALDEN PUBLIC SCHOOLS 2023-2024 CALENDAR

MAY 2024 (22 days)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5/7: 11:00 am PD Early Dismissal Pre-K-12
 5/17: MHS Seniors Last Day of School
 5/27: No School - Memorial Day

JUNE 2024 (9 days)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	

6/2: Malden High School Graduation
 6/13: Last day with 1 snow day (180 Days)
 11:00am Dismissal
 6/19: No School - Juneteenth
 6/20: Tentative last day of school w/ 5 snow days (185 Days)

Summer Programs



Commonwealth Preschool Partnership Initiative (CPPI) Summer Program

- The CPPI Summer Program is a five week long
- Accommodates 30 students ages 4-5 years old.
- For information or to apply, families can
 - @email Andrea Wakefield at awakefield@maldenps.org
- **Application deadline is May 22, 2024.**
- Students will be chosen by lottery.

MALDEN OUT-OF-SCHOOL TIME 2024-2025 SCHOOL YEAR K-6 REGISTRATION

HOW TO REGISTER

Online registration at [EZChildTrack](#)
Link goes live **May 13th at 10:00am:**
[EZChildTrackMOST](#)
Need help? Contact our office to schedule an appointment.

REGISTRATION PERIODS

May 13-24, 2024

Currently Enrolled Students

Students who registered & attended the program in SY 2023-2024

July 8-19, 2024

New Students to the Program

Early registration is encouraged. Enrollment is on a first come, first served basis. 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.

Open to all K-6 students at Beebe, Forestdale, Linden & Salemwood

PROGRAM OFFERS

Project-based curriculum led by qualified staff including Arts, STEM, Physical Education, Music & Movement, SEL, Literacy, Healthy Cooking, & more.

For more information including the sliding scale process, please visit our website at: [MOST Website](#) or scan the bar code below.



PROGRAM DATES

Follows MPS Calendar between
September 4– June 13

After School Monday-Friday
From school dismissal
Including 1/2 day Wednesdays
Pick up between 4:30pm-5:30pm

LOCATED AT:

- Beebe School
- Forestdale School
- Linden STEAM Academy
- Salemwood School

For students entering grades K-6
for SY 2024-2025

REGISTRATION FEE

\$25.00 non-refundable, non-transferable fee per student per school year. Fee is not applied towards tuition.

WEEKLY TUITION

**Afterschool Program
3 day minimum \$25.00 per day**

FINANCIAL AID

Sliding scale is available on a limited basis for families that qualify

- 5 day a week afterschool seats only
- Applications are accepted by in-person appointments only
- All documents are required at time of appointment
- 10% Sibling & Employee Discount



District Enrollment

Malden Public Schools

District Enrollment

Page 1

May 3, 2024

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	101	107	115	109	100	102	95	100	95	0	0	0	0	0	0	924
ELC	Early Learning Center	311	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	311
Ferryway	Ferryway School	0	97	100	108	101	99	100	100	100	94	0	0	0	0	0	0	899
Forestdale	Forestdale School	0	55	58	64	65	59	65	59	75	79	0	0	0	0	0	0	579
Linden	Linden School	0	83	84	94	98	93	95	86	90	94	0	0	0	0	0	0	817
MHS	Malden High School	0	0	0	0	0	0	0	0	0	0	508	467	487	434	0	14	1910
OutDst	Out of District	0	1	6	1	4	5	3	4	4	8	12	5	7	8	0	9	77
Salem	Salemwood School	0	103	98	140	92	105	108	122	125	127	0	0	0	0	0	0	1020
Services	Services Only - Private School	25	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	29
Totals		336	441	454	522	471	461	473	466	494	497	520	472	494	442	0	23	6566

