



North Reading Public Schools



NRPS 2016: A Plan for Strategic Continuous Improvement



NRPS 2016: A PLAN FOR STRATEGIC CONTINUOUS IMPROVEMENT

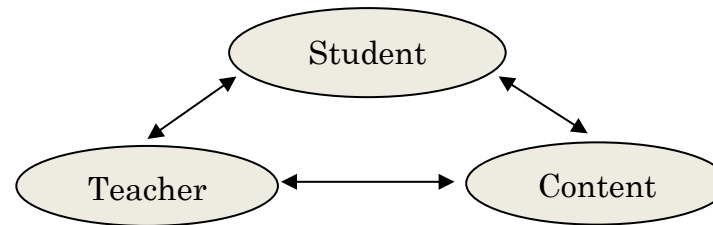
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Executive Summary

During the 2010-2011 school year, the North Reading Public Schools embarked on a continuous improvement planning process resulting in the development of *NRPS 2016: A Plan for Strategic Continuous Improvement*. The purpose of the plan is to identify those few priority strategies upon which the district will focus that will provide the greatest leverage for improved student performance.

The conceptual understandings associated with the book, Strategy in Action, by Rachel Curtis and Elizabeth City, were used to strategically identify priority focus areas for continuous systemic improvement. The central focus of this work is on the instructional core: the interaction of *teachers* (instructional practices) and *students* in the presence of *content* (curriculum).



Each point of this triangle is critical and the interactions between the three produce high levels of learning. The intent behind a strategic and systemic continuous improvement plan is to relentlessly focus on and support the instructional core.

The Administrative Leadership Team began the process by identifying eight categories that would eventually lead to the development of strategic objectives. The leadership team assessed each category using a rubric to determine if there is a clear strategy for continuous improvement guiding these initiatives. The need for focus, coherence, and synergy between initiatives became evident.

The next step in the process was a review of the District's mission and vision. The vision describes what the District is working toward while the mission describes how the District is going to get there. The Leadership Team crafted a draft vision, revisited and revised the existing mission, and shared the drafts with faculty for review and feedback. Changes were made, resulting in an updated mission and new vision approved by the North Reading School Committee.

The Leadership Team revisited the district initiatives categories and began to prioritize and make connections between them. This grouping and regrouping of initiatives, reflective of the vision and the mission, culminated in the identification of the three major strategy areas to drive continuous improvement: **Teaching and Learning, Student Services, and Technology Integration**. The key is for the strategy area to be focused on the instructional core, focused on a few objectives that are coherent and synergistic, and balanced in its solving of issues and pursuit of the system's vision. A theory of action and a small number of strategic objectives and initiatives that frame the actions upon which the district will concentrate were then developed for each strategy area.

Putting each strategy into action required the development of a theory of action that connected the strategy to the vision. Once the theory of action was established, members of the Leadership Team were assigned to one or more strategy subcommittees to develop an action plan that includes objectives, strategic initiatives, persons responsible, a timeline, resources, and outcomes over a three to five year period. The action plans were completed and provide the roadmap for the journey toward continuous improvement.

Another important step in the execution of a strategy is aligning resources to the strategy. Strategy drives the budgeting process and the allocation of resources such as time, staff, or money. This may require shifting resources by making difficult, and sometimes unpopular, choices. The development of the budget is a collaborative process, the responsibility of which is shared by the Administrative Council, the School Councils via the School Improvement Plan, and the School Committee. The implementation of a strategic continuous improvement plan provides a laser focus on where precious resources will be allocated.

School systems exist to facilitate student learning. School systems also need to be intentional about facilitating adult learning. In schools where educators are actively engaged, it is quite likely to see students actively engaged. The North Reading School District is well on its way toward realizing the potential of strategic action through active engagement and concurs with the following as stated by Curtis and City:

School systems that focus on the core with a coherent strategy, executed and refined over time, are making progress in fulfilling their vision of supporting all children to learn at high levels, to contribute to their communities, and to be ready for career and college. To be sure, this is harder than it sounds; school systems face numerous compelling demands. But it is the only path toward improvement.

North Reading School District and Community Profile

North Reading is an outlying suburban town in Middlesex County, lying entirely within the watershed of the Ipswich River. Originally part of Lynn, North Reading was incorporated as a town in 1853 and retains a number of simple and well-preserved mid-18th century center-chimney vernacular houses. The beautiful town center includes a Federal style meeting house, and an affluent Federal village with a well-preserved district of period houses. The Town of North Reading is located 16 miles north of Boston and is bordered by Wilmington on the west, Andover and North Andover on the north, Middleton and Lynnfield on the east, and Reading on the south.

With a population of more than 14,000, North Reading prides itself on a school system that has produced excellent student performance results and that regularly sends students to some of the nation's best colleges. There are approximately 2,600 students attending the public schools that include three elementary schools (K-5), one middle school (6-8) and one high school (9-12). North Reading Public Schools is a member of the SEEM Collaborative and the Northshore Education Consortium both providing services for special education students. North Reading students are also eligible to attend the Northeast Metropolitan Regional Vocational School District.

The L. D. Batchelder Elementary School, located at the corner of Peabody and Haverhill Street, first opened in 1917 and remained the only school building in North Reading until 1957. The school was named posthumously in honor of Leland Dennis Batchelder, educator and school committee person for over 25 years. Two additions were made to the original building, one in 1927 and the other in 1950. There are 26 classrooms accommodating 500 students. A major renovation to the original building in 2006 introduced many opportunities for new technology integration.

The J. Turner Hood Elementary School, located on Haverhill Street, opened in 1960. The school was named in honor of J. Turner Hood, superintendent of schools from 1948 – 1960. One addition was made to the original building in 1970. There are 27 classrooms accommodating 360 students. A 1998 building project brought a library as well as art and music classrooms. New modular classrooms were added in 2003.

The E. Ethel Little Elementary School, located on Barberry Road, opened in 1958. The school was named in honor of E. Ethel Little, a school committee member for 21 years, in advance of its opening by the school committee. One addition was made to the original building in 1970 and a second addition and renovation was completed in 1998. There are 20 classrooms accommodating 400 students. New modular classrooms were added in 2001.

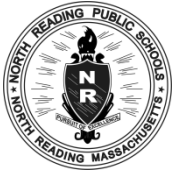
The North Reading Middle School, located on Sherman Road, opened in 1965. Prior to this date, junior high students (grades 6-8) attended the local elementary schools. There are 44 classrooms accommodating 660 students. The Office of the Superintendent, Pupil Personnel offices, and Academic Services offices are housed in this school. New modular classrooms were added in 2004 and 2007.

The North Reading High School, located on Park Street, opened in 1957. Prior to this date high school students attended Reading Memorial High School. There are 40 classrooms accommodating 700 students. The high school was completely renovated in 1989 with modular classrooms added in 2003 and 2004.

On March 24, 2012, North Reading voters overwhelmingly approved a Middle School/High School building project. The partnership between the town of North Reading and the Massachusetts School Building Authority (MSBA) will support the cost of an integrated Middle School/High School with shared core facilities at a total of \$107.7 million. The school building project is unique in the town's history in that the two schools will share the library/media center, gymnasium, auditorium, and cafeteria. The project reflects an increase of school space by 50,000 square feet. The total campus will be 286,000 square feet. The increase in space addresses overcrowding, programs and services, and instructional technology integration so that students engage in 21st century teaching and learning opportunities. The new North Reading High School is scheduled to open in September 2014, followed by the renovated North Reading Middle School scheduled to open in September 2015. The existing high school will be demolished. The new central office will be built as a separate and distinct section of the project at the south end of the middle school and is scheduled to open in September 2015.

In addition, the recreation department in cooperation with the school department completed a stadium project at the high school in 2009 that includes a new turf field, track, grandstands, and lighting. The project was completed without the use of taxpayer money, funded entirely by profits from the town owned and operated Hillview Golf Course.

North Reading is conveniently located approximately 15 miles north of Boston, off Interstate Route 93, and provides easy access to Interstate Routes 95 and 495. In addition, commuter rail service to Boston's North Station is easily available from both Reading and Woburn.



NORTH READING PUBLIC SCHOOLS

“Pursuit of Excellence”

Vision

The North Reading Public Schools prepare all students to be productive citizens who thrive in the 21st century.

