

District Goals and Action Plans 2015-16 School Year

Reading Public Schools

John Doherty

10/30/2015

Reading Public Schools Strategy and Goals for Improvement of Student Outcomes (2014-16)

Our Mission

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

Our Vision

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Our Theory of Action

If the Reading Public School District strategically allocates its human and financial resources to support high quality teaching, prioritizes a commitment to the academic, social, and emotional needs of our students, emphasizes the hiring and support of effective staff who have the capacity to collaboratively learn, thoughtfully analyzes measurements of school performance and provides differentiated support, then students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.

Our Questions

1. What is it we want our students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, this grade level, and this unit of instruction?
2. How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed most essential?
3. How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a way that is timely, precise, diagnostic, directive, and systematic?
4. How will we enrich and extend the learning for students who are already proficient?

District Goals and Initiatives 2014-16 with Updates

Goal 1-Student Learning <i>Improve curriculum and instruction, student support, and assessment</i>	Goal 2-Professional Practice <i>Increase the professional learning of all staff and teacher leadership</i>	Goal 3-Student Support, Wellness, and Safety <i>Strengthen social/emotional and behavioral health</i>	Goal 4-Resources and Space <i>Address time, space, and program needs for continuous district improvement</i>	Goal 5-Communication <i>Improve communication across the district, with families and the Reading community</i>
<i>Status: Some Progress</i>	<i>Status: Some Progress</i>	<i>Status: Some Progress</i>	<i>Status: Some Progress</i>	<i>Status: Some Progress</i>
Implement MA Curriculum Frameworks in Mathematics and Literacy in all classrooms- <i>Significant Progress</i> Support Level 3 improvements at Joshua Eaton and across district- <i>Some Progress</i> Develop long-term plan for technology integration and assessment- <i>Some Progress</i> Improve Special Education programs and services- <i>Some Progress</i>	Develop Professional Learning Communities – <i>Significant Progress</i> Provide facilitative leadership training for teachers and administrators- <i>Significant Progress</i> Create Joint Labor Management Professional Development Committee to plan and assess PD- <i>Met</i> Create district action plan; monitor and report on progress- <i>Some Progress</i> Implement Common measures in evaluation- <i>Significant Progress</i>	Implement Multi-Tiered System of Support (MTSS) to address academic, social, and emotional needs of all students- <i>Significant Progress</i> Implement Health Curriculum grades 3-8- <i>Some Progress</i> Review and update Bullying Prevention Plan, Wellness policies, Chemical Health policy- <i>Some Progress</i> Improve safety and security procedures at all schools- <i>Significant Progress</i>	Create working group, analyze district space needs, and propose recommendations- <i>Some Progress</i> Create task force, identify time and learning needs from preschool to grade 12, and propose recommendations- <i>Some Progress</i> In collaboration with the Town of Reading, continue to grow and improve a full day Kindergarten program for all students- <i>Significant Progress</i>	Develop and implement a communications plan for the district- <i>Some Progress</i> Superintendent and School Committee engage in MASC District Governance Program to improve governance- <i>Significant Progress</i> Provide ongoing proactive communication to School Committee, parents, and community- <i>Significant Progress</i>

Visual Interpretation of Goals

Reading Public Schools

Instilling a Joy of Learning and Inspiring the Innovative Leaders of Tomorrow



Goal Alignment to District Strategic Objectives

Each goal is aligned to at least one of the four district strategic objectives listed below:

- 1. Learning and Teaching-*Deepen and refine our focus on the instructional core to meet the academic, social, and emotional needs of each child.***
- 2. Performance Management-*Build a system that measures school performance and differentiates support based on need and growth.***
- 3. Investment and Development-*Compete for, support, recruit, and retain, top talent while creating leadership opportunities and building capacity within our staff.***
- 4. Resource Allocation-*Improve the alignment of human and financial resources to achieve strategic objectives.***

In addition, this past year, the Reading Public Schools participated in the Department of Elementary and Secondary Education *Planning for Success* Process. This process gave administrators guidance and support on how to create action plans that were aligned to the five district goals.

The action planning process consists of doing an analysis of strengths, weaknesses, opportunities, and threats to district initiatives. The Action Plans listed in this document contain three major areas: monitoring progress (with action steps), early evidence of change benchmarks, and resources to support the implementation.

