Reading Public Schools
Community Presentation

District Feedback and Data

Fall, 2015

Topics for Presentation

- Presentation of Data By Goal Area

- Findings

- Suggested Next Steps

- How we have begun to address the recommendations

Purpose of Feedback

- To gather qualitative and quantitative data from a variety of sources that give a picture of our school district
- To understand the strengths and areas to strengthen of our school district
  - Use information for school/district improvement plan efforts
- For budgetary purposes
  - FY17 Budget Proposal
- To continue to get feedback from our community
- To make decisions in the best interest of our students
- To answer the question, *What do we want our school district and our schools to look like?*
- To inform the community of where our school district is and where we would like to be in the next 2 to 5 years

Data Sources/Methods Used

- Community Forums (May/June)
  - 4 Forums (Barrows, Birch Meadow, Coolidge, RMHS)
  - 110 Participants
    - Barrows-15
    - Birch Meadow-23
    - Coolidge-30
    - RMHS-42
- Staff Forums (May/June)
  - 9 Forums (Each school, including RISE Preschool)
  - 215 participants

Data Sources/Methods Used (continued)

- Walker Associates Special Education Report (March-June)
- RPS Student Survey (Administered in February/March)
- RPS Staff Survey (Administered in January)
- 2015 MCAS Data
- Staff Exit Interview Information
- Some YRBS Data (Full Presentation on October 19th)
- District "Rankings" from Other Publications
- Other Documents and Presentations

Data *not* included in this presentation

▶ Single building issues (except for High School)

▶ Singleton issues

   ▶ Looking for patterns across data collection, not isolated issues

▶ Full Presentation 2015 YRBS Data (October 19th)

▶ Communication Audit Information (December/January)

Questions Asked at Forums

- *What areas are strengths of the Reading Public Schools and you would like to see continued?*

- *What areas in our school district need to be strengthened?*

- *What new programs or initiatives would you like to see started?*

- *What current program or initiatives would you like to see changed or stopped?*

Goals of Reading Public Schools (2014-16)

- **Goal 1-Student Learning**
  - Improve curriculum and instruction, student support, and assessment
- **Goal 2-Professional Practice**
  - Increase the professional learning of all staff and teacher leadership
- **Goal 3-Student Support, Wellness, and Safety**
  - Strengthen social/emotional and behavioral health for our students
- **Goal 4-Resources and Space**
  - Address time, space, and program needs for continuous district improvement
- **Goal 5-Communication**
  - Improve communication across the district, with families and the Reading community

Goal 1-Student Learning

Strengths

- Students
- Quality of Staff/Commitment and Dedication of Staff
- Support of Parents
- Arts Fest and Quality of Art/Music Program
- Athletics and Extra-curricular Program Offerings (High School)
- Foreign Exchange Programs and Overseas Field Trips (High School)
- Parent-Teacher Collaboration
- Guidance Department (High School)
- Real World Problem Solving (High School)
- Middle School Interdisciplinary Model
- Quality of Special Education Programs
- Technology Integration

Strengths

- ▶ Extended Day Program (Elementary)
- ▶ Supportive Administration who listens to concerns
- ▶ Commitment to Math and Writing Programs (Elementary)
- ▶ Technology Implementation of PARCC
- ▶ Cutting Edge of Initiatives/Focus on Innovation
- ▶ Strong Graduation Rates/College Acceptances
- ▶ Availability of classroom materials and technology
- ▶ Library media programs with trained specialists in every school
- ▶ Partnership with METCO program

Strengths
Source-Staff Survey

1. Culture of High Expectations
"The Principal/Administrator fosters an environment where all staff members have high standards for student achievement irrespective of their starting points or circumstances."

2. Community of Learners
"Our school is a learning community in which ideas and suggestions for improvement are encouraged."

3. Teamwork
"Teachers and the principal/administrator work as a team with a shared view of the school's teaching and learning goals."

Strengths
Source-Student Survey—(Grades 3-5)

1. Teacher impact on students
"After I talk to my teacher, I know how to make my work better."
"My teacher explains what good work looks like on assignments and projects."
"When my teacher is talking, he or she asks us if we understand."

2. High Expectations and continuous improvement
"My teacher encourages us to think of more than one way to solve a problem."
"My teacher asks me to improve my work when he or she knows I can do better."

Strengths
Source-Student Survey—(Grades 6-12)

1. Risk taking and making mistakes improves learning
"My teacher demonstrates that mistakes are a part of learning."
"After I get feedback from my teacher, I know how to make my work better."
"My teacher asks me to improve my work when he or she knows I can do better."