Mission

The North Reading Public Schools provide a safe, supportive, and contemporary learning environment where dedication to excellence, service, and life-long learning is paramount. All students are challenged to work collaboratively and to become creative and critical thinkers. Emphasis is placed on mastering core academic knowledge, developing 21st century skills, pursuing individual potential, and fostering citizenship in a global society.

NRPS 2016: Continuous Improvement Plan District Goals

1. K-12 curriculum maps are aligned vertically and horizontally to the MA Curriculum Frameworks/Common Core Standards and are digitally accessible to all administration and teachers.
2. Sustainable and quality in-district programs are in place to meet the needs of all learners, with a focus on improvement in Pre-K to grade 3 literacy performance and grades 5-8 mathematics performance.
3. All staff are highly-qualified and engage in professional development that aligns to district and school goals and which specifically explores best practices and current innovations in curriculum, instruction, and assessment with a focus on improved educator effectiveness.
4. School based and district based data teams use data to inform instruction and improve student learning outcomes. A district database of student data is accessible to all administration and teachers.
5. The addition of Highly Qualified technology staff in the district enhances opportunities for learning through technology as an instructional tool.
6. Teaching and Learning reflects the synthesis of the established technology vision for the district and instructional best practices.
7. The technology infrastructure in the district supports the increased use of emerging technology trends. (one-to-one programs, bring your own device [BYOD] programs, interactive whiteboards, eReaders, interactive textbooks, MUNIS, My Learning Plan, SEMStracker, Naviance)
8. Consistent instructional processes are defined and utilized to collect meaningful data to drive instructional and programming decisions K-12.

Making Connections between District Goals, the Educator Evaluation System Standards, and NRPS 2016 Strategies for Continuous Improvement

Making Connections	District Goals							
Educator Evaluation System Standards	1	2	3	4	5	6	7	8
Administrator Standards								
Instructional Leadership	X	X	X	X	X	X	X	X
Management and Operations	X	X	X	X	X	X	X	
Family & Community Partnerships		X				X	X	
Professional Culture		X	X	X	X	X	X	
Teacher Standards								
Curriculum, Planning & Assessment	X	X	X	X	X	X	X	X
Teaching All Students	X	X	X	X		X	X	
Family & Community Engagement		X		X		X	X	
Professional Culture	X	X	X	X	X	X	X	
NRPS 2016 Strategies for Continuous Improvement								
Teaching and Learning	X	X	X	X		X		X
Student Services		X	X	X				X
Technology Integration	X		X	X	X	X	X	X

Teaching and Learning Strategy Action Plan

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Theory of Action:

In order to ensure our students are prepared for the 21st Century, we must focus on the instructional core, the retention of highly-qualified staff, the training and opportunities for teachers to create and implement curriculum and assessments that are aligned to state and national standards, and the support of professional growth for all staff.

Teaching and Learning Strategic Objective #1: Align K-12 curriculum vertically and horizontally to the Massachusetts Curriculum Frameworks and the Common Core Standards.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Year 1 (2011-2012)					
<ul style="list-style-type: none"> Develop a curriculum leadership model that supports and sustains the instructional core initiatives. 	Administrative Council, NREA	Spring 2012	Time at AC meetings	Consensus among administrators and NREA about a Curriculum Leadership model that sustains and supports the instructional core initiatives.	
<ul style="list-style-type: none"> Identify K-12 power standards for English Language Arts and Mathematics. 	Director of Academic Services, Curriculum Leaders, all educators	September 2011-June 2012	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	K-12 Power Standards aligned to the CCSS and new ELA and Literacy Frameworks and Mathematics Frameworks	Science and Social Studies focus this year is on content area literacy.
<ul style="list-style-type: none"> Focus resources on identified priority content areas. 	Director of Academic Services, Building Administrators	September 2011-June 2012	Small Cap Funds, Professional Development Funds	Implementation of materials, professional development, and support in priority focus area	Focus Area: K & 1 Foundations, Middle School Science (project-based)
Year 2 (2012-2013)					
<ul style="list-style-type: none"> Identify academic vocabulary and essential outcomes. 	Director of Academic Services, Curriculum Leaders, all educators	September 2012-June 2013	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	Shared understanding of Pickering's <i>Building Academic Vocabulary</i> —consensus on 30 words per subject area per grade level	This continues and builds upon work that began in 2009-2010
<ul style="list-style-type: none"> Update curriculum maps to include common grade level assessments. 	Director of Academic Services, Curriculum Leaders, all educators	September 2012-June 2013	Same as above	Updated curriculum maps to be shared with the entire school community.	
<ul style="list-style-type: none"> Focus resources on identified priority content areas. 	Director of Academic Services, Building Administrators	September 2012-June 2013	Small Cap Funds, Professional Development Funds	Implementation of materials, professional development, and support in priority focus area	Focus Area: Gr 2 Foundations, Middle School Science (project-based expansion), and Gr 4 Know Atom

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Strategic Objective #1: Align K-12 curriculum vertically and horizontally to the Massachusetts Curriculum Frameworks and the Common Core Standards.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Year 3 (2013-2014)					
<ul style="list-style-type: none"> Identify K-12 essential standards for Science, Social Studies, Foreign Language, Art, Music, Physical Education, and Instructional Technology. Update curriculum maps to include common grade level assessments. Explore and assess options for on-line curriculum maps (EDWIN) Focus resources on identified priority content areas. Evaluate the K-12 Curriculum Leadership Model. 	Director of Academic Services, Science, Social Studies, and K-12 Curriculum Leaders, all educators in those disciplines	September 2013-June 2014	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	K-12 Essential Standards aligned to the CCSS and new Science and Social Science Frameworks	If no new frameworks are available work will begin based upon draft Common Core documents and other existing frameworks documents
	Director of Academic Services, Science, Social Studies, and K-12 Curriculum Leaders, all educators in those disciplines	September 2013-June 2014 Summer 2014	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	Updated curriculum maps to be shared with the entire school community. Consensus on how the common assessments are to be factored into student grades.	Focus is on the Science, Social Studies, and K-12 Art, Performing Arts, Physical Education/Health, Foreign Language and Technology programs
	Director of Academic Services, Building Administrators	September 2013-June 2014	Small Cap Funds Professional Development Funds	Implementation of materials, professional development, and support in priority focus area	Focus Area: Gr 5 Know Atom
	Director of Academic Services, Building Administrators	September 2013-June 2014	Administrative Council Meetings	An effective and efficient curriculum leadership model is established.	Review curriculum leadership models in other school districts and compare cost, structure, roles and responsibilities
Year 4 (2014-2015)					
<ul style="list-style-type: none"> Update curriculum maps. 	Director of Academic Services, Science, Social Studies, and K-12 Curriculum Leaders, all educators in those disciplines	September 2014-June 2015	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	Updated curriculum maps to be shared with the entire school community.	

Teaching and Learning Strategy for Continuous Improvement

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
<ul style="list-style-type: none"> Update grade level/subject area common assessments as needed Assess the need for additional course offerings to high school students. 	<p>Director of Academic Services, Curriculum Leaders, all educators</p> <p>Director of Academic Services, Curriculum Leaders, High School Principal</p>	<p>September 2014-June 2015</p> <p>September – December 2014</p>	<p>Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)</p> <p>High School Department Meetings, Administrative Council</p>	<p>Local assessment data used to identify changes to the common assessments.</p> <p>Include resources to fund new high school courses in the budget, as needed.</p>	
Year 5 (2015-2016)					
<ul style="list-style-type: none"> Update curriculum maps to include common grade level assessments and academic vocabulary. 	Director of Academic Services, Science, Social Studies, and K-12 Curriculum Leaders, all educators in those disciplines	September 2014-June 2015	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	Updated curriculum maps to be shared with the entire school community.	