The end result of the process resulted in the development of a district action plan and monitoring/public reporting process. The process and activities used to develop the district action plan resulted in the following:

- Build a district action plan for the year with both process and early evidence of change benchmarks for the district’s initiatives
- Build a monitoring plan to support district monitoring and public reporting of progress
- Support the learning of the District Leadership Team (DLT) and strengthen the team’s skills and processes in plan implementation and monitoring

This project connects to existing district work by advancing the district’s implementation planning for strategic initiatives underway and committed to in SY14-16. Through this planning, district leaders will identify benchmarks that will assist them in monitoring and reporting on both the progress and impact of initiatives as they are implemented throughout the year.

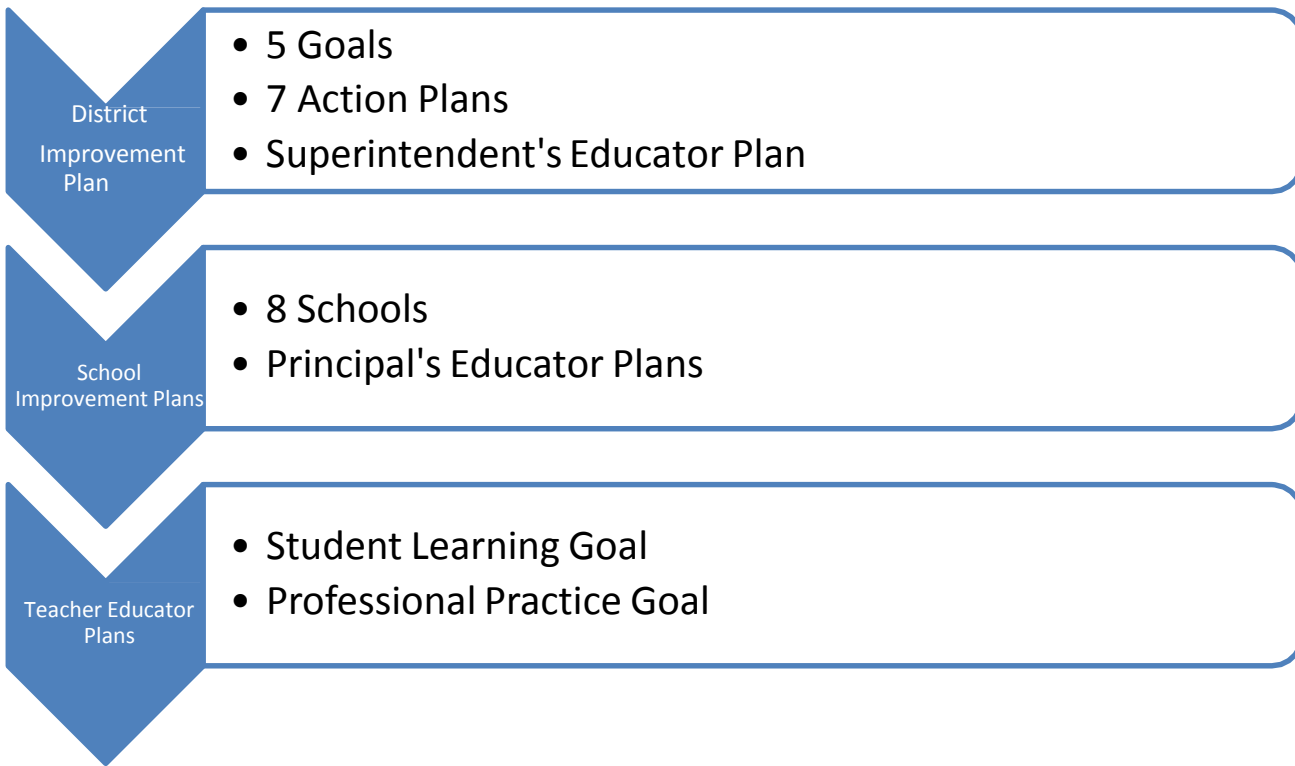
This project also supports the DLT’s own capacity building goal for the 2014-16 school years. This goal focuses on advancing the learning and capacity building of the team as a professional learning community. The project supports this goal in two ways: by introducing action planning as a system that promotes communication and supports a culture of shared ownership and responsibility, and by using a collaborative approach and protocols in the development of the action plan itself.