2. Challenging students
"When asked, I can explain what I am learning and why."
"The work in this class is challenging, but not too difficult for me."

3. Instruction
"When material in this subject is confusing, my teacher knows how to break it down so that I can understand."

Strengths

Source-Walker Report

- Quality professional staff committed to student success in school
- Support by building principals for specialized programming to accommodate the needs of special education students in their schools
- The district for having a higher percentage of special education students included in general education classes higher than the statewide average (86.9% vs. 78%)
- Use of co-taught classrooms in various elementary schools to support inclusion of students with moderate special needs
- Well written IEP's with:
  - disabilities clearly identified
  - measurable goals
  - transition plans completed where required
  - A log of access in each student file (borrowing Index)

Reading Memorial High School MCAS

High School 2015 English Language Arts and Mathematics MCAS (Percentage of Students at each achievement score level)					2014			
	Advanced	Proficient	Needs Improvement	Warning	Adv.	Prof	NI	W
RMHS Math	74	18	7	2	62	27	9	1
RMHS ELA	69	29	1	1	48	50	2	0
State HS Math	53	25	13	8	53	25	15	7
State HS ELA	49	42	6	3	41	48	8	3

High School 2015 Student Growth Percentiles (SGP)						2014				
	% High Growth	% Moderate Growth	% Low Growth	% Moderate to High Growth	Median SGP	% High Growth	% Moderate Growth	% Low Growth	% Moderate to High Growth	Median SGP
RMHS Math	45	19	36	64	54.5	20	19	60	39	31
RMHS ELA	40	18	42	58	46	40	17	43	57	47.5

High Marks of Note for RMHS

▶ Last year's 10th graders were in middle school when we began realigning to the new state frameworks and represent the first class to take the high school MCAS since implementing curriculum changes in Math and ELA.

▶ 92% of Reading Memorial High School students scored *Proficient/Advanced* in Mathematics, with *74%* now at the *Advanced* level.

▶ 64% of students this year were in the *moderate to high* growth range for Math, resulting in our highest median SGP (54.5) for high school math since the state began reporting *Student Growth Percentiles* in 2008.

▶ 98% of Reading Memorial High School students scored in the *Proficient/Advanced* range in English Language Arts—which includes RMHS's highest percentage scoring at the *Advanced* level (69%) since the state began MCAS testing.

Areas to Strengthen

- Math Program (High School)
  - Consistency of Instruction and Expectations across same level
  - Support of Students who are struggling
- Percent of Females in Engineering/AP Physics/AP Calculus classes (High School)
- Makeup Policy for Physical Education Classes (High School)
- Elective and AP Course Choices (High School)
- Class sizes in some key areas (High School)
- More Quality Senior Internships (High School)
- Health Curriculum, K-8
- Science Curriculum Alignment across all grade levels

Areas to Strengthen

- ▶ Vocational offerings (Middle and High School)
- ▶ Need more career oriented programs and classes (Middle and High School)
- ▶ Start College Preparation in Sophomore Year (High School)
- ▶ Clarity on Elementary Report Cards
- ▶ Curriculum information nights for parents
- ▶ Addressing snow days and instructional time (i.e. blizzard bags)
- ▶ Quality of substitute teachers
- ▶ Collaboration between athletics and extra-curricular programs (i.e. Band, Athletics, Drama)

Areas to Strengthen
Walker Report

- The rise in the number of students on IEP's from Elementary to Middle to High School

  - Elementary school Average = 10.9%

  - Middle School Average = 19.4%

  - High School = 20.0%

- When one factors in the number of students on 504 plans the percentages rise to (SEE APPENDIX A)

  - Elementary school Average = 24.0%

  - Middle School Average = 29.8%

  - High School = 28%

Areas to Strengthen
Walker Report

- The District needs to develop a clear and consistent approach to co-teaching and inclusion across the district.

- Development of a manual with clear expectations needs to be developed to support co-teaching
  - Clear, concise and agreed upon statements need to be created for co-teaching and instructional support models

- Current practice was observed as two different lessons being taught within the same classroom. Significant pull out instruction was observed.

Areas to Strengthen
Source: Staff Survey

1. Data Analysis
"The school leadership models effective data analysis for staff."
"My evaluator identifies trends (within a year or across years) in my students' performance during the evaluation process.

2. Use of formative assessments
"In this school, innovative practices are only adopted if they provide evidence that they improve student learning.

3. Meeting in teams to discuss student work
"Together, teachers and the principal (leadership team) discuss exemplars of students' work to ensure it is of a high standard."

