

2019-2020

L.D. BATCHELDER SCHOOL IMPROVEMENT PLAN



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THE L.D. BATCHELDER SCHOOL

175 PARK STREET

NORTH READING, MASSACHUSETTS 01864

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NORTH READING PUBLIC SCHOOLS VISION & MISSION STATEMENTS

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.

Welcome to the L.D. Batchelder School
Home of the Batchelder School Bulldogs

At the Batchelder School we share a love of learning and experience. Together we explore concepts to better define our strengths as students and as individuals.

Batchelder School Goals...are as easy as A. B. C.

A - Achievement

A result gained by effort. Every day the adults and students within our community are faced with challenges that require effort. It is through our effort and perseverance that we all can achieve our goals.

B - Bulldog Pride

The true characteristic of being a "Batch Bulldog"...We take great pride in our learning, our community, and our friends and classmates. Every decision we make should reflect our best effort to better our community and ourselves.

C - Community

The adults and students of the Batchelder School share an interest in learning. We are committed to one another to ensure that we hold the values of our goals as important and worthwhile. Our community revolves around our students and their growth and development.

Our students understand their roles and responsibilities as members of our community. Their curiosity, kindness, and energy drive our passion to create meaningful learning experiences for every student. "The Batch" is a safe and exciting place to learn and grow.

Our faculty and staff are committed to the academic and social development of every student at the Batchelder School. We work together collaboratively to ensure every experience is meaningful and the academic and social development is measurable. The everyday efforts of the talented adults working at the Batchelder School create and sustain a quality learning environment for all students.

Our parents are supportive, generous, and serve as integral members of our learning community. The support of the Parents Organization provides our students with enrichment opportunities throughout the year, as well as coordinates whole school events to share time outside of the regular school day. Our parents volunteer in the classrooms, library, and in our fine art classes to help in any way possible to provide the best for our students.

We are constantly challenging ourselves to be the best we can be on a daily basis. Our School Improvement Plan provides direction and supports our day-to-day progress and keeps our eyes on the prizes – the students of the L.D. Batchelder School.

ENROLLMENT DATA

Projected
2019-2020

The Batchelder School will service three sections of full day kindergarten, four sections of fourth, third, second and first grade and three sections for grade five for the 2019-2020 school year. In all, the Batchelder School will house approximately 432 students and over 60 faculty and staff.

Enrollment by Grade

Enrollment Projections: Does not include open enrollment students for kindergarten and/or additions or transfers within special education programs.

Kindergarten:	<i>Three Full Day Classes</i>	63 Full Day 16 Half Day 79 Total Students
Grade One		66 Total Students
<i>Four Sections</i>		
Grade Two		73 Total Students
<i>Four Sections</i>		
Grade Three		70 Total Students
<i>Four Sections</i>		
Grade Four		78 Total Students
<i>Four Sections</i>		
Grade Five		66 Total Students
<i>Three Sections</i>		
Grades K-5		Total Students 432

CLASS SIZE AND COMPOSITION

The North Reading Public Schools recognizes and values the importance of class size and composition as important factors that contribute to student success. The North Reading School Committee's target class size is always reflected upon during our annual staffing reports.

Grade 1, 2 and 3
Kindergarten, Grade 4-5:

less than 20 students per class
less than 22 students per class

For 2019-2020, it is expected that, Grade 1, 2, and 3 at the L.D. Batchelder School will meet the North Reading School Committee's projected targets of class size. In Kindergarten, Grades 4 and 5 some classrooms will exceed the target class size. This is a credit to the administrative team and school committee's commitment to provide every child the best opportunities to succeed even during difficult budget years.

TIME ON LEARNING

Under Massachusetts Regulation 603CMR 27.00, school districts are responsible to establish a school calendar, including length of day, to meet minimum requirements. Time on Learning is reviewed annually.

School Year Requirements as highlighted by Department of Elementary and Secondary Education:

- Every school committee shall schedule a school year which includes at least 185 school days at all levels.
- Every school committee shall operate the schools within its district at least 180 school days in a year.
- A school committee may establish a separate school year and school day schedule for kindergarten programs, so long as it provides a minimum of 425 annual hours of structured learning time.
- Elementary schools shall offer to all enrolled students a minimum of 900 hours per school year of learning time.

Projected 2019-2020 School Calendar and Hours Grades 1-5

166 Full Student School Days:	871 hours 30 minutes
14 Early Release Dates:	42 hours
Grades 1-5 Total Hours:	913 hours 30 minutes
Full Day Kindergarten (164 Full Days)	861 hours
14 Early Release Dates	42 Hours
FDK Total Hours:	903 hours
Half Day Kindergarten: (159 Full Days + 7 half days)	435 hours

North Reading, Massachusetts

SUPERINTENDENT
Jon C. Bernard
North Reading Public Schools
189 Park Street
North Reading, MA 01864
(978) 664-7810

SCHOOL CALENDAR 2019 - 2020

SCHOOL COMMITTEE
Janene Imbriano, Chair
Scott Buckley, Vice Chair
Mel Webster
Dyana Boutwell
Rich McGowan

9/2 No School, Labor Day
9/3 No School, Staff Orientation Day
9/4 First Day of School, Grades 1-12
9/4 & 9/5 PreK & Kindergarten Orientation
9/6 First Day for Pre-K & Kindergarten
9/12 Parents' Night (Elementary Schools)
9/19 High School - Back to School Night
9/26 Middle School-Back to School Night (Gr. 6-8)

10/11 Early Release, Professional Development
10/14 No School, Columbus Day

11/5 No School, Professional Development Day
11/11 No School, Veteran's Day
11/25 High School Evening Conferences
11/27 Early Release, PreK-12 (Thanksgiving)
11/28 & 11/29 Thanksgiving Recess