Welcome Center

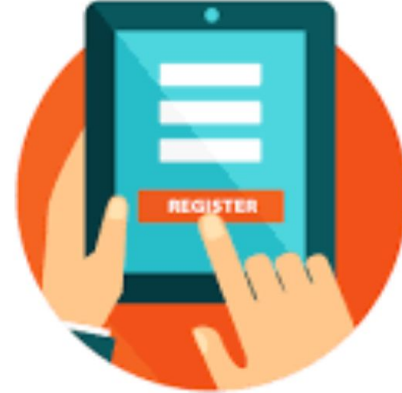
Enrollment

Number of students in the queue :

Kindergarten (2023-2024)	5
Grades 1-12: (2023-2024)	26
Kindergarten (2024-2025)	284

Schools /Grades with no seats available:

Beebe:	Grades K, 4, 5, 6
Ferryway:	Grades 5, 6, 7
Salemwood	Grade 7, 8



OnLine REGISTRATION



Special Education Programs Current Enrollment SY 2023-2024

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Malden Public Schools Special Education Programs		
ILP		TOTAL
ELC	PreK	77
Ferryway	K-8	36
Forestdale	K-8	41
Salemwood	K-8	33
Special Education Total		187
LBP		TOTAL
Linden	3-5	6
Special Education Total		6
PACE		TOTAL
MHS	9-13	41
Beebe	K-8	22
Special Education Total		63
PATHWAYS		TOTAL
MHS w/ IEP	10-12	5
W/Out IEP		24
Total		29
RISE		TOTAL
Linden	K-5	12
Salemwood	6-8	6
MHS	9-12	17
Special Education Total		35
DISTRICT		
Total Current		320

**Malden Public Schools
Special Education Programs at MHS**

PROGRAMS		TOTAL
PACE	9-13	41
PATHWAYS W IEP		5
PATHWAYS W/Out IEP	10-12	24
RISE	9-12	17
Total Current		87

PATHWAYS

The Pathways Program is an alternative-education program located within Malden High School. It serves students that are over age and undercredited. This program is open to students with and without disabilities. Every student enrolled in the Pathways Program is a Malden High School student and will earn a Malden High School diploma. The Pathways Program offers students different opportunities to earn credits and gain confidence in themselves and their academics.

Curricula and instruction are aligned with the state curriculum frameworks, in not only the subject areas currently assessed by the MCAS, but in all areas on which students are expected to learn. We believe each student is a unique and talented individual who will be provided the opportunity to succeed. We work with each student individually to design a plan to help them reach their goals.

Location	GRADES	TOTAL
MHS w/ IEP	10-12	5
W/Out IEP	10-12	24
Total		29

PACE

The PACE Program (Practical Academics and Community Education) utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class.

Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Location	GRADES	TOTAL
PACE MHS	9-13 SP	41
PACE Beebe	K-8	22
Total		63

RISE

Recognizing Individual Success Everyday

Program Description: The RISE Program is designed for students diagnosed with an Emotional Impairment and focuses on teaching students evidence-based behavioral and emotional regulation, problem-solving and coping skills to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment.

Location	GRADES	TOTAL
RISE Linden	K-5	12
RISE Salemwood	6-8	6
RISE MHS	9-12	17
Total		35

Intensive Learning Program		
Location	GRADES	TOTAL
ELC	PreK	77
Ferryway	K-8	36
Forestdale	K-8	41
Salemwood	K-8	33
Special Education Total		187

LBP		
Language Based Program		
Location	GRADES	TOTAL
Linden	3-5	6

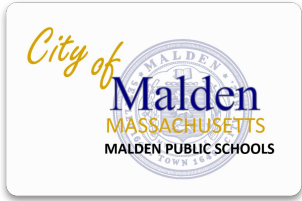
ILP		
Intensive Learning Program		
<p>Program Description: ILP at Forestdale is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Developmental Delay who require specially designed and modified/accommodated instruction within a Partial Inclusion setting. Students require moderate support in all aspects of navigating their school days. Students served in the program have needs in multiple areas such as academics, language development, social pragmatics and behavior.</p>		
Grades		TOTAL
Forestdale	K-8	41