Areas to Strengthen

Source: Student Survey (3-5)

1. Management of Classroom Behavior
"My classmates behave the way my teacher wants them to."

2. Differentiated and Personalized Instruction
"I can do more challenging work when I am waiting for others to finish."
"My teacher uses things that interest me to explain hard ideas."
"I look over my classmates' work and suggest ways to improve it."
"When we can't figure something out, my teacher gives us other activities to help us understand."

Areas to Strengthen
Source: Student Survey (6-12)

1. Differentiated and Personalized Instruction

"In this class, students review each other's work and provide each other with helpful advice on how to improve."

"Students push each other to do better work in this class."

"If we finish our work early in class, my teacher has us do more challenging work."

"In this class, students are allowed to work on assignments that interest them personally."

"In this class, students are asked to teach other classmates a part or whole lesson."

2. Use of formative assessments

"My teacher asks me to rate my understanding of what we have learned in class."

MCAS Science

2015 Science and Technology/Engineering MCAS (Percentage of Students, by school, at each achievement score level)				2014			
	Advanced	Proficient	Needs Improvement	Warning	Adv.	Prof	NI	W
Barrows	15	46	32	7	28	41	22	9
Birch Meadow	15	45	36	4	25	33	35	6
Eaton	20	58	20	3	12	41	41	7
Killam	8	53	32	6	15	40	41	5
Wood End	20	52	25	3	19	44	32	5
Coolidge	1	37	51	12	5	52	39	4
Parker	2	56	35	7	7	52	37	4
RMHS	37	49	13	1	39	49	13	0
State Gr 5 Sci	16	35	37	13	20	33	34	13
State Gr 8 Sci	3	39	40	18	4	38	41	18
State HS Sci	27	44	23	5	29	42	24	5

Goal 1-Student Learning
New Programs or Initiatives

► More career electives (i.e. medical, education, urban planning)-High School

► More elective offerings at elementary and middle school

► Certificate programs at High School (i.e. Engineering, Fine and Performing Arts, Technology, Education, Global studies)

► Community Service Requirement (High School)

► 1 to 1 technology program (Middle and High School)

► More foreign language offerings (elementary, middle, High School)

► Strings program (Grades 4-12)

► PreK/K and K/1 Transition Program

Goal 1-Student Learning
New Programs or Initiatives

- ▶ Digital literacy curriculum K-12

- ▶ Full time art, music, PE teachers at each school (elementary)

- ▶ Academic/STEM programs after school (elementary)

Program or Initiatives to Be Changed or Stopped

▶ Number of initiatives being done at one time

▶ Refocus on instruction, not assessment

▶ Co-teaching model

▶ Graduation Requirements

▶ Standards-Based Report Cards

▶ Making Homework More Meaningful (Elementary)

Goal 2-Professional Practice

Goal 2-Professional Practice
Strengths

▶ Quality of Professional Development Offered by District

▶ Staff Collaboration through PLC and other structures

Strengths

Source-Walker Report

▶ The commitment of the Director to hold regular "vertical" meetings with staff across the district

▶ The Professional Learning Communities made available to staff

Areas to Strengthen

- Technology training

- Increased collaboration between special education and general education teachers

- Vertical Planning (K-12)

- Improve special education team chair leadership and structure

- Balance between building-based and district-based professional learning community (PLC) time

Areas to Strengthen

Walker Report

- The district needs to develop a more comprehensive approach to professional development experiences for all school personnel by focusing on general and special education topics.

- Time needs to be provided to special education teachers and paraprofessionals to meet and discuss student needs and the supports the paraprofessional should be providing.

- Additional professional development opportunities need to be created for paraprofessionals.

- General Education staff need to have a better understanding of the roles and responsibilities of special education staff.

- Numerous mid-level leadership changes over the past several years have lead to inconsistent building leadership. Over 20 team chairs in the last 5 years. 4 changes in the in the Director of Student Services since 2007.