The breakdown of Action Plans for each specific goal are as follows:

District Goal	Action Plan	District Strategic Objective
1. Student Learning	A. Curriculum B. Instruction C. Assessment	Learning and Teaching Performance Management Investment and Development
2. Professional Practice	D. Professional Learning Community	Learning and Teaching Investment and Development
3. Student Support, Wellness, and Safety	E. Multi-tiered system of support (MTSS)	Learning and Teaching Performance Management
4. Resources and Space	F. Addressing Space and Program Needs	Learning and Teaching Resource Allocation
5. Communication	G. Effective and Proactive Communication	Performance Management

Link between District Improvement Plan, School Improvement Plans, and Educator Plans

The Reading Public Schools strive to create a coherence between the District Improvement Plan, the School Improvement Plans, and Educator Plans. The diagram below shows the link between all three components. This creates a more cohesive focus on the goals of the school district. In addition, the Superintendent’s Educator Plan is the District Improvement Plan and the Principal’s Educator Plans are their school’s School Improvement Plan.



District Goals

Goal 1 (Student Learning Goal-Learning and Teaching)

District Strategic Objectives Addressed:

Learning and Teaching, Performance Management, Investment and Development

Over the next two years, the Reading Public Schools will support Central Office administrators and building principals so that they are able to work with teachers to improve curriculum alignment, instructional strategies, student support and assessment methods in Literacy, Mathematics, and College and Career Readiness Skills. The overall outcome will be that all students will demonstrate an increased growth and level of performance in their understanding of math and literacy Massachusetts Curriculum Framework standards, as measured by locally determined measures and state assessment scores.

Connected to this goal are three action plans; *curriculum, instruction, and assessment*.

Action Plan A-Curriculum

Strategic Initiative/Objective (Curriculum Implementation)

- **Implement MA Curriculum Frameworks in Mathematics and Literacy in all classrooms**

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
All K-5 teachers have had a 2 hour introductory training in Lucy Calkins Writers Workshop	J. King	10/15/15	Planned
Literacy Coach will provide in-classroom coaching and support of staff in the Writers Workshop Model (<i>development of model lessons, model classrooms, etc.</i>)	T. Stodden	Starting 9/2/15	In Process
Ongoing exploration of Reading Curriculum/Structures for reading instruction	J. King	6/15/16	In Process
Middle School English Curriculum Leaders and High School English Department Head attend introductory training in Lucy Calkins	A. Bakr B. McVety	4/15/16	In Process
Grades K-6 Teachers will be utilizing the district pacing guides for Math in Focus	H. Leonard D. Lyons	9/01/15	In Process
Grades 7/8 Mathematics Teachers will review drafts, confirm, consider implementation of pacing guides (except for Algebra 1)	D. Lyons	1/20/16	In Process
Grades 9-12 Mathematics and Grade 8 Algebra 1 will be developing (or reviewing previous drafts of) pacing guides	T. Skehan D. Lyons A. Bakr	6/15/16	In Process
Science Curriculum Piloting of Know Atom Program in all Grade 5 Science Classes and selected Grade 3 and 4 classes	E. Sprung	9/1/2015	In Process
Grades 6-12 will hold a vertical discussion about the sequence of Science courses	A. Bakr M. Lynn S. Marchant	11/15/2015	In Process
Budgetary Impact will be determined for FY17 budget	S. Marchant E. Sprung C. Martin A. Bakr M. Lynn M. Sybert	11/15/2015	Planned
Grades K-12 PLC groups will be reviewing and preparing for implementation the new Science Curriculum Frameworks. As a result, an implementation plan will be developed and proposed (including curriculum and material distribution)	A. Bakr M. Lynn S. Marchant E. Sprung	6/15/2016	Planned
Grades 6-12 will map connections between literacy standards in Social Studies and Science	S. Marchant M. McSweeney	6/15/2016	Planned
Grades 6-12 will hold a vertical discussion about the sequence of courses in U.S. and World History	M. McSweeney J. DeBenedictis	11/15/2015	Planned
Middle School Heath Curriculum has been identified with focus lessons and units that are being taught in both schools	T. Zaya C. Huizenga	6/15/2016	Planned
Create a common set of expectations for curriculum map design and development.	C. Martin	1/15/2016	Planned
Through a curriculum mapping process, curriculum maps are developed for all content areas	C. Martin Principals Curriculum Leaders	6/15/2016	Planned
Exploring an integrated student information management system with a curriculum mapping component.	C. Martin J. Doherty	6/15/2016	In Process
Building in Transition Curriculum Planning discussions between PreK/K, 5/6, and 8/9 four times per year (curriculum leaders, coaches, administrators involved)	C. Martin	2015-16 school year	Planned
Professional Development Committee will create and support future curriculum planning	PD Committee	6/15/2016	Planned
As a DLT, develop common expectations of curriculum components prior to walkthroughs	J. Doherty	Beginning 10/1/2015	In Process

