

READING PUBLIC SCHOOLS

District Improvement Plan Superintendent's Educator Plan 2019-20 School Year

Reading Public Schools

John F. Doherty, Ed.D.

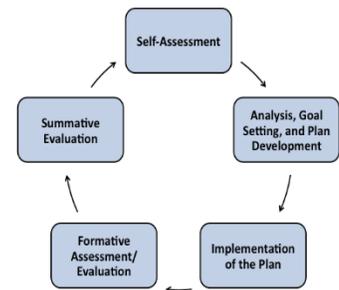
10/28/2019



Overview

I am pleased to present to the School Committee and the Reading Community the District Improvement Plan and the Superintendent’s annual goals for the 2019-20 school year. The Superintendent’s annual goals are aligned to the 2019-20 District Improvement Plan goal and action plans which focus on improving student learning for *all* students.

The evaluation process as outlined in the Department of Elementary and Secondary Education Evaluation regulations, is as follows:



Annual Five-Step Cycle of Continuous Improvement (Source DESE)

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still recommended. A typical annual cycle aligned with the school-year calendar¹ includes the following steps:

Late Spring/Summer	<p>Step 1: Self-Assessment. The superintendent conducts a <u>self-assessment</u> using the performance Standards and <u>rubric</u>, data about student learning, past progress on the district improvement plan and goals (when available), the prior year’s evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee’s assessment of performance on the Standards.</p>
Summer/Early Fall	<p>Step 2: Analysis, Goal Setting, and Plan Development. During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress benchmarks, along with the proposed focus Indicators.² In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent’s Annual Plan.³ The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.</p>
Throughout School Year	<p>Step 3: Plan Implementation and Collection of Evidence. The superintendent implements the Superintendent’s Annual Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.</p>
Mid-year	<p>Step 4: Formative Assessment/Evaluation. At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent’s Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.</p>
Late Spring/Summer	<p>Step 5: Summative Evaluation. The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and <u>End-of-Cycle Summative Evaluation Report</u> assessing attainment of the goals and the superintendent’s performance against the Standards.</p>

¹ School committees and superintendents that align the evaluation cycle to the election year should adjust dates accordingly.

² Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this must take place in a public meeting.

³ The Superintendent’s Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent’s annual plan also may appear in the district plan, but the superintendent’s plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent’s plan identifies the two to four goals that will carry the most weight in assessing the superintendent’s performance in that cycle. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

**Reading Public Schools District Improvement Plan
Strategy and Goals for Improvement of Student Outcomes (2019-2020 School Year)**

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.

District Goal for 2019-2020 School Year

During the 2019-20 school year the Reading Public Schools will improve data systems, provide training and support for staff, and enhance a safe and supportive learning environment for all students. The success of our students will be evidenced by the following:

- an increase in student engagement (through survey and observation)
- improvement in academic achievement (through state testing and other identified assessments)
- a decrease in the average number/month discipline referrals
- a decrease in the proportion of students with 10 or more absences
- an increase in teacher efficacy as measured by survey data.

Strategic Objectives

Strategic Objective A <i>Data Systems</i>	Strategic Objective B <i>Coherent Instructional Systems</i>	Strategic Objective C <i>Supportive and Safe Learning Environment</i>
The school district will refine and support a data system built to inform our work. The system will monitor instructional supports, and appropriate interventions for students.	Based on data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners.	Based on data analysis, the school district will monitor student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.

Strategic Initiatives

<ul style="list-style-type: none"> • Identify data that will be used for analysis and select district baseline data to establish targets for improvement • Conduct data analysis at student, building, and district level. District level analysis will include cohort analysis on performance and enrollment • Implement data analytics tool to facilitate collection and analysis of data 	<ul style="list-style-type: none"> • Develop and begin implementation of a five-year curriculum renewal cycle in all curriculum areas. • Develop a five-year special education program review cycle. • Continue completion of curriculum guides, PreK-12. • Develop and implement curriculum in middle school social studies. 	<ul style="list-style-type: none"> • Complete PK-12 SEL curriculum guides • Align K-5 SEL report card standards • Provide Professional development in SEL, trauma, equity and diversity • Develop plan for family and community awareness and engagement of SEL standards and practices
--	---	---

