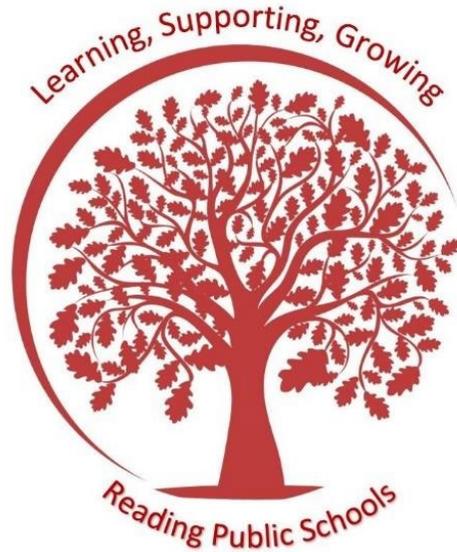


Reading Public Schools
School Committee Meeting Packet
October 5, 2023



Open Session 7:00p.m.

Reading Memorial High School Library
Reading, MA



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2023-10-05

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Thomas Wise, Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

7:00 p.m.	A.	Call to Order
7:00 p.m.	B.	<p>Public Comment</p> <p>Focus on Excellence</p> <ol style="list-style-type: none"> 1. RMHS Rocket Ambassadors <p>Consent Agenda</p> <ol style="list-style-type: none"> 1. Minutes (09-18-2023) 2. Unified Basketball Program donation 3. Reading Girls Soccer Parent Association donation 4. Coolidge School Store donation 5. Wood End Charitable Contribution 6. Acceptance of FY24 Earmark – RMHS Keyboards Award 7. Acceptance of FY24 Innovation Career Pathways Planning Grant 8. Acceptance of FY24 Innovation Pathways Implementation and Support Grant 9. Quebec Field Trip Request <p>Warrant Reports</p> <ol style="list-style-type: none"> 1. 09-14-2023 2. 09-21-2023 3. 09-28-2023 <p>Reports</p> <ol style="list-style-type: none"> 1. Assistant Superintendent of Teaching & Learning 2. Superintendent 3. Liaison/Sub-Committee
7:20 p.m.	C.	<p>Personnel</p> <ol style="list-style-type: none"> 1. Introduction of 2023-2024 Student Advisory Committee including Student(s) Reports

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.



Town of Reading Meeting Posting with Agenda

7:35 p.m.	E.	New Business 1. Request of School Committee: Land at Birch Meadow Elementary for Dog Park with Potential Vote (A) 2. 2023 MCAS Results Presentation, including: a. Overall Performance, Growth, & Accountability Percentiles b. Comparable District Analysis c. Areas of Progress or Recognition d. Areas for Concern and Growth 3. FY24 Enrollment Update 4. Review and Approve Killam School Building Update for Town Meeting
8:30 p.m.	D.	Old Business 1. Birch Meadow Phase II PARC Grant Surplus Land Discussion and Vote (A)
	F.	Information / Correspondence 1.
8:30 p.m.		Adjourn

**Times are approximate

Join Zoom Meeting

<https://readingpsma.zoom.us/j/86577254707>

Meeting ID: 865 7725 4707

One tap mobile

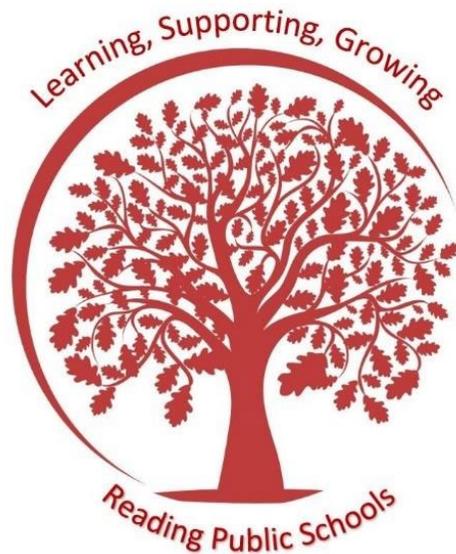
+16469313860,,86577254707# US

+13017158592,,86577254707# US (Washington DC)

Reading Public Schools

School Committee Meeting Packet

October 5, 2023



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2023-09-18

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Charles Robinson, Carla Nazzaro, Erin Gaffen, and Tom Wise

Members - Not Present:

Sarah McLaughlin and Shawn Brandt

Others Present:

Superintendent Dr. Thomas Milaschewski

Minutes Respectfully Submitted By: Olivia Lejeune on behalf of the chairperson.

Topics of Discussion:

A. Call to Order – Mr. Wise called the meeting to order at 7:00 p.m. to review the agenda.

B. Public Comment

Maria Morgan, board member of the Special Education Advisory Council (SEPAC), publicly acknowledged the great collaboration and support with the Student Services team. Over the summer, the SEPAC board was invited to speak with district leaders to talk about engagement, promotion, high expectations, inclusivity, and partnership with parents. SEPAC created a video to share as an introduction to parents, which is a great way to learn more and understand what the council can do to help.

Christopher Haley of Tennyson Road thanked the School Committee, Select Board, Dr. Milaschewski, Principal Jessica Callanan, Principal Rochelle Rubino, and Assistant Principal Jessica Theriault for their help at the Fall Street Faire which raised \$1,052.

Consent Agenda

1. Minutes (09-07-2023)
2. Artis Senior Living School Supplies Donation
3. Killam 5th Grade Flags Donation
4. RMHS PTO Donation
5. Friends of Reading Soccer Donation

Warrant Reports

1. 09-12-2023

Mrs. Gaffen motioned to approve the consent agenda, seconded by Mr. Robinson, and the vote passed 4-0.

Reports

1. Superintendent – Dr. Milaschewski thanked SEPAC for their leadership and partnership in the community. The first Math Pathways Committee meeting took place tonight which will happen over the next few weeks with a presentation to the School Committee in November. There was a great show of support to join the committee and we appreciate the community stepping up to volunteer. As one piece of feedback, we will create a page on our website specifically for Math Pathways and updates can be found there.
2. Liaison/Sub-Committee
 - a. Mrs. Nazzaro – The Killam School Building Committee has shared the request for services bid proposal and we should receive bids back by October 11th.
 - b. Mrs. Gaffen – SEPAC is sponsoring Lynn Lyons at Parker Middle School tomorrow night at 5 p.m. PAIR is having its first meeting on Wednesday at 6 p.m.
 - c. Mr. Wise – The schools received a little spotlight at the Select Board meeting last week from Senator Jason Lewis highlighting the elementary literacy work we have been doing and how he looks to us as a model. It was great for him to publicly acknowledge the work we are doing.

C. Personnel

1. New Leadership Introductions & Entry Plan Reviews

Dr. Milaschewski stated good leadership really matters and we are excited to have our new leaders joining us this evening to highlight some of their skills. We thank you for stepping up to be leaders in our community. Four of the new leaders who had to create entry plans, two being formally published for the community and two being kept more internally for the team, will introduce themselves tonight. We will also introduce other new leaders across the district holding critical leadership roles.

The Director of RISE, Ms. Kerry Wilcox, introduced herself to the committee and discussed her approach to entry since joining in July. A program like RISE is always busy, but Ms. Wilcox has jumped in and is trying to learn about the community values and all the different members of the community. Mr. Wise asked how Ms. Wilcox navigated the multi-location elements of RISE. While it is a challenge, Ms. Wilcox is connecting with Ms. Fulton and Ms. Schwartz as building leaders as much as possible to keep them updated.

The Principal of Killam Elementary School, Ms. Lindsey Fulton, introduced herself to the committee stating in preparation for tonight she reviewed her plan and recognized what has already been accomplished. Phase One of the plan was all about relationship building and getting to know staff, families, and the building which has been very successful. In August, Ms. Fulton held 20-minute listening sessions with staff, met with stakeholders involved in the Killam School Building Project, and held a Popsicle Party.

Ms. Fulton credited principals in the district as they meet to align what is happening across the schools. Now through the end of October, there is a lot organically happening where Ms. Fulton is revisiting values, having lunch with students, understanding the positions within the school, and making sure staffing and roles are productive in the building. Ms. Fulton has received great feedback on weekly communications. As a long-range plan, she will begin to look at data and how that can be used to make changes going forward. Mr. Wise asked how Ms. Fulton had jumped into the ARC curriculum. Ms. Fulton has been working with the school ARC Coach as well as Assistant Principal Talia Hallett to understand the curriculum. Over the next month, she will also have time to meet with the district Curriculum Coordinator, Erin Burchill.

The Interim High School Principal, Mrs. Jessica Callanan, introduced herself informing the community about what she has learned so far. The community, staff, and families are committed, and the team is learning to work effectively with open and honest communication. Mrs. Callanan spoke about where she sees Reading Memorial High School going. She plans to work on moving the school forward and paving the way for the next leader while also supporting staff so they can do the best work for our students. Mrs. Callanan is also continuing her work to expand innovation career pathways. Mr. Robinson asked how Mrs. Callanan is balancing her role as interim principal and the work with career pathways. Mrs. Callanan stated Dr. Milaschewski added a third assistant principal which has helped a lot. All Assistant Principals are working hard. It is challenging, but we are rallying the team to move forward.

The Director of Finance & Operations, Dr. Derek Pinto, introduced himself discussing the relationship building he has been doing within the district and town personnel. As he is wrapping up his second month in the role, he will begin looking at trends, trying to make sense of what is uncovered, and making future plans. As far as technical aspects are concerned, Dr. Pinto is reviewing the budget and working with the negotiating teams as bargaining units are underway. The goal is to drive revenue and reduce expenses. In working with the operational side, Dr. Pinto ensures schools are clean and safe, the food service department continues to build on its success and helps the IT department to solve personnel shortages. We continue to work with our transportation provider so we can provide reliable and efficient transportation. Overall, Dr. Pinto stated this is a winning team and the leadership is very enthusiastic, collaborative, and focused. Ms. Fulton gave a shout-out to Dr. Pinto for helping solve transportation challenges.

Dr. Milaschewski introduced several other leaders new to the district:

- Ms. Lisa Azzarito – Assistant Principal at Birch Meadow
- Ms. Jessica Swindell – Assistant Principal at Joshua Eaton
- Ms. Annemarie Ring – Assistant Principal at Barrows
- Ms. Jessica Hester – Assistant Principal at Wood End
- Ms. Talia Hallett – Assistant Principal at Killam
- Dr. Jill Story – Assistant Principal at Parker
- Ms. Meredith Flanagan – Assistant Principal at Reading Memorial High School

Mrs. Nazzaro commented she is thrilled to have Assistant Principals in our elementary schools and looks forward to seeing the collaboration.

D. Old Business

1. Final Discussion & Approval of 2023-2026 District Strategic Improvement Plan

Mrs. Gaffen motioned to approve the 2023-2026 District Strategic Improvement Plan; seconded by Mrs. Nazzaro. Mr. Wise asked to have a PDF version of the plan as it is currently to make that front and center on the district webpage. Thank you to all who worked on this plan. After no further discussion, the vote passed 4-0.

C. Personnel

2. Discuss Focus Indicators for Superintendent Goals for 2023-2025

Mr. Wise shared a memo in the packet outlining the focus indicators. The committee took some time to discuss how many focus indicators Dr. Milaschewski should be scored on. DESE provides six to eight focus indicators, but as you can see, we have included 12. The committee agreed if you have 12 you might as well include all 20.

Mr. Wise motioned to include all 21 focus indicators in Dr. Milaschewski's 2025 summative review; seconded by Mr. Robinson; the vote passed 4-0.

3. Finalize and Approve Superintendent Goals & focus Indicators for 2023-2025

Dr. Milaschewski reviewed the changes made to the Superintendent's goals since the last meeting. These changes are also outlined in the packet. The committee spent time discussing goal three and the addition of key action item number four. After discussion, the committee agreed to remove this item from the Superintendent's goals.

Mrs. Gaffen motioned to approve the Superintendent's goals and focus indicators for 2023-2025 minus the early literacy portion; seconded by Mrs. Nazzaro, the vote passed 4-0.

Mrs. Gaffen motioned to adjourn, seconded by Mr. Robinson, and the vote passed 5-0.

<https://www.youtube.com/watch?v=FaiGejc8I8>

Meeting Adjourned 8:35pm

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 2, 2023
RE: Vote to Accept a Unified Basketball Program Donation

Please vote to accept a donation of \$1,000 from SNL Football LLC. This donation is in support of the Unified Basketball program.

Please find attached the donation letter from Carl McFadden on behalf of the SNL Football LLC.

Thank you.

SNL Football LLC.

September 14, 2023

Hi Jennifer,

Please find enclosed a check for \$1000.00. The donation should be used towards the Unified Basketball program. I look forward to attending some games this season.

Best,

A handwritten signature in black ink, appearing to read 'Carl McFadden', with a long horizontal flourish extending to the right.

Carl McFadden

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 2, 2023
RE: Vote to Accept Reading Girls Soccer Parent Association Donation

Please vote to accept a donation of \$2,500 from the Reading Girls Soccer Parent Association. This donation is in support of the Assistant Varsity Coach's salary.

Please find attached the donation letter from Christine Pantano on behalf of the Reading Girls Soccer Parent Association.

Thank you.

September 20, 2023

Reading School Committee
82 Oakland Street
Reading, MA 01867

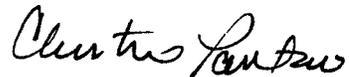
Reading School Committee, Mr. Zaya, Ms. Bottan,

On behalf of the Reading Girls Soccer Parent Association, please accept our donation of \$2,500 to pay for the salary of the Assistant Varsity Coach, Annie Burns.

Enclosed is a check in the amount of \$2,500 to reimburse the town for this expense.

Thank you for your time and support.

Sincerely,

A handwritten signature in cursive script that reads "Christine Pantano".

Christine Pantano on behalf of the Reading Girls Soccer Parent Association

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 2, 2023
RE: Vote to Accept a Coolidge Middle School Donation

Please vote to accept a donation of \$200 from Mr. Carl McFadden. This donation is in support of the students and staff of Room B3 starting a school store at Coolidge Middle School.

Thank you.

Dear Mr. Milaschewski,

We are writing to you because we would like to start a school store at Coolidge. We will sell school supplies and water to students as well as coffee and snacks to staff members. We have calculated the amount we will need to start up the store. We are asking the school district for a loan of \$140. We plan to set up our school in the lobby of Coolidge and hope to be open at the beginning of the school day, at some lunches and at special events. We will learn how to sell things, improve our social skills and work with money. These skills will help us for the rest of our lives. We promise to always be respectful and follow the plan we have thought out. Please consider giving us a loan for this project.

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 2, 2023
RE: Vote to Accept a Wood End Charitable Donation

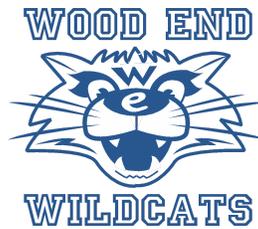
Please vote to accept a charitable donation of \$10,000 from Prime Consulting Group (PCG). The funds will be in support of social emotional health and physical wellness for students at Wood End Elementary School.

Please find attached the letter of intent from Shawn Cerretani, Managing Director of PCG.

Thank you.

Nicole Schwartz
Principal

Jessica Hester
Assistant Principal



85 Sunset Rock Lane
Reading, MA 01867
Phone: 781-942-5420
Fax: 781-942-5428

Be responsible, respectful, honest, engaged and safe

September 29, 2023

To: Dr. Milaschewski and School Committee Members

Attached please find a letter of intent from Shawn Cerretani regarding a \$10,000 charitable donation to Wood End Elementary School. After discussions with Mr. Cerretani, the school would use the funds to support the social emotional health and physical wellness of our students.

Rock Wall

In collaboration with Chris Bauer, Wood End's physical education teacher, we feel the installation of an indoor rock wall in the gymnasium will have a positive impact on our physical education programming and overall student skill development. Climbing offers increased cardiovascular fitness, enhances balance, coordination and flexibility, increased muscle strength and endurance and improved motor planning and body awareness. Similarly, a climbing wall provides opportunities for social emotional skill growth, increased self-confidence and self-reliance, enhanced patience, perseverance, courage, and self-control, positive risk taking and awareness of others. Climbing wall activities also enhance cognitive skills including: problem solving, decision and judgment making, and increased focus and concentration. The climbing wall would be accessible to all students during physical education classes, during our morning extended day program, and during Physical Therapy skills classes.

Sensory Space

In collaboration with the special education team (team chair, special educators, physical therapist, occupational therapist, school psychologist, and speech and language pathologist) some funds from the donation will also be used towards the creation of a sensory space. A sensory space is a designated area that aims to provide students a safe environment to self-regulate when needed, so they can be better prepared to learn and interact with others. This space may offer stimulation to regulate sensory and emotional needs, can incorporate mindfulness activities to facilitate self-regulation, and will help to promote self-care, skill development, and resilience. This space would be accessible and beneficial to all students (as needed), optimizing learning and participation in the school environment.

Recess Toys

Any and all remaining funds would be used to purchase additional recess equipment to support social growth including: large connect four games, large jenga games, large building/lego blocks, and outdoor corn hole games.

We are so incredibly grateful for the donation and the exciting, prospective additions to Wood End.

Sincerely,
Nicole Schwartz
Principal, Wood End



September 24th, 2023

To: Reading School Committee

RE: Charitable Donation – Wood End Elementary School

Reading School Committee,

Prime Consulting Group (PCG) is pleased to be able to make a charitable donation of \$10,000 to Reading Public Schools, in particular Wood End Elementary School. Being a part of the Wood End Community has been an exceptional experience for our entire family for the last 2+ years and we would like to show our appreciation by assisting with the needs of the school. We look forward to working with Nicole and the team on the exciting new additions this contribution can bring to Wood End Elementary.

Please feel free to contact me with any questions.

Best Regards,

Shawn Cerretani, Managing Director

shawn@primeconsulting.com

(m) 781.443.2294

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
Dr. Derek Pinto, Director of Finance and Operations
DATE: September 18, 2023
FR: Katelyn Finnegan, Finance and Business Analyst
RE: Acceptance of FY24 Earmark- RMHS Keyboards Award

The FY24 state budget has appropriated an earmark in the amount of \$25,000 for Reading Memorial High School.