Instructional Coaches K-8 will provide information to principals about trends, strengths, consistent language, areas of need, in an aggregate way to help inform feedback to teachers	C. Martin	Beginning 9/2/2015	In Process
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Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Quarterly meetings between levels is occurring in 50% of all content areas	C. Martin	12/15/2015	
Elementary principals reporting that 75% of all classrooms are using shared pacing guides in Grades K-6 mathematics classes through walkthroughs.	H. Leonard	12/15/2015	
Know Atom curriculum is being utilized in 100% of all Grade 5 classrooms and piloted K-4 classrooms as observed by elementary principals	E. Sprung	12/15/2015	
100% of Core Content Area Completed Curriculum Maps are Posted and Visible for Community	C. Martin Curriculum Leaders	9/1/2016	

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
Atlas Curriculum Mapping
Know Atom Curriculum for Grade 5
FY16 and FY17 Budget
Title 2A Funds

Action Plan B-Instruction

Strategic Initiative/Objective: Instruction

- During the 2015-2016 school year, the district will ensure that all teachers are implementing research based instructional practices that ensure all students have access to the core curriculum and results in improved student achievement.

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Through DLT meetings, each level will come to consensus on the time on learning for each core content area by all schools for the 2015-2016 school year	Craig Martin	9/1/15	Complete

Principals will monitor fidelity of implementation of agreed upon instructional practices (i.e. Math in Focus, Writing) throughout the school year with the use of an agreed upon set of expectations and practices.	Principals Instructional Coaches C. Martin	10/15/15	In Process
By August 2015 the DCAP will be finalized. The DCAP will then be rolled out and implemented with all staff during the 2015-2016 school year. There will be an introduction of the resource during the Teacher Inservice in August, followed by training in the fall.	Building Principals Sara Burd	8/20/15 11/30/15	In Process
A definition of co-teaching will be developed by August 2016. A plan will be developed for professional development and coach teaching teams of special education and general education teachers during the 2016-2017 school year.	Carolyn Wilson	8/20/16	Planned
The curriculum leaders and instructional coaches will work to define the instructional coaching model with the goal of improving instructional practices. Their role will be communicated to staff during September, 2015. The model will be shared with staff and the effectiveness of this model will be monitored 2 times during the 2015-2016 school year via a survey and/or staff feedback.	Craig Martin	10/1/15 2/8/16 6/30/16	In Process
The Pacing guides (i.e. Math in Focus and Writing) will be implemented starting in August 2015 and through PLCs the effectiveness of these guides will be monitored.	Craig Martin	8/27/15 6/30/16	In Process
The principals will share learning walk and observation feedback, as well as PLC work with other administrators to improve his/her capacity as an instructional leader	John Doherty	2/8/16 6/30/16	Planned
Professional Development around the DCAP and Differentiated Instruction will be planned and implemented during the 2015-17 school years.	Craig Martin	2015-17 School Years	In Process

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Reduction of DCAP accommodations on IEPs/504 and a higher ratio of specialized accommodations.	Team Chairs 504 Coordinators	2/8/16 6/1/16	In Process
Monitoring of use of accommodations on a monthly basis	Sara Burd District MTSS Team	6/1/16	In Process
Staff training sign in sheets on DCAP for all buildings	Sara Burd	11/28/15	In Process
75% of all teacher observations conducted through DLT shared walkthroughs in each school show evidence of DCAP accommodations, curriculum implementation and/or instructional strategies.	Principals	2/8/16 6/30/16	In Process

