

# Superintendent Transition Plan

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## Reading Public Schools

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**Superintendent of Schools**

**Final Report**  
**March 14, 2011**

This transition plan process was designed to assist the Superintendent of Schools in developing a comprehensive picture of the Reading Public Schools. This report is a summary of the data collected, the analysis of the data, and recommendations for the school district.

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## **RATIONALE:**

For the last several months and continuing into the first half of the 2010-11 School Year, the leadership of the Reading Public Schools has been in transition. Only one central office administrator, the Director of Finance and Operations, has remained in the same position for the last two years. During the last sixteen months the Reading Public Schools has hired a new Superintendent, Assistant Superintendent, Director of Pupil Services, Human Resources Administrator, and Interim Elementary Principal. Although some of the new administrators hired were in other positions in the district, their roles and responsibilities have changed. As we continue to move forward toward our mission and vision it is important to have a successful transition, especially during challenging economic times where resources are scarce.

## **PURPOSE:**

To that end, this report is a culmination of the Superintendent's Transition Plan, which will assist the Superintendent of Schools and his staff in developing a comprehensive picture of the Reading Public Schools, including the students, staff, and community. Although the current Superintendent has been an educator in this school district for over 22 years, his role will be different. This process will give the Superintendent the opportunity to begin to develop and sustain relationships and networks within the Reading community and give him a deeper understanding of the Reading culture. In addition, this transition plan will provide valuable data as we make difficult decisions during these challenging times. The data for this plan was generated by focus group sessions, individual interviews, artifacts, and an online survey. The results reported in this plan and the recommendations will provide a foundation for future goals, objectives, activities, and priorities.

## **PROCESS:**

The three main actions of the Superintendent during this process were to listen, observe, and ask questions. The transition process centers on three essential questions aimed at obtaining key information used to develop an action plan:

- ✓ Where are we?
- ✓ Where do we need to go?
- ✓ How will we get there?

This transition plan process was designed to assist the Superintendent in developing a comprehensive picture of the Reading Public Schools that included the students, staff and community stakeholders. This transition plan process consisted of conducting interviews with various individuals and groups, as well as reviewing a number of plans and documents, in an effort to develop a sense of the system and provide a basis for future goals, objectives, and activities. Although the plan was not presented until after the FY12 budget process was complete, it provided the Superintendent and his staff some guidance when they were developing the FY12 budget. This plan will also help assist in developing the vision for the Reading Public Schools.

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## **GOALS**

- ✓ To develop a deeper understanding of the school district, the community, and its stakeholders.
- ✓ To develop a greater connection with the school community and the community at large.
- ✓ To examine the key issues in the school system and to identify the norms which affect how the organization may function in the future
- ✓ To identify the tasks which need to be done and to rank them in order of priority
- ✓ To establish how these tasks should be accomplished.

## **OBJECTIVES**

- ✓ To develop true professional learning communities where the focus and discussion is always on students and where all decisions focus on what is best for all students.
- ✓ To identify and prioritize the key issues in each stakeholder group for the 2010-11 school year and beyond.
- ✓ To develop and sustain productive working relationships with all stakeholder groups, including students, parents, administrators, directors, staff, town officials, elected officials and community members.
- ✓ To continue to strengthen the working relationship between town government and the school department.
- ✓ To clarify the roles and responsibilities of all administrators in the school district, how they coordinate with Central Office administration, as well as, how the work of building leaders and directors can best be supported.
- ✓ To further strengthen the working relationships with each of the leaders of the associations.
- ✓ To further strengthen the working relationships with community organizations.
- ✓ To develop additional methods of communication and networking with all stakeholders.
- ✓ To further enhance public confidence and trust through open, honest communication and positive relationships.

## **RESEARCH**

### Interviews

The following individuals and groups were interviewed as part of this transition plan process:

- ✓ School Committee Members (Individual interviews)
- ✓ District Leadership Team (Director of Finance and Operations, Assistant Superintendent, Director of Pupil Services, Human Resources Administrator)-Individual interviews
- ✓ Building Level Administrators (Individual interviews)
- ✓ Directors (Individual interviews)
- ✓ Town Manager
- ✓ Assistant Town Manager
- ✓ Town Department Heads
- ✓ Association/Union Presidents (Individual interviews)
- ✓ School PTO
- ✓ Reading Rotary
- ✓ Senior Citizens
- ✓ Central Office Staff

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- ✓ Finance Committee Chair
- ✓ Students in Grades 5, 8, 9-12
- ✓ Teachers and Staff
- ✓ Community Open Forums in each School
- ✓ Neighborhood Coffees
- ✓ Boosters Organizations
- ✓ Reading Clergy Association
- ✓ *Race to Nowhere* Discussion Forum

## Online Survey

An anonymous online survey was available for staff, parents, and the community. This survey was advertised on Edline, the Town of Reading website, and the Superintendent's blog. The survey generated 130 responses.