The money will fund six Nord Stage digital keyboards for the Music Production courses. The keyboards will be used for learning how to operate state-of-the-art digital pianos: learning to play them, learning to operate their features, and learning to use them as MIDI input for recording.

Thank you for your support with your vote to accept the FY24 Earmark for RMHS keyboards.

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
Dr. Derek Pinto, Director of Finance and Operations
DATE: September 18, 2023
FR: Katelyn Finnegan, Finance and Business Analyst
RE: Acceptance of FY24 Innovation Career Pathways Planning Grant

The Department of Elementary and Secondary Education has awarded the Reading Public Schools with a FY24 Innovation Career Pathways Planning Grant in the amount of \$25,000.

Innovation Pathways are a series of courses and internship experiences aligned with high-demand industries, allowing students to graduate from high school with unique college and career skills, knowledge-base and aptitudes. The Pathways Planning Grant will be implemented under the leadership and guidance of Jessica Callanan, Interim RMHS Principal, and RMHS Director of Academic Achievement. They will be supported by the Innovation Pathways Advisory Board, which includes RMHS department leaders and faculty members as well as community and industry partners in the areas of Green Energy and Healthcare and Social Assistance (Public Health).

The \$25,000 award will be used to compensate staff for additional work completed outside of their traditional job responsibilities in the development and planning of the Innovation Pathways for the following school year. In addition, these funds can be used for promotional materials and events, advertising, transportation and other such accrued costs in the planning, development, and promotion of the Pathways.

Thank you for your support with your vote to accept the FY24 Innovation Career Pathways Planning Grant Award.

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
Dr. Derek Pinto, Director of Finance and Operations
DATE: October 2, 2023
FR: Katelyn Finnegan, Finance and Business Analyst
RE: Acceptance of FY24 Innovation Pathways Implementation and Support Grant

The Department of Elementary and Secondary Education has awarded the Reading Public Schools with a FY24 Innovation Pathways Implementation and Support Grant in the amount of \$75,000.

Innovation Career Pathways (ICP) allow students to take courses and gain valuable hands-on experience in high-demand industries such as information technology, engineering, healthcare, life sciences and advanced manufacturing. The targeted state grants provide resources to designated Innovation Career Pathways to support program implementation.

We are thrilled about the receipt of a \$75,000 Innovation Pathways Implementation and Support Grant. Our continued development and implementation of innovation pathways will open doors of access and opportunities for so many students in our community. The funds of this grant will go directly to expanding opportunities for students in the form of fieldtrips, hosting speakers, transportation to and from events, purchasing of new and state of the art supplies and materials, and ultimately covering the cost of Dual Enrollment and Advanced Placement examination costs for students within the Innovation Career Pathways. The funding will also allow RMHS to continue to expand the senior internship program and building additional and stronger working relationships with higher education and community partnerships.

Thank you for your support with your vote to accept the FY24 Innovation Pathways Implementation and Support Grant Award.

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 4, 2023
RE: Vote to Approve Quebec Field Trip Request

Please vote to approve an overnight, international field trip request to Quebec City, Canada on behalf of Parker Middle School and Coolidge Middle School. The trip will take place from April 24-26, 2024.

Please find attached the field trip approval forms.

Thank you.

Reading Public Schools



Field Trip Approval Form

Trip Coordinator:	Victoria Lemaitre & Jennifer Gray
School:	Coolidge Middle School & Parker Middle School
Grade(s) Attending:	Grade 8
Destination:	Québec City, Canada
Type of Trip: (Put all that applies) <i>Local, Day trip, Overnight, In State, out of State or International</i>	Overnight, International
Educational Purpose of Trip:	To promote global citizenship among 8th grade French students, while immersing them in the culture and lifestyle of Quebec City.
Date(s) of Trip:	Wednesday April 24th - Friday April 26th, 2024
Time of Departure:	Wednesday April 24th @ 7:15 am (approx)
Time of Return:	Friday April 26th @ 9:00 pm (approx)
Cost of Trip:	\$775 - \$1,015 (Cost will depend on whether one or two buses are needed, based on student group size. The breakdown in pricing will be communicated with families so that they are aware of all potential costs before signing up. Final cost will be known by October 30th after students register.)
Will there be fundraising? If yes, please attach a fundraising plan.	Yes, please see attached.
No. of students attending:	Max. 56 students
No. of teachers attending:	5 teachers (2 Coolidge, 3 Parker)
No. of other adults attending:	0
No. of Nurses attending:	0
If a nurse is attending, is the nurse licensed to practice in the state/country of the field trip?	n/a
Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks? If not, describe the plan to ensure this is completed prior to the field trip?	Yes
Transportation Required (put all that applies) <i>Bus, Train, Boat, Plane, Private Car, Other</i>	Private coach bus
Name of Company(ies) providing Transportation:	Prométour Educational Tours
Name of Educational Travel Organization	Prométour Educational Tours

conducting the trip (*Please attach the 3 quotes for the Travel Organizations considered if the cost of the trip exceeds \$10,000):	(attaching quotes from Prométour, Jumpstreet, and Uniropa tour companies)
Food will be provided by (if applicable):	Prométour; please see itinerary for further details. Specific restaurants will be confirmed upon booking.
Will there be students participating in the trips who have food allergies? If so, I have verified that the food vendor(s) will be able to accommodate all of our students with food allergies or have otherwise made arrangements to ensure that students with food allergies have safe food options.	Yes ; Prométour will be made aware of all allergies upon student booking. They will contact all restaurants to confirm no allergens are present in meals. Teachers will confirm with the tour company 1 month prior to the trip. Teachers will confirm with restaurants upon arrival in Canada.
If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water.	n/a
Please describe the educational alternative for those students who will not be attending the trip.	Students who are not attending the trip will attend their regular on-team classes. During their French class period, they will have the opportunity to research and create a video presentation about a monument in Quebec that they would like to visit. Full assignment instructions are attached as an addendum.
Please describe the accommodations/ transportation plan to assure student(s) with disabilities or individuals needing accommodations attending the trip to have equal access to the experience?	Students with mobility needs will have extra support in the form of transportation provided when longer walking distances occur. Chaperones will assist these students as needed.
Please describe the medical needs of the students attending the trip and the plan to assure students with medical needs have equal access to the experience?	There are some 8th grade students with food allergies. These allergies will be communicated to the travel agency and to the restaurants where meals are served. For students with mobility needs, please see the above response.
Do any students require the administration of prescription medication during the trip? If so, what is the plan for the administration of prescription medication (see 105 CMR 210.00)?	Parents/guardians will provide medications in original packaging, per Canadian law. Students who take medications will indicate this on their field trip form, and include timing and dosage information. An administrator or pre-assigned staff member will hold this medication and will disburse based on the timeline.
If you are in a location that does not have cell service, what is the plan for contacting emergency services?	n/a
Please describe the process that will be used to determine student eligibility for the trip.	All 8th grade students at Parker and Coolidge who are enrolled in 8th grade French class are eligible to attend. All students will receive a behavior contract to be read and signed by parents/guardians and students prior to signing up for the trip to ensure expectations are clear for safety purposes.

--	--

Checklist for Day trips

Please attach the following to this document:

	a. A detailed itinerary of the trip
	b. A copy of any contract associated with the field trip
	c. A list of all adults who will be chaperoning the field trip
	d. Fundraising plan (if applicable)

Fill out this section if the Field Trip is an overnight trip.

Is the bus driver getting sufficient rest in accordance with federal regulations and common sense?	Yes
Departure Information (location and carrier):	Parker & Coolidge Middle Schools Carrier TBD by Prométour upon booking.
Return Trip Information (location and carrier):	Parker & Coolidge Middle Schools Carrier TBD by Prométour upon booking.
Lodging will be provided by (if applicable): *Please include if the Educational Travel Company is requiring security on each floor of the lodging*	Lodging is provided by Prométour. Overnight security at the hotel is provided by Prométour.
Address and Phone No. of Lodging (if applicable):	1 Rue des Carrières, Québec, QC G1R 4P5, Canada +1 418-692-3861
Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)?	Yes

Checklist for Overnight trips

Please attach the following to this document:

	a. A detailed itinerary of the trip
	b. Signed state ethics financial disclosure forms from all staff whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. Before planning the trip staff should complete the <u>DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST AND DETERMINATION BY APPOINTING AUTHORITY AS REQUIRED BY G. L. c.268A, § 19</u>
	c. A copy of any contract associated with the field trip.

	d. A list of all adults who will be chaperoning the field trip.
	e. Fundraising plan (if applicable)
	f. Quotes from three travel organizations (applicable for trips costing more than \$10,000)

The Following Section is for Out of Country Field Trips Only

Are there any current travel warnings or advisories issued by the State Department? Please go to www.cdc.gov or www.travel.state.gov . If YES, please explain:	No
Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States?	All students will be required to have a valid passport or original birth certificate for travel. All chaperones will be required to have a valid passport for travel.
Note: <i>Copies of all students' passports shall be maintained by the Trip Coordinator.</i> <i>At least one staff member accompanying the students must have a phone number with an international service.</i> Name of Staff member and Telephone Number:	Victoria Lemaitre : 781-439-0631 Jennifer Gray : 603-475-3467

=====

To be completed by Reading Public School Administration:

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

APPROVED *Sarah Marchant* DATE 10/3/23
Principal (For All Field Trips)

APPROVED *Andy Ventura* DATE 10/3/23
School Nurse (For All Field Trips)

APPROVED *[Signature]* DATE 10/4/23
Assistant Superintendent of Schools for Student Services

APPROVED *[Signature]* DATE 10-4-23
Assistant Superintendent of Schools for Teaching & Learning

APPROVED *Mary Ubriama R* DATE 10/4/23
Director of Health Services

APPROVED  DATE 10/4/23
Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)



School Committee Approval
(For Overnight, Out of State, and International Field Trips) DATE _____

Reading Public Schools



Field Trip Approval Form

Trip Coordinator:	Victoria Lemaitre & Jennifer Gray
School:	Coolidge Middle School & Parker Middle School
Grade(s) Attending:	Grade 8
Destination:	Québec City, Canada
Type of Trip: (Put all that applies) <i>Local, Day trip, Overnight, In State, out of State or International</i>	Overnight, International
Educational Purpose of Trip:	To promote global citizenship among 8th grade French students, while immersing them in the culture and lifestyle of Quebec City.
Date(s) of Trip:	Wednesday April 24th - Friday April 26th, 2024
Time of Departure:	Wednesday April 24th @ 7:15 am (approx)
Time of Return:	Friday April 26th @ 9:00 pm (approx)
Cost of Trip:	\$775 - \$1,015 (Cost will depend on whether one or two buses are needed, based on student group size. The breakdown in pricing will be communicated with families so that they are aware of all potential costs before signing up.)
Will there be fundraising? If yes, please attach a fundraising plan.	Yes, please see attached.
No. of students attending:	Max. 56 students
No. of teachers attending:	5 teachers (2 Coolidge, 3 Parker)
No. of other adults attending:	0
No. of Nurses attending:	0
If a nurse is attending, is the nurse licensed to practice in the state/country of the field trip?	n/a
Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks? If not, describe the plan to ensure this is completed prior to the field trip?	Yes
Transportation Required (put all that applies) <i>Bus, Train, Boat, Plane, Private Car, Other</i>	Private coach bus
Name of Company(ies) providing Transportation:	Prométour Educational Tours
Name of Educational Travel Organization conducting the trip (*Please attach the 3 quotes	Prométour Educational Tours (attaching quotes from Prométour, Jumpstreet, and

for the Travel Organizations considered if the cost of the trip exceeds \$10,000):	Uniropa tour companies)
Food will be provided by (if applicable):	Prométour; please see itinerary for further details. Specific restaurants will be confirmed upon booking.
Will there be students participating in the trips who have food allergies? If so, I have verified that the food vendor(s) will be able to accommodate all of our students with food allergies or have otherwise made arrangements to ensure that students with food allergies have safe food options.	Yes ; Prométour will be made aware of all allergies upon student booking. They will contact all restaurants to confirm no allergens are present in meals. Teachers will confirm with the tour company 1 month prior to the trip. Teachers will confirm with restaurants upon arrival in Canada.
If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water.	n/a
Please describe the educational alternative for those students who will not be attending the trip.	Students who are not attending the trip will attend their regular on-team classes. During their French class period, they will have the opportunity to research and create a video presentation about a monument in Quebec that they would like to visit. Full assignment instructions are attached as an addendum.
Please describe the accommodations/ transportation plan to assure student(s) with disabilities or individuals needing accommodations attending the trip to have equal access to the experience?	Students with mobility needs will have extra support in the form of transportation provided when longer walking distances occur. Chaperones will assist these students as needed.
Please describe the medical needs of the students attending the trip and the plan to assure students with medical needs have equal access to the experience?	There are some 8th grade students with food allergies. These allergies will be communicated to the travel agency and to the restaurants where meals are served. For students with mobility needs, please see the above response. <i>Asthma</i>
Do any students require the administration of prescription medication during the trip? If so, what is the plan for the administration of prescription medication (see 105 CMR 210.00)?	Parents/guardians will provide medications in original packaging, per Canadian law. Students who take medications will indicate this on their field trip form, and include timing and dosage information. An administrator or pre-assigned staff member will hold this medication and will disburse based on the timeline.
If you are in a location that does not have cell service, what is the plan for contacting emergency services?	n/a
Please describe the process that will be used to determine student eligibility for the trip.	All 8th grade students at Parker and Coolidge who are enrolled in 8th grade French class are eligible to attend. All students will receive a behavior contract to be read and signed by parents/guardians and students prior to signing up for the trip to ensure expectations are clear for safety purposes.

Checklist for Day trips

Please attach the following to this document:

	a. A detailed itinerary of the trip
	b. A copy of any contract associated with the field trip
	c. A list of all adults who will be chaperoning the field trip
	d. Fundraising plan (if applicable)

Fill out this section if the Field Trip is an overnight trip.

Is the bus driver getting sufficient rest in accordance with federal regulations and common sense?	Yes
Departure Information (location and carrier):	Parker & Coolidge Middle Schools Carrier TBD by Prométour upon booking.
Return Trip Information (location and carrier):	Parker & Coolidge Middle Schools Carrier TBD by Prométour upon booking.
Lodging will be provided by (if applicable): *Please include if the Educational Travel Company is requiring security on each floor of the lodging*	Lodging is provided by Prométour. Overnight security at the hotel is provided by Prométour.
Address and Phone No. of Lodging (if applicable):	1 Rue des Carrières, Québec, QC G1R 4P5, Canada +1 418-692-3861
Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)?	Yes

Checklist for Overnight trips

Please attach the following to this document:

	a. A detailed itinerary of the trip
	b. Signed state ethics financial disclosure forms from all staff whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. Before planning the trip staff should complete the <u>DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST AND DETERMINATION BY APPOINTING AUTHORITY AS REQUIRED BY G. L. c.268A, § 19</u>
	c. A copy of any contract associated with the field trip.
	d. A list of all adults who will be chaperoning the field trip.

	e. Fundraising plan (if applicable)
	f. Quotes from three travel organizations (applicable for trips costing more than \$10,000)

The Following Section is for Out of Country Field Trips Only

Are there any current travel warnings or advisories issued by the State Department? Please go to www.cdc.gov or www.travel.state.gov . If YES, please explain:	No
Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States?	All students will be required to have a valid passport or original birth certificate for travel. All chaperones will be required to have a valid passport for travel.
Note: <i>Copies of all students' passports shall be maintained by the Trip Coordinator.</i> <i>At least one staff member accompanying the students must have a phone number with an international service.</i> Name of Staff member and Telephone Number:	Victoria Lemaitre : 781-439-0631 Jennifer Gray : 603-475-3467

=====

To be completed by Reading Public School Administration:

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

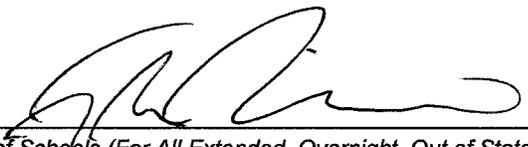
APPROVED *Rockelle Rubone* DATE 10/3/23
Principal (For All Field Trips)

APPROVED *CS L* DATE 10/3/23
School Nurse (For All Field Trips)

APPROVED *[Signature]* DATE 10/4/23
Assistant Superintendent of Schools for Student Services

APPROVED *[Signature]* DATE 10/4/23
Assistant Superintendent of Schools for Teaching & Learning

APPROVED *May M. Omara* DATE 10/4/23
Director of Health Services

APPROVED  DATE 10/4/23
Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)

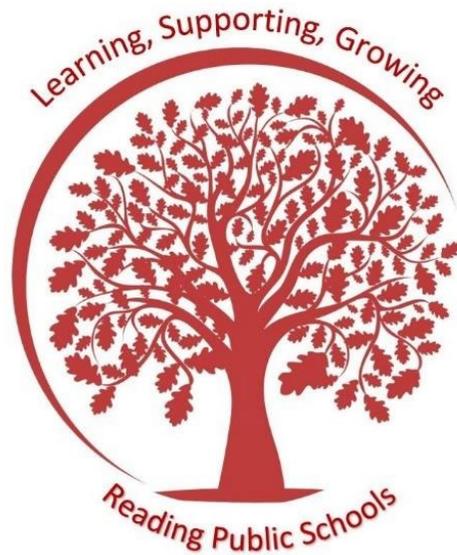


School Committee Approval
(For Overnight, Out of State, and International Field Trips) DATE _____

Reading Public Schools

School Committee Meeting Packet

October 5, 2023



Personnel

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

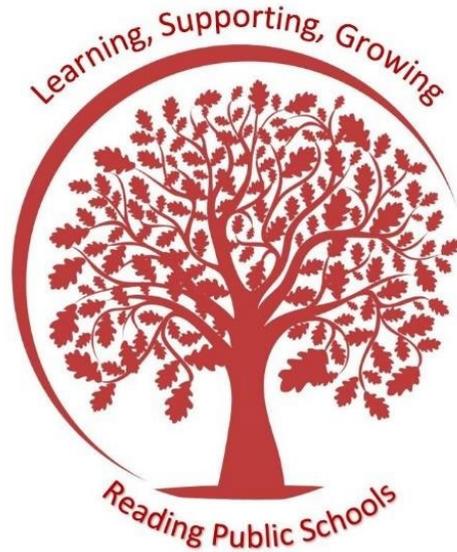
TO: Reading School Committee
FROM: Dr. Thomas Milaschewski, Superintendent
DATE: October 3, 2023
RE: Introduction of 2023-2024 Student Advisory Committee

During the 10/5 School Committee meeting, we will introduce the new members of the Student Advisory Committee. The Chair of this Committee will also serve as the ex-officio, nonvoting member of the school committee for a term of one year.