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Strategic Objective #2: Hire and retain highly qualified staff by providing professional development opportunities to explore best practices in curriculum, instruction, and assessment in order to sustain instructional core initiatives.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 1 (2011-2012)					
<ul style="list-style-type: none"> Provide training on Understanding by Design. Reduce study halls in the Middle School. Provide opportunities for growth through the new educator evaluation tool. 	Director of Academic Services, Building Principals, Curriculum Leaders	Spring/Summer 2012	Time at Administrative Council meetings	Clarity in the common language of Understanding by Design for administrators, and curriculum leaders	High School and K-12 Curriculum Leaders engaged in book study.
	Middle School Principal	Summer 2011	Addition of .5 Health Addition of .4 Robotics	Increase in related arts electives, 6 th grade study halls reduced	
	Superintendent, Director of Academic Services, Administrative Council, NREA	Spring/Summer 2012	Time at Administrative Council meetings Staff Meeting Time	Clarity for administrators in the changes and additions to the evaluation tool Union led MTA presentation (voluntary)	Professional collaboration time will be allotted in 2012-13 for the educators to learn more about the changes. Changes subject to negotiation
Year 2 (2012-2013)					
<ul style="list-style-type: none"> Provide training on Understanding by Design. Reduce study halls in the Middle School. Provide opportunities for growth through the new educator evaluation tool. 	Director of Academic Services, Building Principals, Curriculum Leaders	September 2012-June 2013	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	Clarity in the common language of Understanding by Design for all educators	
	Middle School Principal	Summer 2012	Addition of 1.0 General Music Addition of .2 Robotics	Increase in related arts 7 th and 8 th grade; all study halls eliminated	
	Superintendent, Director of Academic Services, Administrative Council, NREA	September 2012-June 2013	Professional Development time	Clarity for all educators of the changes and additions to the evaluation tool NREA negotiations complete.	Efforts will be made to pilot aspects of the new educator evaluation tool in order to ease the transition for full implementation.

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Strategic Objective #2: Hire and retain highly qualified staff by providing professional development opportunities to explore best practices in curriculum, instruction, and assessment in order to sustain instructional core initiatives.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 3 (2013-2014)					
<ul style="list-style-type: none">• Provide training on Understanding by Design.	Director of Academic Services, Building Principals, Curriculum Leaders	September 2013-June 2014	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	Clarity in the common language of Understanding by Design for all educators	Use Teachers 21 modules with school teams. Provide PD time for modules on SMART goals, self-assessment, and gathering evidence.
<ul style="list-style-type: none">• Provide opportunities for growth through the new educator evaluation tool.	Superintendent, Director of Academic Services, Administrative Council, NREA	September 2013-June 2014	Time, supervisory support.	Implement new tool for all educators and administrators	
<ul style="list-style-type: none">• Review evaluation of the curriculum leadership model and make recommendations for staffing changes, as needed.	Administration, NREA, School Committee	December 2013	Administrative Council Meetings, NREA	Curriculum leadership model reviewed and revised, as needed	
Year 4 (2014-2015)					
<ul style="list-style-type: none">• Provide formative and summative feedback to all faculty through full implementation of the educator evaluation tool.	Evaluators	September 2014-June 2015	Time, supervisory support	Implement new tool for all educators and administrators	Use the 5 step cycle process to identify areas of improvement to focus professional development.
<ul style="list-style-type: none">• Evaluate the need for additional staffing to support effective student learning.	Administrative Council	October 2014-January 2015			

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Strategic Objective #2: Hire and retain highly qualified staff by providing professional development opportunities to explore best practices in curriculum, instruction, and assessment in order to sustain instructional core initiatives.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 5 (2015-2016)					
<ul style="list-style-type: none"> • Provide formative and summative feedback to all faculty in year two of full implementation of the educator evaluation tool. • Evaluate the need for additional staffing to support effective student learning. 	Evaluators	September 2015-June 2016	Time, supervisory support	Implement new tool for all educators and administrators	Use the 5 step cycle process to identify areas of improvement to focus professional development. Provide 50% of educators with student impact ratings.
	Administrative Council	October 2015-January 2016			

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Strategic Objective #3: Use data to improve student learning outcomes.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 1 (2011-2012)					
<ul style="list-style-type: none"> • Create formative and summative assessments aligned to the K-12 curriculum for ELA and Literacy and Mathematics. • Create school and district data teams. Engage in Data Team Training. • Use Individual Student Success Plans (ISSP) for at-risk students. 	Director of Academic Services, Curriculum Leaders, all educators	Completed by June 2012	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	Q1 assessments developed for ELA and Math and Literacy in Science and Social Studies at the secondary level.	Drafts were completed and will be workshopped during 2012-2013.
	Director of Academic Services, ELA, Math, Special Education Curriculum Leaders, Leadership Team	January 2011-May 2011	Professional Development funding for trainer, time for trainings (1 full, 4 half days)	Administrators and ELA, Math, and Special Education leaders trained in Data Driven Decision Making. School data teams identified.	As a part of the Data Team training many educators at the building level will be involved in Data Driven Dialogue following suggested protocols.
	Building Principals, all educators	Fall 2011	Administrative time	ISSP developed and implemented.	EPP continues to be implemented at the high school level.
Year 2 (2012-2013)					
<ul style="list-style-type: none"> • Create and pilot formative and summative assessments aligned to the K-12 curriculum for ELA and Literacy and Mathematics. • Data Teams Training for Science, Social Studies, and Related Arts leaders. 	Director of Academic Services, Curriculum Leaders, all educators	Q1/T1 2012	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	Implement Q1/T1 assessments developed for ELA and Math and Literacy in Science and Social Studies at the secondary level.	It will be essential to make the connection between the data produced from these assessments and all of the data driven dialogue at the school and district level.
	Director of Academic Services, Science, Social Studies, Related Arts Curriculum Leaders, Leadership Team	September 2012-April 2013	Professional Development funding for trainer, time for trainings (3 half days)	Develop Q2-4/T2-3 assessments. Administrators and Science, Social Studies, and Related Arts leaders trained in Data Driven Decision Making. School data teams identified.	

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Strategic Objective #3: Use data to improve student learning outcomes.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 3 (2013-2014)					
<ul style="list-style-type: none"> • Create and pilot formative and summative assessments aligned to the K-12 curriculum for Science, Social Studies and Related Arts. • Continue the focus on Data Team Training and implementation of data analysis at the school sites. 	Director of Academic Services, Curriculum Leaders, all educators	Spring 2014	Professional Development day time, Department Meeting time, Curriculum Council time (NR credit)	Q1 assessments developed for Science, Social Studies and Related Arts	This year the initiative will continue to be piloted for all grades and subjects K-12.
	Leadership Team, Curriculum Leaders, all educators	September 2013-June 2014	Funding, release time, consultant, school-based collaboration time	Educators are consistently using data to drive instructional decisions.	Attention will be placed on the DDMs specified in the revised DESE timeline. Continue to work with Teachers 21 consultant David Casteline
Year 4 (2014-2015)					
<ul style="list-style-type: none"> • Implement year one of the district determined measures. • Provide Data Team Training and regularly implement the data analysis process at the school sites. • Evaluate student population trends and make programmatic adjustments to maximize student learning outcomes. 	All educators	September 2014-June 2015	DDMs, time, educators	DDMs are administered across the district in all grade levels and subjects. Data collected at the end of the year to assess year one.	
	Leadership Team, Curriculum Leaders, all educators	September 2014-June 2015	Funding, release time, consultant, school-based collaboration time	Educators are consistently using data to drive instructional decisions.	
	Leadership Team, Pupil Personnel Services	September - December 2014	Administrative Council Meetings, Special Education meetings, PPS meetings	Programs are designed and staffed to reflect the needs of the student population	As the enrollment bubble moves through the grades from one level to the other, program needs are identified and supported.

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Strategic Objective #3: Use data to improve student learning outcomes.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 5 (2015-2016)					
<ul style="list-style-type: none"> Review and revise DDMs based on data gathered and implement year two. Provide Data Team Training and regularly implement the data analysis process at the school sites. Evaluate student population trends and make programmatic adjustments to maximize student learning outcomes. 	All educators	September 2015-June 2016	DDMs, time, educators	DDMs are administered across the district in all grade levels and subjects. Data collected at the end of the year to assess year one.	As the enrollment bubble moves through the grades from one level to the other, program needs are identified and supported.
	Leadership Team, Curriculum Leaders, all educators	September 2015-June 2016	Funding, release time, consultant, school-based collaboration time	Educators are consistently using data to drive instructional decisions.	
	Leadership Team, Pupil Personnel Services	September - December 2015	Administrative Council Meetings, Special Education meetings, PPS meetings	Programs are designed and staffed to reflect the needs of the student population	

Student Support Services Strategy Action Plan

Student Support Services Strategy for Continuous Improvement

Student Support Services Theory of Action:

If the North Reading Public Schools develops and enhances an instructional model that provides a service delivery that ensures implementation of comprehensive support services as a free and appropriate public education (FAPE) within the least restrictive environment (LRE), then ALL students will achieve high standards.