12/4 Elem. Early Release - Parent/Teacher Conferences
12/5 Elem. Early Release - Parent/Teacher Conferences
12/6 Elem. Early Release - Parent/Teacher Conferences
12/13 Early Release, Professional Development
12/23 to 1/1 December/New Year's Recess

1/2 Schools Reopen
1/8 HS Open House for MS Students
1/9 Kindergarten Parent Orientation
1/20 No School, Martin Luther King, Jr. Day
1/22 to 1/24 High School Early Release - Exams
1/30 MS Early Release - Evening Conferences
1/31 MS Early Release - Afternoon Conferences
1/27 Kindergarten AM/PM Switch
1/28 Kindergarten Registration (All Schools)
1/29 Early Release, Professional Development
1/30 Snow Date - Kindergarten Registration

2/17 to 2/21 February Recess

3/6 No School, Professional Development Day
3/11 Elem. Early Release - Parent/Teacher Conferences
3/12 Elem. Early Release - Parent/Teacher Conferences
3/13 Elem. Early Release - Parent/Teacher Conferences
3/18 High School Evening Conferences
3/19 MS Academic Open House

4/10 Early Release - Good Friday
4/20 to 4/24 April Recess

5/22 Early Release, Professional Development
5/25 No School, Memorial Day

6/5 High School Graduation
6/5 Early Release, Professional Development
6/24 Last Day of School (includes 5 snow days)

September 2019

S	M	T	W	Th	F	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					

October 2019

S	M	T	W	Th	F	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		

November 2019

S	M	T	W	Th	F	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

December 2019

S	M	T	W	Th	F	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				

January 2020

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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	

February 2020

S	M	T	W	Th	F	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

March 2020

S	M	T	W	Th	F	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

S	M	T	W	Th	F	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		

May 2020

S	M	T	W	Th	F	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						

June 2020

S	M	T	W	Th	F	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				


SCHOOL HOURS:

	Regular	Early Release
High School	7:30 - 2:00	11:00
Middle School	7:55 - 2:21	11:21
Batchelder School	8:55 - 3:10	12:10
Hood School	8:30 - 2:45	11:45
Little School	8:30 - 2:45	11:45
Pre-K	AM: 8:15-11:15 PM: 12:00-3:00	No Classes
Full Day Pre-K	8:15 - 3:00	No Classes

Kindergarten (Batch)	AM: 8:55-11:35	PM: 12:30-3:10
Kindergarten (Hood)	AM: 8:30-11:10	PM: 12:05-2:45
Kindergarten (Little)	AM: 8:30-11:10	PM: 12:05-2:45

Elementary End of Trimester: 11/27, 3/6, 6/24

Secondary End of Quarter: 11/8, 1/24, 4/3, 6/24

 No School

 District Early Release

THE L.D. BATCHELDER SCHOOL STAFF
Projected Staffing 2019-2020

One Principal	Full Time
One Secretary	Full Time
One Nurse	Full Time
Classroom Teachers (K-5)	22.5 FTE
Special Education Teachers	7.0 FTE
Reading Specialists	1.5 FTE
Speech and Language Pathologist	1.4 FTE
School Psychologist/School Counselor	1.4 FTE
Occupational Therapist	1.0 FTE
Art Teacher	.8 FTE
Music Teacher	1.0 FTE
Physical Education Teacher	1.0 FTE
Instrumental Music Teacher	.4 FTE
General Paraprofessionals	3.0 FTE
Full Day Kindergarten Paraprofessionals	3.0 FTE
Inclusion Paraprofessionals	8.0 FTE
Digital Learning Teacher	1.0 FTE
Digital Learning Paraprofessional	1.0 FTE
Three Cafeteria Staff	Part Time
Three Custodians	3.0 FTE

BATCHELDER SCHOOL DIRECTORY
2019-2020

Principal: Mr. Sean Killeen

Secretary: Ms. Stephanie Croston

Kindergarten	Mrs. Debbie Reynolds	Room 10
	Mrs. Tara Kenyon	Room 11
	Mrs. Caroline Kane	Room 12
Grade One	Mrs. Barbara Mantere	Room 15
	Mrs. Katie Barron	Room 16
	Mrs. Jennifer Pedersen	Room 17
	Ms. Nancy Boudreau	Room 18
Grade Two	Mrs. Kaitlin Tully	Room 21
	Mrs. Katherine Fay	Room 22
	Mrs. Kathy Bythrow	Room 23
	Mrs. Sara Grimbilas	Room 28
Grade Three	Mr. Bill Cassell	Room 24
	Ms. Suzanne Callanen	Room 25
	Mrs. Heather Cuoco	Room 26
	Mrs. Nicole Di Donato	Room 27
Grade Four	Ms. Kerri Gavin	Room 34
	Mrs. Jessica Avila	Room 35
	Ms. Annie Hewitt	Room 38
Grade Five	Ms. Genevieve Dodge	Room 32
	Mrs Liz Dill	Room 33
	Mrs. Lori Johnson	Room 36
	Mrs. Tina Borek	Room 39
Learning Center Spec.	Mr. Benjamin Pershouse	Room 29
Learning Center Spec.	Mrs. Jennifer Reilly	Room 30
Learning Center Spec.	Mrs. Jo Anne Thorlin	Room 29
Learning Center Spec.	Mrs. Kathryn Clevenger	Room 29
Learning Center Spec.	Ms. Janeen Abrams	Room 14B
Special Education Teacher	Ms. Jessica Scioli	Room 29
Special Education Teacher	Ms. Jessica Harris	Room 13
Occupational Therapy	Mrs. Kerry Callanan	Room 14A
Physical Ed. Teacher	Mrs. Elizabeth Weiss	Gymnasium
Art Teacher	Mrs. Gretchen Shaw	Room 19
Music Teacher	Mrs. Christine Morgan	Room 20
Nurse	Mrs. Coleen Reska	Nurse's Office
Reading Consultant.	Mrs. Karen Muniz	Room 37
Speech Therapist	Mrs. Mary Hayden	Library Office
Speech Therapist	Ms. Shannan Barry	
School Psychologist	Ms. Kristina Petrie	
Instrumental Music	Ms. Kristen Dye	
Digital Learning Spec.	Mrs. Chris Lindsay	
Digital Learning Para	Mrs. Sandra O'Connell	
General Para	Mrs. Denise Miedico	
General Para	Mrs. Patty Fay	
General Para	Mrs. Stephanie Tannian	
General Para	Ms. Debra Hayes	
General Para/Full Day K.	Mrs. Melissa Tassinari	
General Para/Full Day K	Ms. Lauren Kelly	
General Par/Full Day K	Ms. Caroline Beaumier	
Inclusion Para	Ms. Meagan Killion	
Inclusion Para	Mrs. Carmela Peake	
Inclusion Para	Ms. Cheri LaMonica	
Learning Center Para	Mrs. Colleen Pennie	Room 31
Learning Center Para	Mrs. Karen Harris	Room 29
Inclusion Special Education Para	Ms. Theresa Gwozdz	Room 13