Reading Public Schools

School Committee Meeting Packet

October 5, 2023



New Business

Town of Reading

Reading Dog Park
Proposal

October 5, 2023





Dogs in Reading

- Reading households: Over 10,155 *
- Reading households with dogs: Over 2,823 *
(3,000-3,100?)
- Registered and *known* unregistered dogs: Over 3,332 *

Registered: 2,605 *

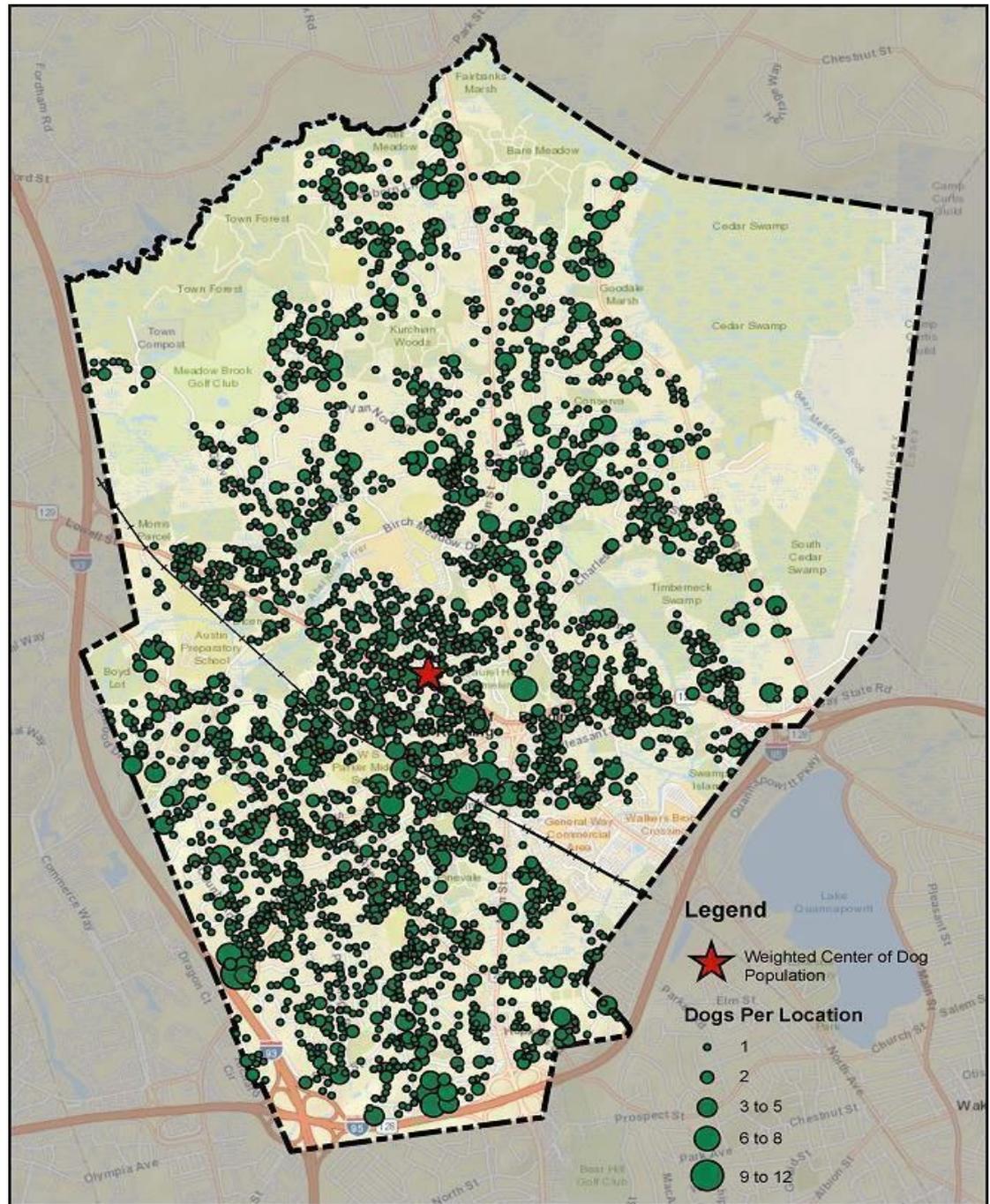
Unregistered: 727 *

- Additional unregistered dogs (est.): 100-200?

* Latest figures per Reading Town Clerk, 7/20/2023.



Dogs in Reading



Why Does Reading Need a Dog Park?

- A dog park is as essential as basketball courts, tennis courts, pickleball courts, playgrounds, ice skating, parks, trails, and beer gardens on the Common.

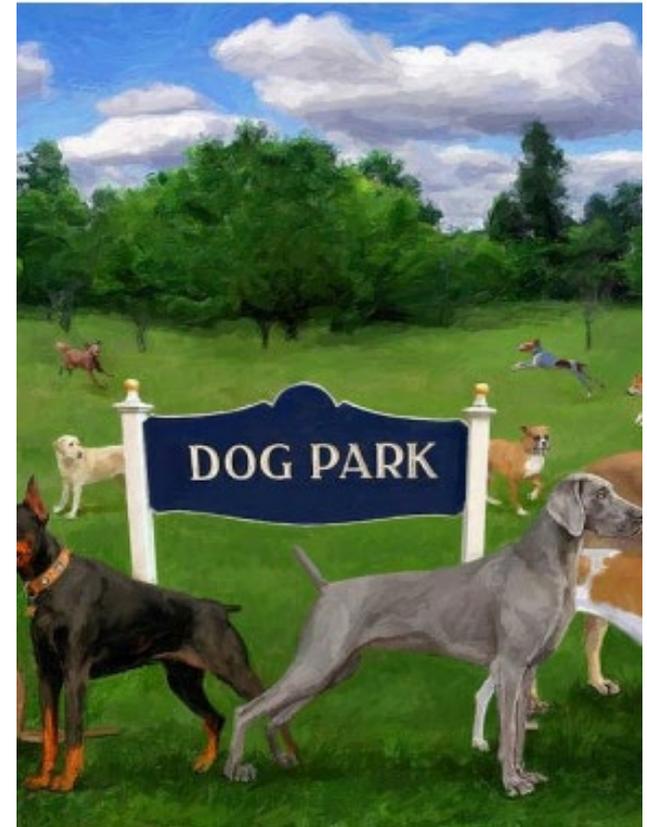
Most of these amenities benefit only segments of the population that are primarily in certain age ranges, are fit enough, and have long enough blocks of time available to use them, and often require organizing groups of 2 or more people and scheduling time slots.

However...

- *A dog park is uniquely inclusive.* It potentially benefits every Reading dog owner and occasional non-owner, regardless of age, fitness level or daily schedule, alone or with other people, with 10 minutes or a couple of hours to spend, in company or relative solitude, with local relaxation, enjoyment and even exercise, with and for their canine companions.

Benefits of a Dog Park

- **A dog park strengthens a dog's physical and emotional health and socialization.**
 - A place for dogs to play safely, off leash.
 - A safe, healthy activity for individuals and families with their dogs.
 - Reduced risks from ticks, poisonous plants, dirty water, vehicles, and other health hazards.
 - Eliminates the “leash anxiety” that affects many dogs.
 - Dogs learn to socialize with other dogs and people.
- **An alternative to walking dogs on town sidewalks, in the streets, in the Reading Town Forest, and on local trails.**
- **Reduced “waste” left on streets, in yards, in parks (e.g., Washington Park), and on trails.**
- **A social opportunity for families, the very young, the elderly, those who are physically limited, and others.**
- **Dog owners gain knowledge about caring for their dogs from other owners.**
- **A community gathering place.**
- **A town amenity that enhances overall property values.**





Stanton Foundation Grant



- Funds up to \$25,000 for dog park design.
- Funds up to \$250,000 (90%) for construction.
- Stanton has funded at least 47 dog parks to date.
- Funding “sunsets” this December.

Essential requirements to be eligible:

- Select a location.
- Submit grant application by Dec. 31, 2023.
- Property must be Town-Owned, AND committed at application.

www.TheStantonFoundation.org



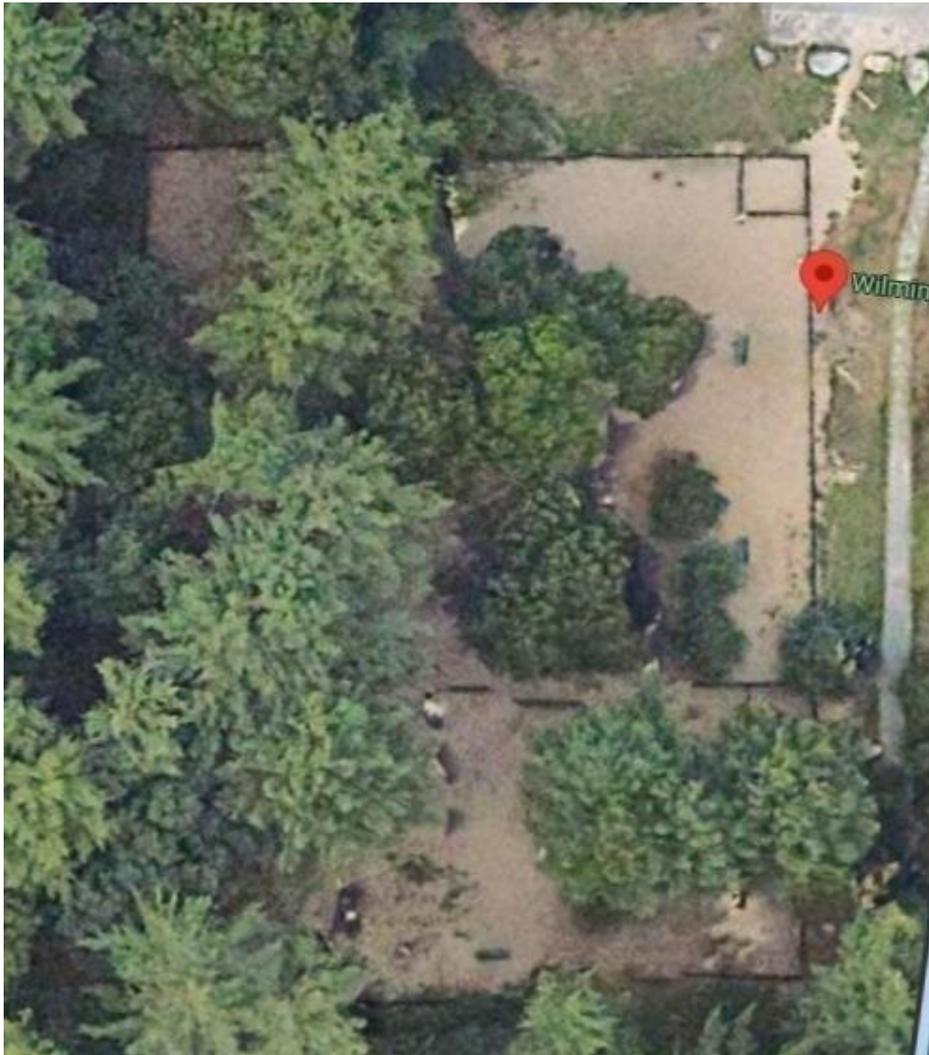
What Makes a Great Dog Park?

Design elements that make a dog park safe and convenient to access, safe to be there, fun for dogs and owners:

- **Double-gated entry** for dogs and people. **Wide gate** for DPW access.
- **Separate areas** for all dogs and small dogs. (Gloucester has 4 sections.)
- **Secure fencing** all around.
- **Internal low-fenced areas** to prevent collisions between dogs and people.
- **Shade** (from the sun). **Simple shelter** (from the weather).
- **Water Stations**. **Optionally, pools** (as at the Billerica Dog Park).
- **Seating** (benches, tree stumps).
- **Waste bag dispensers**. **Waste barrels** for bag and trash disposal.
- **Ground cover** (easy on dogs' feet and bodies, ideally low absorption of liquid).
- **Agility equipment** (e.g., 3-foot diameter pipe, ramp, jump, hurdles).
- **Signage** for rules, expectations, guidelines, suggestions, tips.
- **Maintenance** (regular waste bag replenishment, waste barrel pickup, cleaning, safety checks, ground cover and fence maintenance).
- **Lighting** (for safety and convenience, especially late fall through early spring).



WILMINGTON



Wilmington Dog Park

**All Dogs
13,500 ft²**

Sand surface - Tree shade - Benches
Agility items (hoop, large pipe, ramp, etc.)

However, NO water or trash containers.

**Small and young dogs
6,600 ft²**

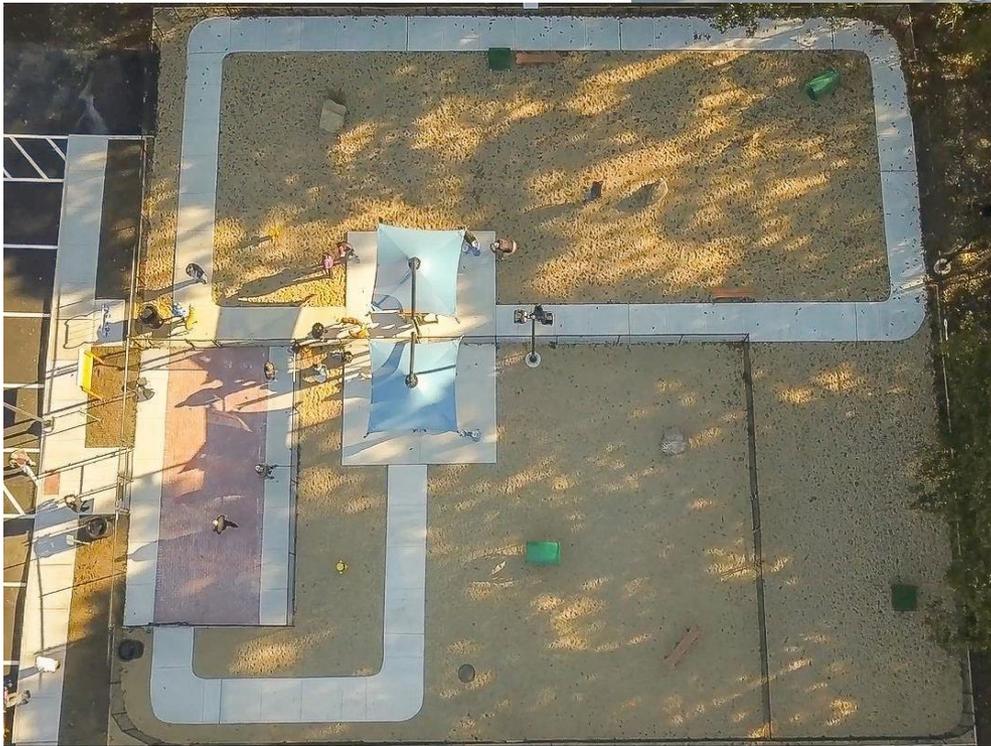
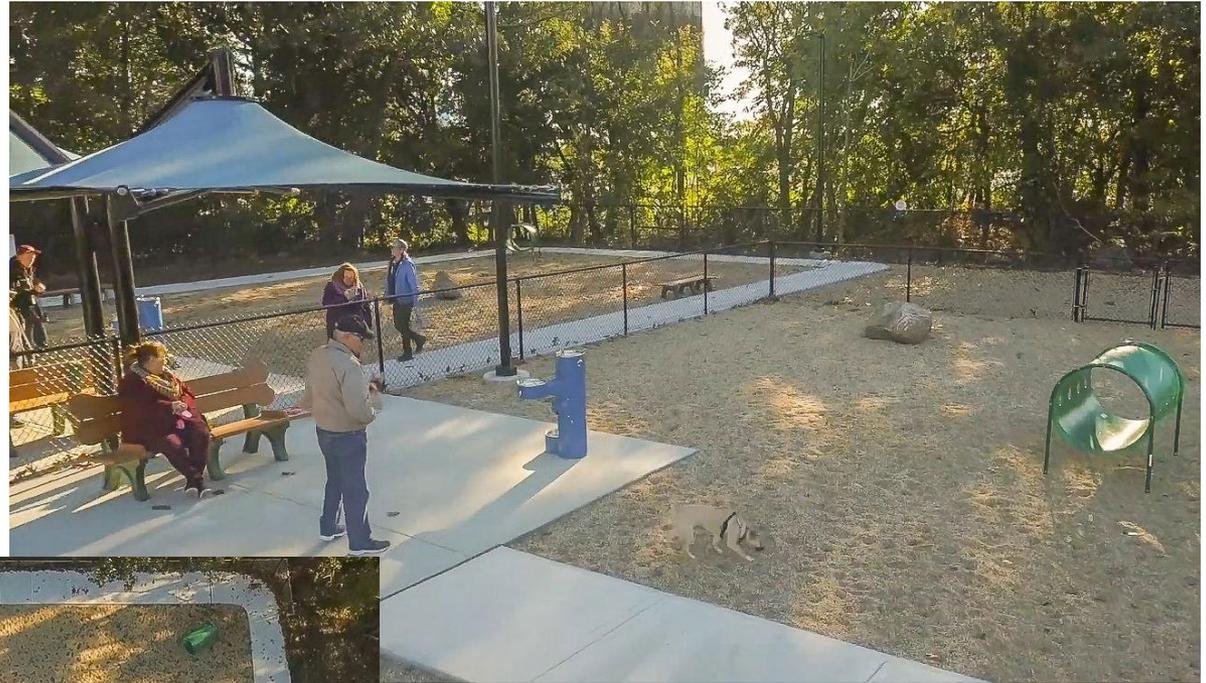