New Programs or Initiatives

- *EdCamp* Professional Development Model

Program or Initiatives to Be Changed or Stopped

► Special education being on two different PLCs

Goal 3-Student Support, Wellness, and Safety

Goal 3-Student Support, Wellness and Safety
Strengths

- ▶ Staff Developing Relationships with Students

- ▶ Emphasis on the social and emotional needs of students (MTSS)
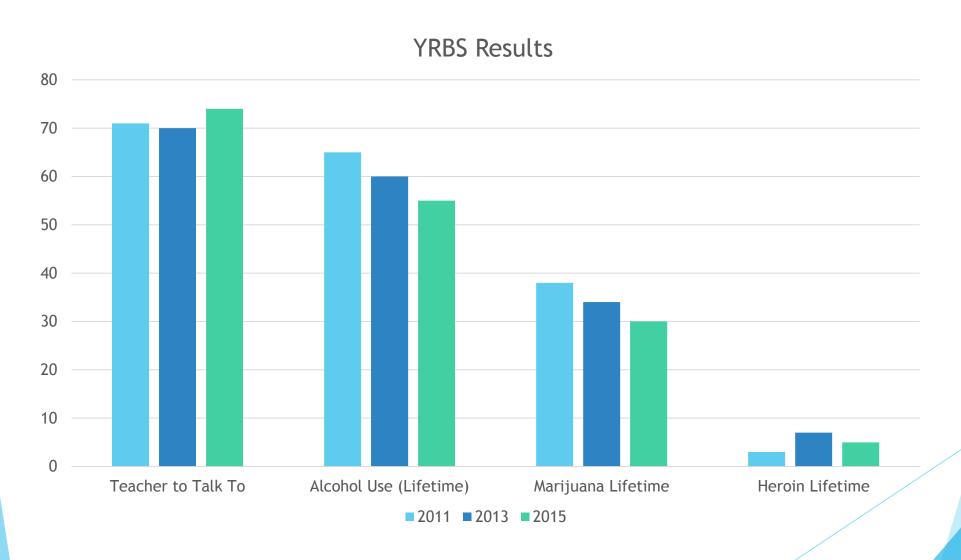
- ▶ Commitment to school safety

Strengths

Source-Walker Report

- ▶ Support by building principals for specialized programming to accommodate the needs of special education students in their schools

- ▶ The various programs in the district allow for a wide range of students to be included in the general education curriculum and in their home school district

- ▶ The effort put forth by the district to develop a continuum of programs and services for the various disability groups of students across the district at all levels.

- ▶ Program options that are available in the Early Childhood Center for special need students. Integrated as well as sub separate programming options and full day programming.

Areas to Strengthen

- ▶ Transition of students between Grades PreK-K/5-6/8-9

- ▶ Tier 2 Academic and Social-Emotional Supports for Students

- ▶ Time to provide Tier 2 support for students

- ▶ Social emotional support for students, particularly at the elementary level
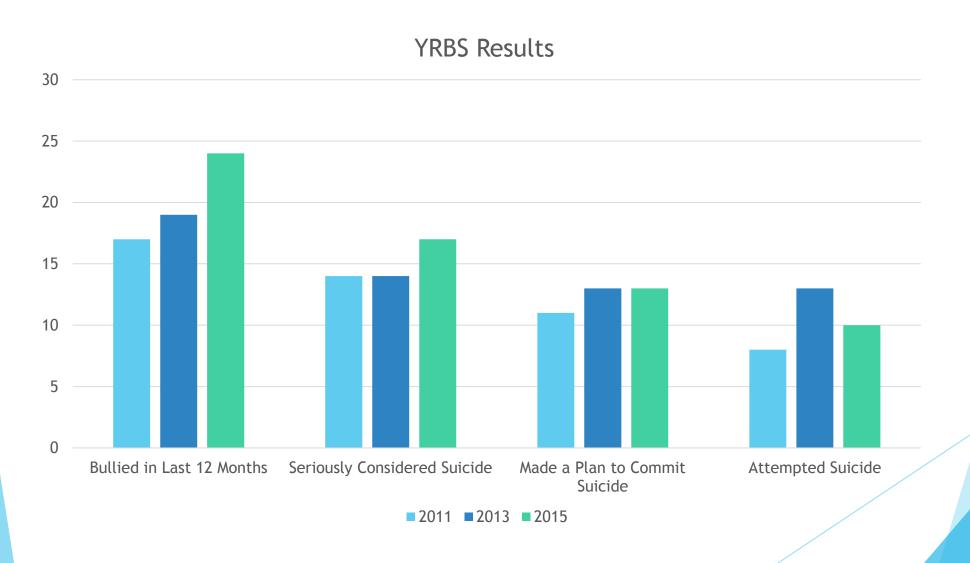
Areas to Strengthen
Walker Report

- ▶ Varying degrees of MTSS implementation and unclear the model of support that the district is looking to implement

- ▶ The district needs to develop and distribute a DCAP (District Curriculum Accommodation Plan)

- ▶ The district needs to further develop and expand existing program options for the special education population.

- ▶ The district needs to ensure that programs remain consistent as students transition preschool to elementary to middle school and high school
  - ▶ All programs and services need to be aligned horizontally and vertically

- ▶ The SSP/TSP programs need to be strengthened by adding counselors at each level and providing appropriate curriculum that is aligned vertically.