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
FY16 and FY17 Budget
Title 1, Title 2A, and IDEA Grants
School Transformation Grant

Action Plan C-Assessment

Strategic Initiative/Objective (Assessments)

- **Implement Common measures in evaluation**

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
All teachers need to select at least two of the district-created common measures and report to their school principal.	Principal	10/1/2015	In Process
PD provided on the development of creating assessments and measuring growth.	Craig Martin	10/15/15	In Process
Take inventory on current k-12 common measures to determine: developed, effectiveness, appropriateness, fidelity, timelines, and reporting system	Craig Martin	10/15/15	In Process
Rating existing common measures by subject and grade level (solid, needs to be tweaked, needs to be developed) Curriculum leaders and PLCs will modify, recreate, or develop a common measure based on the rating.	Craig Martin	10/15/15	In Process
Train our curriculum/PLC leaders in establishing growth parameters for each common measures (Craig Waterman)	Craig Martin	12/1/15	In Process
Curriculum leaders facilitating conversations on growth parameters	Craig Martin Curriculum Leaders	1/15/16	Planned
Exemplars and rubrics will be reexamined, developed, be created.	Craig Martin	12/1/15	In Process
Common measure results reported at the district level	Craig Martin	6/1/16	Planned
Create standardized interventions for students not meeting pre-determined benchmarks.	Craig Martin Carolyn Wilson	2016-17 School Year	TBD
Review special education practices to ensure common assessments meet the needs of all students.	Carolyn Wilson	2016-17 School Year	TBD
Increase the number of common assessments in all curricular areas/ units.	Craig Martin	2016-17 School Year	TBD

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
80% of all district common measures will be ready to administer.	Craig Martin	10/15/15	In Process
100% of staff will have two common measures	Principals	10/15/15	In Process
100% of PLC meeting agendas and notes will reflect growth parameter discussions	Curriculum Leaders	1/15/16	In Process
100% of all common measures are administered and growth ratings are assigned to each measure.	Craig Martin	6/1/16	In Process

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
FY16 Budget
Title 2A Funds

Goal 2 (Professional Practice Goal-Capacity Building)

District Strategic Objectives Addressed:

Learning and Teaching, Investment and Development

During the 2014-16 school years, the Superintendent will lead the District Leadership Team in increasing the learning capacity of all staff, the quality and diversity of professional development offerings and the effectiveness of the use of non-student time with staff and Professional Learning Communities as measured by staff survey feedback, an increase in the opportunities for teachers to act as leaders, and the quality of artifacts and minutes of PLC meetings. In addition, we will increase the learning capacity of our District Leadership Team by the effective feedback received by the DLT and the quality of the artifacts generated from each DLT meeting/retreat.

Action Plan D-Professional Learning Community

Strategic Initiative/Objective:

- **Implement Common measures in evaluation**
- **Develop Professional Learning Communities**
- **Provide facilitative leadership training for teachers and administrators**
- **Create Joint Labor Management Professional Development Committee to plan and assess PD**
- **Create district action plan; monitor and report on progress**

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Provide clarification around the 4 Dufour questions, district provides guidance around focus questions – list the questions on each agenda and administrative liaison support identifying group specific goals connected to the four guiding questions	DLT/administrative liaisons	Prior to first PLC meeting	Complete
Have PLC/Staff Meeting schedule established and shared with all staff – District PLC meetings will take place on early-release Wednesdays , Other meetings (staff or building-based times) will take place within school-based planning following contractual parameters	C. Martin	August, 2015	Complete
DLT group as a PLC - review/re-write district goals and action plans	J. Doherty	August 2015	Complete
Review of administrative liaisons roles and responsibilities as assigned to PLC groups -	C. Martin	August 2015	Complete
Updated list of PLC groups with identified curriculum leaders	C. Martin	August 2015	Complete
Coordinate Special Education Program PLC meetings with Specialists (School Psychologists, Speech and Language, OT/PT, Counselors, Social Workers)	C. Wilson	September 29, 2015	Complete
Define the role the Math and Literacy coaches will play in the PLC structure	C. Martin & J. Doherty	Sept. 2015	Complete
Structure DLT meetings to ensure share-out/reporting from PLCs	J. Doherty	Sept. 2015	In Process
Establish clear expectations for communication plans from PLCs and district PD committee - liaison reporting out monthly update at Admin Council	C. Martin	Sept. 2015	Planned
Provide opportunities for teachers to shift PLC participation as needed (most likely at elementary school levels)	Elementary Principals	Sept. 2015	Complete
Training on quality assessments with growth measures provided for all staff	C. Martin	10/2015	In Process
District curriculum leaders meet together as a team 3-4 times per year	C. Martin	By Nov. 2015, March 2016, June 2016	Planned
New Curriculum Leaders trained with SRI facilitative leadership	C. Martin & Gene Thompson-Grove	By Dec. 2015	Planned
PLC curriculum leaders encouraged to embed strong practices reflected in DCAP as a reference document during PLC meetings	C. Martin	Nov 2015	In Process