PEABODY



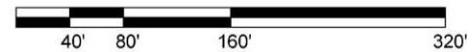


PEABODY



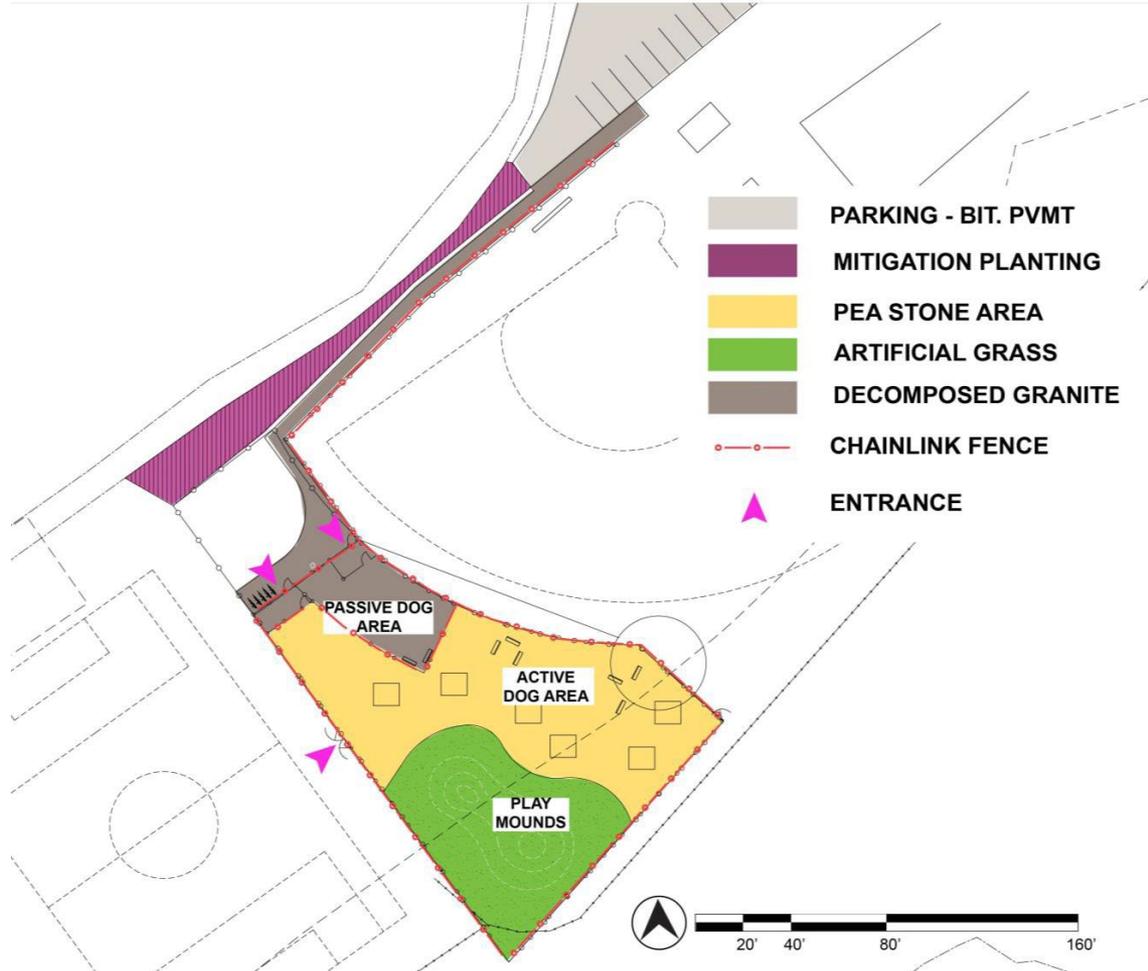


BURLINGTON



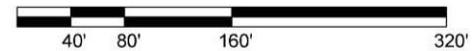


BURLINGTON





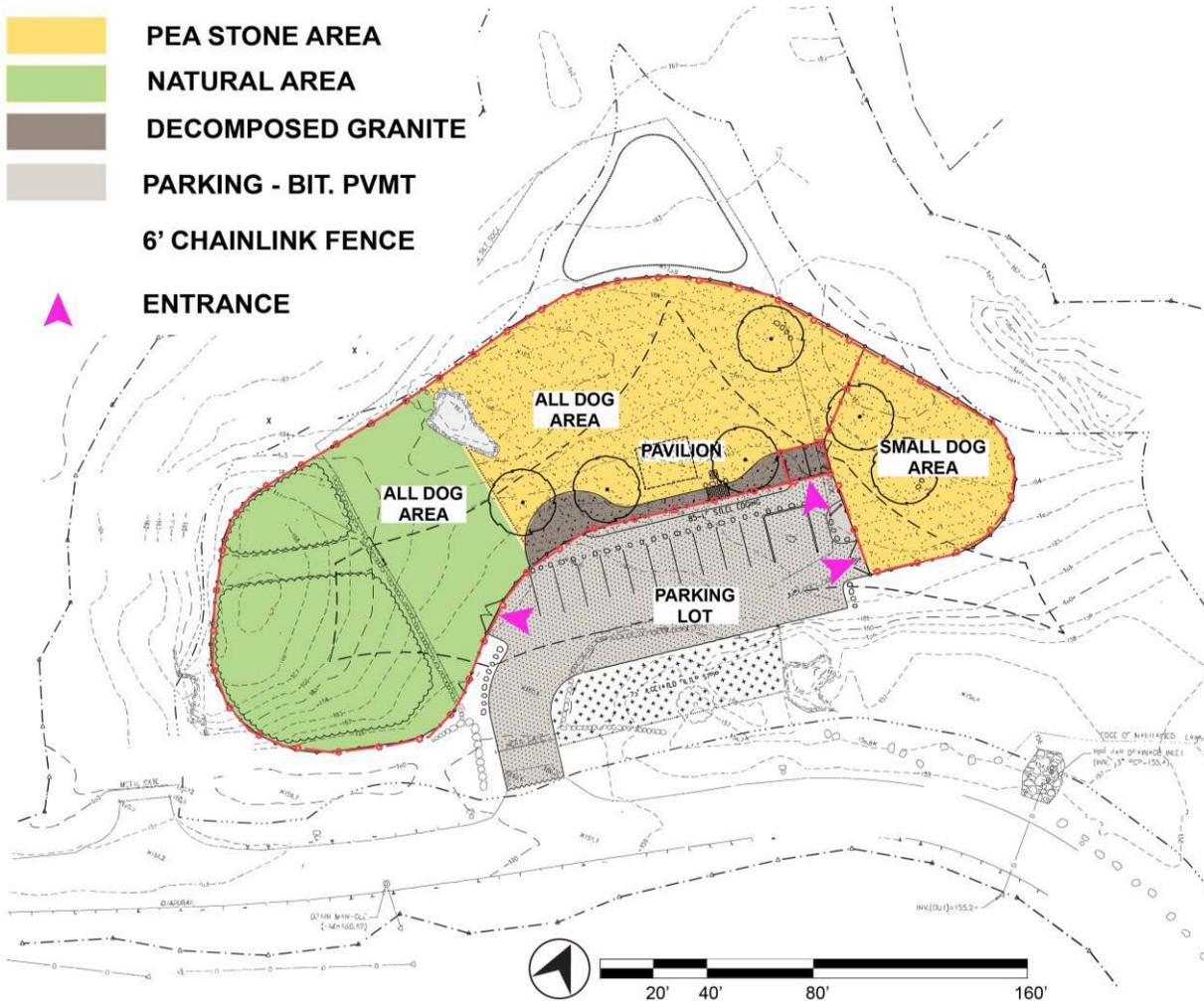
BILLERICA





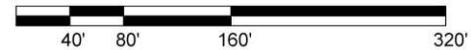
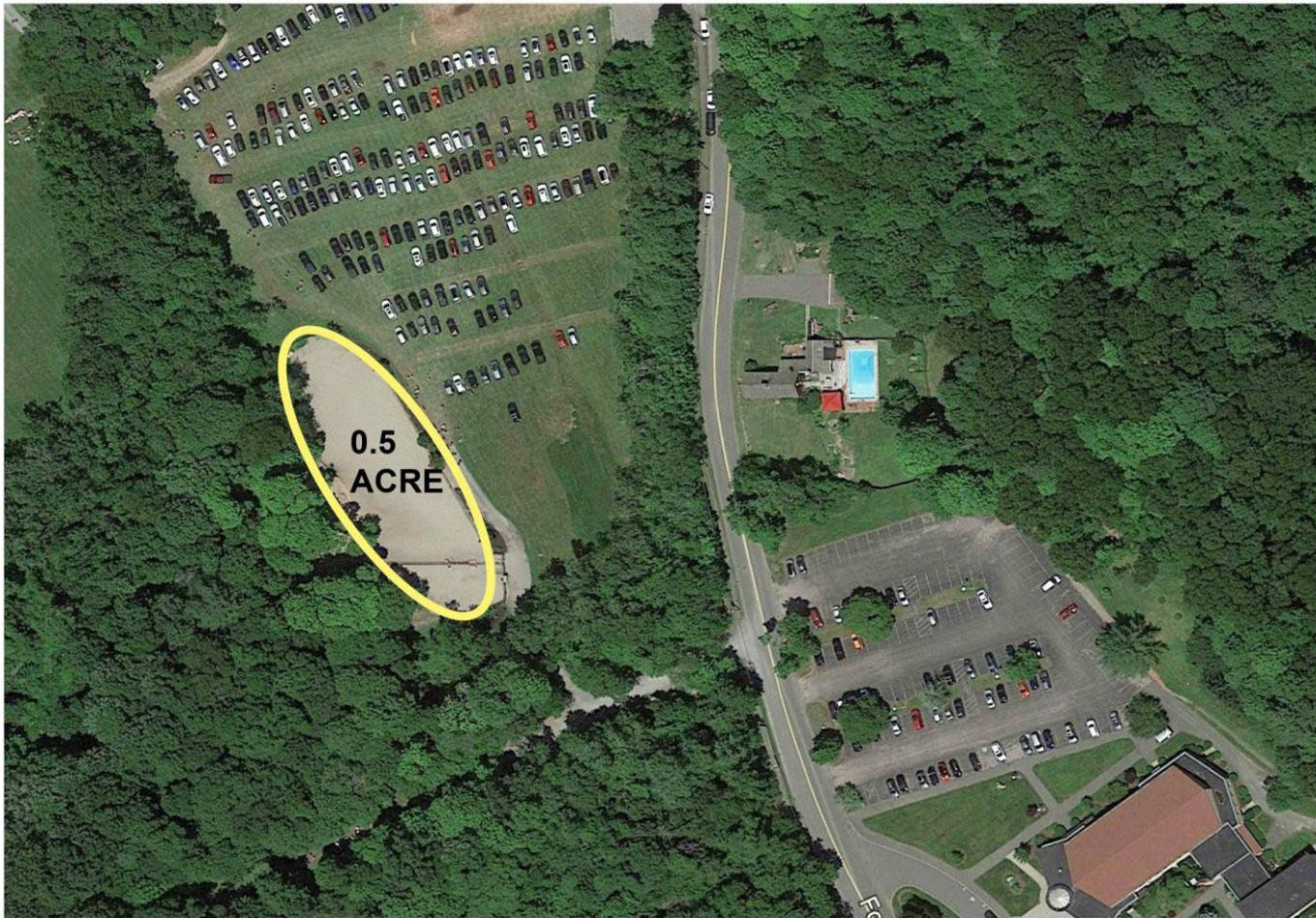
BILLERICA

- PEA STONE AREA
- NATURAL AREA
- DECOMPOSED GRANITE
- PARKING - BIT. PVMT
- 6' CHAINLINK FENCE
- ENTRANCE





DANVERS





DANVERS





Location Criteria

- **Sufficient size.** – “Too small” is unfair to dogs and unsafe for dogs and people.

Wilmington Dog Park, as a reference: 20,000 ft² total,
with an all-dog area of 13,500 ft² and a small dog area of 6,500 ft².

Wakefield Dog Park is 10,000 ft², and seems cramped and unsafe.

- **Safe to use** by owners and their dogs.
- **Safe access** for adults and the young, by car or foot.
- **Convenient access** by car or by foot.
- **Proximity** – As close as possible to the weighted population center of Reading.
(See map.)
- **Water line** access.
- **Parking** for 10-12 cars within a reasonable distance.



BIRCH MEADOW DRIVE





BIRCH MEADOW DRIVE

Considerable area (blue dashed line) lies above (north of) the 4,017 ft² area.

The 14,008 ft² area could extend farther to the left (west) (blue dashed line).





BIRCH MEADOW DRIVE





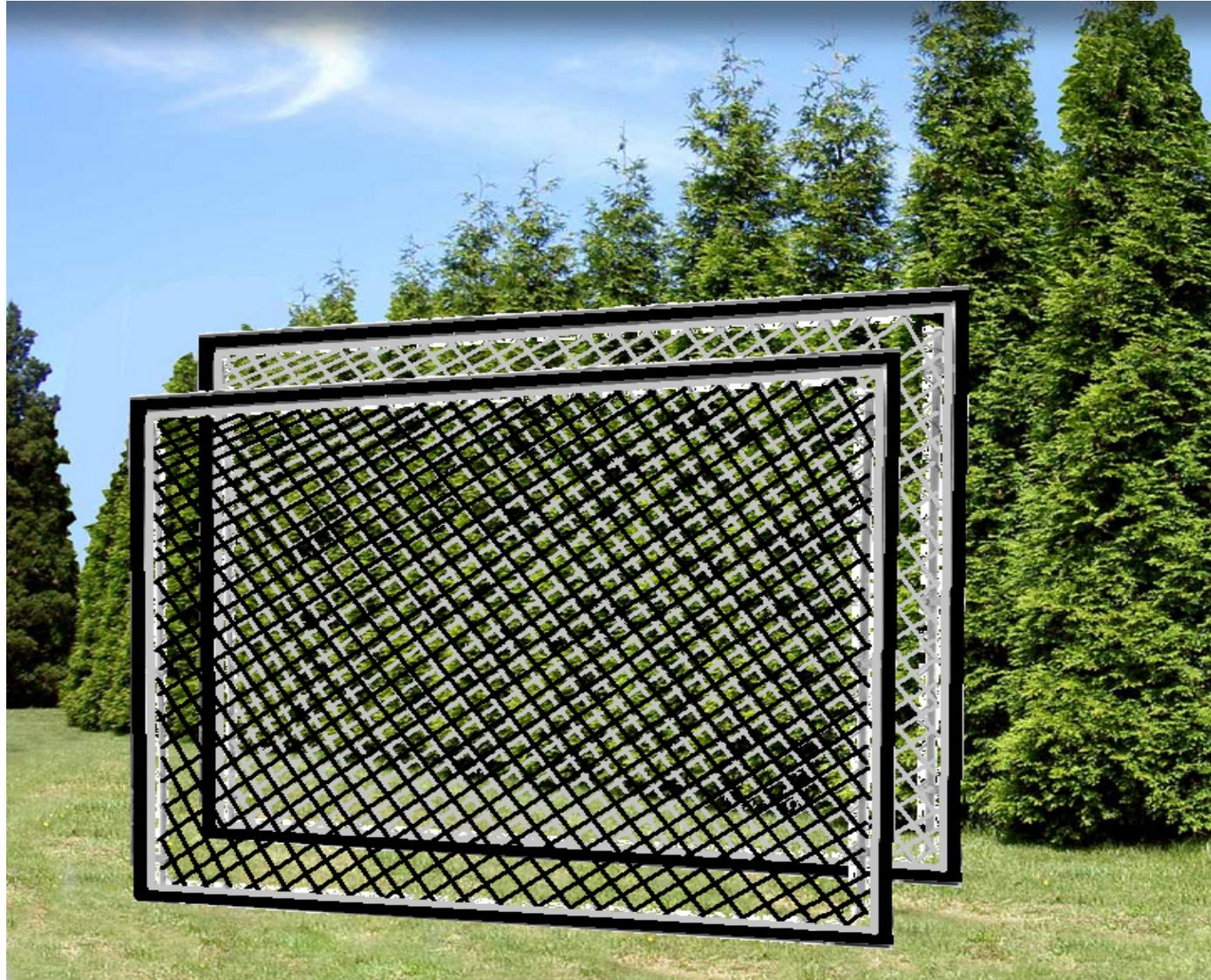
BIRCH MEADOW DRIVE

SEPARATING THE DOG PARK AND THE PLAYGROUND

DOUBLE FENCING,
so snouts and little
fingers never meet.

PLANTINGS, such
as arborvitae, to
reduce sound,
visibility and other
distractions between
dogs and kids.

SOLID BARRIER,
(*optional*), such as a
wooden fence, to
further reduce
sound and visibility.





Management and Support

- **Responsibility and general management:**
Reading Recreation Department?
- **Major maintenance:**
Reading Department of Public Works (DPW)?
- **Minor general maintenance and management (e.g., waste bag supply, safety and rules monitoring), coordination of activities (e.g., events, fall cleanup), signage, fundraising, etc.:**
“Friends of Reading Dog Park”?



Questions?