PROGRAMS OFFERED

Reach Out to Schools: “Open Circle” Social Competency Program

Special Education - Chapter 766

General Education Remedial Math

All Town Chorus

Instrumental Music

Studio Art

Batchelder School Chorus

After School Activities Program(s)

Reading Buddies Program

Before School Care

After School Care - YMCA

Batchelder Parents' Organization Sponsored Enrichment Assemblies

Inclusion

Spotlight Positive Behavior Program

Batchelder Grade 4-5 Drama Club

Grade 5 Broadcast

Grade 3 Toshiba Exploravision

Fine Arts Night

STEM Challenges

Tutoring / Mentoring Opportunities

SCHOOL COUNCIL MEMBERS

Sean T. Killeen, Principal & Co-Chair

Tina Borek, Classroom Teacher & Co Chair

Sandra O'Connell, Faculty/Parent Representative

Eric Evans, Parent Representative & Secretary

Sara Harrington, Parent Representative

Mary Ann Lape, Community Member

BATCHELDER SCHOOL PARENTS' ORGANIZATION 2019-2020 Leadership

Nicole Gamer, President

Amber O'Driscoll, Vice-President

Rebecca Lowe, Secretary

Nikki Palmaccio, Treasurer

Debbie Sharp, Enrichment Coordinator

Rachel Fisher, Enrichment Coordinator

Carrie Sepke, Enrichment Coordinator

Jessica Faulkner and Heather Kirleis, Marketing and Communications Coordinators

Kerri Antonuccio and Rachel Fisher, Outreach Coordinators (onsite events and social media)



SCHOOL OUTCOMES 2018-2019

<p>TEACHING AND LEARNING: Goal Statement #1.A: A 25% increase in the number of students scoring in the meeting and exceeding expectations categories for “all” students participating in the standard MCAS, thus decreasing the number of students in the partially meeting and not meeting categories.</p>	<table border="1"> <thead> <tr> <th></th><th>Third Grade 2017</th><th>Fourth Grade 2018</th><th>Fourth Grade 2017</th><th>Fifth Grade 2018</th></tr> </thead> <tbody> <tr> <td>Exceeding Expectations</td><td>11</td><td>16</td><td>9</td><td>10</td></tr> <tr> <td>Meeting Expectations</td><td>70</td><td>66</td><td>56</td><td>57</td></tr> <tr> <td>Partially Meeting Expectations</td><td>18</td><td>17</td><td>34</td><td>31</td></tr> <tr> <td>Not Meeting Expectations</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> </tbody> </table> <p><i>Anticipated Growth For 2018</i></p> <p>Grade 3 Maintaining current level performance, a minimum of 4 students will move to Meeting Expectations or higher</p> <p>Grade 4 Maintaining current level performance, a minimum of 8 students will move to Meeting Expectations of higher</p> <p>Outcome</p> <p>Grade 3 Exceeding Expectations increased from 10 students to 14 students, Meeting Expectations decreased from 61 students to 57, Partially Meeting Expectations stayed the same at 15 students.</p> <p>Grade 4 Exceeding Expectations increased from 8 students to 9 students, Meeting Expectations increased from 49 students to 50, Partially Meeting Expectations decreased from 30 students to 27 students.</p>					Third Grade 2017	Fourth Grade 2018	Fourth Grade 2017	Fifth Grade 2018	Exceeding Expectations	11	16	9	10	Meeting Expectations	70	66	56	57	Partially Meeting Expectations	18	17	34	31	Not Meeting Expectations	1	1	1	1
	Third Grade 2017	Fourth Grade 2018	Fourth Grade 2017	Fifth Grade 2018																									
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Meeting Expectations	70	66	56	57																									
Partially Meeting Expectations	18	17	34	31																									
Not Meeting Expectations	1	1	1	1																									
Activity:	Timeline	Responsibility	Outcome(s)																										
1. All-faculty math assessment data review/analysis workshops.	Oct. 2018 – Nov. 2019	Principal Faculty	Reviewed reports and test results. The students performed extremely well on the 2018 state assessment. The L.D. Batchelder School was recognized by the DESE for High Achievement and Exceeding Targets. That being said, the faculty Identified areas to monitor and improve. Grade level teams developed plans to address those areas.																										
2. Administer and analyze the results of the trimester common assessments.	Nov. 2018 – June 2019	Teachers	Teachers used collaboration time to assess the trimester common assessment data to inform instructional planning and progress monitoring to measure student growth.																										
3. Provide collaboration time for teachers to analyze data (multiple measures).	Sept. 2018 – June 2019	Principal	Bi-Weekly grade level and monthly faculty collaboration time was utilized to identify strengths/weaknesses, instructional/curriculum improvements, and interventions. Teachers were able to use these plans for professional practice and student learning goals.																										
4. Math data team meetings to identify students in need of ISSPs.	Oct. 2018 – Nov. 2019	Principal Teachers Curriculum Specialists	The structure of the data teams beyond grade level teams will be further explored and implemented during the 2019-2020 school year. Students requiring Individualized Student Support Plans (ISSP) were identified and plans developed.																										
5. Create a schedule to provide remediation/support to targeted skills.	Sept. 2018 – June 2019	Teachers Principal Support Staff	The structure of grade level teams, support faculty, and the use of general paraprofessionals have provided additional time and resources to support the remediation of math at each grade level.																										