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Shared calendar prior to first day of school	C. Martin	9/2/15	Complete
Updated lists of PLC groups with paired administrative liaison provided prior to first day of school	C. Martin	9/25/15	Complete
Individual Special Education Specialists (Behavioral Health, Speech and Language, OT/PT) PLC calendar will be developed and shared	C. Wilson	9/29/15	Complete
Administrator liaisons will observe use of protocols in 75% of meetings	C. Martin	6/2016	In Process
The results of the PD survey will indicate improvement from previous year's results	PD Committee	3/2016	Planned
All PLC liaisons will report on progress at Administrative Council	C. Martin	12/20/2015	Planned
Consistency and increase in State Assessment Results	C. Martin	8/2016	Planned

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
FY16 Budget
Early Release, Inservice, and Staff Meeting Time
Professional Development Survey Collaboratively Developed with RTA

Goal 3 (District Improvement Plan Goal: Implementation of MTSS)

District Strategic Objectives Addressed:

Learning and Teaching, Performance Management

During the 2014-16 school years, the District Leadership Team will successfully implement the Multi-Tiered System of Support Structure at each school as measured by a decrease in the following data points: tardiness, office discipline referrals, number of students who have 10 or more absences in a school year, and the achievement gap between the high needs subgroup and the aggregate subgroup on standardized assessments and Common measures. In addition, if successfully implemented, there will be an increase in our accuracy in identifying students with special needs, as measured by the referral data from SST and the utilization of regular education initiatives to support students prior to a need for special education testing (MTSS interventions, SST, intervention support, etc.). Moreover, we will see an improvement in the behavioral health of all students as measured by the Youth Risk Behavior Survey, Early Warning Indicator System, and other locally determined measures. Finally, we will measure the effectiveness of our implementation by using the Tiered Fidelity Instrument (TFI).

Action Plan E-Multi-Tiered System of Support

Strategic Initiative/Objective:

- Implement Multi-Tiered System of Support (MTSS) to address academic, social, and emotional needs of all students

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Established building based leadership teams in all schools	Principals	8/20/15	Complete
Identify data coaches and facilitators for each BLT	Principals	8/25/15	In Process
Formation of district MTSS team with every school represented	S. Burd	8/25/15	In Process
Building MTSS Teams Create Meeting Schedules	Principals S. Burd	9/29/15	Complete
District MTSS Team Creates Meeting Schedule	S. Burd	10/15/15	Complete
MTSS overview for all staff	S. Burd	10/2015	In Process
SWIS rollout and support	S. Burd	10/2015	In Process
Administer Tiered Fidelity Instrument (TFI) Round 1	Principals/ Building Facilitators	10/15	Planned
SRSS/SIBS completed Round 1	Principals S. Burd	10/15	Planned
Identify and share district tier I and tier II resources for all schools	District MTSS	1/2016	In Process
Administer TFI Round 2	Principals/ Building Facilitators	2/16	Planned
SRSS/SIBS completed Round 2	Principals S. Burd	2/16	Planned
Administer TFI Round 3	Principals/ Building Facilitators	5/16	Planned
SRSS/SIBS completed Round 3	Principals S. Burd	6/16	Planned
Mental Health First Aid Training for 600 adults	E. McNamara	10/2016	Partial
Increase community awareness (report to School Committee, website)	J. Doherty	10/2016	In Process
Revise restraint policy to include new regulations	C. Wilson	8/31/15	Complete
Train staff on revised restraint policy	C. Wilson	10/2015	In Process
Review current data team process, structures, and goals; establish a clear plan for all levels.	J. Doherty Principals	6/2016	In Process
Tiered PD for all staff of MTSS based on each building's needs	S. Burd	6/2016	In Process