Reading Public

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
781-944-5810

TO: Reading School Committee
FROM: Dr. Thomas Milaschewski, Superintendent
Dr. Sarah Hardy, Assistant Superintendent
DATE: October 3, 2023
RE: 2023 MCAS District-Level Data Review

During the 10/5 School Committee meeting, we will present and discuss the enclosed 2023 MCAS Results presentation. As a district, we believe that MCAS data represents one piece of school performance. We utilize MCAS data at several levels – district, school, classroom, standard, and student - to build on areas of progress and respond to areas for growth relating to teaching and learning. During the presentation, we will identify positive trends in the data and speak to some of the factors that contributed to the forward movement. We will also discuss areas for growth/concern in the data and share our plans for improvement. The presentation appendix includes additional data and information that may be of interest to the committee. Over the next few weeks, each school principal will update their respective school community on MCAS performance through a presentation to the School Council, a presentation to the PTO, and a memo/presentation shared in the principal newsletter. In addition, each school will present their 2023-2024 School Improvement Plan (SIP) with their school communities in early November, and these SIPs will outline school specific goals and action plans to improve student academic performance.

Overall, as with any large-scale assessment, there are both areas to highlight and areas for growth within the 2023 RPS data. While we will discuss these positive trends and areas for growth/concern during the School Committee meeting, we wanted to highlight a few positive data points in this introductory memo since conversations around MCAS in many communities often focus solely on the areas for growth:

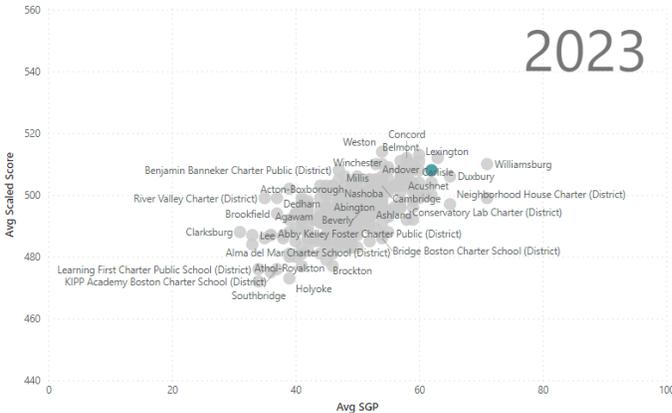
1. School Accountability Percentiles – The School Accountability Percentile is often viewed as the most summative measure of performance. In short, this metric includes achievement (60%), growth (20%), MLL progress towards English proficiency (10%) , and chronic absenteeism rates (10%) over the past two years (heavier weight for the most recent year). Each school is then ranked with other schools across the state. We are thrilled to share **6 of our 8 schools set school records in accountability percentile** (tracked back to first accountability percentiles published in 2012). The table below shows accountability percentile data from the last 10 years.

School Accountability Percentiles

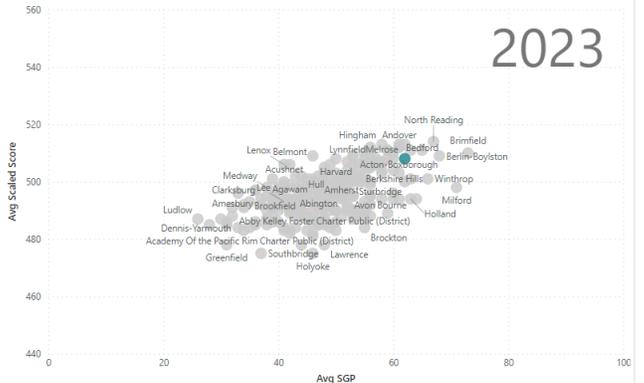
School	2012	2013	2014	2015	2016	2017*	2018	2019	2020*	2021*	2022	2023
Alice M Barrows	71	76	73	74	65	-	74	82	-	-	86	89
Birch Meadow	64	64	57	65	66	-	75	72	-	-	79	87
J Warren Killam	76	68	63	54	65	-	78	81	-	-	75	81
Joshua Eaton	75	69	52	66	67	-	81	86	-	-	91	92
Wood End	80	77	65	74	74	-	77	75	-	-	80	88
Arthur W Coolidge	88	85	76	78	78	-	91	92	-	-	94	90
Walter S Parker	89	82	75	82	85	-	77	67	-	-	72	62
Reading Memorial High School	73	74	70	71	77	76	52	62	-	-	82	85

2. Elementary ELA Performance – We know that last year was especially burdensome for our 3rd, 4th, and 5th grade teachers with the transition to ARC Core. We are thrilled to share that **our elementary schools scored the 4th highest growth in the state out of 307 total districts (calculated through Student Growth Percentile, or “SGP”). Furthermore, we were the only district in the entire state to have SGPs of over 61 at both the 4th and 5th grade level. Four out of five elementary schools scored school records in ELA SGP. In terms of advanced/proficiency rates in ELA, our 4th and 5th graders outperformed 92% of districts across the state.** The scattergram below shows our growth (X axis) and achievement (Y axis) compared to all other districts across the state (4th grade on left, 5th on right) and the table includes historical SGPs by school.

Scaled Score & SGP by District - ELA
(All Students)



Scaled Score & SGP by District - ELA
(All Students)



School	2018	2019	2021	2022	2023
Alice M Barrows	43.8	45.3	45.8	59.2	62.9
Birch Meadow	49.8	46.2	34.9	53.2	66.6
J Warren Killam	52.8	54.2	39.0	45.7	57.7
Joshua Eaton	60.7	57.2	51.6	59.2	58.8
Wood End	52.0	48.4	33.8	57.7	66.6

3. RMHS Math Performance – RMHS demonstrated the **highest math SGP in school history with an average SGP for all students of 64. The average SGP for students on IEPs, low-income students, and high needs students was all above 60. In addition, while there are still major achievement gaps to close and overall proficiency rates to increase, proficiency rates in math met or exceeded pre-pandemic levels overall and for students on IEPs, low-income students, and high needs students.** The table below includes historic proficiency rates and SGPs for various demographic groups.

Average SGP (Math)
64.0 +4.5 vs. previous year
+14 vs. state average

% Students Proficient (Math)
77% +7% vs. previous year
+27% vs. state average

Population	2019	2021	2022	2023	Population	2019	2021	2022	2023
All students	50.0	32.8	59.5	64.0	All students	75%	73%	70%	77%
IEP	43.2	38.0	55.8	64.8	IEP	21%	30%	23%	39%
Low Income	46.7	22.5	49.9	69.2	Low Income	38%	46%	51%	56%
High Needs	47.0	30.9	54.9	66.6	High Needs	30%	33%	36%	43%

While we are encouraged by the data points listed above, there are many areas that need improvement. Despite significant increases in SGP and school percentiles, student proficiency rates have not yet reached pre-pandemic levels in most grades/cohorts/content areas, as only 63% of students district-wide are meeting or exceeding expectations in ELA and 58% in math. Gaps in achievement still exist for several student demographic groups, including students with disabilities, low-income students,

Black/African American students, and Hispanic/Latino students. Also, Parker Middle School accountability percentile, SGPs, and proficiency rates are notably lower than our other schools, both this past year and in recent history. We are committed to addressing these specific areas for growth, and others, while continuing to raise the bar for academic excellence in our district.

We look forward to the conversation during the 10/5 School Committee meeting regarding this data and our continued efforts to improve student outcomes.



2023 MCAS District-Level Data Review

Spring 2023



Overview of Presentation

- 1.) Highlights
- 2.) Focus Areas
- 3.) Connecting MCAS Outcomes to the RPS District Strategic Plan
- 4.) Appendix



Highlights

- 1.) School Accountability Percentiles
- 2.) Student Growth Percentiles at Elementary Level
- 3.) RMHS Mathematics Results



Accountability percentile

An accountability percentile between 1 and 99 is reported for schools in MA. This number is an indication of the school's overall performance relative to other schools that administer similar assessments and is calculated using up to two years of data for all accountability indicators

Highlights

- 1.) School Accountability Percentiles
- 2.) Student Growth Percentiles at Elementary Level
- 3.) RMHS Mathematics Results



School Accountability Percentiles

Highlights

- 6 of our 8 schools scored the highest school accountability percentiles in school history*
- 7 of our 8 schools demonstrate school accountability percentiles above 80 (81, 85, 87, 88, 89, 90, 92)

*First accountability percentiles were published in 2012



School Accountability Percentiles

School	2012	2013	2014	2015	2016	2017*	2018	2019	2020+	2021+	2022	2023
Alice M Barrows	71	76	73	74	65	-	74	82	-	-	86	89
Birch Meadow	64	64	57	65	66	-	75	72	-	-	79	87
J Warren Killam	76	68	63	54	65	-	78	81	-	-	75	81
Joshua Eaton	75	69	52	66	67	-	81	86	-	-	91	92
Wood End	80	77	65	74	74	-	77	75	-	-	80	88
Arthur W Coolidge	88	85	76	78	78	-	91	92	-	-	94	90
Walter S Parker	89	82	75	82	85	-	77	67	-	-	72	62
Reading Memorial High School	73	74	70	71	77	76	52	62	-	-	82	85



Accountability Indicator Weightings for Non-High Schools

Indicator	Measures	Weighting (3:1)	
		With data for the EL Progress Indicator	Without data for the EL Progress Indicator
Achievement	<ul style="list-style-type: none">• ELA, math, and science achievement	60%	67.5%
Student growth	<ul style="list-style-type: none">• ELA and math SGP	20%	22.5%
Progress toward English proficiency	<ul style="list-style-type: none">• Progress made by students toward attaining English language proficiency	10%	--
Additional indicators	<ul style="list-style-type: none">• Chronic absenteeism	10%	10%



Accountability Indicator Weightings for High Schools

Indicator	Measures	Weighting (3:1)	
		With data for the EL Progress Indicator	Without data for the EL Progress Indicator
Achievement	<ul style="list-style-type: none">• ELA, math, and science achievement	40%	47.5%
Student growth	<ul style="list-style-type: none">• ELA and math SGP	20%	22.5%
High school completion	<ul style="list-style-type: none">• Four-year cohort graduation rate• Extended engagement rate• Annual dropout rate	20%	20%
Progress toward English proficiency	<ul style="list-style-type: none">• Progress made by students toward attaining English language proficiency	10%	--
Additional indicators	<ul style="list-style-type: none">• Chronic absenteeism• Advanced coursework completion	10%	10%



Factors Contributing to RPS School Accountability Percentiles

Building coherent instructional systems through investment in leadership support and professional development in 2022-23

- Building leaders participated in 18 hours of training with a highly regarded organization focused on building-based instructional leadership teams
- Individual coaching for each building leader from external coach around implementation of school improvement plans and goals

Building coherent instructional systems through investment in staff with professional development aligned to the strategic plan and important initiatives in 2022-23

- Coordination of district and building PD focused on fostering student sense of belonging and increasing the rigorous instruction
- Professional learning to support strategic plan initiatives:
 - Content-based PD in ELA and Math for elementary staff; with Job-Embedded PD in ELA
 - School-wide PD at RMHS focused on supporting ALL learners
 - Increased teacher feedback from department heads at RMHS
 - PD on In-Service days connected to Strategic Initiatives
 - Addition of mentoring for teachers in Year 2



Factors Contributing to RPS School Accountability Percentiles

Creation of Systems and Structures to Support Objectives of Strategic Plan

- Establishment of an Instructional Leadership Team at each school to review school-based data, support strong instructional practices and promote impactful teacher collaboration
- Addition of Program Leads to increase vertical alignment of special education programs based on recommendations from Special Education Program Reviews
- Improved practices in special education evaluation and identification leading to literacy instruction that is targeted for the student and towards the specific skill deficit
- Improved support for principals as instructional leaders through regular Learning and Teaching meetings, increased support from curriculum coordinators in classroom walkthroughs and curriculum implementation



Highlights

- 1.) School Accountability Percentiles
- 2.) Student Growth Percentiles at Elementary Level
- 3.) RMHS Mathematics Results

Student growth percentile (SGP)

Student Growth Percentiles (SGPs) provide a measure of the degree to which a student's achievement has changed from the prior year(s) to the current year, in comparison to other students in the same grade who performed similarly in the past. SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. An SGP greater than 50 indicates that the student's growth was greater than the majority of their comparable peers.



Highlights of Student Growth Percentiles at Elementary Level

- Only district in the state with both Grade 4 and 5 SGPs in ELA above 61st percentile, 4th in state overall for elementary ELA SGP
- 4 out of 5 elementary schools set records in ELA average SGPs *
- All elementary schools scored average SGPs above the 50th percentile in both ELA and Math

*First accountability percentiles were published in 2012

Student Growth Percentiles at Elementary Level Over Time



Average SGP (ELA)

62.1 ^{+7.5} vs. previous year
^{+12.6} vs. state average

Average SGP (Math)

56.7 ^{+3.1} vs. previous year
^{+6.7} vs. state average

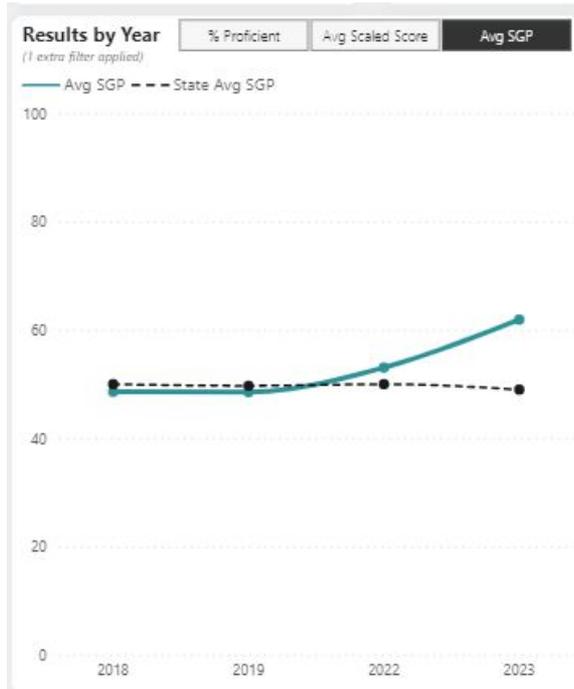
School	2018	2019	2021	2022	2023
Alice M Barrows	43.8	45.3	45.8	59.2	62.9
Birch Meadow	49.8	46.2	34.9	53.2	66.6
J Warren Killam	52.8	54.2	39.0	45.7	57.7
Joshua Eaton	60.7	57.2	51.6	59.2	58.8
Wood End	52.0	48.4	33.8	57.7	66.6

School	2018	2019	2021	2022	2023
Alice M Barrows	48.2	60.6	40.5	51.6	56.4
Birch Meadow	45.5	45.5	37.8	64.2	66.0
J Warren Killam	53.3	58.6	48.4	50.3	52.2
Joshua Eaton	58.3	57.7	40.4	52.2	50.5
Wood End	49.5	54.5	54.5	49.7	61.1

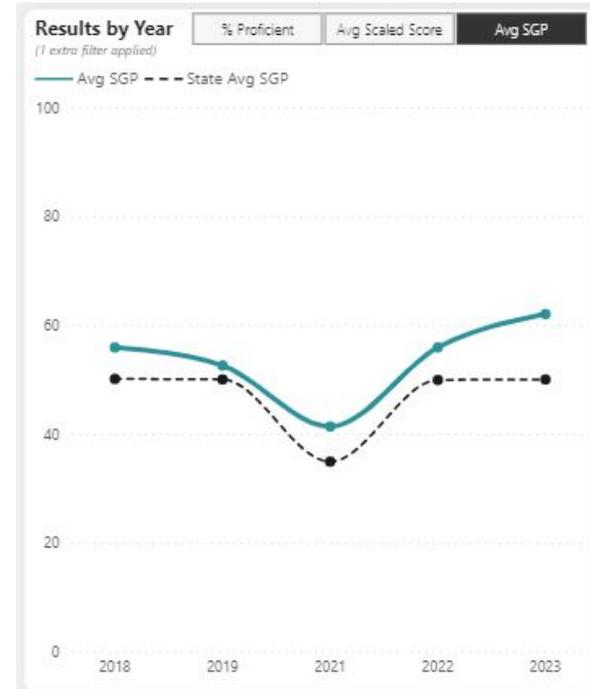


Reading vs. State SGP in ELA - Spring 2023

Grades 4



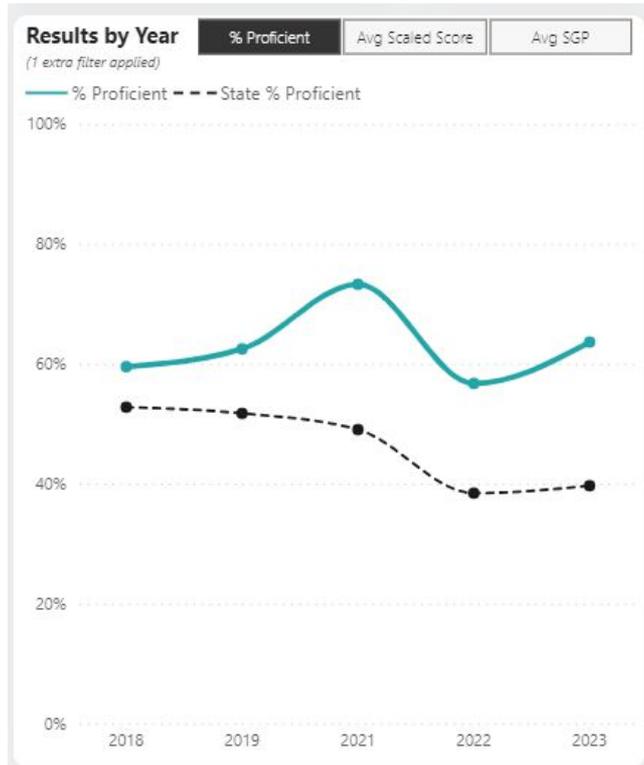
Grade 5



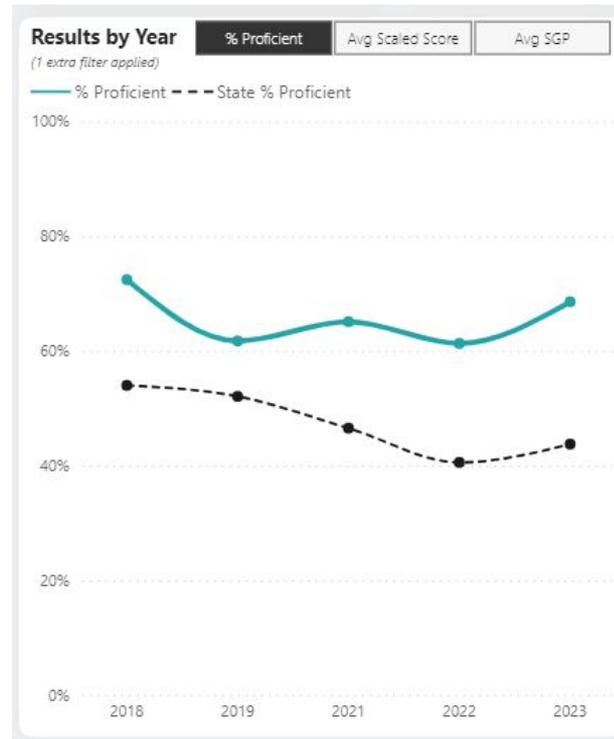
Reading vs. State % Proficient in ELA Spring 2023