<ul style="list-style-type: none"> • Hold a quarterly data review cycle for the district • Implement a continuous student support cycle: identify at risk students, select evidence-based interventions, enact interventions, and monitor student progress/growth • Continue NEASC work at RMHS • Begin analysis of current Student Information Management System • Convene a district data team to review YRBS data and recommend next steps • Work with stakeholders to develop a vision of the graduate (November, 2020) 	<ul style="list-style-type: none"> • Review and pilot curriculum material in Grade 7 and 8 mathematics. • Commit resources to focused and aligned professional development opportunities on meeting the needs of diverse learners for administrators, teachers and support staff • Align teacher induction and mentoring program to reflect district expectations • Work with TAP Committee to review new teacher evaluation rubrics for implementation in 2020-2021 school year. • Pilot Dyslexia Screening tool in Grades K-2 at Joshua Eaton. Develop a plan based on DESE guidelines for district implementation during the 2020-21 school year. • Revision of elementary standards-based report card and conferencing with completion in the 2020-2021 school year. 	<ul style="list-style-type: none"> • Develop an explicit decision-making process for determining student access to Tier 2/3 interventions for behavioral health • Build a more supportive school climate (PBIS) to reduce the use of exclusionary discipline while promoting a supportive school culture (restorative practices) • Coordinate resource list of state agency services for district-wide response plan for students • Continue to move forward on capital project focused on town and school security • Continue elementary space needs and enrollment study and prepare recommendations to the School Committee and Community for approval.
---	--	---

Outcomes

- A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students. As a baseline use the first year of the next generation MCAS for each test.
- An improvement in state and local assessments including Next Generation MCAS state assessments (% meeting/exceeding and growth), SAT scores (using 2017 as baseline), AP Scores (% student participation and scores), and local assessments (elementary Fountas and Pinnell and AMC).
- A decrease in the average number/month of discipline referrals, including suspensions for all students, with special attention to different subgroups.
- An increased positive overall response in student learning environment scores as evidenced by the PRIDE survey and other student data.
- A decrease in the proportion of students who have 10 more absences as compared to the average of the last three years.
- An increased positive overall response in school leadership, shared decision-making, and school climate as evidenced by the PRIDE survey.
- By December, 2020, the following will be completed: publishing of Curriculum Guides in all grades/subject; creation of Centralized Teacher Resources that include, planning materials, pacing guides, common assessments and learning progressions.
- The development of five year cycle for special education program review and a curriculum renewal.
- Continued progress on capital project for school/town security (as measured by percent completion on timeline, funding dependent).
- Continued progress on elementary space needs and enrollment study (progress on plans to address issue, funding dependent).
- By November, 2020 a vision of the graduate for the Reading Public Schools will be approved and inform are work for the next District Improvement Plan.

Superintendent's Goals

Goal #1-Student Learning Goal (Aligned with Strategic Objectives A, B, and C)

During the 2019-20 school year, I will lead the Reading Public Schools to improve data systems, provide training and support for staff, and provide a safe and supportive learning environment for all students. The success of our students will be evidenced by an increase in student engagement, improvement in academic achievement and access to higher level courses, a decrease in discipline referrals and student absenteeism, and an increase in teacher efficacy. This implementation will be done through three specific strategic objectives as evidenced in our District Improvement Plan: *Data Systems, Coherent Instructional Systems, Safe and Supportive Learning Environment*. The progress of this goal will be measured in the following areas:

Measures of Progress Towards our Goal During the 2019-2020 School Year

- A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students. As a baseline use the first year of the next generation MCAS for each test.
- An improvement in state and local assessments including Next Generation MCAS state assessments (% meeting/exceeding and growth), SAT scores (using 2017 as baseline), AP Scores (% student participation and scores), and local assessments (elementary Fountas and Pinnell and AMC).
- A decrease in the average number/month of discipline referrals, including suspensions for all students, with special attention to different subgroups.
- An increased positive overall response in student learning environment scores as evidenced by the PRIDE survey and other student data.
- A decrease in the proportion of students who have 10 more absences as compared to the average of the last three years.
- An increased positive overall response in school leadership, shared decision-making, and school climate as evidenced by the PRIDE survey.
- By December, 2020, the following will be completed: publishing of Curriculum Guides in all grades/subject; creation of Centralized Teacher Resources that include, planning materials, pacing guides, common assessments and learning progressions.
- The development of five year cycle for special education program review and a curriculum renewal.
- Continued progress on capital project for school/town security (as measured by percent completion on timeline).
- Continued progress on elementary space needs and enrollment study (progress on plans to address issue).

Goal 1-Student Learning Goal: Planned Activities

Describe actions the educator will take to attain the student learning goal(s).

Activities may apply to individual and/or team.

