READING PUBLIC SCHOOLS

District Goals and Action Plans

2015-16 School Year

Reading Public Schools

**John Doherty**

**10/30/2015**

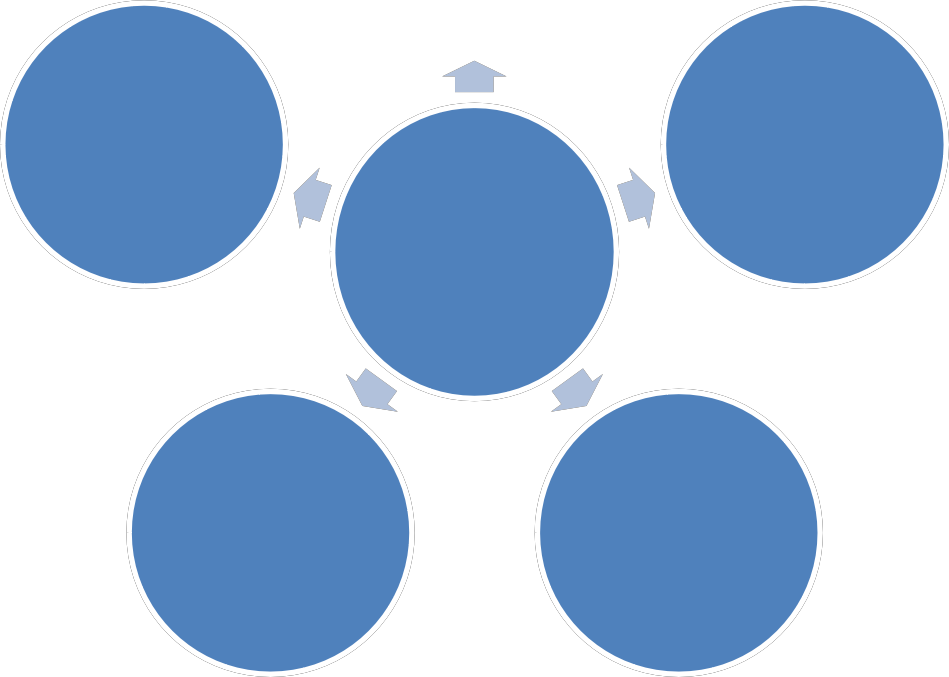
**Reading Public Schools Strategy and Goals for Improvement of Student Outcomes (2014-16)**

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

**Visual Interpretation of Goals**

Reading Public Schools

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



*Student Learning: Improve curriculum and instruction, student support, and assessment*

*Communication: Improve communication across the district, with families and the Reading community*

**Increased student learning through improved academic, behavioral, and social/emotional best practices and additional resources**

*Professional Practice: Increase the professional learning of all staff and teacher leadership*

*Resources and Space: Address time, space, and program needs for continuous district improvement*

*Student Support, Wellness, Safety: Strengthen social/emotional and behavioral health*

**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:

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| --- | --- | --- |
| **District Goal** | **Action Plan** | **District Strategic Objective** |
| 1. **Student Learning** | 1. **Curriculum** 2. **Instruction** 3. **Assessment** | **Learning and Teaching**  **Performance Management**  **Investment and Development** |
| 1. **Professional Practice** | 1. **Professional Learning** **Community** | **Learning and Teaching**  **Investment and Development** |
| 1. **Student Support,** **Wellness, and Safety** | 1. **Multi-tiered system of** **support (MTSS)** | **Learning and Teaching**  **Performance Management** |
| 1. **Resources and Space** | 1. **Addressing Space and** **Program Needs** | **Learning and Teaching**  **Resource Allocation** |
| 1. **Communication** | 1. **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

Improvement

Plan

• 5 Goals

• 7 Action Plans

• Superintendent's Educator Plan

School

Improvement Plans

• 8 Schools

• Principal's Educator Plans

Teacher Educator

Plans

• Student Learning Goal

• Professional Practice Goal

**District Goals**

**Goal 1 (Student Learning Goal-Learning and Teaching)**

**District Strategic Objectives Addressed:**

***Learning and Teaching, Performance Management, Investment and Development***

**A.**

**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 *(development of model lessons, model classrooms, etc.)* | 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 |

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| 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 |

**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*

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| --- | --- | --- | --- |
| **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 | Planed |

**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** |
| 1. **% Students who are Advanced and Proficient on**   **the state assessment** | **X** |  |  | **X** |
| 1. **DESE Accountability Rating** | **X** |  | **X** | **X** |
| 1. **Tardiness** | **X** | **X** |  |  |
| 1. **Office Discipline Referrals** | **X** | **X** |  |  |
| 1. **Number of Students with 10 or more absences** **in a school year.** | **X** | **X** |  |  |
| 1. **Achievement gap between high needs subgroup** **and the aggregate subgroup on standardized assessments and Common Measures.** | **X** |  | **X** | **X** |
| 1. **Number of students in high needs subgroup and**   **METCO students who are in honors level, advanced, or AP level classes (Baseline?)** | **X** |  | **X** | **X** |
| 1. **Gender breakdown of students in honors level,**   **advanced, or AP level classes** | **X** |  |  |  |
| 1. **Accuracy of Student Support Team referrals for**   **Special Education** | **X** |  | **X** |  |
| 1. **Tiered Fidelity Instrument to gauge progress in**   **MTSS implementation** | **X** | **X** |  |  |
| 1. **Number of Teachers in the building who have**   **the District MTSS related goal in educator plan and have accomplished that goal** | **X** | **X** |  |  |
| 1. **District Capacity Assessment** | **X** | **X** |  | **X** |