- ▶ Entrance and exit criteria need to be developed for all programs

Physical Activity and Health

Source: Reading Youth Risk Behavior Survey

Results Summary – Physical Activity and Health

	Female	Male	9th	10th	11th	12th	All
3+ hours of screen time on average school day	41.1	39.5	34.2	37.7	46.7	48.1	41.2
8+ hours of sleep on average school night	19.9	28.6	32.1	24.8	17.3	18.7	23.4
Taking meds or receiving treatment for behavioral, mental or emotional problem	20.7	18.3	16.7	18.6	20.9	27.3	20.6

Physical Activity and Health

Source: Reading Youth Risk Behavior Survey

Which of the following do you find causes the most negative stress for you?

	Too Busy %	Expect-ations about School %	Lack of Sleep %	Non-School Activity %	School Work %	Social %	Family or Personal %	Worry about Future %
Overall Sample	22.4	10.2	5.2	3.8	36.4	1.9	8.4	11.8
Grade Level								
9th	23.3	11.9	3.8	3.4	40.7	1.3	8.1	7.6
10th	22.3	10.8	5.9	5.2	36.7	1.6	6.6	10.8
11th	22.6	11.1	5.1	2.1	36.6	2.1	7.7	12.8
12th	21.2	6.5	6.0	4.1	30.9	2.8	12.0	16.6
Gender								
Female	21.2	8.6	3.1	2.9	39.1	1.9	9.9	13.2
Male	24.3	11.7	7.2	4.5	33.7	1.9	6.9	9.8
Race and Ethnicity								
White	23.6	9.6	4.7	3.9	37.1	1.8	7.8	11.5
Other	17.1	12.7	7.7	3.3	33.1	2.2	11.0	12.7

Note: Percentages total across each row. Rounding can produce totals that do not equal 100%.

New Programs or Initiatives

- Middle school health
- Have advisory at the high school every year with age appropriate topic
- Change start times for middle/high school (later)

Research behind late start time for adolescents

"…in late adolescence the conflict between social time and biological time is greater than at any point in our lives. During adolescence biological changes dictate both a sleep duration of nine hours and later wake and sleep times, a phenomenon found in other mammals (Hagenauer et al. 2009; Rüger et al. 2012). At its peak the combination of these two biological changes leads to a loss of two to three hours sleep every school day. Thus, a 07:00 alarm call for older adolescents is the equivalent of a 04:30 start for a teacher in their 50s. Failure to adjust education timetables to this biological change leads to systematic, chronic and unrecoverable sleep loss. This level of sleep loss causes impairment to physiological, metabolic and psychological health in adolescents while they are undergoing other major physical and neurological changes (Hansen et al. 2005; Giedd 2009; Giedd et al. 2012; Sawyer et al. 2012; Sørensen et al. 2012; Foster et al. 2013)."

Learning Media and Technology, 2014

Program or Initiatives to Be Changed or Stopped

▶ Healthier options at Lunch

▶ Better education about food allergies

Goal 4-Resources and Space

Goal 4-Resources and Space
Strengths

- Quality of Facilities and Maintenance/Cleanliness of Facilities
- Maintaining class sizes at elementary level

Goal 4-Resources and Space
Strengths
Source-Walker Report

- Throughout the district there is excellent classroom technology, computers for students and smart boards for teachers

Areas to Strengthen

- Financial Support for Education/Per pupil expenditure
- Recruiting and retaining staff (i.e. compensation)
- Classroom and small group space availability
- Heat and Humidity in some classrooms (High School)
- Math teachers want longer blocks of time to teach (Middle School)
- Technology support
- Increased resources for ELL students
- School schedule that addresses the needs of all students
- 1 to 1 Technology Availability
- Wireless access coverage in some areas of schools

Goal 4-Resources and Space
Areas to Strengthen
Walker Report

- The district needs to evaluate the spaces that are being used for programs and for delivering special education services.
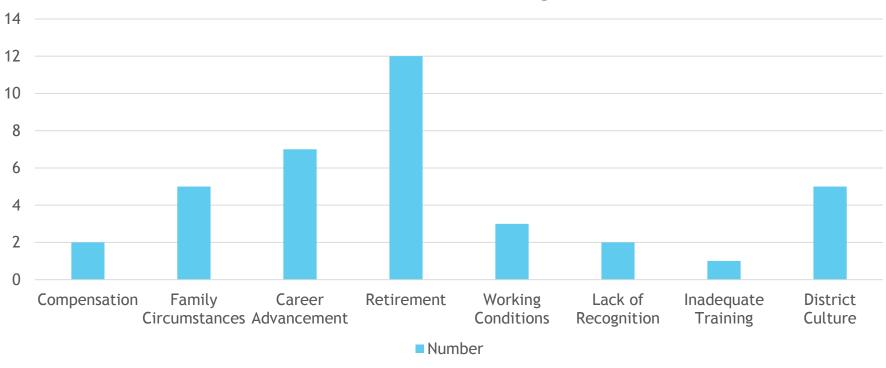
Goal 4-Resources and Space
Staff Exit Interview Data
Areas to Strengthen