Action	Supports/Resources from School/District ¹	Timeline or Frequency	Status
1. Work with Central Office Administrators, Principals, and Directors to implement three strategic objectives as described in District Improvement Plan	FY20 Operating Budget Title I, IIA, IV, IDEA, SPED PD Grants	2019-20 School Year	
2. Gauge progress through Central Office Leadership Team meetings, District Leadership Team meetings, Individual Principal Meetings, building visits, and other visitations.	Meeting times weekly with District Leadership Team, bi-weekly with Central Office Leadership Team, and bi-weekly for individual school visits.	Weekly	
3. Focus District Leadership Team and Administrative Council meetings on improving instructional practices through supervision and evaluation, looking at and analyzing data, and using protocols to solve dilemmas regarding practices.	Meeting times weekly with District Leadership Team	Weekly	
4. Conduct District Leadership Team walkthroughs or individual walkthroughs with building principals once a month at a different school each month.	Meeting Time	Monthly	
5. Work with Director of Student Services and Assistant Director of Student Services to support development of 5 year program review cycle.	FY20 Operating Funds Grant Funds	Ongoing	
6. Focus resources on the following teaching and learning areas for the 2019-20 School Year: <ul style="list-style-type: none"> • Implementation of middle school social studies, including the development of a new civics class in Grade 8. • Piloting of new math curriculum material in Grade 7 and 8 • Alignment of standards by grades, K-12. 	FY20 Budget Grant Funds	Ongoing	

<ul style="list-style-type: none"> • Continued implementation of AMC math practices. • Continued implementation of Writer’s workshop at Elementary level. • Implementation of Reader’s workshop at Elementary Level. • NEASC Accreditation Process at RMHS • Development of middle school and high school curriculum guides <p>7. Work with Assistant Superintendent and curriculum coordinators to develop five year curriculum renewal cycle in all curriculum areas.</p> <p>8. To further my growth, participate on Massachusetts Association of School Superintendents (MASS), State, local and Regional Groups that focus on the four focus areas. This includes the MASS Professional Development Committee, the Department of Elementary and Secondary Education (DESE) Safe and Supportive Schools Commission, the Merrimack Valley Superintendent’s Roundtables, and other workshops.</p> <p>9. Work with School and Town Officials to develop an implementation plan for improved safety and security at our schools based on the based on the recommendations from the security audit.</p>	<p>Meeting Times</p> <p>Participation Frequency</p> <ul style="list-style-type: none"> • MASS PD Committee-Monthly • SEEM and NEC Collaboratives-Monthly • Safe and Supportive Schools Commission-Every 6 Weeks • Merrimack Valley Roundtable-Monthly • Mystic Regional Emergency Planning Committee (Quarterly) <p>FY19 Capital Funding for Security Audit and funding for implementation plan.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2018-2021</p>	
--	---	--	--

Goal #2-Professional Practice Goal (Aligned with Strategic Objective C)

To improve the physical and psychological security of our schools through changes in policies, procedures, infrastructure, and safety drills. This will be measured by survey data of staff, students, and parents of perception of safety, updated policies and procedures regarding safety, improved drill practices by each school, and updated infrastructure to our schools.

Goal 2-Professional Practice Goal: Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team.</i>			
Action	Supports/Resources from School/District ⁴	Timeline or Frequency	Status
1. Develop a District Wide Safety Committee which will include teachers, building level and central office administrators, and public safety. The purpose of this Committee is to review and revise, if necessary the Emergency Operations Plans for schools and building.	Title IV Funds	December, 2019	In Process
2. Work with Chief Financial Officer and Director of Facilities to conduct a Safety Audit of each school.	Time		Complete
3. Work with Chief Financial Officer and Director of Facilities to review Key Access Policy and Procedure for the School District and implement any necessary changes.	Resources for implementation FY19 and 20 budget	November, 2019	Complete
4. Work with building principals and public safety officials to conduct the following drills in each school annually. <ul style="list-style-type: none"> • 4 Fire Drills • 2 Active Shooter/Intruder Drills • 1 Shelter in Place Drill • Sector Evacuation Drill (Once every three years for different schools) • Canine Search (RMHS Annually) 	Time	September-May	In Process

⁴ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

5. Conduct safety tabletop exercises with DLT and other administrators	Meeting Times	2019-20 School Year	In Process
6. Provide Professional development in SEL, trauma, equity and diversity	Inservice Days/Meeting Times	2019-20 School Year	In Process
7. Work with Police, Town, Community and School Officials to continue to educate and address school and community acts of hate.	Time	2019-20 School Year	Ongoing
8. Work with Town Officials, Director of Facilities, Chief Financial Officer, and Police Chief to develop an implementation plan for improved safety and security at our schools based on the based on the recommendations from the security audit.	FY19-FY22 Capital Plans	2018-23 School Years	In Process

Goal #3-Professional Practice Goal (Aligned with Strategic Objective C)

To work with the Town Manager, Chief Financial Officer, and Director of Facilities to develop a multi-year capital plan to upgrade and improve school facilities. This will be measured by a completed plan for the project which has the support of Town Meeting and progress on project timelines, funding dependent.