TEACHING AND LEARNING: Goal Statement #1.B: A 25% increase in the number of students scoring in the meeting and exceeding expectations categories for “all” students participating in the standard MCAS, thus decreasing the number of students in the partially meeting and not meeting categories.	<table><tr><td></td><td>Third Grade 2017</td><td>Fourth Grade 2018</td><td>Fourth Grade 2017</td><td>Fifth Grade 2018</td></tr><tr><td>Exceeding Expectations</td><td>25</td><td>27</td><td>5</td><td>21</td></tr><tr><td>Meeting Expectations</td><td>56</td><td>62</td><td>65</td><td>66</td></tr><tr><td>Partially Meeting Expectations</td><td>19</td><td>11</td><td>33</td><td>13</td></tr><tr><td>Not Meeting Expectations</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>					Third Grade 2017	Fourth Grade 2018	Fourth Grade 2017	Fifth Grade 2018	Exceeding Expectations	25	27	5	21	Meeting Expectations	56	62	65	66	Partially Meeting Expectations	19	11	33	13	Not Meeting Expectations	0	0	0	0
		Third Grade 2017	Fourth Grade 2018	Fourth Grade 2017	Fifth Grade 2018																								
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	Outcome																												
Grade 3 Exceeds Expectations increased from 22 students to 24, Meeting Expectations increased from 49 students to 54 students.																													
Grade 4 Exceeds Expectations increased from 4 students to 18 students, Meeting Expectations increased from 56 students to 57, Patrially Meeting Expectations decreased from 28 students to 11																													
Activity:	Timeline	Responsibility	Outcome(s)																										
1. All-faculty ELA assessment review/analysis workshops. Focus on rubrics, results, and anchor papers to calibrate expectations.	Oct. 2018 – Nov. 2018	Principal Faculty	Reviewed reports and test results. The students performed extremely well on the 2018 state assessment. The L.D. Batchelder School was recognized by the DESE for High Achievement and Exceeding Targets. That being said, the faculty identified areas to monitor and improve. Grade level teams developed plans to address those areas.																										
2. Administer and analyze the results of the trimester common assessments.	Nov. 2018 – June 2019	Teachers	Teachers used collaboration time to assess the trimester common assessment data to inform instructional planning and progress monitoring to measure student growth.																										
3. Obtain and implement supplemental curriculum resources, including <i>Empowering Writers</i>	July 2018 – June 2019	Principal Faculty	Teachers participated in professional development and utilized district professional development time to support the first year implementation of <i>Empowering Writers (expository writing)</i> to impact written performance and documenting a vertical alignment K-5 including academic vocabulary.																										
4. Provide collaboration time for teachers to analyze data (multiple measures).	Sept. 2018 – June 2019	Principal	Bi-Weekly grade level and monthly faculty collaboration time was utilized to identify strengths/weaknesses, instructional/curriculum improvements, and interventions. Teachers were able to use these plans for professional practice and student learning goals.																										
5. ELA data team meetings to identify students in need of ISSPs.	Oct. 2018 – Nov. 2019	Principal Teachers Curriculum Specialists	The structure of the data teams beyond grade level teams will be further explored and implemented during the 2019-2020 school year. Students requiring Individualized Student Support Plans (ISSP) were identified and plans developed.																										
6. Create a schedule to provide remediation/support to targeted skills.	Sept. 2018 – June 2019	Principal Teachers Support Staff	The focus of the 2018-2019 schedule involved utilizing math data to impact student learning. The ELA response to intervention/data teams will be drafted during the 2019-2020 school year.																										

TEACHING AND LEARNING: Goal Statement #1.C: All students will learn.	Objective: All students will benefit from meaningful learning opportunities in a safe and effective learning environment. Learning and performance expectations will be communicated clearly and consistently. In addition to Math/Literacy goals – other instructional focus areas to impact learning will include:		
Activity:	Timeline	Responsibility	Outcome(s)
1. Grades 3-5 crosswalk the shift to the 2016 Science Technology and Engineering standards, including the analysis of MCAS test and results.	June 2018– June 2019	Grade Level Teachers, Support Faculty, & Administration	Teachers and support faculty were provided the 2016 Science Standards during the 2017- 2018 and 2018- 2019 school year. K-5 teachers utilized the standards as a checklist against the scope and sequence of the Foss/Know Atom programs. This process allowed the educator to crosscheck the standards with the outcomes and align the curriculum expectations K-5.
2. Collaborate and plan with district schools to align engineering process and expected outcomes, including academic vocabulary.	June 2018– June 2019	Grade Level Teachers, Support Faculty, & Administration	Research was shared with the faculty to inform the school community of the Makerspace vision. Materials, a focus group and support were provided to encourage teachers to facilitate Maker challenges both in the Makerspace and in the classroom. The Makerspace is fully operational with a budget and contact personal.
3. Work with draft of Social Studies standards. Review K-5 units of study, available resources, and prepare for implementation.	June 2018– June 2019	Principal, Director of Digital Learning, All Faculty/Staff	Teachers and support faculty were provided the 2017 Social Studies Standards during the 2017-2018 school year. K-5 teachers worked collaboratively to unpack the standards and created a shared resource for all schools to add Social Studies resources.