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Sign-in sheets for Mandatory trainings	C. Wilson M. Saunders	11/2015	In Process
Building MTSS teams meet 2 x monthly or equivalent based on coaching support	Principals	11/2015	Partial
100% of students have been completed the first round of SRSS/SIBS	Principals	11/2015	In Process
SWIS data for ODRs is collected on a monthly basis by 100% of schools	Principals	2/2016	In Process
6 of the 9 schools reach 80% implementation of Tier 1 on TFI	S. Burd	2/2016	In Process
Quarterly review at DLT meetings of best practices and MTSS data	J. Doherty	6/2016	Planned
DCA results will show 80% fidelity to annual goals	S. Burd	7/2016	In Process
Decrease in Tardiness	S. Burd	6/2016	Planned
Decrease in Number of Office Discipline Referrals	S. Burd	6/2016	Planned
Decrease in Number of Students with 10 or More Absences	S. Burd	6/2016	Planned
Increase in the percentage of students on YRBS who have an adult in the school that they can talk to	S. Burd	6/2016	Planned
Improvement in some key data points on the YRBS	S. Burd	6/2016	Planned

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
Mental Health Youth First Aid Grant
School Transformation Grant
Operational Funds
Title I, Title IIA, IDEA
RCASA
Special Education Professional Development

Goal 4 (District Improvement Plan Goal-Addressing Space and Program Needs)

District Strategic Objectives Addressed

Learning and Teaching and Resource Allocation

During the next two years, the district will develop plans to address the resource needs facing our district, including additional time for staff, additional programmatic space needs at the elementary schools, RISE preschool, and Reading Memorial High School; the implementation of full day kindergarten for all students, and additional instructional and administrative support needed to continue to move the district forward. This will be measured by developing timelines for the implementation of Full Day Kindergarten, the identification of additional permanent educational space, the renovation of Killam Elementary School, additional professional time added to the existing school year, and a restructuring plan for instruction and administrative support.

Action Plan F-Addressing Space and Program Needs

Strategic Initiative/Objective (Learning and Teaching/Resource Allocation)

- Create working group, analyze district space needs, and propose recommendations
- Create task force, identify time and learning needs from preschool to grade 12, and propose recommendations

- In collaboration with the Town of Reading, continue to grow and improve a full day Kindergarten program for all students.

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Complete modular construction project at Killam, Eaton, and Barrows	Superintendent Director of Finance and Operations Director of Facilities	10/15/2015	Completed
Communicate to staff and community the findings from the Spring, 2015 Community and Staff Forums, as well as, other related data sources.	Superintendent	11/25/2015	In Process
Reconvene the Space Needs Working Group and modify its charge to be an Advisory Group to the Central Office and School Committee Leadership Team	School Committee Superintendent	12/1/2015	In Process
Create Budget Calendar for FY17	Director of Finance and Operations	10/15/15	In Process
Using information from community/staff forums and other data sources, develop two budgets for FY17; a needs based budget and a worst case scenario budget	Superintendent Director of Finance and Operations	12/1/15	Planned
Identify budget parents for FY17 budget process	Superintendent	11/1/2015	Planned
Work with Town Manager to identify revenue solutions to address FY17 Budget and a long range plan to develop a more sustainable funding solution.	Superintendent	Ongoing	In Process
Work with State Legislators to create a Chapter 70 funding formula that addresses areas that are currently underfunded in Health Insurance, Special Education, Behavioral Health, Technology, and addressing the High Needs populations.	Superintendent School Committee	6/1/16	Planned
Educate the Community as to the need for additional revenue to maintain current research based programs, develop new programs, retain and attract staff, and identify additional educational space	Superintendent School Committee	2015-17 School Years	TBD