<p align="center">Goal 3-Professional Practice Goal: Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team.</i></p>			
Action	Supports/Resources from School/District⁵	Timeline or Frequency	Status
1. Meet with Permanent Building Committee to identify their role in the elementary planning study process.	1. Time	1. January, 2018- August, 2018	Complete
2. Work with Town Manager to identify funding to develop an elementary planning and enrollment study.	2. Capital Plan Funding	2. August, 2018	Complete
3. Work with Town and School Officials to develop and get approval to adopt design selection procedures to secure design services for the different projects that require those services.	3. Time	3. November, 2018- February, 2019	Complete
4. Receive School Committee and Town Meeting Approval for Capital Funding request for elementary planning and enrollment study.	4. Capital Plan Funding	4. August, 2018- November, 2018	Complete
5. Work with Town Manager, Chief Financial Officer, and Director of Facilities to complete Town and School Building Security Study.	5. Capital Plan Funding	5. June, 2017	Complete
6. Pending funding and Town Meeting approval, work with Chief Financial Officer, Director of Facilities, and Town Manager to develop a plan for design study and implementation of design study for school building security.	6. Possible State Funding FY19 Capital Plan-Design FY20-FY22 Capital Plan-Implementation	6. November, 2018-April, 2019	Complete (Town Meeting Approval to implement study)

⁵ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

7. Pending funding, work with Town Manager, Director of Facilities, and Chief Financial Officer to procure design services for different projects.	7. Operational and Capital Funding	7. November, 2018-June, 2022	Planned
8. Secure funding at Town Meeting for School/Town Building Security Project.	8. Debt	8. April, 2019	Complete (4.5 million dollars approved at Town Meeting)
9. Execute School/Town Building Security Project	9. Approved funding from Town Meeting	9. April, 2019, June, 2022	In Process
10. Secure funding from Town Meeting to solve short term space issues at Birch Meadow	10. Free Cash	10. November, 2019 Town Meeting	Planned
11. Work with School Committee, Permanent Building Committee, Town Manager, Chief Financial Officer, Director of Facilities to develop a proposal to solve long term elementary space issues based upon Elementary Enrollment and Space Planning Study.	11. TBD	11. TBD	In Process
12. Once funding is received, implement Elementary Enrollment and Space Planning Study.	12. FY20-FY22 Capital Plans	12. November, 2018-June, 2021	Planned

Goal #4-District Vision of the Graduate (Aligned with Strategic Objectives A, B, and C)-Over the next two years, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their preK-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used to develop our next three year district improvement plan.

Essentially, we will ask our stakeholders these three questions:

- What are the hopes, aspirations, and dreams that our community has for our young people?
- What are the skills and habits of mind that our children need for success in this rapidly changing and complex world?
- What are the implications for the learning experiences we provide in our school systems?

Goal 4-Professional Practice Goal: Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team.</i>			
Action	Supports/Resources from School/District ⁶	Timeline or Frequency	Status
1. Build understanding and ownership among district's leadership team, School Committee, and Community as to the need and sense of urgency in this activity.	1. Meeting Time	1. November, 2019- January, 2020	
2. Create a Vision of a Graduate Design Team from all sectors and stakeholders that will be involved across all phases to build a sense of urgency and create excitement across the community	2. Meeting Time	2. November, 2019- January, 2020	
3. Define the overall timeline	3. Time	3/4. November, 2019- January, 2020	
4. Convene the VOG Design Team	4. Time		
5. Study the implications for your students in light of the changing economy, workplace, and society	5. Meeting time for VOG Design Team	5. February-April, 2020	
6. Draft a prioritized set of competencies, including	6. Meeting time for VOG Design Team	6. April-August, 2020	

⁶ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

<p>21st century skills, mindsets, and literacies</p> <ol style="list-style-type: none"> 7. Draft visuals that convey a compelling story 8. Reach consensus about a selected visual to share with the broader community 9. Continue to discuss this work in the broader community and elicit their ideas for the Vision 10. Collect feedback from the community and share with the Vision Design Team as they draft the Vision 11. Decide what revisions are necessary 12. Submit recommendation to the School Committee for approval 13. Publish and leverage the adopted Vision as the Compass for the development of the next district improvement plan, RMHS NEASC visit and the design of educational experiences for students 	<ol style="list-style-type: none"> 7. Meeting time for VOG Design Team 8. Meeting time for VOG Design Team 9. Community Meeting Times 10. Community Meeting Times 11. Meeting time for VOG Design Team 12. Meeting Time 13. Time 	<ol style="list-style-type: none"> 7. April-August, 2020 8. April-August, 2020 9. September/October, 2020 10. September/October, 2020 11. September/October, 2020 12. November, 2020 13. November, 2020 	
---	---	--	--