MANAGEMENT AND OPERATIONS: Goal Statement #2.A: Develop and execute effective plans, procedures, routines, and operational systems to address full range of safety, health, and emotional needs of students. <i>* Standard IIA</i>	Objective: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment.		
Activity:	Timeline	Responsibility	Outcome(s)
1. Emergency Operations: Develop training exercises to best prepare all adults to be able to respond to emergencies.	June 2018– June 2019	Administration, North Reading Police Department, Faculty, Staff, Students and Families	The faculty/staff reviewed the conduct quarterly trainings to remain current with district Emergency Operations Plan including A.L.I.C.E. and other protocols to best prepare faculty/staff response to different scenarios with students’ safety and well-being as a priority.
2. Review of school wide definitions and expectations of student behaviors, communications, and consequences.	June 2018– June 2019	Batchelder School Faculty, Staff and Students	Identified faculty/staff participated in the district wide offered Social Emotional Learning training. The primary source, “Social-Emotional Learning in the Classroom” will be utilized at the school level for the 2019-2020 school year.
3. Continue with window repairs in the original 1917 building.	June 2018– June 2019	Director of Building and Grounds, FY19 Budget or Small Capital Improvement	During FY 13 the L.D. Batchelder School was able to repair 25 windows in the original building that were not operational. At this time FY19 budget did not support the repairs of the existing windows.

TEACHING AND LEARNING: Goal Statement #2.B: Scheduling and Management Information Systems: Uses systems to ensure optimal time for teaching, learning, and collaboration. <i>* Standard IIC</i>	Objective: Review, improve, and implement a master schedule that provides professionals time for teaching and collaboration to impact student learning. Currently all grade level teams participate in weekly 45 minute collaboration meetings. The increased demands of curriculum planning and common assessments will require additional time for professionals and data teams to analyze results and improve professional practice.		
Activity:	Timeline	Responsibility	Outcome(s)
1. Review available resources/schedule to provide opportunities for remediation and extension of learning within the school's schedule.	June 2018– June 2019	Grade Level Teachers, Support Faculty, Specialists, and Administration	Document attempts to provide professionals and students flexible time to receive instruction designed to challenge students. For example, grouping to match students' interests and abilities in literacy and math, project based learning, and other opportunities to enhance students' learning experience.
2. Create an organic professional development schedule for faculty & staff.	June 2018– June 2019	Grade Level Teachers, Support Faculty, Specialists, and Administration	During the 2018-2019 school year - The L.D. Batchelder School faculty/staff participated in the following professional development themes: <ul style="list-style-type: none"> • Social-Emotional Learning • Universal Design for Learning • Academic Interventions (Math)
3. Celebrate Success!	June 2018– June 2019	Grade Level Teachers, Support Faculty, Specialists, and Administration	As a school community, time is dedicated at every faculty/staff meeting to recognize effort, success, and achievements to highlight the contributions that represent our values and commitment to teaching and learning.

Family and Community Engagement: Goal Statement #3: Maintain active and open lines of communication to connect and activate learning and development at school, home and within the community.	Objective: Ensure that school and home are effectively working together in the best interest of student learning.		
Activity:	Timeline	Responsibility	Outcome(s)
1. Coordinate and communicate revised learning objectives as determined by grade level teams. Focus: Science and Social Studies.	Sept. 2018-June 2019	All Faculty and Staff, Administration	The work of the district curriculum leaders and curriculum councils have prepared the crosswalks for the revised standards. A document will be created to communicate and outline the standard updates, including the K-5 learning expectations.
2. Review homework expectations and options to engage student learning at home.	August 2018-June 2019	Grade Level Teachers, Support Faculty, Specialists, and Administration	After reviewing current practices and expectations at the grade levels, the faculty/staff and administration will review/revise homework policy during the 2019-2020 school year.
3. Increase parent/community involvement in day-to-day school operations. (Parents' Organization, School Council, Enrichment Opportunities).	Sept. 2018-June 2019	Principal, Faculty, Parents/Guardians	The school continued to look for different opportunities to utilize parent volunteers beyond the classroom. In 2018/2019, the BOOST program was implemented for the second year at the school level. The program meets the needs of students, but the schedule needs attention to maximize the resources.
4. Plan, attend and participate at School Council, Parent Association Meetings, and Events.	Sept. 2018-June 2019	Principal, Faculty & Staff	Stay Informed and Involved! Faculty/Staff have attended Batchelder School Council Meetings, Parent Organization Meetings, and have attended school/district events to support our students in a variety of different ways.