Exit Interview Data

- Collected May 18, 2015 through August 17, 2015
- 27 Teachers Invited to Participate, 21 responses collected (78%)
- Sent to all teachers upon voluntary resignation/retirement

Reason for Leaving

Reason for Leaving

What do you think of supervision in regards to the following?

What did you think of your supervision in regard to the following?				
Answer Options	Almost Always	Sometimes	Never	Response Count
Demonstrated fair and equal treatment	15	4	0	19
Provided recognition on the job	10	8	2	20
Developed cooperation and teamwork	12	8	0	20
Encouraged/listened to suggestions	11	8	1	20
Resolved complaints and problems	8	11	1	20
Explained District policies and procedures	14	6	0	20
Followed District policies and practices	16	4	0	20
Provided helpful feedback on my work	9	9	2	20
Provided necessary training	12	6	2	20
Explained reasons for decisions	9	10	1	20
			answered question	20
			skipped question	1

How would you rate the following in relation to your job?

How would you rate the following in relation to your job?				
Answer Options	Excellent	Good	Fair	Poor	Response Count
Cooperation within your department/school	9	11	0	0	20
Cooperation with other departments/schools	3	14	3	0	20
Communication in your department/school	6	6	7	1	20
Communication within the District	2	10	6	2	20
Communication with your supervisor	7	7	6	0	20
Morale in your department/school	1	8	5	6	20
Job satisfaction	3	11	4	2	20
Opportunity to learn new skills	6	6	6	2	20
Growth potential	2	10	4	4	20
Working conditions (hours, schedule, equipment, facilities, etc.)	1	12	6	1	20
			answered question	20
			skipped question	1

Workload

How would you describe your workload?

- Too great
- Varied, but usually manageable
- About right
- Too light

0%
11%
42%
47%

Salary and Benefits

How did you feel about your salary and the employee benefits offered?					
Answer Options	Excellent	Good	Fair	Poor	Response Count
Base salary	2	10	6	2	20
Medical Plan	4	11	3	1	19
Dental Plan	3	11	1	1	16
Life Insurance	2	12	0	1	15
Paid Time Off	4	10	1	0	15
Flexible Spending Account	3	10	0	0	13
Comments					
				answered question	20
				skipped question	1

Goal 4-Resources and Space
Areas to Strengthen
Annual Publications
Recent Rankings

2015 *Boston Magazine* Ranking

- Ranking is Based On the Following
  - Schools were rewarded a higher ranking based on smaller class sizes, lower student to teacher ratios, and higher per pupil expenditure
  - Less emphasis and weight given to standardized test results
  - Other factors included
    - % Graduation Rate
    - % Attending College
    - Avg. SAT Scores
    - AP Participation
    - AP Scoring

2015 *Boston Magazine* Ranking (Out of 125)
Reading's Ranking in Key Categories

Town	Overall	Per Pupil Expenditure	Class Size	Student to Teacher Ratio	Graduation Rate	Attending College	SAT Reading	SAT Writing	SAT Math	AP Participation	AP Score 3-5
Reading	55/125	118/125	90/125	90/125	50/125	12/125	42/125	37/125	39/125	66/125	48/125

Note: Green columns are directly related to financial data.

Niche School District Ranking

► Factors Used

  ► Academics

  ► Health and Safety

  ► Student Culture and Diversity

  ► Survey Responses

  ► Teachers

  ► Resources and Facilities

  ► Extra-curricular and Activities

  ► Sports and Fitness

► Academics is weighted heaviest

Reading's Ranking (35 in Metro Boston/45 in MA)

Reading Public Schools

A Overall Niche Grade

TOTAL SCHOOLS 9

STUDENTS 4,483

GRADES PK, K-12

REVIEWS 80 ●●●●○

RANKING 45th in MA

🏠 School District Home

📈 **Rankings**

A Academics

A Administration & Policies

A- Educational Outcomes

A Extracurriculars

B+ Food

A Health & Safety

B Resources & Facilities

A Sports & Fitness

B- Student Culture & Diversity

B Teachers

Rankings

Boston Metro Area	Massachusetts	National

Bottom ranked — Average — Top ranked

Best Sports Programs

Best Extracurriculars

Best Administration

Largest School Districts

Safest School Districts

Best School Districts

Best Academics

Best Places to Teach

Best Outcomes

Best Food

Most Diverse School Districts

Best Facilities

New Programs or Initiatives

- Increase school day (Elementary and Middle)
- Eliminate Wednesday afternoon (Elementary)
- Killam school renovation
- Tuition-free Full Day Kindergarten for All Students
- Early Childhood Center

Goal 5-Communication

Strengths

- Strong relationships with community organizations

Areas to Strengthen
Walker Report

- The district needs to develop effective strategies to improve parental awareness that includes understanding of their child's disability.