Student Support Services Strategic Objective #1: Develop in-district programming that meets the needs of all students.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Year 1 (2011-2012)					
<ul style="list-style-type: none"> Evaluate current in-district programming/staffing, including the Pervasive Developmental Disorders Program (PDD), the Language Based Classroom (LBC), co-teaching and inclusion models. Evaluate current in-district staffing including the Team Chair position(s). 	PPS Director, PPS Staff, Building Administration, Special Education Staff PPS Director	June 2012 March 2012	Surveys, Research, Interviews, Observations, Time, Data Collection Funding	<ul style="list-style-type: none"> High quality programming Student's needs are met Increase in student achievement Restructured Team Chair positions 	
<ul style="list-style-type: none"> Identify in-district programming/staffing needs and develop/refine substantially separate programs including PDD, LBC, and Pathways. 	PPS Director Building Administration	June 2012	Data Collection, Time, Collaboration	<ul style="list-style-type: none"> High quality programming Student's needs are met Increase in student achievement 	

Student Support Services Strategy for Continuous Improvement

Student Support Services Strategic Objective #1: Develop in-district programming that meets the needs of all students.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Year 2 (2012-2013)					
<ul style="list-style-type: none"> • Implement programming as identified in Year 1. • Expand from one to two LBCs: <ol style="list-style-type: none"> 1. Grades 2 and 3 2. Grades 4 and 5 • Expand HS co-taught classrooms to Grade 12 • Restore the Grade 6 LBC • Hire 2.5 Special Education Teachers: <ol style="list-style-type: none"> 1. 1.0 Hood School 2. .5 Middle School 3. 1.0 High School • Identify in-district programming needs for students with social/emotional and behavioral needs. • Define entrance/exit criteria for program placement and related services. • Implement restructured Team Chair positions. 	PPS Director, Assistant PPS Director, Building Administration, Team Chairs, Teachers, Related Service Providers	June 2013 September 2012 September 2012	Budget/Funding, Professional Development, Personnel	<ul style="list-style-type: none"> • Continuum of educational programming across all grade levels • Increased student achievement in English, Math, Science, Social Studies Efficient and effective IEP process	Full implementation of this objective will be dependent on fiscal budget.

Student Support Services Strategy for Continuous Improvement

Student Support Services Strategic Objective #1: Develop in-district programming that meets the needs of all students.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Year 3 (2013-2014)					
<ul style="list-style-type: none"> Evaluate current in-district programming/staffing, including the Pervasive Developmental Disorders Program (PDD), the Language Based Classroom (LBC), co-teaching and inclusion models. 	PPS Director, Building Administration	Academic Year	Observations, Surveys, Interviews, Data Collection, Research, Time, Collaboration	<ul style="list-style-type: none"> High quality programming Student's needs are met Increase in student achievement 	
<ul style="list-style-type: none"> Define entrance/exit criteria for program placement and related services. 	PPS Director, Assistant PPS Director, Building Administration, Team Chairs, Teachers, Related Service Providers	September 2013		<ul style="list-style-type: none"> Efficient and effective IEP process 	
<ul style="list-style-type: none"> Identify in-district programming/staffing needs and develop/refine substantially separate programs including PDD, LBC, and Pathways. 	PPS Director, PPS Staff, Building Administration	2013-2014	Professional Development, Observations, Surveys, Interviews, Data Collection	<ul style="list-style-type: none"> Support individual student's needs Provide in-district programming vs. out of district placement High student achievement Least restrictive environment 	
<ul style="list-style-type: none"> Use the Walker Evaluation to explore the model of a Social/Emotional and Behavior Program at the Middle School. 	PPS Director and Study Team	2013-2014	Team, Meeting Time, Walker Evaluation, program models	<ul style="list-style-type: none"> Recommendation for the implementation of a social/emotional and behavior program made to the School Committee 	

Student Support Services Strategy for Continuous Improvement

<ul style="list-style-type: none"> • Identify the students with social/emotional and behavior needs in out of district placements and plot the trajectory of programming needed to support them in-district. • Explore the elementary social/emotional and behavior school support structure with a focus on guidance/school psychologist/adjustment counselor. • Evaluate restructured Team Chair positions • Develop the plan to implement RETELL 	<p>PPS Director</p> <p>Administration, ELL Teacher</p>	<p>June 2014</p> <p>November 2013</p>	<p>Time, Team Meeting Minutes</p> <p>DESE Requirements, PD, Teachers</p>	<ul style="list-style-type: none"> • Efficient and effective IEP process • Cohort 3 ready to implement 2014-15 	
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Student Support Services Strategy for Continuous Improvement

Student Support Services Strategic Objective #1: Develop in-district programming that meets the needs of all students.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Years 4 and 5 (2014-15 and 2015-16)					
<ul style="list-style-type: none"> • Ongoing observation and re-evaluation of current in-district programming and staffing; including the Pervasive Developmental Disorders Program (PDD), the Language Based Classroom (LBC), Pathways, Connections, co-teaching and inclusion models, and Social/Emotional and Behavioral needs. • Identify in-district programming/staffing needs and develop/refine substantially separate programs including PDD, LBC, and Pathways, Connections, and Social/Emotional and Behavioral needs. • Identify in-district programming and staffing needs to sustain co-teaching and inclusion model in all five schools. 	PPS Director, PPS Staff, Building Administration	Academic Year	Professional Development, Observations, Surveys, Interviews, Data Collection	<ul style="list-style-type: none"> • Support individual student's needs • Provide in-district programming vs. out of district placement • High student achievement • Least restrictive environment 	<p>Offer relevant professional development for teachers and paraprofessionals.</p> <p>Evaluation exit and entrance criteria for each program.</p>
	PPS Director, PPS Staff, Building Administration	Academic Year	Professional Development, Observations, Surveys, Interviews, Data Collection	<ul style="list-style-type: none"> • Support individual student's needs • Provide in-district programming vs. out of district placement • High student achievement • Least restrictive environment 	<p>Create a Pathways Program for the High School and expand through the grades.</p>
	PPS Director, PPS Staff, Building Administration	Academic Year	Professional Development, Observations, Surveys, Interviews, Data Collection	<ul style="list-style-type: none"> • Support individual student's needs • Provide in-district programming vs. out of district placement • High student achievement • Least restrictive environment 	

Student Support Services Strategy for Continuous Improvement

Student Support Services Strategic Objective #2: Design a professional development system to support the implementation of a comprehensive instructional model in all schools.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 1 (2011-2012)					
<ul style="list-style-type: none"> • Identify qualified professional development providers • Identify a continuum of professional development opportunities for faculty and staff. 	PPS Director of Academic Services Building Principals Faculty & Staff	June 2012	Budget, District & School Goals, SPED Programs and Goals, Teacher Leaders	<ul style="list-style-type: none"> • Begin to collect and identify quality professional development providers and opportunities to properly support our faculty and staff to best meet the needs of all students. • Provide ongoing support to build the capacity of all faculty and staff. 	
Year 2 (2012-2013)					
<ul style="list-style-type: none"> • Provide training on the co-teaching model. • Provide training in the Language Based teaching model. • Provide training in Social/Emotional and Behavioral needs. • Provide training on Differentiated Instruction. • Provide paraprofessional training relevant to programming needs. 	PPS Director of Academic Services Building Principals Faculty & Staff	August 2013	Budget, District & School Goals, SPED Programs and Goals, Teacher Leaders	<ul style="list-style-type: none"> • Reflect upon our co-teaching models and provide necessary ongoing training and support to ensure success. • Continue to build upon professional practice of differentiated instruction. • Continue to document and share best practices of differentiated instruction. • Provide ongoing support for our paraprofessionals to impact student learning. 	

Student Support Services Strategy for Continuous Improvement

Student Support Services Strategic Objective #2: Design a professional development system to support the implementation of a comprehensive instructional model in all schools.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 3 (2013-2014)					
<ul style="list-style-type: none"> • Provide ongoing support and training in the co-teaching model. • Provide ongoing support and training in the Language Based teaching model. • Provide ongoing support and training in Social/Emotional and Behavioral needs. • Provide ongoing support and training on Differentiated Instruction. • Provide ongoing paraprofessional training as relevant to programming needs. 	PPS Director of Academic Services Building Principals Faculty & Staff	Academic Year/Summer	Budget, District & School Goals, SPED Programs and Goals, Teacher Leaders	<ul style="list-style-type: none"> • Continue to build upon professional practice of differentiated instruction. • Continue to document and share best practices of differentiated instruction. • Provide ongoing support for our paraprofessionals to impact student learning. 	