LBP		
Language Based Program		
<p>Program Description: The Language-Based Program is an instructional model designed for students with a Specific Learning Disability in reading and/or a Language-based Learning Disability. These students have average reasoning skills but require a multi-sensory approach to support their reading, writing, listening, speaking and organizational skills. In all content areas, through a language-based teaching approach, students are provided with a highly structured rules-based instructional methodology that focuses on oral and visual techniques to support language processing and production.</p>		
Grades		TOTAL
Linden	3-5	6

ILP		
Intensive Learning Program		
<p>ILP is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/ Developmental Delay who require intensive, specially designed and heavily modified instruction to access the curriculum, as well as intensive support in all aspects of navigating their school days. As appropriate and specified by their IEP students in the ILP program are included in the general education setting for exploratory classes as well as other core subjects. Students served in the program have needs in multiple areas such as language development, functional communication, social, and behavior, as well as feeding and/or toileting.</p>		
Grades		TOTAL
ELC Ages 3 to 5	PreK	77

ILP		
Intensive Learning Program		
<p>Program Description: ILP at Ferryway utilizes teaching methodologies that align with the principles of Applied Behavior Analysis. Academic goals are taught through a variety of methodologies including the use of discrete trial training, incidental teaching and task analyses. Small group instruction is also utilized to promote social skills. Students in the Ferryway ILP program are included in the general education setting for exploratory. Skills targeted for acquisition in a substantially separate environment are consistently modeled and monitored for progress for each individual student.</p>		
Grades		TOTAL
Ferryway	K-8	36

ILP		
Intensive Learning Program		
<p>Program Description: ILP at the Salemwood is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/ Developmental Delay who require intensive, specially designed and heavily modified instruction to access the curriculum, as well as intensive support in all aspects of navigating their school days. Students in the Ferryway ILP program are included in the general education setting for exploratory. Students served in the program have needs in multiple areas such as language development, functional communication, social, and behavior, as well as feeding and/or toileting.</p>		
Grades		TOTAL
Salemwood	K-8	33



Student Opportunity Act Plan SY 2024-2027

Every School, Every Classroom, Every Student, Every Day!



Student Opportunity Act Plans Background

The Student Opportunity Act (SOA) was enacted in 2019, injecting significant new funding into the Commonwealth's educational system, with a focus on providing funding to districts serving students with the greatest needs. The law also included a critical provision that requires every district to set clear targets for improving disparities in achievement among student groups and develop a three-year plan to implement evidence-based strategies to meet their targets.

The first set of **three-year plans** were submitted amid the backdrop of the COVID pandemic. The significant disruptions associated with the pandemic - including delays in SOA funding flowing to districts, the need for districts to spend significant time on recovery and reentry planning for all students, and interruptions to the Department of Elementary and Secondary Education's (DESE's) testing and accountability system - made it very difficult for districts to fully implement their SOA plans.

- Districts' plans identify where data reveals disparities in student learning opportunities and outcomes for the student groups they serve and describe how they will utilize evidence-based approaches and strategies to address those disparities.

Two key plans that districts produce on a regular basis are District Improvement Plans (sometimes framed as district strategic plans) and SOA plans. While both plans cover multiple years, there are some important differences.

Two different Plans

- **The District Improvement Plan (DIP)** serves as a comprehensive plan that describes the *full set of strategies* that a district will implement to support *all students* in their district.
- By contrast, the **SOA Plan** addresses a subset of a district's overall initiatives, focusing on evidence-based programs and strategies that will improve the educational experiences and outcomes of students, including English learners, students with disabilities, and low-income students.

The SOA plan should spotlight critical, actionable evidence-based programs and strategies that are focused on rapidly improving outcomes for students with low academic performance, whether you are enhancing ongoing efforts or introducing a small number of new initiatives.

Malden Public Schools Plan:

- Our Malden Student Opportunity Act proposed plan, represents a comprehensive approach to enhance student achievement
- Particularly focusing on special education students, multilingual learners, and students at risk.
- Over a three-year period, the initiative aims to address key areas of improvement, including curriculum implementation and targeted academic support. By integrating high-quality, equity-centered literacy and math curricula, coupled with comprehensive social-emotional learning initiatives, the district remains steadfast in its dedication to furnishing every student with the essential tools and resources needed for both academic achievement and emotional well-being.