- Parents need to be an integral part of the IEP team process.

- The district needs to make every effort to establish a Special Education Parent Advisory Council.

- The district should develop a parental engagement process that can be used across the district to more consistently engage parents.

Program or Initiative to Be Changed or Stopped

- More consistent use of Edline (K-5;9-12)
- Edline is not user-friendly

Conclusions

Conclusions

▶ Overall, there is a positive feeling from parents about the Reading Public Schools. Although there are certainly areas that need to be improved, most parents are very happy with the overall quality of education that their child is receiving.

▶ Reading has a very high return on investment for the amount of funding that is spent versus student achievement.

▶ The last few years have been difficult for staff, with multiple initiatives, changes in curriculum, and additional workload. This is a trend that is happening throughout the state.

Conclusions

- We have had difficulty over the last few years attracting and retaining staff in some difficult to fill areas (Special Education, Science, Foreign Language, Mathematics)

- We have strong dedicated teaching staff and administrators who committed to doing what is in the best interest of students

- We have a strong Fine Arts Program with a limited amount of offerings (i.e. strings program)

- There are a wide variety of quality Extra-curricular, Athletic, and Extended Day Offerings for students

- There is an increasing amount of anxiety and stress in high school students. A contributing factor could be the expectations placed on students in both academics and extra-curricular activities and athletics

Conclusions

▶ The structures that were put in place last year (PLCs, MTSS) and the emphasis on social emotional learning are beginning to have a positive effect on student achievement and student behavior

▶ Overall, the maintaining and cleaning of our facilities is a strength.

▶ There is a growing need for additional space for preschool, elementary, High School, Special Education services, and Tier 2 Supports.

▶ Our technology infrastructure is solid, especially with the upgrade in wireless infrastructure at the middle and high school levels over the summer. We will need to continue to maintain and upgrade our servers and computers on a regular replenishment cycle. Eventually, we will need to upgrade wireless at our five elementary schools.

Conclusions

▶ The time for teachers to meet, collaborate, and discuss student learning is a top priority in this district. The emergence of the Professional Learning Community Structures (PLC) last year has provided opportunities for teachers to work together on meaningful areas that address gaps and inconsistencies in student learning across grade levels. Additional common planning time is needed at the elementary and high school level.

▶ Teachers need additional professional development in developing strategies and tools to differentiate instruction and personalize learning for all students, including students who need additional challenges.

▶ In addition, we need to provide training for teachers to utilize the newly developed District Curriculum Accommodation Plan (DCAP) to meet the diverse needs of our students.

Conclusions

- ▶ The research is very strong in support of changing the start time for middle and high school.

- ▶ There is a strong desire among parents to change the elementary school day on Wednesdays to make it a full day of school. In order to do that, we will need to increase elementary program offerings and staffing.

- ▶ There are several areas that we need to improve in Special Education including sustainable leadership with clear roles and responsibilities, programs with seamless transitions between levels, clear and consistent co-teaching and inclusionary practices across the district, additional job-embedded, in-depth professional development, and parent involvement.

Conclusions

- There is a lack of Tier 2 academic and social emotional support in our district. This lack of support leads to more special education referrals.

- There is a need for additional clerical support at the Elementary Level and Special Education. This is due to FY16 budget reductions and additional workload in Special Education over the last several years.

- Additional educational space is needed at Preschool, Elementary, High School, and for Special Education. This will continue to restrict new and/or innovative program offerings. Adding new programs can result in a reduction in the number of students in out of district placements.