Grades 4



Grade 5



% Proficient

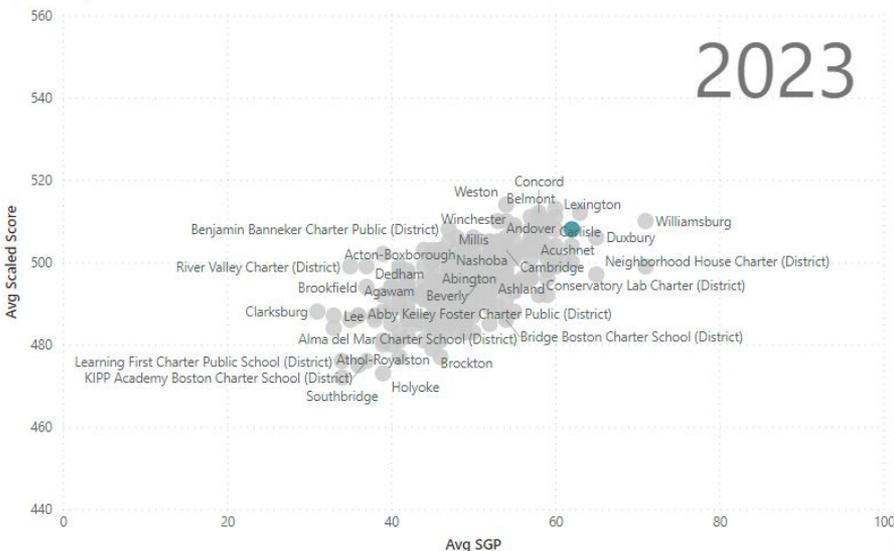
Proficiency on the MCAS exams is defined by an achievement level of *Met Expectations* or *Exceeded Expectations*, corresponding to a scaled score of 500 or higher.



Reading SGP & scaled scores in statewide context - Spring 2023

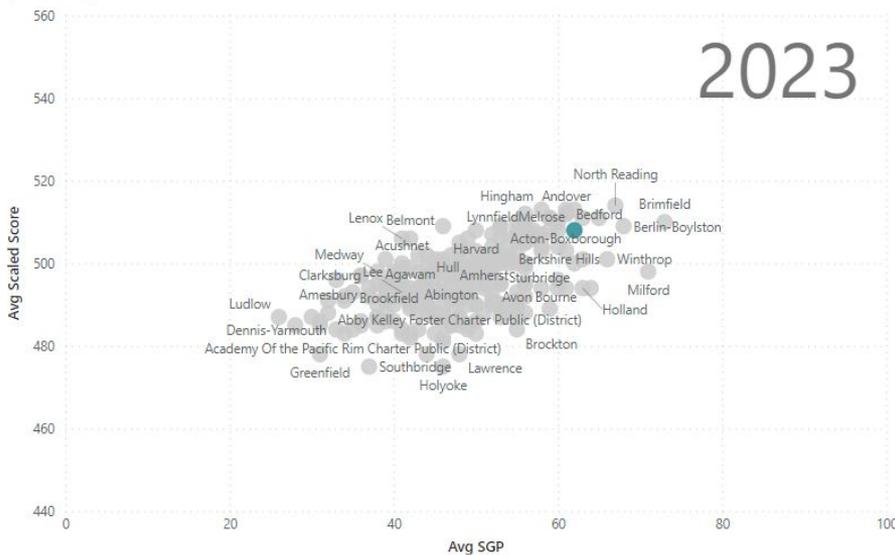
Grade 4

Scaled Score & SGP by District - ELA
(All Students)



Grade 5

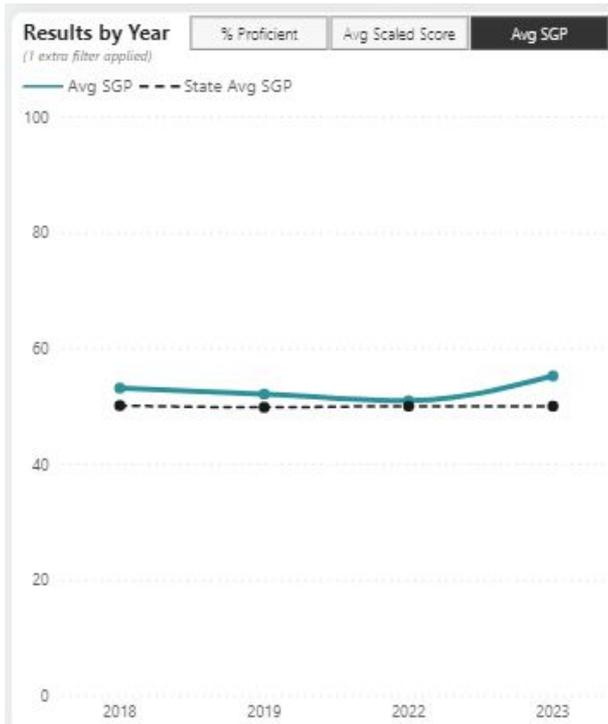
Scaled Score & SGP by District - ELA
(All Students)



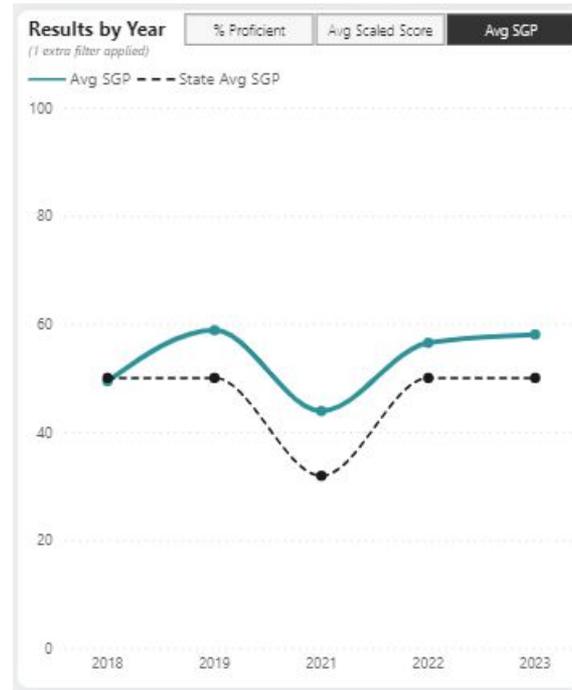


Reading vs. State SGP in Math - Spring 2023

Grade 4



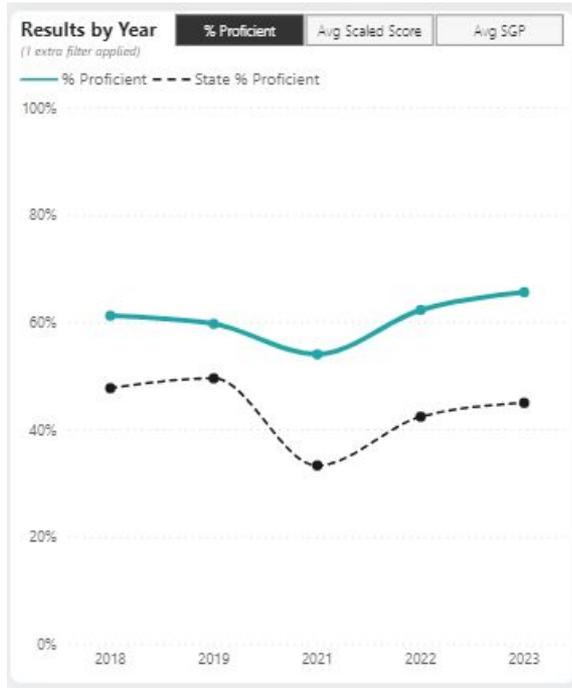
Grade 5



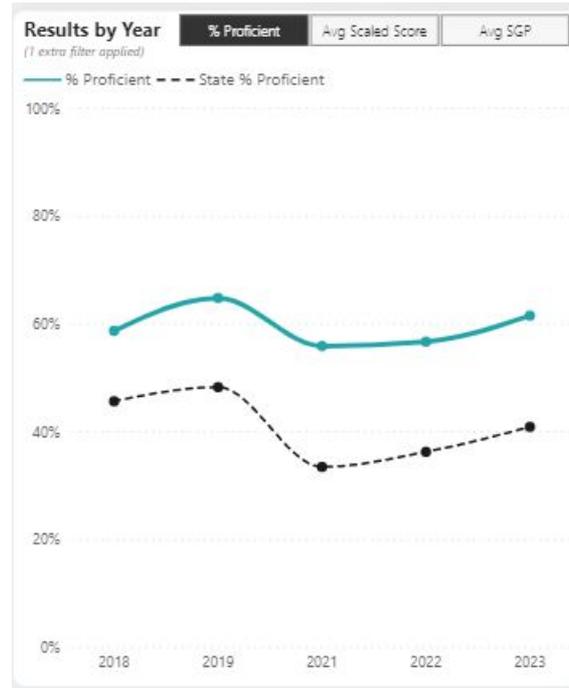


Reading vs. State % Proficient Math - Spring 2023

Grade 4



Grade 5

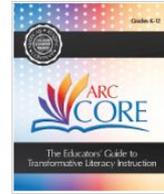




Factors Contributing to Student Growth Percentiles at Elementary Level

Implementation of High-Quality, Research-Based Curriculum

- New ELA curriculum, ARC Core, in Grades 3-5, which is knowledge-building and science of reading aligned, and includes an ongoing formative assessment tool (IRLA) to pinpoint strengths and gaps in skills for each student
- Year 2 of implementation of Illustrative Math in Grades 3-5



2017
ARC (American Reading Company)
Core

PUBLISHER
American Reading Company

SUBJECT	GRADES	REPORT RELEASE
ELA	K-12	9/17/2018

ALIGNMENT ⓘ

Meets Expectations

USABILITY ⓘ

Meets Expectations

Factors Contributing to Student Growth Percentiles at Elementary Level



Robust Professional Development for Elem. Teachers and Leaders

- 10 days of instructional coaching per school for Grades 3-5 teachers to support ARC Core implementation
- 10 days of professional development for elementary building leaders in supporting ARC Core implementation
- Math learning labs for all teachers in Grade 3-5

Leveraging Systems and Structures

- ARC Core and IM Implementation Teams met regularly to create communication loops about successes and challenges to support and improve implementation



Highlights

- 1.) School Accountability Percentiles
- 2.) Student Growth Percentiles at Elementary Level
- 3.) **RMHS Mathematics Results**



Highlights of RMHS Mathematics Results

- Highest math average SGP in school history with an average SGP for all students of 64
- Average SGP for students on IEP/504 plans, low-income students and high needs students was all above 60
- Proficiency rates in math met or exceed pre-pandemic levels overall and for students on IEP/504 plans, low-income students and high needs students



RMHS Mathematics Results

Average SGP (Math)

64.0 +4.5 vs. previous year
+14 vs. state average

% Students Proficient (Math)

77% +7% vs. previous year
+27% vs. state average

Population	2019	2021	2022	2023
All students	50.0	32.8	59.5	64.0
IEP	43.2	38.0	55.8	64.8
Low Income	46.7	22.5	49.9	69.2
High Needs	47.0	30.9	54.9	66.6

Population	2019	2021	2022	2023
All students	75%	73%	70%	77%
IEP	21%	30%	23%	39%
Low Income	38%	46%	51%	56%
High Needs	30%	33%	36%	43%



Factors Contributing to RMHS Math Results

Implementation of High-Quality, Research-Based Curriculum

- New math curriculum, enVision, implemented in Algebra I in 2020-21; Geometry and Algebra II in 2021-22
- Professional development for math teachers during implementation years

Leveraging Systems and Structures

- Careful planning of class sizes for Algebra I based on needs of students in classes
- Scheduling math teachers to teach the same course for multiple years, allowing teachers to capitalize on prior experience and build in more opportunities for differentiation
- Use of department meeting time to fine tune use of standards-based instruction
- One-to-one support and tutoring for students offered through RMHS Math Lab and Academic Support Center



2018
enVision A/G/A

PUBLISHER

Savvas Learning Company f/k/a Pearson

SUBJECT

Math

GRADES

HS

REPORT RELEASE

10/24/2018

ALIGNMENT ⓘ

Meets Expectations

USABILITY ⓘ

Meets Expectations



Focus Areas

- 1.) Overall MCAS Achievement and Performance
- 2.) Achievement Gap
- 3.) Parker Middle School Results



Focus Areas

- 1.) Overall MCAS Achievement and Performance
- 2.) Achievement Gap
- 3.) Parker Middle School Results



Overall MCAS Achievement and Performance

Important Points

- Overall, only 63% of students district-wide are meeting or exceeding expectations in ELA
- Overall, only 58% of students district-wide are meeting or exceeding expectations in math
- Despite significant increases in SGP and school percentiles, percent proficiency has not yet reached pre-pandemic levels in most levels/content areas
- Overall achievement and proficiency levels remain in middle/lower end of FinCom comparable communities



% Proficient by Level

Math % Proficient by Level

Level	2018	2019	2021	2022	2023
Elementary	61%	63%	55%	58%	60%
Middle School	67%	66%	45%	59%	52%
High School		75%	73%	70%	77%

ELA % Proficient by Level

Level	2018	2019	2021	2022	2023
Elementary	66%	66%	69%	60%	61%
Middle School	71%	70%	62%	64%	62%
High School		71%	85%	79%	77%



Reading ranks among Reading Finance Committee 24 comparable districts for SGP and Scaled Score

	ELA scaled score	ELA SGP	Math scaled score	Math SGP
Elementary	9	2	15	8
Middle School	11	20	16	23
High School	11	12	10	4

FinCom 24 comparable districts: Andover, Bedford, Belmont, Burlington, Canton, Danvers, Dedham, Lynnfield, Mansfield, Marshfield, Milton, Natick, North Andover, North Reading, Reading, Shrewsbury, Stoneham, Tewksbury, Wakefield, Walpole, Westborough, Westford, Wilmington, Winchester

**See Appendix for Per Pupil Spending between Finance Committee Comparable Districts*



Next Steps to address MCAS Achievement

The RPS 2023-2026 Strategic Plan contain strategic objectives aimed at improving achievement and growth for ALL students. The following areas are aligned with important initiatives in the plan.

Professional Learning that is coherent, differentiated and supports the use of high-quality curriculum

- In the 2023-24 school year, all building leadership teams created professional development plans to support, important school and district goals.
- The 2023-24 district wide, professional development plan, addresses content-based professional learning for all staff, as well as opportunities for staff to choose professional learning based upon their individual needs.
- K-8 math teachers have access to job-embedded professional learning from two K-8 Math Coaches to support math instructional practices
- All staff have access to job-embedded professional learning through the MLL coordinator, special education literacy coach, and inclusion specialist
- Professional development in early literacy and middle school literacy offered to K-8 staff during contractual hours
- Continued professional learning opportunities for all building leaders through individual coaching or professional learning communities to support implementation of instructionally-related SIP goals



Next Steps to address MCAS Achievement

Improved Systems and Structures

- Curriculum review processes are underway for middle school literacy, secondary science
- Twice monthly district leadership teams meetings will focus on reviewing district and student data on a regular cycle to monitor for progress towards district and school goals
- Restructure of evaluation for principals to increase support, feedback, and monitoring of school-based goals
- Create and implement routines for sharing information families about student progress



Focus Areas

- 1.) Overall MCAS Achievement and Performance
- 2.) Achievement Gap
- 3.) Parker Middle School Results



What do we mean by gap-closing?