Student Support Services Strategy for Continuous Improvement

Student Support Services Strategic Objective #2: Design a professional development system to support the implementation of a comprehensive instructional model in all schools.

Years 4 and 5 (2014-15 and 2015-16)					
<ul style="list-style-type: none"> • Provide ongoing support and training in the co-teaching model. • Provide ongoing support and training in the Language Based teaching model. • Provide ongoing support and training in Social/Emotional and Behavioral needs. • Provide ongoing support and training on Differentiated Instruction. • Provide ongoing paraprofessional training as relevant to programming needs. 	PPS Director of Academic Services Building Principals	Academic Year/Summer	Budget, District & School Goals, SPED Programs	<ul style="list-style-type: none"> • Continue to build upon professional practice of differentiated instruction. • Continue to document and share best practices of differentiated instruction. • Provide ongoing support for our paraprofessionals to impact student learning. 	

Student Support Services Strategy for Continuous Improvement

Student Support Services Strategic Objective #3: Create a consistent instructional process that focuses on student learning to measure individual student progress within the curriculum.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 1 (2011-2012)					
<ul style="list-style-type: none"> Identify the district-wide Response to Intervention (RTI) model to be used consistently across all schools. Identify a consistent Instructional Support Team (IST) process Explore the Massachusetts Tiered System of Support (MTSS). 	Director of PPS Guidance Personnel Assistant Director PPS Principals Assist. Principals	Academic Year	Time	Identification of district-wide RTI and/or IST model and formal process for identification, updates, tracking	
Year 2 (2012-2013)					
<ul style="list-style-type: none"> Provide training/support for identified RTI process/MTSS Implement identified RTI process/MTSS Provide training/support for identified IST process. Implement the IST process. Identify current programming in place for gifted/talented students and explore best practices. 	Director of PPS Asst. Director PPS Curriculum Director Director of Guidance Curriculum Specialists Principals Teachers	Annually	Time, Personnel, Teachers	<ul style="list-style-type: none"> Provide Professional Development on identified RTI & IST process. Review Advanced Placement course offerings. 	

Student Support Services Strategy for Continuous Improvement

Student Support Services Strategic Objective #3: Create a consistent instructional process that focuses on student learning to measure individual student progress within the curriculum.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 3 (2013-2014)					
<ul style="list-style-type: none"> • Identify a consistent Instructional Support Team (IST) process • Explore the Massachusetts Tiered System of Support (MTSS) • Provide training/support for identified tiered intervention process • Implement identified tiered intervention process • Identify and provide training/support for consistent IST process. 	<p>Director of PPS Guidance Personnel Assistant Director PPS Principals Assist. Principals</p> <p>Director of PPS Asst. Director PPS Curriculum Leaders Director of Guidance Curriculum Specialists Principals Teachers</p>	<p>Academic Year</p> <p>Annually</p>	<p>Administrative Council, Faculty Meetings, Collaboration Time</p> <p>Time, Personnel, Teachers, Training Consultant</p>	<p>Identification of district-wide RTI and/or IST model and formal process for identification, updates, tracking</p> <p>Provide Professional Development on identified tiered intervention process</p>	
Year 4 (2014-15)					
<ul style="list-style-type: none"> • Implement consistent tiered intervention process across the district. • Implement consistent IST process across the district. • Identify current programming in place for gifted/talented students and explore best practices 	<p>Director of PPS Director of Academic Services Curriculum Leaders Principals Teachers</p>	Academic Year	Time	Implementation of consistent tiered intervention processes in district.	

Student Support Services Strategy for Continuous Improvement

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 5 (2015-16)					
<ul style="list-style-type: none"> • Implement consistent tiered intervention process across the district. • Implement consistent IST process across the district. 	Director of PPS Director of Academic Services Curriculum Leaders Principals Teachers	Academic Year	Time	Implementation of consistent tiered intervention processes in district.	

Technology Integration Strategy Action Plan

Technology Integration Strategy for Continuous Improvement

Technology Integration

Theory of Action:

By providing a technology-rich learning environment that promotes the development of skills and understandings necessary for both students and staff to compete in the global work force we will meet the needs of our 21st century learners with a technologically-infused and progressive curriculum. Through the use of technology we will collect and analyze student, educator, and district data in order to measure growth and achievement.

Technology Integration Strategic Objective #1: Hire and retain highly qualified technology staff.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Year 1 (2011-2012)					
<ul style="list-style-type: none"> • Provide ongoing professional development to technology staff (iPAD, SMART, Destiny, Rediker). 	Director of Academic Services, Integration Technology Specialist	Summer 2011-Summer 2012	Professional Development funds	Technology staff are better trained in the emerging technology needs of all staff.	Technology staff will lead both self-directed professional development as well as attendance at workshops and participation in webinars.
<ul style="list-style-type: none"> • Implement technology staff evaluation 	Director of Academic Services, Technology Staff	Fall 2011	Technology staff meeting time	Goals set by all technology staff. Feedback provided to all technology staff through evaluation process in September, January, and May	
Year 2 (2012-2013)					
<ul style="list-style-type: none"> • Hire an additional technology technician 	Director of Academic Services	Summer 2012	Time for interviews Increase to operational budget	Technology staff are better supported with additional position.	There would now be 2.0 technology technicians in the district.
<ul style="list-style-type: none"> • Identify an administrative structure to oversee technology (1.0) 	Director of Academic Services, Administrative Council	Fall 2012	Time at Administrative Council Meetings	Leadership structure defined to oversee technology staff.	Additional support will be needed to oversee programs, purchases, infrastructure, and staff in 2013-14.
<ul style="list-style-type: none"> • Provide ongoing professional development to technology staff. 	Director of Academic Services, Technology Staff	Summer 2012-Summer 2013	Professional Development funds	Technology staff are better trained in the emerging technology needs of all staff.	Technology staff will lead both self-directed professional development as well as attendance at workshops and participation in webinars.

Technology Integration Strategy for Continuous Improvement

<ul style="list-style-type: none"> Assess the current library/media program and make recommendations for revision. 	Director of Academic Services, Principals, Librarian	June 2013	Time	A 21 st Century model for the library/media program is identified and a cost analysis leading to implementation is completed.	The K-8 library/media program was significantly reduced due to 2007 budget cuts.
Year 3 (2013-2014)					
<ul style="list-style-type: none"> Hire digital learning specialist 	Director of Academic Services, Building Principals	Summer 2013	Time for interviews Increase to operational budget	Digital learning is supported with one additional position.	There would now be 2.0 FTE digital learning specialists in the district.
<ul style="list-style-type: none"> Hire a Director of Digital Learning for 2014-2015 	Director of Academic Services, Building Principals, Technology Staff	Spring 2014	Time for interviews Increase to operational budget	Leadership structure supports the oversight of technology staff and operations.	Additional support is needed to oversee programs, processes, purchases, infrastructure, data entry, and staff in 2014-15.
<ul style="list-style-type: none"> Provide ongoing professional development to technology staff. 	Director of Academic Services, Technology Staff	Summer 2013- Summer 2014	Professional Development funds	Technology staff are better trained in the emerging technology needs of all staff.	Technology staff will lead both self-directed professional development as well as attendance at workshops and participation in webinars.
<ul style="list-style-type: none"> Incorporate additional costs associated with a new library/media model into the budget 	Director of Academic Services, Principals	November 2013	Budget	The library/media program will begin the transition to a 21 st century model.	
Year 4 (2014-15)					
<ul style="list-style-type: none"> Hire digital learning specialists (2 x 1.0) 	Director of Academic Services, Building Principals	Summer 2014	Time for interviews Increase to operational budget	Digital learning is better supported with two additional .5 positions.	There would now be 4.0 FTE digital learning specialists in the district.
<ul style="list-style-type: none"> Provide ongoing professional development to technology staff. 	Director of Academic Services, Technology Staff	Summer 2014	Professional Development funds	Technology staff are better trained in the emerging technology needs of all staff.	Technology staff will lead both self-directed professional development as well as attendance at workshops and participation in webinars.
<ul style="list-style-type: none"> Continue to fund cost of library/media transition. 	Director of Academic Services, Principals	November 2014	Budget	The library/media program continues to transition to the new model.	