ANALYZED DATA AND SELECTED A SUBSET OF STUDENT GROUPS FOR FOCUSED SUPPORT

- Student With Disabilities (SWD)
- Multilingual Learners
- At Risk Students

Student Opportunity Act Plan

- **FOCUS AREA EBP 2.1B Supporting Curriculum Implementation**
 - Focus Area: 2.1 B Implementation
- **FOCUS AREA EBP 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning**
 - Focus Area: 2.2 D Targeted Academic Support and Acceleration

EBP 2.1B Supporting Curriculum Implementation

Focus Area: 2.1 B Implementation

Objectives:

1: By the end of the 2026-2027 school year, increase the % of educators teaching lessons within 1 week of expected pacing, as outlined in district pacing guides.

- Metrics: Utilize data from district-created pacing guides to track the percentage of educators teaching within the expected pacing as collected by Administrators and coaches

2: By the end of 26-27, enhance opportunities for professional learning for coaches to implement coaching cycles effectively.

- Metrics: Evaluate the number of pd opportunities provided to coaches

3: By the end of 26-27, increase the effectiveness of teachers through identifying coaching supports received and needed to deepen their practices in coaching cycles.

- Metrics: Collect data on coaching supports received by teachers and identify areas for improvement.

4: Analyze ACCESS data and benchmark 3x times a year using DIBELS, iReady, IXL for ELD levels 3 and 4. By the end of 26-27 we will increase our targets.

- Metrics: Analyze DIBELS, iReady and IXL data to monitor progress and identify areas for improvement among ELD levels 3 and 4.
 - DIBELS

5: Analyze MCAS and benchmark data using DIBELS and iReady for the special education student group.

- Metrics: Utilize MCAS, DIBELS, and iReady data to assess progress and identify areas for growth among special education students.

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

Focus Area: 2.2 D Targeted Academic Support and Acceleration

Objectives

- 1: Implement a comprehensive summer program to target academic and social-emotional needs, including summer acceleration programs, credit recovery programs, and ELD programs.
 - Metrics: Track student attendance, task completion, assessment data, and successful promotion to the next grade level.
- 2: The middle school credit recovery program provides fundamental literacy and numeracy support through small groups.
 - Metrics: Evaluate student participation and academic progress

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027)**

- Malden Public Schools has offered summer school for several years, as the District continues to recover from COVID learning loss, significant efforts are being made to target both the academic and social-emotional needs of all students. Summer programs are offered across all grade levels, including a 'summer acceleration program' for students entering Grades K-6, 'credit recovery' programs for students entering Grades 7-12, and English Language Development Programs for our newcomer students. Over SY23-24, we have partnered with Catapult Learning to provide students in Grades K-3 with additional tutoring in literacy, both during the school day and after-school. We are also restarting our after-school ESL Tutoring program, which is led primarily by Malden teachers
- This summer, the District hopes to continue its wide range of programming as it had since summer 2022.
- We are re-envisioning our middle school 'credit recovery' program to not only provide our students with course credit, but also provide them with fundamental literacy and numeracy support through small-group
- In the SEL summer blocks, students will also receive social-emotional support through weekly restorative justice circles, and relationship building with high school staff.
- Acceleration Academies will support all students including Special education students, MLL, and at risk students.

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027)

Student Opportunity Act Plan

EBP 2.1B Supporting Curriculum Implementation

Focus Area: 2.1 B Implementation

- Multilingual Language Learner Instructional Coaches at K-8 schools
 - a. K-8 schools: 1 per school (x5)
 - b. High School: 2

- Special Education Instructional Coaches at
 - a. K-8 schools: 1 per school (x5)
 - b. High School: 2

- Partner with an organization that supports implementation of HQIM
 - a. (TNTP/Pivot Core)

- Ongoing Professional Development for teachers:
 - a. Teaching and differentiation of instruction and scaffolding skills