## Visitations and Open Forums

The transition plan process included visits to each school, an open forum with staff members at each building, and a community open forum with parents at each school. Open Forums were also held with the Special Education Parent Advisory Council, METCO parents, the Reading Teachers Association Executive Board, and those that attended the *Race to Nowhere* showing. Moreover, nineteen (19) neighborhood coffees were held throughout the community.

## Document Reviews

The following documents were reviewed as part of the transition plan process:

- ✓ School Committee Policy Manual
- ✓ School Committee Minutes and Agendas
- ✓ FY11 School Committee budget
- ✓ FY12 Superintendent's Recommended Budget
- ✓ Capital Improvement Plan and Policies
- ✓ Administrator Job Description and Evaluations
- ✓ Collective Bargaining Agreements
- ✓ Teacher Evaluation Process
- ✓ Curriculum Maps
- ✓ School Improvement Plans
- ✓ Blue Ribbon Schools of Excellence Reports and Implementation Plans
- ✓ Professional Development Plan
- ✓ School Handbooks
- ✓ Promotional Brochures
- ✓ Annual Town Reports
- ✓ NEASC Accreditation Report
- ✓ Coordinated Program Review

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## Focus Questions Used in Focus Groups and Interviews

- ✓ What are you most proud of in the Reading Public Schools?
- ✓ What do you want to preserve most in the Reading Public Schools?
- ✓ What has gone well in the school system? What are the strengths?
- ✓ What does the school system need to work on?
- ✓ What do you think must be maintained at all costs?
- ✓ What ideas do you have on how to improve the school district?
- ✓ What are the key issues that you think the school system must face?
- ✓ Which issues are the highest priorities for this school district?

## **Major Findings**

The Transition Plan process has allowed the Superintendent to interact with a significant number of stakeholders outside of the normal daily routine of the school system. Although there are many positive aspects of this school system, there are areas that the school district can grow and improve. Major findings of this process include the following:

1. The Reading School Committee is a group of dedicated individuals with diverse interests, communication and management styles, and expectations. The Committee cares about doing what is in the best interest of the students.
2. There is a strong mission statement and vision for the school district, which were last reviewed in 2008. It is important to base all decisions with the mission and vision in mind. To that end, it would benefit the school community to review the current mission and vision statement and to make slight adjustments, if necessary.
3. The Reading School Committee currently does not have a set of norms or annual goals for self-evaluation. An annual retreat is held to allow for professional development and reflection.
4. The district currently has a set of curriculum maps, which were collaboratively completed in 2007. These maps will need to be updated to reflect the integration of the Common Core of Learning, technology standards, and 21<sup>st</sup> Century Skills.
5. Project Based Learning is quickly becoming a major type of assessment of student learning in the district, especially at the high school. The concern expressed by both teachers and parents is to make sure that the projects accurately assess the skills that we want our students to learn, as well as, supplant, not necessarily supplement, the growing number of projects and assessments for our students.
6. Reading currently enrolls 94% of its school aged children in its public schools, which is above the state average. In addition, 94% of all grade 8 public school students attend Reading Memorial High School. These are very high percentages compared to comparable communities. Parents cite the strong academic programs, the modern facility, and the opportunities in athletics and extra-curricular programs (i.e. drama and band) as the reasons why they choose to send their child to the high school.
7. Over the last four years, the average percentage of students graduating from Reading Memorial High School in four years is 93.25%. We need to assess and analyze the information as to why the remaining students do not graduate with their peers.