Next Steps

Goal 1-Teaching and Learning
Suggested Next Steps

- Redesign science curriculum and instruction to align to new Massachusetts Science Curriculum Frameworks

- Increase curriculum coaching support at elementary and middle school (i.e. Science)

- Increase or Add STEM, Fine Arts and Wellness Course Offerings at Each Level

  - Elementary-Health Education, Art, Music, Computer Science, Engineering

  - Middle School-Health Education, Computer Science, Engineering

  - High School-Engineer, AP Courses, Community Service, Internships

Goal 1-Teaching and Learning
Suggested Next Steps

▶ Create certificate program options at the High School. Examples could include:

  ▶ Engineering

  ▶ Fine Arts

  ▶ Education

  ▶ Global Studies

▶ Review Graduation Requirements for High School

▶ Implement the Recommendations of the Walker Report

▶ Provide Full Day Kindergarten for All Students

▶ Explore a 1 to 1 technology initiative at the Secondary Level

▶ Increase program offerings in our Extended Day program that align with needs expressed in community forums

Goal 2-Professional Practice
Suggested Next Steps

► Continue to focus on Professional Learning Community (PLC) work

- ► Creates consistent expectations across grade level and content areas

- ► Develops meaningful common measures

- ► Increases teacher empowerment

Goal 3-Student Support, Wellness, and Safety
Suggested Next Steps

▶ Continue to focus on Multi-Tiered System of Support (MTSS) work

  ▶ Creates consistent expectations across grade level and content areas

  ▶ Develops meaningful common measures

  ▶ Increases teacher empowerment

▶ Implement the Recommendations of the Walker Report

▶ Convene a group to review and recommend start times for Middle School and High School

▶ Increase Social and Emotional Support at Elementary Level

▶ Review the expectations for extra-curricular activities, athletics and academics at RMHS and the impact that it has on students

Goal 4-Resources and Space
Suggested Next Steps

► Work with the Town of Reading to identify additional revenue to commit to the following:

- ► Retain and attract staff
- ► Improve program offerings at each level
- ► Increase clerical support at elementary level and for special education
- ► Redesign science curriculum
- ► Improve class sizes and caseloads
- ► Maintain and upgrade technology infrastructure
- ► Increase Tier 2 Academic Supports (Tutors)

Goal 4-Resources and Space
Suggested Next Steps

- Continue work of Space Needs Working Group
  - Preschool Space
  - Additional Program Space
  - Special Education Space
  - High School Space
- Upgrade Student Information Management System and components
- Hire a data analyst
- Redesign Elementary, Middle, and High School Schedules
- Create a five year technology replenishment cycle that has sustainable funding
- Identify possible solutions to address excessive heat issues at schools, particularly third and fourth floor at RMHS

Goal 5-Communication
Suggested Next Steps

- Implement the recommendations of the Communication Audit (October, 2015)

- Explore options to Edline

Areas That We have Begun to Address or Explore

Goal 1-Student Learning
Areas That We Have Begun to Address

- Restructured funds to hire a Grade K-8 Literacy Coach and a Grade K-8 Math Coach

- Began Know Atom Science Pilot in Grades K-5

- Hired an additional ELL Teacher to address growing need

- Revised the District Curriculum Accommodation Plan

- Added foreign language, science, robotics, and the arts to Elementary Extended Day program (beginning in November)

Goal 2-Professional Practice
Areas That We Have Begun to Address

- Implementing Year 2 of Professional Learning Community (PLC) structure

- Restructured PLC meeting times so that majority of District Based PLC occur on inservice days

- Provided more teacher leadership opportunities

  - MTSS Building Leadership Team and MTSS District Leadership Team

  - Curriculum Leaders

  - Data Coaches

- Improved professional development offerings for all staff

Goal 3-Student Support, Wellness and Safety
Areas That We Have Begun to Address

- ▶ Implementing Year 2 of Multi-tiered System of Support (MTSS) structure

- ▶ Restructured special education positions (RMHS Special Education Department Chair, TSP/SSP Coordinator) to increase number of Team Chairs

- ▶ Restructured special education position to hire a Board Certified Behavior Analyst (BCBA) to support teachers who are addressing students with behavioral needs

- ▶ Revised the District Curriculum Accommodation Plan

Goal 4-Resources and Space
Areas That We Have Begun to Address

- Upgraded Wireless Infrastructure at Middle Schools and High School

- Replaced all Windows XP Machines in District

- Added 6 modular classrooms to address space needs

- Restructuring School Transformation Grant to Hire a Data Analyst

- Adding an additional position (funded out of Extended Day/Adult Education) to address Registration and Finance for Extended Day Program

- Creating a plan to provide cooling to extremely hot areas of High School

Goal 5-Communication
Areas That We Have Begun to Address

- Conducting a Communication Audit (Completed in December, 2015)

- Developing a District Wide Parent Advisory Council to improve communication

Your Thoughts

▶ Are there additional areas that are missing from this analysis?

▶ What areas should be the top priorities for the Reading Public Schools over the next two years?

▶ What areas should be the top priorities for the Reading Public Schools over the next five years?

Thank You and Questions