Professional Culture: Goal Statement #4: Focus on norms of collaboration, ability to review data and student work to drive student learning and professional practice.	Objective: Professional practice will sustain our professional learning community – <i>(DuFour)</i> Four Questions: <i>What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?</i> Impact of trust and shared responsibility as related to student learning and development in aspect of the L.D. Batchelder School.		
Activity:	Timeline	Responsibility	Outcome(s)
1. Utilizing the data from a recent professional culture survey, goals for professional development will include more time invested into educator evaluation and professional development.	Sept. 2018- June 2019	School Council, Grade Level Teachers, Support Faculty, Specialists, and Administration	Goals that were developed include collaborative problem solving, more professional time reviewing best practices of educator evaluation and building based professional development planning. During the 2018-2019 school year - The L.D. Batchelder School faculty/staff participated in the following professional development themes: <ul style="list-style-type: none"> • Social-Emotional Learning • Universal Design for Learning • Academic Interventions (Math)
2. Support teacher transitions, and developing educators with additional time for peer observations and collaboration time.	Sept. 2018 - June 2019	Administration, Faculty/Staff, Time and Schedule	At the L.D. Batchelder School eight non-professional status teachers have been supported by the district mentoring program. In addition, professionals are afforded the opportunity to observe with colleagues within the building and district.
3. Continued review of Educator Evaluation policies and procedures to ensure effective conversations in regards to professional practice and student learning.	Sept. 2018– June 2019	Grade Level Teachers, Support Faculty, Specialists, and Administration	The faculty/administration met regularly to review student learning and professional practice goals to support the supervision and evaluation of all professionals at the L.D. Batchelder School.
4. Outside of the school: Review DART schools and districts with a focus on outside of the school thinking analysis of best practice and impact on our students and school.	Sept. 2018- June 2019	Administration, Faculty and School Council Members	The 2019-2020 school year will focus on identifying two schools/districts to research. The research will include budget, staffing, programs and demographics released by DESE with accountability information.

2018 Official Accountability Report - L D Batchelder

1 of 11 MORE

Organization Information	
DISTRICT NAME North Reading (02170000)	TITLE I STATUS Non-Title I School
SCHOOL L D Batchelder (02170005)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
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Reason for classification
School of Recognition: High Achievement - Exceeding Targets

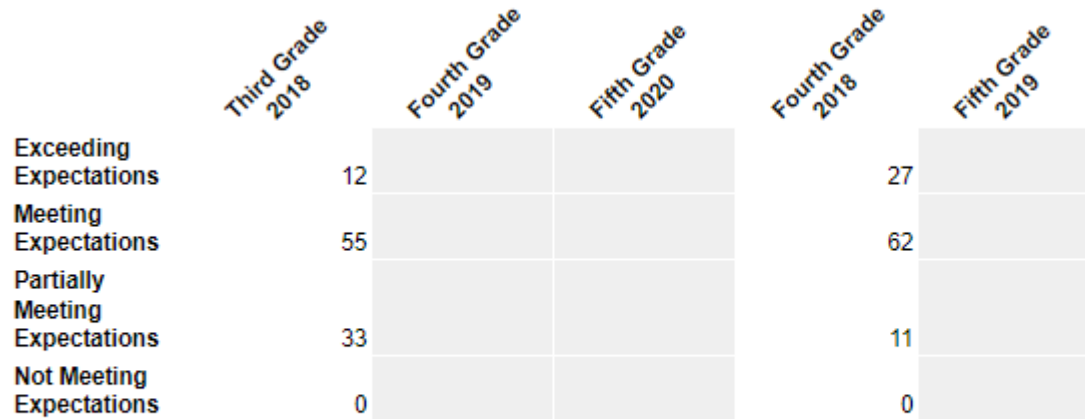
Progress toward improvement targets										Accountability percentile					
98% - Meeting targets										98					
Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP	Ach.Pctf
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	68	52	12	9	56	43	32	41	0	7	66	510.4	N/A	N/A	82
GRADE 03 - MATHEMATICS	80	50	8	10	73	40	20	38	0	12	66	512.0	N/A	N/A	86
GRADE 04 - ENGLISH LANGUAGE ARTS	90	53	28	10	62	43	10	38	0	9	86	519.2	61.3	86	96
GRADE 04 - MATHEMATICS	82	48	16	7	66	41	16	39	1	13	85	512.7	58.6	85	91
GRADE 05 - ENGLISH LANGUAGE ARTS	87	54	20	6	67	48	13	38	0	8	85	516.4	64.4	85	94
GRADE 05 - MATHEMATICS	68	46	11	5	58	41	31	44	1	10	85	507.3	58.6	85	84
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	83	51	21	9	62	42	17	38	0	11	237	515.7	62.9	171	94
GRADES 03 - 08 - MATHEMATICS	77	48	12	7	65	40	22	40	1	12	236	510.5	58.6	170	89
Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		No. of Students Included	CPI	Avg.SGP	Included in Avg.SGP	
	School	State	School	State	School	State	School	State	School	State					
GRADE 05 - SCIENCE AND TECH/ENG	93	47	65	18	28	30	7	39	0	13	85	98.2	N/A	N/A	