- In this example, every group of students improves over the course of several years.
- Importantly, the gap between each of the groups narrows as well.
- You will need data disaggregated by student group to assess gap-closing



SGP and Achievement by Group at Elementary Level



Important Points

- Math and ELA growth exceeds 50th percentile overall and for students with disabilities, low-income students, Black/African American students, Asian students and Hispanic/Latino students
- District-wide Elementary SGP record set for low-income students, Black/African American students and Hispanic/Latino students in recent history in both ELA and Math
- Increased achievement in ELA for Black/African American students narrowed achievement gap
- **Gaps in performance still exist for several student demographic groups, including students with disabilities, low-income students, Black/African American students and Hispanic/Latino**



Elementary SGP By Group

Average SGP, ELA

Population	2018	2019	2021	2022	2023
All students	52.3	50.4	41.4	54.5	62.1
IEP	40.7	43.0	31.0	51.0	50.3
Low Income	41.8	43.3	38.6	46.4	50.3
High Needs	42.3	44.6	36.2	50.1	52.0
Black/Afr Amer	47.5	46.3	28.5	33.4	55.8
Asian	55.3	62.2	53.0	58.8	58.4
Hispanic/Latino	48.7	53.5	30.0	43.7	63.6

Average SGP, Math

Population	2018	2019	2021	2022	2023
All students	51.3	55.2	43.9	53.4	56.7
IEP	47.2	47.9	42.1	49.5	52.4
Low Income	45.4	47.8	26.4	47.2	53.2
High Needs	45.2	49.0	40.8	49.6	54.1
Black/Afr Amer	51.8	49.2	21.7	42.4	58.9
Asian	53.3	61.2	55.8	63.4	57.8
Hispanic/Latino	55.0	53.0	27.8	57.5	57.7



Elementary Achievement By Group

% Students Proficient, ELA

Population	2018	2019	2021	2022	2023
All students	66%	66%	68%	60%	61%
IEP	25%	26%	32%	27%	20%
Low Income	43%	43%	45%	38%	35%
High Needs	33%	34%	40%	33%	27%
Black/Afr Amer	35%	23%	25%	21%	37%
Asian	74%	76%	78%	75%	75%
Hispanic/Latino	42%	48%	47%	49%	46%

% Students Proficient, Math

Population	2018	2019	2021	2022	2023
All students	61%	63%	55%	57%	60%
IEP	19%	22%	20%	20%	21%
Low Income	33%	33%	18%	28%	32%
High Needs	26%	29%	26%	26%	28%
Black/Afr Amer	19%	26%	24%	13%	17%
Asian	82%	79%	63%	75%	80%
Hispanic/Latino	47%	57%	26%	38%	44%



SGP and Achievement by Group at Middle School Level

Important Points

- ELA growth exceeds 50th percentile for Black/African American and Asian students
- Math growth exceeds 50th percentile for Asian students
- Increased achievement in ELA for Hispanic/Latino students narrowed achievement gap
- **Gaps in performance still exist for several student demographic groups, including high need students, students with disabilities, low-income students, Black/African American students and Hispanic/Latino**



Middle School SGP By Group

Average SGP, ELA

Population	2018	2019	2021	2022	2023
All students	59.0	54.9	42.1	57.9	48.9
IEP	52.6	55.6	36.9	55.4	47.5
Low Income	59.4	49.0	40.3	54.1	44.1
High Needs	56.5	53.4	37.8	53.6	47.2
Black/Afr Amer	52.1	53.5	44.7	52.7	51.1
Multiple races	64.2	69.5	43.1	52.6	46.5
Asian	67.0	51.4	54.4	56.1	55.9
Hispanic/Latino	69.9	49.8	39.4	45.6	48.3

Average SGP, Math

Population	2018	2019	2021	2022	2023
All students	61.0	53.5	28.4	57.5	43.2
IEP	59.9	49.8	27.5	56.0	43.8
Low Income	56.9	51.0	26.3	51.8	39.1
High Needs	58.8	51.4	26.5	55.9	43.6
Black/Afr Amer	56.8	55.1	25.9	55.1	35.0
Multiple races	62.0	56.3	28.6	60.2	45.3
Asian	61.6	58.9	36.8	66.5	51.4
Hispanic/Latino	58.6	61.5	17.1	56.1	40.3



Middle School Achievement By Group

% Students Proficient, ELA

Population	2018	2019	2021	2022	2023
All students	71%	70%	62%	63%	62%
IEP	27%	32%	23%	25%	24%
Low Income	50%	39%	32%	35%	34%
High Needs	39%	37%	28%	29%	30%
Black/Afr Amer	46%	30%	40%	21%	18%
Multiple races	76%	77%	65%	81%	67%
Asian	83%	81%	88%	73%	74%
Hispanic/Latino	54%	45%	36%	42%	52%

% Students Proficient, Math

Population	2018	2019	2021	2022	2023
All students	67%	65%	45%	59%	52%
IEP	21%	21%	11%	21%	19%
Low Income	41%	35%	14%	29%	20%
High Needs	31%	29%	12%	25%	22%
Black/Afr Amer	33%	26%	20%	16%	7%
Multiple races	67%	70%	53%	59%	60%
Asian	80%	83%	69%	59%	60%
Hispanic/Latino	46%	48%	20%	46%	24%



SGP and Achievement by Group at RMHS

Highlights

- Math growth for overall and for students with disabilities, low income students and high needs students all at or above 64th percentile
- Increased achievement in Math for students with disabilities narrowed achievement gap
- **Gaps in performance still exist for several student demographic groups, including students with disabilities, low-income students, and high needs students**



High School SGP By Group

Average SGP, ELA

Population	2019	2021	2022	2023
All students	46.7	52.6	53.8	52.5
IEP	39.1	52.8	55.5	50.6
Low Income	38.9	43.7	54.8	37.5
High Needs	39.6	48.4	55.1	45.9

Average SGP, Math

Population	2019	2021	2022	2023
All students	50.0	32.8	59.5	64.0
IEP	43.2	38.0	55.8	64.8
Low Income	46.7	22.5	49.9	69.2
High Needs	47.0	30.9	54.9	66.6



High School Achievement By Group

% Students Proficient, ELA

Population	2019	2021	2022	2023
All students	70%	85%	79%	77%
IEP	26%	45%	52%	48%
Low Income	36%	67%	62%	40%
High Needs	33%	49%	56%	46%

% Students Proficient, Math

Population	2019	2021	2022	2023
All students	75%	73%	70%	77%
IEP	21%	30%	23%	39%
Low Income	38%	46%	51%	56%
High Needs	30%	33%	36%	43%



Next Steps for Addressing Achievement Gap

The RPS 2023-2026 Strategic Plan contain strategic objectives aimed at improving achievement and growth for ALL students. The following areas are aligned with important initiatives in the plan.

Tier 1: High-Quality instruction supported by robust professional learning for staff

- Adoption of ARC Core curriculum, which establishes high academic expectations for all students with equitable access to grade-level instruction and materials and embeds support for students with disabilities and MLL students
- Professional development series during the 2023-24 school year for middle school and high school paraprofessionals in the use and data collection of student accommodations
- Math Pathway Advisory Committee is reviewing current pathway for students with the goal of increasing equity and access to rigorous math courses and a range of options for all students
- Job-Embedded Professional Learning for staff via the new Inclusion Specialist and Special Education Reading Coach

Conditions for Student Success

- Curriculum Review in underway to examine social-emotional learning curriculum and approaches to supporting social-emotional needs of students, aimed at increasing the sense of belonging for all students, especially students in groups that may be at risk for lower sense of belonging
- Partnering with experts in the field to provide additional resources and supports around sense of belonging and inclusive practices
- Partnering with the Reading Coalition to analyze Youth Risk Behavior Survey data and create actionable steps to increase student safety and sense of belonging



Next Steps for Addressing Achievement Gap

Data Analysis and Planning

- Develop a central location for storing key student-level data (academic, social-emotional, discipline, attendance, student demographics) that enables flow in from various sources and organizes data for easy access and analysis by district and school leaders
- Facilitate bi-weekly district data team (comprised of central office leadership, directors, and coordinators) that analyzes district and school data (academic, social-emotional, discipline, attendance) and develops district and school level interventions/supports
- Facilitate bi-weekly District Leadership Team (comprised of central office leadership, directors, coordinator, principals, and team chairs) meetings that center around data analysis and action planning
- Calibrate central office leaders on the process for collaborating and progress monitoring of activities and goals outlined in action plans (data cycles)
- Create structure for school leader/central office collaboration and progress monitoring of school-level activities and goals outlined in action plans (data cycles)
- Begin a process of developing a system to capture research and promising practice with the goal of institutionalizing district, school, and classroom-level action plans, interventions, and supports

Targeted support for students

- After school language tutoring offered to MLL students
- After school tutoring offered to students experiencing homelessness
- Addition of a METCO Coordinator to the high school and a METCO Coordinator/School Adjustment Counselor at the middle school level with a focus on academic success for Boston Resident Students



Focus Areas

- 1.) Overall MCAS Achievement and Performance
- 2.) Achievement Gap
- 3.) Parker Middle School Results



Parker Middle School Results

Important Points

- Parker School Accountability Percentile at 62, with all other schools above 80
- Lower SGPs and proficiency rates than other schools
- Downward trend in student outcome data



Parker Middle School SGP and % Proficient

ELA SGP

School	2018	2019	2021	2022	2023
Walter S Parker	51.9	47.8	40.2	50.2	42.5

Math SGP

School	2018	2019	2021	2022	2023
Walter S Parker	57.5	47.0	25.6	51.5	35.9

ELA % Proficient

School	2018	2019	2021	2022	2023
Walter S Parker	67%	65%	59%	58%	53%

Math % Proficient

School	2018	2019	2021	2022	2023
Walter S Parker	62%	60%	42%	52%	43%



Next Steps for Parker Middle School

High level overview - specific plans will be outlined in Parker School Improvement Plan

Systems for Instructional Improvement





School-Wide Professional Development

Professional learning will engage educators in collaborative professional development, data-driven assessment practices, and leadership initiatives to foster inclusive, high-quality instruction, promote a positive learning environment, and enhance student outcomes. For example:

- The Parker leadership team will work with Lynch Leadership Academy for middle school leadership development including building and improving systems for instructional improvement and teacher coaching, systems for data-driven decision making, and leading effective teams for instructional improvement
- Parker educators will participate in teacher-led professional learning communities to enhance their assessment practices and develop universally designed, high-quality lessons aimed at helping all students meet grade-level standards



Quality of Instructional Materials and Curriculum

A building-wide focus on the use of quality instructional materials and curriculum will support the learning of all students. This will include improving implementation of existing math high-quality programs that are in place. In addition, supports will be extended to literacy to align instruction with the depth and breadth of grade level standards. For example:

- Math coaches will support use of high quality curricular materials in grades 6-8 through professional development and individual coaching
- Teachers participating on the literacy leadership team will take part in a 30 hour training in adolescent literacy instruction

Observation; Feedback; Coaching

Support for staff will be provided through observations, feedback and coaching aimed at promoting teacher self-reflection and building capacity for continuous improvement. For example:

- Job-Embedded professional learning will be offered to staff through the K-8 Math Coaches, MLL Coordinator, Inclusion Specialist, and Special Education Literacy Coach
- Staff goals for educator evaluation will focus on quantitative data using MCAS to identify areas in need of growth and iReady as a tool to inform instruction.



Instructional Leadership Team

The ILT will support the building leadership team in monitoring student progress through looking at student work and analyzing student data from formative and summative assessments to inform Tier One instruction and interventions. For example:

- Participate in DESE SEB Academy - three year process to conduct a needs assessment of our social, emotional, behavioral supports
- Streamlining communication systems with teams of teachers and with families

Common Planning Time; Cohort Teams; Content Teams; Grade Level Teams

Common Planning Time will focus on curriculum, instruction, and assessment to support teachers in creating engaging lessons aligned to the standards which set high expectations for grade-level work by all students. For example:

- Revamp Parker common planning time to ensure staff are meeting on a regular basis with grade level teams and content teams and to provide time for administrators to meet with content teams to focus on curriculum, instruction, and assessment once a six-day cycle
- Created a shift in Team Time practices to focus on intervention and enrichment/extension



Connecting MCAS Outcomes to the RPS District Strategic Plan



Improvement efforts and next steps outlined in this presentation align with the RPS Strategic Plan, its objectives and the following key initiatives.

Strategic Objective 1

- Build a shared understanding about sense of belonging and identify common indicators to measure progress
- Build valid data collection systems and analysis procedures
- Build coherence within METCO Program
- Build coherence in MLL Programming

Strategic Objective 2

- Enact Special Education Multi-Year Improvement Plan
- Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)
- Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families
- Design a high-quality system of professional learning for RPS

Strategic Objective 4

- Strengthen family/school partnerships
- Strengthen equitable family engagement: supports and connections for Multilingual Learners, Black and Brown, and Economically Disadvantaged Students and Families

RPS 2023-2026 Strategic Plan

Strategic Objective 1:

Supportive, Equitable, and Safe Learning Environment

Strategic Objective 2:

Coherent Instructional Systems

Strategic Objective 3:

School Operations

Strategic Objective 4:

Family and Community Engagement

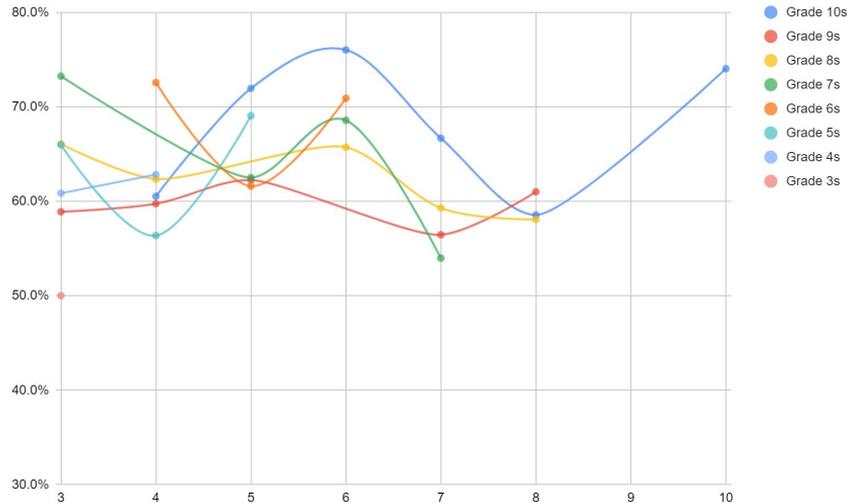


Appendix

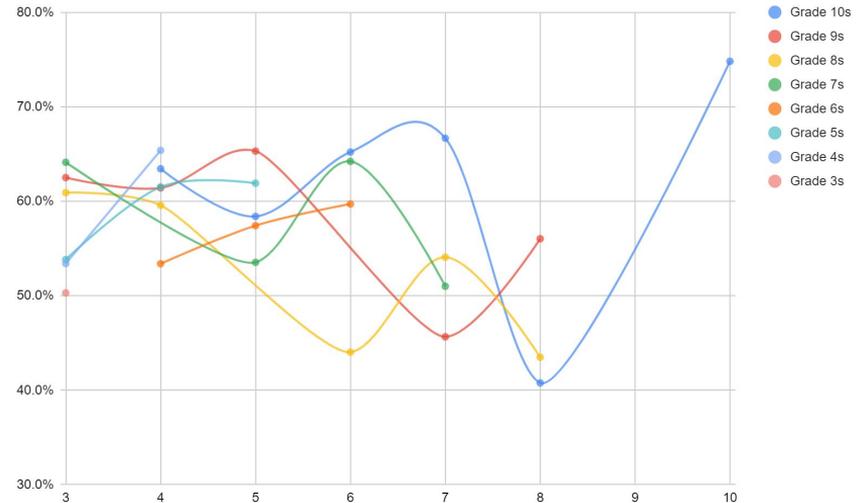


Proficiency by grade-level cohorts

ELA



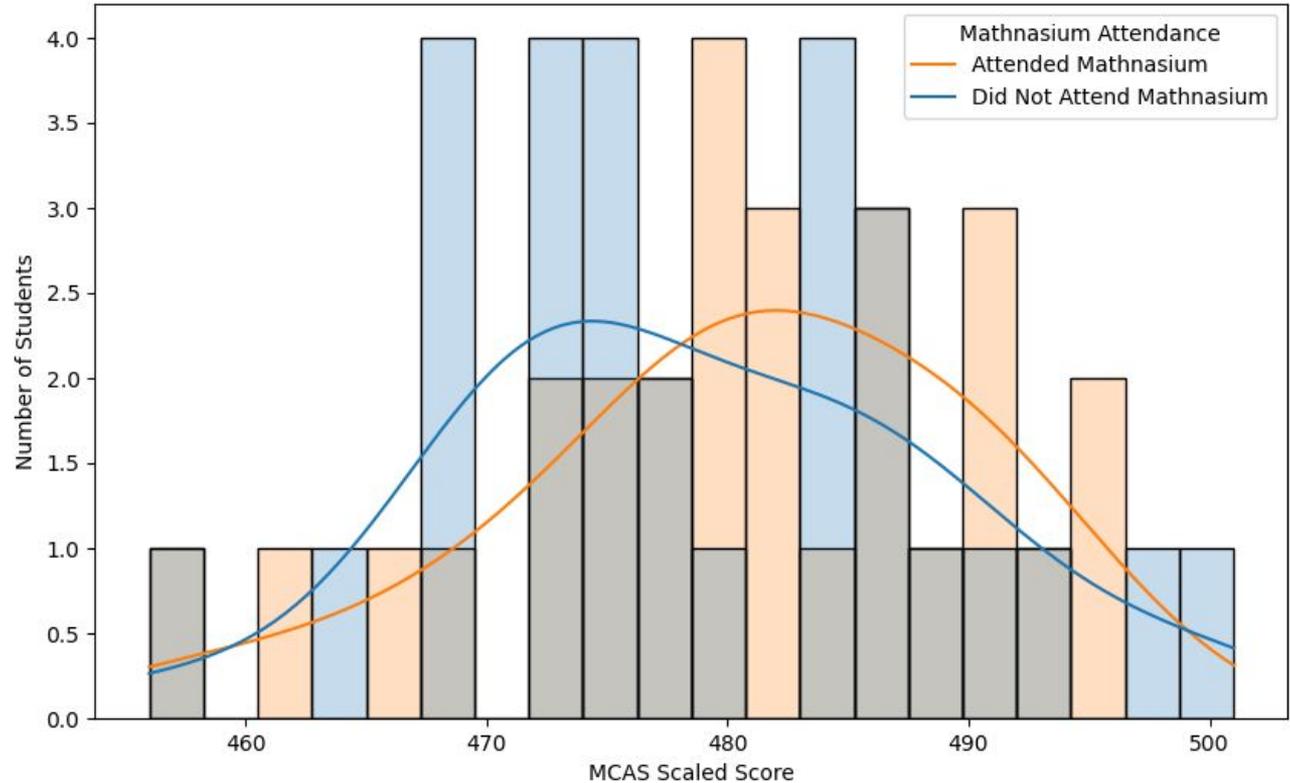
Math





Math scaled score among students invited to Mathnasium

Some differences observed between those who attended Mathnasium and those who were invited but did not attend – but not rising to the level of statistical significance





Accountability Indicators for All Districts and Schools

Achievement in ELA, mathematics, and science



In all schools, each school's and student group's MCAS achievement is measured separately by gradespan for ELA, mathematics, and science. Achievement results are reported as the school's or group's average composite scaled score on the Next Generation MCAS assessments. The average composite scaled score includes data for each student who was enrolled in the school as of October 1 of the same school year, and who participated in the Next Generation MCAS or MCAS-Alt assessments, except for first year ELs. Students with disabilities who participated in the MCAS-Alt are assigned a scaled score and are included in school and student group achievement results according to the table below. To report achievement results for a school or student group, there must be ELA and mathematics achievement data for at least 20 students in each gradespan.