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8. Currently, 83% of all Reading Memorial High School students complete the Mass Core graduation requirements. As part of the Race to the Top Initiative, the goal is to eventually have all students complete the Mass Core graduation requirements.
9. Reading Public Schools currently has four schools that have not made “Adequate Yearly Progress” with respect to the state assessment in a specific subgroup category. One school has not made AYP for a particular subgroup in five of the last seven years. It is critical that schools in the district share ideas and best practices with each other on how to address these subgroup’s needs. It is also important to provide the resources necessary to adequately implement the best practices.
10. Reading Memorial High School has a lower percentage of students in Advanced Placement Courses than comparable districts and the state average. This is for two reasons. First, although the number has increased over the last few years, there are less AP courses at Reading Memorial High School compared to other communities. Second, fewer students take and remain in honors courses beginning in their freshman year.
11. There is a perception among parents and teachers that the strong college prep level at Reading Memorial High School is not rigorous enough for students.
12. The professional development offerings are of very high quality, particularly with the implementation of the April Sharing Conference. There has been a positive shift over the last several years to use Reading staff to deliver the professional development opportunities. The main strength of the model is that the needs of all teachers are taken into account in the planning of program offerings. In the future, additional inservice training opportunities will need to be provided in technology integration, addressing the academic and social emotional needs of all students in the same classroom, early childhood education, and universal design for learning. In addition, opportunities need to be provided for teachers to obtain National Board Certification, National Institute for School Leadership certification, English Language Learner certification, and technology proficiency certification.
13. Improvements have been made over the last two years in providing professional development opportunities for paraeducators. This progress will need to continue for paraeducators, as well as other groups (e.g. custodians, secretaries, food service, technicians) within the system.
14. The current induction program for all teachers new to Reading is a strength of the school district with a five day summer orientation program, assigning of a trained mentor to each new teacher, and ongoing cohort meetings by level. There will be a need in the future to provide additional training to our current and future mentors so that they can provide additional support to our new teachers.
15. The current teacher evaluation system is also a strength and has been recognized at the state level as an exemplary model. This system was co-designed by teachers and administrators and is reviewed on a regular basis for improvements. It has a set of rubrics and standards for a variety of teaching positions and is flexible enough to accommodate differentiation by teachers who have different needs, skills and interests. A concern with the current system is the increased number of observations and evaluations that administrators need to do on an annual basis.
16. The school district has made significant progress over the last few years in improving the hiring process, mandating appropriate certification for all employees, and assisting teachers in attaining appropriate certification and “highly qualified” status. However, little progress has been made toward attracting and retaining a more diverse work force throughout the system.
17. There is some level of concern that we are beginning to lose our current teacher workforce and other school leaders to neighboring school districts who have more financial benefits than Reading.

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18. The school system needs to continue to update its organizational chart, job descriptions, and personnel handbook.
19. Reading has an outstanding model of collaboration between town and school departments. This has been evident in a variety of venues including the H1N1 Pandemic, the MWRA water crisis, the Senior Citizen van use for METCO students, the inception of the RAD Kids program, and the implementation of the emergency preparedness plans.
20. The Town-School partnership is a valuable tool in providing a framework for budget discussions each year. The process is flexible enough to allow for the discussion of priorities between town and schools, while avoiding the budget battles that occur in many communities.
21. The finance and operation functions within the Reading Public Schools are managed extremely well. Most importantly, town officials respect the opinions and advice of school officials in this area. There is a strong feeling among the community that the Reading Public Schools is financially well managed and efficiently run.
22. One of the strengths of the school district is our facilities and the maintenance of those facilities. The performance contracting and green schools initiative has significantly improved the energy efficiency of each school and provided upgrades to the infrastructure.
23. The Killam Elementary School is the only school in the district that is not handicap accessible and it will require some significant upgrades in the near future.
24. There is a significant concern among all stakeholders that the resources needed to continue to support the mission and vision of the school district will not be available in the future. It was evident that in order to continue to improve as a school district and to prepare students for the future, sustainable resources must be developed. Parents and community members noted that the quality of the school district is a major contributor to the overall quality and value of the Reading Community.
25. Overall, parents are very satisfied with the Reading Public Schools. In the survey, 74.6% indicated rated the school district either a 4 or 5 on a one to five scale for satisfaction. They state the strengths of the school district include the dedication of the teaching staff and administration, the level of professional development available to staff, the amount of technology available to students, the academic programs, the athletic and extra-curricular programs, the facilities, the middle school teaming model, the opportunities that students have, the strong reputation of the school district and the overwhelming parent and community support. All parent groups indicated their appreciation to have opportunities to discuss issues with administrators and encouraged the Superintendent to continue to provide these opportunities on an annual basis.
26. Parents are concerned about budget reductions, class size increases, retaining quality staff, the inconsistency between schools in addressing student learning needs, the lack of an elementary gifted and talented program, the lack of an elementary foreign language program, the lack of full day kindergarten for all students, the need for a keyboarding course for elementary students, the lack of an elementary instrumental music program, the elementary school lunch program, more opportunities for parent curriculum nights, maintaining and improving our current technology hardware and infrastructure, improving the use of educational technology, the current high school schedule, the inconsistent use of Edline throughout the district, providing additional opportunities for parents and students on wellness issues, addressing substance use by students, paraeducator professional development, the middle school science curriculum, eliminating the Wednesday half day at all levels, giving METCO students the opportunity to participate in after school activities and the elementary mathematics program.
27. Teachers are concerned about the growing number of students with social and emotional issues, addressing the needs of all students, communication, loss of support staff due to budget