Technology Integration Strategy for Continuous Improvement

Technology Integration Strategic Objective #2: Develop a shared technology vision for the district.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 1 (2011-2012)					
<ul style="list-style-type: none"> Identify qualified in-house professional development providers. Identify a trajectory of professional development opportunities for professional and non-professional staff. Train and support educators to be effective users and integrators of technology for both administrative and instructional purposes. Enhance/increase technology course offerings to students (Robotics, C++). 	Director of Academic Services, Director of Pupil Personnel Services, Integration Technology Specialist, Building Principals	Fall 2011	Administrative and Technology Staff Meeting Time	Professional development is provided using the teachers teaching teachers model. Successful trainings occur on January 3, 2012.	Faculty involved in the iPad pilot shared experience to date.
	Director of Academic Services, Director of Pupil Personnel Services, Administrative Council	Spring 2012	Administrative and Technology Staff Meeting Time	Plan for keeping staff current with technology advances.	Results of the TSAT survey were used to identify staff needs.
	Director of Academic Services, Integration Technology Specialists	Fall 2011-Summer 2012	Professional Development day time, Department Meeting time, NR credit	100% of educators will participate in training that will lead to increased instructional use with students.	
	Director of Academic Services, Building Principals	Summer 2011	Addition of .4 Robotics at Middle School	Robotics offered for Gr 6 at Middle School Computer Programming offered at the High School	

Technology Integration Strategy for Continuous Improvement

Technology Integration Strategic Objective #2: Develop a shared technology vision for the district.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Year 2 (2012-2013)					
<ul style="list-style-type: none"> Utilize qualified in-house professional development providers. Implement a trajectory of professional development opportunities for professional and non-professional staff. Identify internet safety resources. Determine essential standards, benchmarks, and assessments of what students should know and be able to do with technology. Increase technology course offerings to students. 	Director of Academic Services, Director of Pupil Personnel Services, Integration Technology Specialist(s), Building Principals	Fall 2012	Professional Development time, NR credits if outside of school day	Professional development provided using the teachers teaching teachers model. Plan 2 nd day following this model.	
	Director of Academic Services, Integration Technology Specialist(s)	Spring 2013	Professional Development time, NR credits if outside of school day	100% of educators will participate in training that will lead to increased instructional use with students.	Teacher Technology Self-Assessment (TSAT) scores will improve.
	P.A.U.S.E., Technology Teachers, Technology Integration Specialist, Director of Academic Services	Fall 2012-Summer 2013	Professional Development day time	Suggested resources for Internet safety resources produced in order to develop curriculum for implementation in 2013-14.	Pending the hiring of new staff.
	Director of Academic Services, Integration Technology Specialist(s), Technology educators	Fall 2012-Summer 2013	Professional Development day time	Benchmarks developed for grades 4, 8, and 12.	Technology educators include Robotics, Computers, and Business Education.
	Director of Academic Services, Building Principals	Summer 2011	Addition of .6 Robotics at Middle School	Robotics offered for Gr 7 and Gr. 8 at Middle School, Digital Photography at the High School	Pending the hiring of new staff.

Technology Integration Strategy for Continuous Improvement

Technology Integration Strategic Objective #2: Develop a shared technology vision for the district.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Year 3 (2013-2014)					
<ul style="list-style-type: none"> Implement curriculum on internet safety resources. Develop an information literacy plan. Increase technology course offerings to students. 	Director of Academic Services, Digital Learning Specialists, Technology educators	Fall 2013-Spring 2014	Curriculum, Time	Students receive access to the revised curriculum on internet safety.	Increased opportunities for students to learn about internet safety throughout this year with full implementation in 2014-15.
	Director of Academic Services, Digital Learning Specialists, Technology educators	Fall 2013-Spring 2014 Summer 2014	Professional Development day, Time, NR Credits	Information literacy plan outlines the development of an information literacy curriculum. Curriculum is designed.	The beginning of the 21st century has been called the Information Age because of the explosion of information output and information sources....Information literacy equips [students] with the critical skills necessary to become independent lifelong learners.”
	Director of Academic Services, Building Principals	Summer 2013	Staffing, Funding	Advanced Placement Computer Science offered at the High School. Middle School robotics increased to include another grade. Develop curriculum for the television studio included in the new school.	--from http://www.ala.org The Association of College and Research Libraries, a division of the American Library Association
Year 4 (2014-15)					
<ul style="list-style-type: none"> Implement information literacy curriculum. Enhance/increase technology course offerings to students. Utilize qualified in-house professional development providers and provide PD to professional and non-professional staff. 	Director of Academic Services, Digital Learning Specialists, Technology educators	Fall 2014-Spring 2015	School Schedules, Staffing	Students receive access to the revised curriculum on information literacy. Course taught by Digital Learning Specialist and/or co-taught with the classroom teacher.	Create a curriculum map for K-12 information literacy. Identify and communicate technology benchmarks
	Director of Academic Services, Building Principals	Summer 2014	Budget, Staffing, Technology infrastructure to offer online courses	Explore additional course offerings based on student interest and the development of 21 st century skills	At the High School, modify/update the Freshmen Seminar Microsoft Office course, implement the Video Production course, support the AP Computer Science course
	Director of Digital Learning, Digital Learning Specialists, Teachers	2014-2015	Budget, Staffing, Time	Teachers Teaching Teachers model expanded	

Technology Integration Strategy for Continuous Improvement

<ul style="list-style-type: none"> • Implement curriculum on internet safety resources. 	Director of Academic Services, Digital Learning Specialists, Teachers	Fall 2014-Spring 2015	Curriculum, Time	Students receive access to the full curriculum on internet safety.	
Year 5 (2015-16)					
<ul style="list-style-type: none"> • Implement information literacy curriculum. 	Director of Academic Services, Digital Learning Specialists, Technology educators	Fall 2015-Spring 2016	School Schedules, Staffing	Fully implement digital literacy curriculum with 4.0 Digital Learning Specialists	
<ul style="list-style-type: none"> • Enhance/increase technology course offerings to students. 	Director of Academic Services, Building Principals	Summer 2015	Budget, Staffing, Technology infrastructure to offer online courses	Explore additional related course offerings and expand the Video Production course to include enrollment of Middle School students	
<ul style="list-style-type: none"> • Implement curriculum on internet safety resources. 	Director of Academic Services, Digital Learning Specialists, Teachers	Fall 2015-Spring 2016	Curriculum, Time	Review/update internet safety curriculum	
<ul style="list-style-type: none"> • Utilize qualified in-house professional development providers and provide PD to professional and non-professional staff. 	Director of Digital Learning, Digital Learning Specialists, Teachers	2015-2016	Budget, Staffing, Time	Teachers Teaching Teachers model fully implemented	

Technology Integration Strategy for Continuous Improvement

Technology Integration Strategic Objective #3: Enhance the technology infrastructure and support system in the district.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comments
Year 1 (2011-2012)					
<ul style="list-style-type: none"> Purchase and support hardware and software (iPAD initiative) 	Director of Academic Services, Integration Technology Specialist, Technology Technician	Summer 2011-Fall 2011	Professional Development training time, Large Capital Plan	Each school has one iPad cart with student iPads. An additional 20 educators will receive iPads for use with students.	
<ul style="list-style-type: none"> Improve access (iPAD initiative, laptops) 	Director of Academic Services, Network Administrator	Summer 2011-Fall 2011	Summer Technology Support	Laptops distributed to Hood and Little Schools. Computers upgraded with RAM. iPads prepared and delivered to all schools.	
<ul style="list-style-type: none"> Infrastructure (wireless access points) 	Director of Academic Services, Network Administrator	Spring 2012	Academic Services Operational Budget, Large Capital Plan	Wireless "hotspots" with educator, guest, and student access in all cafeterias, libraries, and with iPad cart.	Many "hotspots" active by Winter 2012 in the cafeteria, library, and with the iPad cart in all schools.
Year 2 (2012-2013)					
<ul style="list-style-type: none"> Purchase and support hardware and software (iPAD initiative year 2) 	Director of Academic Services, Integration Technology Specialist, Technology Technician	Summer 2012	Academic Services Operational Budget	Additional iPads purchased for educators for use with students.	Ten additional iPads, two Apple TVs, ten-pack cart for Middle School purchased.
<ul style="list-style-type: none"> Improve infrastructure (wireless access points) 	Director of Academic Services, Network Administrator	Summer 2012	Academic Services Operational Budget	Additional wireless coverage provided in classrooms.	Additional building project funds were appropriated so the High School and the Middle School infrastructure is included in the project. Aerohive network explored.