SCHOOL GOALS 2019-2020

TEACHING AND LEARNING: Goal Statement #1A: A 25% increase in the number of students scoring in the meeting and exceeding expectations categories for “all” students participating in the standard MCAS, thus decreasing the number of students in the partially meeting and not meeting categories.	<div><div><div>Third Grade 2018</div><div>Fourth Grade 2019</div><div>Fifth Grade 2020</div><div>Fourth Grade 2018</div><div>Fifth Grade 2019</div></div><table><tr><td>Exceeding Expectations</td><td>7</td><td></td><td></td><td>16</td><td></td></tr><tr><td>Meeting Expectations</td><td>74</td><td></td><td></td><td>66</td><td></td></tr><tr><td>Partially Meeting Expectations</td><td>19</td><td></td><td></td><td>17</td><td></td></tr><tr><td>Not Meeting Expectations</td><td>0</td><td></td><td></td><td>1</td><td></td></tr></table></div> <div><div>Anticipated Growth For 2019</div><div>Grade 3 Maintaining current level performance, a minimum of 3 students will move to Meeting Expectations or higher</div><div>Grade 4 Maintaining current level performance, a minimum of 5 students will move to Meeting Expectations of higher</div></div> <div>NRPS Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 4, 6, 7, 8 Administrator Evaluation Alignment: -Standards/Indicators: 1A, 1B, 1C, 1E, 2B, 2C, 4A, 4D, 4E Educator Evaluation Alignment-Standards/Indicators: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3B, 4A, 4B, 4C, 4D, 4E, 4F</div>					Exceeding Expectations	7			16		Meeting Expectations	74			66		Partially Meeting Expectations	19			17		Not Meeting Expectations	0			1	
	Exceeding Expectations	7			16																								
	Meeting Expectations	74			66																								
	Partially Meeting Expectations	19			17																								
	Not Meeting Expectations	0			1																								
	Activity:	Timeline	Responsibility	Expected Outcome(s)																									
	1. All-faculty math assessment data review/analysis workshops.	Oct. 2019 – Nov. 2020	Principal Faculty	Review reports and test results. Identify areas of weakness. Grade levels develop plans to address those areas. Students requiring Individualized Student Support Plans (ISSP) identified and plans developed.																									
	2. Administer and analyze the results of the trimester common assessments.	Nov. 2019 – June 2020	Teachers	Teachers will use collaboration time to assess the trimester common assessment data to inform instruction and provide interventions where needed.																									
	3. Provide collaboration time for teachers to analyze data (multiple measures).	Sept. 2019 – June 2020	Principal	Weekly collaboration time will be provided for teachers to identify strengths/weaknesses, instructional/curriculum improvements, and interventions.																									
	4. Math/ELA data team meetings to identify students in need of ISSPs.	Oct. 2019 – Nov. 2020	Principal Teachers Curriculum Specialists	Data teams (Math/ELA) will analyze data and student performance trends. Students requiring Individualized Student Support Plans (ISSP) identified and plans developed.																									
5. Review and support the Academic Intervention Specialist position as related to intervention and progress.	Sept. 2019 – June 2020	Teachers Principal Support Staff	Look at the school day schedule for opportunities to meet the needs of the students.																										

TEACHING AND LEARNING:

Goal Statement #1B: A 25% increase in the number of students scoring in the meeting and exceeding expectations categories for “all” students participating in the standard MCAS, thus decreasing the number of students in the partially meeting and not meeting categories.



Anticipated Growth For 2019

Grade 3 Maintaining current level performance, a minimum of 6 students will move to Meeting Expectations or higher

Grade 4 Maintaining current level performance, a minimum of 3 students will move to Meeting Expectations of higher

NRPS Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 4, 6, 7, 8

Administrator Evaluation Alignment: -Standards/Indicators: 1A, 1B, 1C, 1E, 2B, 2C, 4A, 4D, 4E

Educator Evaluation Alignment-Standards/Indicators: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3B, 4A, 4B, 4C, 4D, 4E, 4F

Activity:	Timeline	Responsibility	Expected Outcome(s)
1. All-faculty ELA assessment review/analysis workshops. Focus on rubrics, results, and anchor papers to calibrate expectations.	Oct. 2019 – Nov. 2019	Principal Faculty	Review reports and test results. Identify areas of weakness. Grade levels develop plans to address those areas.
2. Administer and analyze the results of the trimester common assessments.	Nov. 2019 – June 2020	Teachers	Teachers will use collaboration time to assess the trimester common assessment data to inform instruction and provide interventions where needed.
3. Provide collaboration time for teachers to analyze data (multiple measures)	Sept. 2019 – June 2020	Principal	Weekly collaboration time will be provided for teachers to identify strengths/weaknesses, instructional/curriculum improvements, and interventions.
4. Math/ELA data team meetings to identify students in need of ISSPs.	Oct. 2019 – Nov. 2020	Principal Teachers Curriculum Specialists	Data teams (Math/ELA) will analyze data and student performance trends. Students requiring Individualized Student Support Plans (ISSP) identified and plans developed.
5. Review and support the Academic Intervention Specialist position as related to intervention and progress.	Sept. 2019 – June 2020	Principal Teachers Support Staff	Look at the school day schedule for opportunities to meet the needs of the students.

TEACHING AND LEARNING: Goal Statement #1.C: All students will learn.		Objective: All students will benefit from meaningful learning opportunities in a safe and effective learning environment. Learning and performance expectations will be communicated clearly and consistently. In addition to Math/Literacy goals – other instructional focus areas to impact learning will include:	
Activity:	Timeline	Responsibility	Expected Outcome(s)
1. All-faculty science assessment data review/analysis workshops.	June 2019– June 2020	Grade Level Teachers, Support Faculty, & Administration	Review reports and test results. Identify areas of concern. Grade level teams develop plans to address those areas. Focus on the pacing of science instruction K-5 to address identified areas of concern.
2. Work with draft of Social Studies standards and review K-5 units of study, available resources, and prepare for implementation.	June 2019– June 2020	Grade Level Teachers, Support Faculty, & Administration	Review current curriculum and available resources for instruction. Begin to identify instructional needs to best address the standards.
3. Review social-emotional learning, expectations and outcomes, in all classrooms K-5.	June 2019– June 2020	Principal, School Psychologist, Nurse, Faculty/Staff	Create and document social-emotional learning targets to ensure all students feel safe and supported at school to thrive in the learning environment.