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reductions, maintaining and upgrading technology hardware and infrastructure, quality of substitute teachers, class size, having the time to effectively address the needs of all students, the anxiety level of students, more opportunities to meet with other teachers in the district to share best practices, and the number of initiatives in the district.

28. At the *Race to the Top* discussion session, concerns were expressed by parents, teachers, and students as to the increasing stress and anxiety that students are under in today's society. They expressed concern about the frequency, quality, and consistency of homework assignments, the over scheduling of students, the lack of family time due to extra-curricular activities, and the over emphasis of teaching to the MCAS.
29. Reading employs a significant number of outstanding educational leaders and professional teachers. During classroom visits, I have witnessed truly outstanding teaching and learning, as well as, a focus on students and their needs.
30. School Improvement Plans have begun to incorporate SMART (Specific, Measurable, Attainable, Results-Based, and Time Bound) goals to improve programs and student learning. In addition, schools have used the Blue Ribbon School Improvement Standards as a model for continuous improvement.
31. Each school has begun to develop data teams and processes to use the student and school data to "drill down" and have conversations about ways to improve student learning.
32. There is a strong commitment to the METCO program throughout Reading, although there are concerns about the placement process, the lack of a late bus for elementary and middle school students, the host family opportunities for these students, the support structures in place for these students, and the need for a longitudinal evaluation of the success of students who have participated in the Reading METCO program.
33. The Reading Technology Education Foundation has made valuable contributions to the school system, particularly in the area of building technology grants. There is now a need for this foundation to expand its mission and to increase their membership to provide access to greater resource opportunities for the school district.
34. The schools and programs benefit from the outstanding efforts that have been put forward by our PTO's and parent booster groups. This support will need to continue in the future as resources become scarcer. These efforts have been supported by our Director of Finance and Operations who has built relationships with these groups and developed best practices how they can develop a strong organizational management structure.
35. The RISE preschool program continues to grow as it meets the ever growing needs of our preschool population. However, this program faces major challenges of available space and the ability to include more students who are not on individualized education programs.
36. Special Education programs in the system are very strong and provide opportunities for students with individualize education plans to remain in the school system with their peers. A challenge in the future will be how to provide the services needed for a student with specific learning disabilities (i.e. language based program) in every school and not just in the schools that currently have those programs.
37. This is the first year of our elementary extended day program, which has proven to be very successful with over 150 participants in our before and after school programs. In the future, we will need to expand and strengthen our summer offerings for all students, including opportunities for students to receive high school credit.
38. There is a growing need for additional technology support in the district. Currently, there is not an instructional technology specialist at the elementary level and there are only 3.5 FTE computer technicians and one network manager for over 1800 computers in the district. There



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is also not a Director of Technology, a critical position which will help shape the future direction for the district.

39. The current elementary report card has been in existence for over 25 years and is not a standards-based report card. There is currently an elementary report card committee that is developing a standards-based report card for a possible pilot in 2011-12.
40. The Fine and Performing Arts is a major strength in our school district. Over the next two years there are anticipated retirements to teachers who have provided significant leadership and support to this program. The challenge over the next few years is to continue to grow and improve this program.
41. According to the PULITE Fiscal Analysis and preliminary analysis completed by the Town of Reading, there will be potential classroom space concerns created by the development of Reading Woods.