Technology Integration Strategy for Continuous Improvement

Technology Integration Strategic Objective #3: Enhance the technology infrastructure and support system in the district.

Strategic Initiatives	Person(s) Responsible	Timeline	Resources	Outcome	Comment
Year 3 (2013-2014)					
<ul style="list-style-type: none"> Purchase and support hardware and software (iPAD initiative year 3) 	Director of Academic Services, Digital Learning Specialists, Technology Technician	Summer 2013	Academic Services Operational Budget, Large Capital Plan	Additional iPads purchased for educators for use with students. Additional iPad carts purchased for students or student iPad program.	Purchase ten additional iPads, two Apple TVs, ten-pack cart for Middle School, High School, and the Hood school. The Model Classroom is established at the High School.
<ul style="list-style-type: none"> Improve infrastructure (wireless access points) 	Director of Academic Services, Network Administrator	Summer 2013	Academic Services Operational Budget	Additional wireless coverage in classrooms.	Develop a Large Capital Proposal. Aerohive units purchased to travel with ten-pack carts.
<ul style="list-style-type: none"> Create a repurpose plan for equipment from the old Middle/High Schools 	Director of Academic Services, Network Administrator, Technology Support Team	Fall 2013-Spring 2014	Inventory of hardware, Time, Technology Support Team	Equipment from the old High School is repurposed according to a well-developed plan.	Elementary schools will identify their need for technology hardware.
Years 4 and 5 (2014-15 and 2015-16)					
<ul style="list-style-type: none"> Purchase and support hardware and software (iPAD initiative years 4 and 5) 	Director of Academic Services, Integration Technology Specialist, Technology Technician	Summer 2014 Summer 2015	Academic Services Operational Budget	Additional iPads purchased for educators for use with students. Additional iPad carts purchased for students or student iPad program.	Evaluate the hardware and software availability and effectiveness in the new Middle/High School Develop a Large Capital Proposal.
<ul style="list-style-type: none"> Improve infrastructure (wireless access points) 	Director of Academic Services, Network Administrator	Summer 2014 Summer 2015	Academic Services Operational Budget	Additional wireless coverage in classrooms.	Assess the effectiveness of the wireless infrastructure in the new Middle/High School. Create mobile wireless access points to increase opportunities.
<ul style="list-style-type: none"> Implement hardware repurpose plan for equipment from the old High School and Middle School 	Director of Academic Services, Director of Digital Learning	Summer 2014 Summer 2015	Repurpose plan, time	Equipment from the old High School is repurposed according to a well-developed plan.	

Massachusetts Department of Elementary and Secondary Education Accountability and Assistance Improvement Targets

Beginning with the 2012-2013 school year, Massachusetts classified each district and school into one of the state's five accountability and assistance levels. In addition, the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) reporting was replaced with a new measure of district and school progress toward college and career readiness known as the Progress and Performance Index (PPI).

What is the PPI?

Beginning fall 2012 the Progress and Performance Index (PPI) replaced the Adequate Yearly Progress (AYP) metric used since 2003 as the primary method of rendering accountability determinations for districts and schools.

The PPI is a 100-point index assigned to districts, schools, and student groups based on their achievement as measured by the Composite Performance Index (CPI) in English language arts (ELA), mathematics, and science; growth/improvement as measured by median Student Growth Percentiles (SGP) in ELA and mathematics; and for high schools, graduation rates and dropout rates are also incorporated. Each district and school will receive an annual PPI, based on a district or school's progress and performance from one year to the next, and a cumulative PPI based in most cases on four years of annual PPI data. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" and the "high needs students" must be 75 or higher.

Which student groups* are included in PPI calculations?

PPI calculations will be made at all levels: state, district, school, and subgroup. Student groups for whom calculations will be reported include:

- | | |
|--|--|
| 1. All students (“the aggregate”) | 3. Students with disabilities |
| 2. High needs students (an unduplicated count of students belonging to at least one of the following subgroups): | 4. English language learners or former English language learners |
| a. students with disabilities, | 5. Economically disadvantaged students |
| b. English language learners or former English language learners, or | 6. African American/Black students |
| c. Economically disadvantaged students (eligible for free/reduced price school lunch) | 7. Asian students |
| | 8. Hispanic/Latino students |
| | 9. White students |
| | 10. Multi-race Non-Hispanic/Latino students |
| | 11. Native Hawaiian/Pacific Islander students |
| | 12. Native American students. |

*At the school level, there needs to be 30 or more students assessed in a subgroup for results to be reported.

Classifying Schools and Districts

All districts and schools are classified into an accountability and assistance level from 1-5 indicating their placement on the Framework for District Accountability and Assistance, the five-level system approved by the Board of Elementary and Secondary Education. Districts and schools requiring the least state intervention are classified into Level 1; those requiring the most intervention are classified into Level 5. In general, a district is assigned the level of its lowest performing school. For example, a district with Level 1 and Level 2 schools is a Level 2 district. The exceptions to this rule are districts classified into Level 4 or 5 as a result of Board action.

Schools are classified into Level 3 if they have at least four years of complete assessment data and are among the lowest 20 percent relative to other schools in their grade span statewide, if any subgroup in the school is among the lowest performing subgroups relative to other subgroups statewide, or if they have persistently low graduation rates. The lowest achieving, least improving Level 3 schools are candidates for classification into Levels 4 and 5. The remaining schools are classified into Level 1 or 2 based on the cumulative PPI.

District and School Improvement Planning

State law calls for a single three-year district improvement plan and annual action plans, and a single school improvement plan. These plans must be aligned and must be based on an analysis of data, including but not limited to data on student performance, as well as an assessment of actions the district and its schools must take to improve that performance. Under Massachusetts' NCLB flexibility waiver, beginning in 2012-13 the state's existing district and school improvement planning cycle will replace the requirements for school improvement plans mandated under NCLB in 2011-12 and earlier.

Districts classified into Levels 1 or 2 are encouraged to use the online district analysis, review, and assistance tools provided by ESE to conduct a self-assessment of the district's implementation of Massachusetts' *District Standards and Indicators* and the *Conditions for School Effectiveness* in each school.

Level 3 districts are required to conduct a self-assessment of the *Conditions for School Effectiveness* in each Level 3 school, and they must seek the consultation of the regional District and School Assistance Center (DSAC) in using the results of that self-assessment to identify interventions and supports for low-achieving students and schools.

Level 4 and 5 districts and schools are required to develop turnaround plans pursuant to state law.

Parent/Guardian Notifications

In 2011-12 and earlier, districts and schools were required to disseminate report cards containing certain information about accountability, assessment, and teacher quality to the parents/guardians of all children in the district. In addition to the report cards, districts and schools were required to notify parent/guardians about NCLB accountability status, NCLB school choice, SES, and right-to-know requirements regarding teacher qualifications.

Beginning with the 2012-13 school year, districts now provide a “report card” giving information about assessment, teacher quality, and right-to-know requirements regarding teacher qualifications, as well as information about the accountability and assistance level of the child's school and district.

North Reading Improvement Targets by School and Subgroup

Reducing proficiency gaps is a cornerstone of the Massachusetts School and District Accountability System. All districts, schools, and subgroups are expected to halve the gap between their level of performance in the year 2011 and 100% proficiency by the 2016-2017 school year in English Language Arts (ELA), mathematics, and science. The **Composite Performance Index (CPI)** is used to measure progress towards this goal. A district, school, or subgroup's "proficiency gap" is the distance between the group's 2011 CPI proficiency and a CPI of 100. The group's annual targets between 2011 and 2017 are fixed in 2011; interim targets between 2011 and 2017 will not be adjusted based on the group's actual performance across those years.

The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based on their performance. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100). CPIs are generated separately for ELA, mathematics, and science, and at all levels – state, district, school, and subgroup.