MANAGEMENT AND OPERATIONS: Goal Statement #2.A: Develop and execute effective plans, procedures, routines and operational systems to address full range of safety, health, and emotional needs of students. <i>* Standard IIA</i>	Objective: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment.		
Activity:	Timeline	Responsibility	Expected Outcome(s)
1. Emergency Operations: Develop training exercises and to best prepare all adults to be able to respond to emergencies within our school.	June 2019– June 2020	Administration, North Reading Police Department, Faculty and Staff, Students and Families	Review and document best practices in response to any threats of school/student safety. The Incident Management Team and faculty/staff will conduct quarterly trainings to remain current with district Emergency Operations Plan and best response to different situations.
2. Review of school wide definitions and expectations of student behaviors, communications, and consequences.	June 2019– June 2020	Batchelder School Faculty, Staff and Students	Faculty/Staff will develop guidelines to support behavior management and documentation of concerns in an effort to systematically address social/emotional needs of students and to sustain a positive and healthy learning environment for all. The school will conduct monthly grade level community meetings to focus on character traits and problem solving activities.
3. Continue with window repairs in the original 1917 building.	July 2019– June 2020	Director of Building and Grounds, FY19 Budget or Small Capital Improvement	During FY 13 the L.D. Batchelder School was able to repair 25 windows in the original building that were not operational. Hopefully during FY 20, the final 25 windows will be repaired. By doing so, faculty/staff may operate the windows safely and improve air flow/quality within the building.

TEACHING AND LEARNING: Goal Statement #2.B: Scheduling and Management Information Systems: Uses systems to ensure optimal time for teaching, learning, and collaboration. <i>* Standard IIC</i>	Objective: Review, improve and implement a master schedule that provides professionals time for teaching and collaboration to impact student learning. Currently all grade level teams participate in weekly 45 minute collaboration meetings. The increased demands of curriculum planning and common assessments will require additional time for professionals and data teams to analyze results and improve professional practice.		
Activity:	Timeline	Responsibility	Expected Outcome(s)
1. Review available resources/schedule to provide opportunities for remediation and extension of learning within the school's schedule.	June 2019–June 2020	Grade Level Teachers, Support Faculty, Specialists, and Administration	Document attempts to provide professionals and students flexible time to receive instruction designed to challenge students. For example, grouping to match students' interests and abilities in literacy and math, project based learning, and other opportunities to enhance students' learning experience.
2. Create an organic professional development schedule for faculty & staff.	June 2019–June 2020	Grade Level Teachers, Support Faculty, Specialists, and Administration	Identify 2-3 areas of interest to explore further as faculty/staff at the L.D. Batchelder School. Using the end of the school year, summer and September to commit to different concepts to engage our school community as learners, and impact student learning.
3. Celebrate Success!	June 2019–June 2020	Grade Level Teachers, Support Faculty, Specialists, and Administration	Continue to recognize the effort and success of students and faculty. They will have been recognized and celebrated in a variety of different ways. These results will be communicated with students, families and community.

Family and Community Engagement: Goal Statement #3: Maintain active and open lines of communication to connect and activate learning and development at school, home and within the community.	Objective: Ensure that school and home are effectively working together in the best interest of student learning.		
Activity:	Timeline	Responsibility	Expected Outcome(s)
1. Review homework expectations and options to engage student learning at home.	June 2019– June 2020	Grade Level Teachers, Support Faculty, Specialists, and Administration	After reviewing current practices and expectations at the school level, the faculty/staff and administration will conduct a survey and update and communicate effectively with students and families as needed in the best interest of student learning.
2. Plan, attend and participate at School Council, Parent Association Meetings and Events.	June 2019– June 2020	Principal, Faculty & Staff	Stay Informed and Involved! Using shared responsibility try to increase involvement of the school’s administration, faculty and staff to achieve shared desired outcomes to best meet the needs of the students and school. This will include presentations at School Council and Batchelder Parent Organization meetings.
3. A newly formed attendance team will work with students and families to address “chronic absenteeism” and other attendance issues.	June 2019– June 2020	Principal, School Psychologist, Nurse, Teachers, and Families	Document efforts and reduce the number of “chronically absent” students. This work will hopefully reduce the number of students that have other irregular attendance issues (tardies/dismissals.)

Professional Culture: Goal Statement #4: Focus on norms of collaboration, ability to review data and student work to drive student learning and professional practice.	Objective: Professional practice will sustain our professional learning community – (<i>DuFour</i>) Four Questions: <i>What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?</i> Impact of trust and shared responsibility as related to student learning and development in aspect of the L.D. Batchelder School.		
Activity:	Timeline	Responsibility	Expected Outcome(s)
1. 2019-2020 Professional Development Schedule.	June 2019– June 2020	School Council, Grade Level Teachers, Support Faculty, Specialists, and Administration	The self-assessment of the faculty/staff will help create an in-house professional development schedule for the 2019-2020 school year.
2. Support teacher transitions and developing educators with additional time for peer observations and collaboration time.	June 2019– June 2020	Administration, Faculty/Staff, Time and Schedule	New teachers will be provided additional professional development time to conduct peer observations of teachers, as well as, time to meet with additional professionals beyond grade level team, and direct service providers.
3. Review of newly approved of Educator Evaluation policies and procedures as related to updated Teacher Rubric and impact on professional practice and student learning.	June 2019– June 2020	Grade Level Teachers, Support Faculty, Specialists, and Administration	All faculty and administration will be conversant in updated Educator Evaluation protocols, as related to professional practice and student learning.
4. Outside of the school: Review DART schools and districts with a focus on outside of the school thinking analysis of best practice and impact on our students and school.	June 2019– June 2020	Administration, Faculty and School Council Members	A better understanding of best practices being utilized outside of the North Reading district. Review and analysis of like schools for future planning, including budget, staffing, programming and demographics.

**L.D. Batchelder School
Improvement Plan
2019 – 2020**

**Sean T. Killeen, Principal
Principal & Co- Chair**

**Eric Evans,
Parent Rep. & Secretary**

**Sandra O’Connell,
Faculty Representative**

**Sara Harrington
Parent Representative**

**Tina Borek
Faculty Representative**

**Mary Ann Lape
Community Representative**