### **RECOMMENDATIONS**

It is very evident that Reading has a very strong public school system, as measured by nearly any indicator of success available. This is due to strong community support for our schools, the hard work and dedication provided everyday by our teachers and support staff, and the leadership provided by our administrators. However, it is also true that we can always improve in providing outstanding educational services and opportunities to all of our students. Based on interviews, observations, readings, and experiences during the first twelve (12) months as Superintendent of Schools in Reading, I would make the recommendations listed below. These recommendations have been categorized into four categories:

1. **Learning and Teaching**-We will deepen and refine our focus on the instructional core to meet the academic, social, and emotional needs of each child and ensure student achievement by realigning our resources to achieve those goals. We will embed into the instructional core the skills necessary for students to be fully prepared for their future.
2. **Performance Management**-We will realign our resources and build a system that measures school performance and differentiates support and flexibility based on need and growth.
3. **Human Resources**-We will realign our resources to compete for, support, and retain top talent ensuring that faculty, staff and leadership are prepared to respond to the specific needs of Reading's students and school communities
4. **Resource Allocation**-We will realign human and financial resources to the strategic objectives and differentiate support based on need.

### **Learning and Teaching**

1. The system should develop a long range plan for expanding pre-school and full day kindergarten in the school district.
2. The system needs to identify ways to differentiate instruction so that all elementary students are appropriately challenged.

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3. The system should explore and develop a proposal for consideration and implementation of an elimination of Wednesday early release days at the elementary level, while maintaining the level of planning and inservice time for elementary teachers. As part of this proposal consideration needs to be given to increase art, music, and wellness, as well as, introduce keyboarding, instrumental music, and world language. This proposal should consider not only the model and expenses for implementation, but the ramifications of these program additions on the middle school and high school level programs.
4. The system needs to review the middle and high school early release schedule to balance family needs with the professional needs of our staff.
5. The system should continue to discuss and implement high school best practices consistent with the recommendations from *Breaking Ranks*, the new NEASC accreditation standards, and the Blue Ribbon Schools of Excellence standards. This includes, but is not limited to the use of project based learning, Senior projects, an enhanced wellness program, online learning, a redesigned schedule, advisory, and learning support centers. There should be continued emphasis on providing engaging and challenging learning experiences for all students.
6. The system should continue to develop more summer and after-school opportunities, including providing students with MCAS remediation and assistance, support for academically struggling students, and opportunities to gain high school credit.
7. The system should continue to examine our special education programs so that student needs can be met within the Reading Public Schools, whenever possible.
8. The system needs to develop a K-12 comprehensive plan to address the social and emotional needs of our students.
9. The system should develop a K-12 task force, which consists of students, teachers, administrators, and parents, that will examine strategies and guidelines to reduce anxiety for our students.
10. The system needs to update its curriculum maps to include the impact of the new common core of learning standards, as well as, integrate grade level expectations for technology and 21<sup>st</sup> Century skill integration.
11. The system needs to develop and implement a curriculum review cycle to address the current curriculum needs. The highest curriculum priority currently in the district that needs to be addressed is middle school science. There also needs to be a review of the elementary math curriculum to see if it is addressing the needs of all students.
12. The system should continue to grow and improve its K-12 fine and performing arts program to include more opportunities for students which include instrumental music at the elementary level, a strings program at the middle and high school, expanded drama opportunities at the elementary and middle school, expanded course offerings at the middle and high school.

### **Performance Management**

1. The Reading School Committee should develop a set of norms which can be used for self-assessment annually. In addition, they should engage in quarterly retreats as a way to evaluate their norms and access professional development opportunities as a School Committee.

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2. The system should implement an effort to review the current mission and vision and update it to reflect the current needs of all students. The vision should include the integration of 21<sup>st</sup> Century Skills and how to address the growing social and emotional needs of students.
3. The system should implement a regular, data-driven performance assessment process, including surveys of parents, students and teachers regarding schooling and the school system. The process should focus on the use of SMART goals and the development of school and district data teams to assess those goals. The data should be collected at least every two years and should be utilized as an important part of the system's decision-making model. In addition, the system should develop a more formal process for conducting ongoing surveys of Reading Memorial High School graduates.
4. The system should continue to use the Blue Ribbon Schools of Excellence School Improvement process or comparable model as the standard for continuous improvement in the school district. All schools should strive to achieve and sustain the level of Blue Ribbon Lighthouse School status.
5. The system should improve the METCO placement process, as well as, identifying creative ways to provide late bus transportation, academic support and host family opportunities for elementary and middle school METCO students. Finally, a longitudinal study of the academic and social success of Reading METCO students should be established as an ongoing project.
6. The system should continue to focus on developing and piloting an elementary standards-based report card within the next two years that is consistent with the grade level state and national standards and which reflects the skills that our students need to master in grades K-5.
7. The system should continue to review the data for graduation rates, percentage of students in AP classes, and percentage of students who have completed the Mass Core graduation requirements and develop a plan on how to address the needs of the students who currently are not achieving those levels.
8. The system should develop a long range plan to address the integration, maintenance, support, replenishment and progression of instructional technology in the school district. This plan should address staffing needs, replacement cycles, and the skills at each grade level. As part of that long range plan, recommendations for the use of 1 to 1 personal learning devices should be included.
9. The system needs to develop a PreK-12 set of guidelines on how Edline will be used in the school district.
10. The system should continue to review and improve the nutritional quality of the school lunches in the district while continuing to remain a self-sustainable program. Special attention should be given to the new state and Federal school lunch nutrition guidelines and the impact that will have on our school lunch program.