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
100% of modular construction is completed.	Superintendent Director of Finance and Operations Director of Facilities	10/15/15	Completed
At least 7 staff forums and 5 community presentations are held to present findings of Spring Forums	Superintendent	11/25/2015	In Process
A long term solution is discussed and developed to address space needs	School Committee Superintendent Space Needs Advisory Committee	6/1/2015	Planned
A sustainable revenue plan is developed and brought to the community	Town and School Leaders Elected and Appointed Officials	2015-16	Planned

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
FY17 and FY18 Budget
Chapter 70 Funds
Capital Plan

Goal 5 (District Improvement Plan Goal-Communication Plan)

District Strategic Objective Addressed: Performance Management

During the 2014-15 and 2015-16 School Years, the Reading Public Schools will develop and implement a comprehensive communication plan for the school district. The effectiveness of this plan will be measured by stakeholder surveys, the quality of the communication plan, and noticeable improvements in district and school communication.

Action Plan G-Effective and Proactive Two Way Communication

Strategic Initiative/Objective (Communication)

- Develop and implement a communications plan for the district
- Superintendent and School Committee engage in MASC District Governance Program to improve governance-Significant Progress
- Provide ongoing proactive communication to School Committee, parents, and community-Significant Progress

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Conduct a Communication Audit for the Reading Public Schools through the National School Public Relations Association (NSPRA).	M. Sybert J. Doherty	10/5/15- 10/7/15	
Report to the Community the results of May, 2015 Community and Staff Focus Group Sessions with findings and recommendations.	J. Doherty	10/5/2015	
School district updates community and staff via newsletter and social media on a weekly basis during the school year. (included in district communication will be Department of Curriculum & Instruction, Behavioral Health efforts, Department of Student Services, etc.)	J. Doherty	9/1/2015	
Primary point person for each building will receive professional development in the areas of social media as needed (blog, Twitter, Facebook, etc.) and Blackboard Connect for Principals.	J. Doherty Tech Integration Specialists	10/15/2015	
Each school updates their community and staff via newsletter and/or social media on a weekly basis during the school year.	Principals or designee	9/1/2015	
Recommendations from Communication Audit are reviewed and action steps with appropriate dates are determined including classroom, department, team, school, and district communication.	J. Doherty	1/1/2016	
Each school includes questions about communication and communication action steps on a community survey annually to assess progress	Principals	6/2016	
District conducts a community survey or includes communication questions on a district survey and/or holds focus groups every two years to assess progress based on Communication Audit recommendations	J. Doherty	6/2017	
District reviews current Student Information Management System and other components to upgrade for 2016-17 school year	J. Doherty	6/2016	

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
100% of all schools preK-12 will have a Facebook page, Twitter account and blog which is updated regularly.	J. Doherty Building Principals	11/15/15	
100% of all schools preK-12 will have a weekly newsletter and/or social media update for staff and community.	Building Principals	9/30/2015	
Communication audit will be completed with a series of recommendations	J. Doherty	11/30/15	

100% of the schools will survey their school communities and include questions about communication during the 2015-16 school year	Building Principals	6/2015	
District will have in place an updated Student information Management System	J. Doherty	9/2016	

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
FY15 and 16 budget

Administrator Common Measures

Please note that each administrator will be focusing on three to four common measures in their Educator Plan. These measures will be discussed at individual goal meetings.

	Principals/AP	District Leader of Social Emotional Learning	Team Chairs	Central Office
1. District MCAS/PARCC SGP Data for Math and Literacy	X			X
2. % Students who are Advanced and Proficient on the state assessment	X			X
3. DESE Accountability Rating	X		X	X
4. Tardiness	X	X		
5. Office Discipline Referrals	X	X		
6. Number of Students with 10 or more absences in a school year.	X	X		
7. Achievement gap between high needs subgroup and the aggregate subgroup on standardized assessments and Common Measures.	X		X	X
8. Number of students in high needs subgroup and METCO students who are in honors level, advanced, or AP level classes (Baseline?)	X		X	X
9. Gender breakdown of students in honors level, advanced, or AP level classes	X			
10. Accuracy of Student Support Team referrals for Special Education	X		X	
11. Tiered Fidelity Instrument to gauge progress in MTSS implementation	X	X		
12. Number of Teachers in the building who have the District MTSS related goal in educator plan and have accomplished that goal	X	X		
13. District Capacity Assessment	X	X		X