In addition, **Student Growth Percentiles (SGP)** are used to measure how much a student's or group of students' achievement has grown or changed over time. At the student level, student growth percentiles measure student progress by comparing changes in a student's MCAS scores to changes in MCAS scores of other students with similar achievement profiles. Growth at the district, school, and subgroup levels are reported as median SGPs in ELA and mathematics. A group is considered to be on target for growth if the median student growth percentile for the group is between 51 and 59 or if the group improves by 10-14 SGP points from the previous year.

The following tables identify the proficiency targets for each school in ELA, mathematics, and science by subgroup. The actual results for the year are in the shaded column as compared to the targets for that year in the unshaded column. The 2011 results are the baseline. The 2012 results are the first actual results compared to the proficiency targets (in shaded column).

L. D. Batchelder School Proficiency Gap Narrowing Targets by Subgroup

MCAS Composite Performance Index (CPI)									
	2011	2012	2013		2014	2015	2016	2017	
ELA – All	92.7	93.3	91.5	93.9	93.3	94.5	95.1	95.7	96.4
ELA – High Needs	78.1	79.9	79.9	81.7	87.7	83.5	85.5	87.4	89.1
ELA – Students with Disabilities	75.0	77.1	77.8	79.2	86.7	81.1	83.2	85.3	87.5
ELA - White	92.5	93.1	91	93.8	93.4	94.5	95.1	95.7	96.3
Math – All	93.8	94.3	91.6	94.8	92.3	95.3	95.8	96.3	96.9
Math – High Needs	80.3	81.9	78.4	83.7	85.2	85.4	87.1	88.8	90.2
Math – Students with Disabilities	76.8	78.7	75.5	80.6	83.3	82.5	84.4	86.3	88.4
Math - White	93.5	94	91.6	94.6	92.4	95.1	95.7	96.2	96.8
Science - All	91.3	92	96	92.7	93.4	93.4	94.2	94.9	95.7
Science - White	90.8	91.5	94	92.3	93.1	93.1	93.9	94.6	95.4

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	61	51	62				51
ELA – High Needs		50	53				51
ELA – Students with Disabilities		50.5	51				51
ELA – White	61	51	62				51
Math - All	52	53	53				51
Math – High Needs		43	63				51
Math – Students with Disabilities		42.5	57				51
Math - White	52	51	54				51

J. Turner Hood School Proficiency Gap Narrowing Targets by Subgroup

MCAS Composite Performance Index (CPI)									
	2011	2012		2013		2014	2015	2016	2017
ELA – All	90.1	90.9	87.7	91.7	91	92.6	93.4	94.2	95.1
ELA – High Needs	79.5	81.2	67.8	82.9	77.8	84.6	86.3	88	89.8
ELA – Students with Disabilities	75.6	77.6	63.9	79.6	73.2	81.7	83.8	85.8	87.8
ELA - White	90.3	91.1	87.8	91.9	91.2	92.7	93.5	94.3	95.2
Math – All	87.3	88.4	85.1	89.3	88	90.4	91.5	92.6	93.7
Math – High Needs	71.9	74.2	62	76.5	69.9	78.9	81.2	83.6	86
Math – Students with Disabilities	64.3	67.2	57.2	70	64.3	73	76.1	79.1	82.2
Math - White	87.4	88.4	85.8	89.4	88.4	90.5	91.6	92.6	93.7
Science - All	83.3	84.7	87.5	86.1	83.1	87.5	88.9	90.3	91.7
Science - White	82.9	84.3	87.9	85.7	84.1	87.2	88.7	90.2	91.5

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	49	54	60				51
ELA – High Needs	51	38	48.5				51
ELA – Students with Disabilities		37	52				51
ELA – White	47.5	54	62				51
Math - All	31	41	50				51
Math – High Needs	21	32	53				51
Math – Students with Disabilities		27	56				51
Math - White	30.5	40	53				51

E. Ethel Little School Proficiency Gap Narrowing Targets by Subgroup

MCAS Composite Performance Index (CPI)									
	2011	2012		2013		2014	2015	2016	2017
ELA – All	91	91.8	91.2	92.5	94.4	93.3	94	94.8	95.5
ELA – High Needs	86.3	87.5	82.6	88.7	86.4	89.9	91.1	92.2	93.2
ELA – Students with Disabilities	80.9	82.5	78.8	84.1	-	85.7	87.3	88.9	90.5
ELA - White	90.5	91.3	91	92.1	94	92.9	93.7	94.8	95.3
Math – All	93	93.6	94.3	94.2	95.3	94.8	95.3	95.9	96.5
Math – High Needs	88.2	89.2	86.6	90.2	90.0	91.1	92.1	93.1	94.1
Math – Students with Disabilities	86	87.2	84.8	88.3	-	89.4	90.6	91.8	93
Math - White	93	93.6	93.6	94.2	95.3	94.8	95.4	95.9	96.5
Science - All	93.9	94.4	88.2	94.9	92.5	95.4	95.9	96.4	97
Science - White	93.6	94.1	87.5	94.6	92.6	95.1	95.6	96.2	96.8

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	40	48	57.5				51
ELA – High Needs	40	40.5	-				51
ELA – White	40	48	56				51
Math - All	46	59	59				51
Math – High Needs	47	48	-				51
Math - White	46	59	58				51

North Reading Middle School Proficiency Gap Narrowing Targets by Subgroup

MCAS Composite Performance Index (CPI)									
	2011	2012		2013		2014	2015	2016	2017
ELA – All	96	96.3	96.3	96.7	94.8	97.1	97.4	97.7	98
ELA – High Needs	87.9	88.9	87.8	89.9	86.1	91	92	93	94
ELA – Low Income	88.9	89.8	93.6	90.7	91.9	91.7	92.7	93.6	94.5
ELA – Students with Disabilities	85.3	86.5	83.5	87.7	82.9	89	90.3	91.5	92.7
ELA - White	95.9	96.3	96.4	96.6	94.7	96.9	97.3	97.6	98
Math – All	86.5	87.4	87.4	88.7	88.3	89.9	91	92.2	93.3
Math – High Needs	69.4	72	67.8	74.5	71.4	77	79.6	82.1	84.7
Math- Low Income	74.5	76.6	77.8	78.7	81.6	80.9	83.1	85.2	87.3
Math – Students with Disabilities	61.9	65.2	61.1	68.3	63.1	71.5	74.7	77.9	81
Math - White	86.4	87.5	87.1	88.6	88.1	89.8	91	92.1	93.2
Science - All	81	82.6	82.5	84.2	82	85.8	87.4	89	90.5
Science – High Needs	63.3	66.3	61.9	69.3	64.6	72.3	75.3	78.4	81.7
Science – Students with Disabilities	59.3	62.7	57.5	66.1	-	69.5	72.9	76.3	79.7
Science - White	80.7	82.3	82.4	83.9	81.3	85.5	87.1	88.7	90.4

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	46	49	45				51
ELA – High Needs	43	41	45				51
ELA – Low Income	44	48	51				51
ELA – Students with Disabilities	32	39	45				51
ELA – White	45	49	44				51
Math - All	42.5	43	53				51
Math – High Needs	39	38	46				51
Math- Low Income	41.5	38.5	47				51
Math – Students with Disabilities	38.5	38	42				51
Math - White	42	42.5	51				51

North Reading High School Proficiency Gap Narrowing Targets by Subgroup

MCAS Composite Performance Index (CPI)									
	2011	2012	2013	2014	2015	2016	2017		
ELA – All	99.5	99.5	99.6	99.5	99.6	99.6	99.7	99.8	
ELA – High Needs	91.2	91.9	98.9	92.6	97.9	93.3	94.1	94.8	95.6
ELA - White	99.5	99.5	99.6	99.5	99.5	99.6	99.6	99.7	99.8
Math – All	96.8	97.1	96.3	97.4	95.7	97.7	98	98.2	98.4
Math – High Needs	86.7	87.8	92.8	88.9	81.6	90	91.1	92.2	93.4
Math - White	96.6	96.9	96.1	97.2	95.9	97.5	97.7	98	98.3
Science - All	97.8	98	95.2	98.2	96.3	98.4	98.6	98.8	98.9
Science – High Needs	90.5	91.3	85	92.1	87.5	92.9	93.7	94.5	95.3
Science - White	97.6	97.8	95.3	98	96	98.2	98.4	98.6	98.8

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	43	45	59				51
ELA – High Needs	37	39	57.5				51
ELA – White	40	44	57				51
Math - All	54	56.5	51				51
Math – High Needs	33	51	34				51
Math - White	52	55	51				51