### **Human Resources**

1. The system should review and revise the current organization chart, job descriptions, and personnel manual and ensure that the administration regularly reviews these documents.

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2. The system should continue to provide opportunities for Administrators to discuss “best practices” and other programs that have been implemented in their schools. The discussions should also focus on how to implement these best practices across the district while maintaining the unique cultures of each school. These discussions should occur at regular administrative council meetings and quarterly retreats.
3. The system should identify strategies, either through collective bargaining, creative scheduling, or some combination of both, to identify additional learning and planning time for teachers and students.
4. The system should continue to improve the implementation of effective professional development programming for paraeducators, secretaries, cafeteria workers, computer technicians, and custodians.
5. All employees of the Reading Public Schools should feel that they are contributing to the mission and vision of our school district. To that end, the system should identify additional ways to recognize and support staff for their contributions to the school district.
6. The system should explore various avenues of attracting and retaining more minority candidates for teacher openings (i.e. internship-like opportunities, student teachers, etc.)
7. The system needs to remain competitive in attracting and retaining quality teachers and administrators to our school district. There needs to be a strong human resource system in place which includes hiring, induction, evaluation, support, and professional development. This includes a variety of factors, some that have budget impact, while others are a review of current practices and policies.
8. The district should continue to foster professional development opportunities similar to the April Sharing Conference where best practices are shared by practitioners.
9. The system should continue to create opportunities for teachers from throughout the system to meet with grade level and transition year (PreK-K; 5-6; 8-9) teachers. In addition, the system should provide opportunities for teachers to expand their teaching and leadership skills through programs such as National Board Certification, National Institute for School Leadership, English Language Learner Certification, and Advanced Technology Proficiency.
10. The system should provide professional development opportunities that begin to meld special education and regular education teaching practices. This training should include the use of Universal Design strategies.
11. The system should continue ongoing review of the Teacher Assessment Process and make the changes necessary which are consistent with the new state standards on teacher evaluation, which are scheduled to be released in March, 2011. The teacher evaluation system needs to continue to focus on teacher improvement and growth at each stage of their career. In addition, a plan should be put in place which reduces the number of teachers and staff that an administrator is evaluating at any one time.

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## **Resource Allocation**

1. The system should develop a three to five year financial improvement plan that includes quantifying the financial and other resources necessary to continue to sustain the quality of the Reading Public Schools.
2. The system should continue to improve in making better connections between the funding spent in the budget and other revenue sources and the projected outcomes outlined in the district and school improvement plans.
3. The system should examine on a regular basis every program that is included within the umbrella of the Reading Public Schools for a determination as to how the effort fits within the mission, vision, and goals of the system. After this analysis, there should be a process in place to restructure and make modifications, if necessary, which reflect the most effective and efficient use of existing resources.
4. The system should develop a more cohesive “vision” plan to discuss with the Reading Technology Educational Foundation and to provide them with support as they expand their role, mission, and vision in our school district.
5. The system needs to continue to identify ways to maintain adequate class sizes in the school district.
6. The system needs to develop a long range plan on how to address classroom space concerns in the district created by a potential increase in full day kindergarten and preschool, and the Reading Woods development.
7. The system needs to develop a plan to upgrade the Killam Elementary School to make it handicap accessible.

## **CONCLUSION**

The next step of the process is to convene a group of community members and educators who will assist the Superintendent in developing the strategic objectives and strategic initiatives for the district. These strategic objectives and initiatives will be based upon the findings and recommendations of this transition plan and include a theory of action and recommended timelines which will guide the district over the next several years.