Table 2: Next Generation MCAS Achievement Levels and MCAS-Alt Scaled Scores

Next Generation MCAS Achievement Level	Next Generation MCAS Scaled Score Range	MCAS-Alt Achievement Level	MCAS-Alt Scaled Score
Exceeding Expectations	530-560		
Meeting Expectations	500-529	Progressing	500
Partially Meeting Expectations	470-499	Emerging	485
		Awareness	470
Not Meeting Expectations	440-469	Portfolio Incomplete	455



Growth in ELA and mathematics

All districts, schools, and groups are expected to demonstrate progress in student achievement each year. The Department uses Student Growth Percentiles (SGPs) to measure how student-level achievement has grown or changed over time. Student growth percentiles are calculated separately by gradespan for ELA and mathematics and are not calculated for science. At the student level, the SGP represents how an individual student's achievement compares to that of other students with similar MCAS histories. At the school or student group level, DESE reports the mean SGP, which represents the average student growth percentile for that school or student group, using growth results for each student who was enrolled in the school as of October 1 of the same school year. For growth results to be reported, there must be SGP data for at least 20 students in each gradespan.



Progress toward English proficiency

In Massachusetts, “making progress” means that an English learner is on track to attain English proficiency within six years of first entering a Massachusetts school. A district or school may consider a student proficient when they have achieved an overall composite score of Level 4.2 on the ACCESS for ELLs assessment, based on a score scale that extends from Level 1.0 (the lowest level of proficiency) to Level 6.0.

Schools that have ACCESS for ELLs results for at least 20 ELs in a gradespan have a measure of progress made by English learners toward achieving English proficiency. This is measured by calculating the percentage of tested students in each gradespan who meet annual targets that keep them on track to reaching English proficiency over six years. Students are included in the annual making progress rate for the district and school in which they were assessed if they are eligible to take either the ACCESS for ELLs assessment or the Alternate ACCESS assessment for two or more years.



Chronic absenteeism

: Chronic absenteeism is defined as the percentage of students missing 10 percent or more of their days in membership. In a typical 180-day school year, this is the percentage of students who miss 18 or more days. To calculate the chronic absenteeism rate for a school or student group, DESE determines whether each student is or is not chronically absent based on the student's total number of days in attendance and their total number of days in membership, as reported by the district in the Student Information Management System (SIMS). The rate is reported as the percentage of students in the school or group who are chronically absent. The chronic absenteeism calculation includes both excused and unexcused absences^[1] and is calculated separately by gradespan (i.e., for students in grades 1 through 8 in non-high schools and grades 9 through 12 in high schools). To be included in a school's chronic absenteeism rate, a student must be enrolled in the school for at least 20 days at any point in the school year. However, if a student is enrolled in multiple schools within the same district in a single school year, the student is excluded from school-level chronic absenteeism rates but is included in the district rate. Chronic absenteeism rates are reported for each school and student group with at least 20 students enrolled in each gradespan.

[1] For guidance on reporting student attendance in SIMS, please see DESE's [Attendance and Dropout Reporting Guidance](#).



Accountability Indicators for Districts and Schools Serving High School Grades

In addition to the indicators described above, accountability determinations for districts and schools serving high school grades also include the following measures:

- *Four-year cohort graduation rate:* High school accountability determinations include the four-year cohort graduation rate, which represents the percentage of students in a cohort that graduate in four years or less. The cohort graduation rate is reported for any school and student group with at least 20 students enrolled in the cohort. For accountability determinations in any given year, the cohort graduation rate from the prior school year is used. For example, 2023 accountability calculations based on the four-year rate use data from 2022. The graduation rate from the 2022 cohort is used in accountability determinations because this allows DESE to use a data set that has been thoroughly reviewed by district and DESE staff. The Department will not have complete graduation rate data for the 2023 cohort until late 2023, after the October SIMS reporting period and the 2023 cohort data review period have closed.
- *Extended engagement rate:* The extended engagement rate is the total of the five-year cohort graduation rate plus the percentage of students from the cohort that remain enrolled in the school after five years. For accountability determinations in any given year, the extended engagement rate is lagged. For example, the extended engagement rate used in the 2023 accountability determinations incorporates the 2021 five-year cohort graduation rate. The extended engagement rate is reported for any school and student group with at least 20 students enrolled in the cohort.
- *Annual dropout rate:* High school accountability determinations include the annual dropout rate, which measures the percentage of students in grades 9 through 12 who drop out of school each year. The annual dropout rate is reported for any school and student group with at least 20 students enrolled in grades 9 through 12. For accountability determinations in any given year, the annual dropout rate from the prior year is used. For example, 2023 accountability determinations use dropout rate data from 2022.
- *Advanced coursework completion:* High school accountability determinations include a measure of advanced coursework completion. This indicator is reported as the percentage of all students enrolled in 11th and 12th grades that complete at least one advanced course, based on data provided by districts via the Student Course Schedule (SCS) data collection. Advanced courses include Advanced Placement (AP), International Baccalaureate (IB), Project Lead the Way (PLTW), dual enrollment for post-secondary credit, Chapter 74-approved vocational/technical secondary cooperative education programs and Articulation Agreement courses, and other DESE-selected rigorous courses. Eligible courses extend beyond traditional AP courses and do not necessitate student participation in AP tests. This indicator is included in the results for any school or student group with at least 20 students enrolled in grades 11 and 12. See DESE's [List of Advanced Courses for Accountability Reporting](#) for the complete list of courses included in the advanced coursework completion calculation.



Elementary Achievement by School

% Students Proficient (ELA)

61% **+1%** vs. previous year
+19% vs. state average

% Students Proficient (Math)

60% **+2%** vs. previous year
+17% vs. state average

School	2018	2019	2021	2022	2023
Alice M Barrows	67%	72%	74%	62%	63%
Birch Meadow	70%	66%	64%	55%	53%
J Warren Killam	66%	64%	63%	53%	56%
Joshua Eaton	65%	68%	78%	72%	73%
Wood End	63%	62%	63%	59%	60%

School	2018	2019	2021	2022	2023
Alice M Barrows	62%	69%	62%	59%	59%
Birch Meadow	63%	63%	41%	52%	53%
J Warren Killam	55%	58%	51%	56%	59%
Joshua Eaton	62%	67%	61%	63%	68%
Wood End	63%	57%	60%	59%	59%



Middle School Achievement by School

% Students Proficient (ELA)

62% -2% vs. previous year
+17% vs. state average

School	2018	2019	2021	2022	2023
Arthur W Coolidge	77%	77%	66%	70%	71%
Walter S Parker	67%	65%	59%	58%	53%

% Students Proficient (Math)

52% -7% vs. previous year
+10% vs. state average

School	2018	2019	2021	2022	2023
Arthur W Coolidge	73%	73%	49%	67%	61%
Walter S Parker	62%	60%	42%	52%	43%



RMHS Achievement

% Students Proficient (ELA)

77% **-3%** vs. previous year
+18% vs. state average

School	2019	2021	2022	2023
Reading Memorial High School	71%	85%	79%	77%

% Students Proficient (Math)

77% **+7%** vs. previous year
+27% vs. state average

School	2019	2021	2022	2023
Reading Memorial High School	75%	73%	70%	77%



Science achievement by level

School	2019	2021	2022	2023
Grade 5	70%	62%	68%	63%
Grade 8	64%	58%	65%	62%
High School (Gr10 students)	–	–	64%	55%
High School (current test year)	–	–	54%	65%

Science results are reported both for grade 10 students using their best performance on any science exam taken in grade 9 or 10, as well as for exams taken by high school students in the current MCAS cycle regardless of grade level.



Per Pupil Spending between Finance Committee Comparable Districts

	District Name	Total Expenditure Per Pupil
1	Burlington	\$22,799.71
2	Dedham	\$21,269.04
3	Bedford	\$20,183.89
4	Andover	\$19,655.77
5	Wilmington	\$19,031.71
6	Tewksbury	\$18,519.97
7	Danvers	\$18,384.98
8	Canton	\$18,090.17
9	Stoneham	\$17,860.95
10	Mansfield	\$17,726.19
11	North Reading	\$17,378.94
12	Westborough	\$16,935.67

	District Name	Total Expenditure Per Pupil
13	Wakefield	\$16,887.65
14	Natick	\$16,744.78
15	Walpole	\$16,648.97
16	Lynnfield	\$16,565.15
17	Westford	\$15,743.40
18	Marshfield	\$15,650.72
19	Milton	\$15,508.44
20	Belmont	\$15,279.99
21	Winchester	\$15,270.81
22	Reading	\$15,249.82
23	North Andover	\$14,995.83
24	Shrewsbury	\$14,377.55

FinCom 24 comparable districts: Andover, Bedford, Belmont, Burlington, Canton, Danvers, Dedham, Lynnfield, Mansfield, Marshfield, Milton, Natick, North Andover, North Reading, Reading, Shrewsbury, Stoneham, Tewksbury, Wakefield, Walpole, Westborough, Westford, Wilmington, Winchester

Reading Public Schools

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



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
DATE: October 5, 2023
FR: Derek Pinto, Director of Finance & Operations
RE: October 1, 2023, Enrollment

Please find below the unofficial October 1st total student enrollment for Reading Public Schools by grade and school:

READING PUBLIC SCHOOLS
FY24 Student Enrollment
October 1, 2023

Table 1: Enrollment & Projections

Grade	RISE Pre-K	Barrows Elem.	Birch Meadow Elem.	Joshua Eaton Elem.	Killam Elem.	Wood End Elem.	Coolidge Middle	Parker Middle	RMHS	Total Actual	Total Projected FY24	Difference Act. vs. Proj.
RISE PreSchool	117									117	102	15
K		56	65	59	77	43				300	301	-1
1		54	63	65	63	35				280	310	-30
2		60	53	66	78	44				301	307	-6
3		57	52	62	54	31				256	251	5
4		66	79	72	79	49				345	307	38
5		63	59	69	73	47				311	300	11
ELEM Total	117	356	371	393	424	249				1910	1878	32
6							123	162		285	283	2
7							146	126		272	259	13
8							134	165		299	292	7
MS Total							403	453		856	834	22
9									290	290	278	12
10									261	261	265	-4
11									256	256	258	-2
12									291	291	293	-2
RMHS Total									1098	1098	1094	4
Total FY 24	117	356	371	393	424	249	403	453	1098	3981	3908	73
Projected FY24	102	354	331	414	432	245	369	465	1094	3806		
FY24 Actual v. FY24 Projected #	15	2	40	-21	-8	4	34	-12	4	58		
FY24 Actual v. FY24 Projected %	15%	1%	12%	-5%	-2%	2%	9%	-3%	0%	2%		
Actual FY23	104	356	358	390	405	246	429	464	1099	3851		
FY24 Actual v. FY23 Actual #	13	0	13	3	19	3	-26	-11	-1	130		
FY24 Actual v. FY23 Actual %	13%	0%	4%	1%	5%	1%	-6%	-2%	0%	3%		

*Projections based on McKibben Population and Enrollment Forecast Report (May 2022)

October 1st enrollment represented an increase of 73 students over projected enrollment. The increase over projections was driven primarily by an increased number of preschoolers enrolling, along with students in grade four, middle school students in grade seven, and high schoolers in grade nine.

Birch Meadow Elementary School (+12%, 40 students) and Coolidge Middle School (+9%, 34 students) saw the largest increase in students over projected enrollment.

The category of student enrollment that reflected the largest increase was the number of students on Individual Education Plans (IEP). Enrollment increased from 665 students last year to 771 (+106 students) this year. This number includes all students enrolled and attending Reading Public Schools, to include our Boston resident students, students on out-of-district placements, and privately placed students with an active IEP.

Other categories of student enrollment that reflected increases were School Choice Participants and Multi-Lingual Learners. Seventeen additional students opted to enroll into Reading Public Schools' second year of its School Choice Program. Lastly, Reading Public Schools' Multi-Lingual Learner population increased from 47 students last year to 72 students this year, with Portuguese being the predominant language spoken, followed by Spanish.

Boston Resident student enrollment decreased by 2 students to a total of 100.

During the next three weeks, these student enrollment data will be reconciled, revised as appropriate, and submitted to DESE within the Student information Management System (SIMS) report at the end of October.

The tables below note our unofficial October 1st student enrollments by grade for Special Education, School Choice, Multi-Lingual Learners and Boston Residents:

Table 2: Special Education

Special Education Enrollment		
Grade	FY24	FY23
PK	50	42
K	31	26
1	41	44
2	56	29
3	47	74
4	90	54
5	61	48
6	54	55
7	55	52
8	57	64
9	60	50
10	59	45
11	48	48
12	62	34
TOTAL	771	665

Table 3: School Choice

School Choice Enrollment		
Grade	FY24	FY23
PK	0	0
K	4	2
1	2	1
2	2	2
3	3	1
4	1	0
5	0	1
6	3	1
7	1	0
8	1	0
9	2	1
10	4	0
11	0	0
12	3	1
TOTAL	26	10

Table 4: Multi-Lingual Learner

Multi-Lingual Learner Enrollment		
Grade	FY24	FY23
PK	5	0
K	9	8
1	11	6
2	9	2
3	3	9
4	13	3
5	4	5
6	3	3
7	2	2
8	3	2
9	2	3
10	6	3
11	1	1
12	1	0
TOTAL	72	47

Table 5: Boston Resident

Boston Resident Enrollment		
Grade	FY24	FY23
PK	0	0
K	1	2
1	4	1
2	2	5
3	7	10
4	9	11
5	11	9
6	7	9
7	9	9
8	9	15
9	14	14
10	12	7
11	7	8
12	8	2
TOTAL	100	102

KILLAM SCHOOL BUILDING COMMITTEE

Carla Nazzaro Chair
Karen Gately-Herrick Vice-Chair

John Coote
Kirk McCormick
Sarah McLaughlin
Ed Ross
Greg Stepler
Pat Tompkins
Nancy Twomey

Thomas Milaschewski, Ed.D.
Superintendent of Schools

Fidel A. Maltez
Town Manager



Office of the Superintendent of Schools
82 Oakland Road
Reading, MA 01867
781 944-5800

Office of the Town Manager
16 Lowell Street
Reading, MA 01867
781-942-9043

READING SCHOOL COMMITTEE

Thomas Wise Chair
Erin Gaffen Vice-Chair

Shawn Brandt
Sarah McLaughlin
Carla Nazzaro
Charles Robinson

Thomas Milaschewski, Ed.D.
Superintendent of Schools

The School Committee along with the Killam School Building Committee are pleased to provide an update on the status of the Killam School Building Project. There are 9 modules associated with the Massachusetts School Building Authority (MSBA) process, and the district is currently working on Modules 2 through 4 (Forming the Project Team, Feasibility Study, and Schematic Design).

On July 18th, the MSBA approved Colliers Project Leaders as our project's Owner's Project Management (OPM) company. We are very pleased with the selection, and we are looking forward to this partnership with Colliers moving forward.

We are in the middle of the Designer Selection Process at the time of this writing. The Request for Services (RFS) was published on September 13, 2023, and is due back to the Town on October 11, 2023. Once all proposals are received and reviewed the KSBC will discuss each applicant. The MSBA requires convening a Designer Selection Panel consisting of 13 members from the MSBA and 3 members from the Town. The MSBA recommends the Town Manager, Superintendent, and a representative from the School Building Committee. Mr. Fidel Maltez, Dr. Tom Milaschewski, and Mrs. Carla Nazzaro will attend and represent the District. The Designer Selection Panel will create and interview a shortlist of candidates, discuss the qualifications of each submission, vote on, and hire a design firm to bring us through this project. Interviews will take place on November 21, 2023. We will have a designer on board at the beginning of December. That's when things ramp up and the real work begins!

The Feasibility phase (MSBA Module 3) will begin and last until the summer of 2024. Then we will move into the Schematic Design phase (MSBA Module 4) which will be completed by January 2025. During the Schematic Design phase, we will be soliciting input from various stakeholders in the town. Funding for the Project (MSBA Module 5) will be voted on by the Town in April 2025.

The School Committee and the Killam School Building Committee along with our Superintendent of Schools and Town Manager are thrilled to be part of the MSBA process and look forward to this partnership.

Carla Nazzaro

Killam School Building Committee Chair

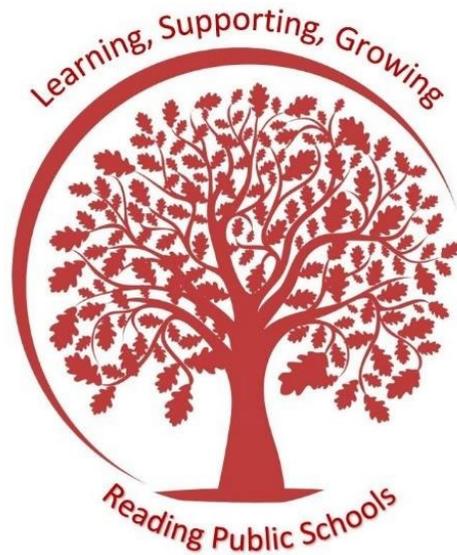
Thomas Wise

School Committee Chair

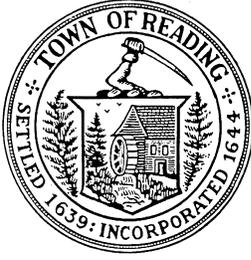
Reading Public Schools

School Committee Meeting Packet

October 5, 2023



Old Business



Administrative Offices
82 Oakland Road
Reading, MA 01867
781 944-5800

READING SCHOOL COMMITTEE

Shawn Brandt Chair
Carla Nazzaro Vice-Chair

Erin Gaffen
Sarah McLaughlin
Charles Robinson
Thomas Wise

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Melissa Cryan, Executive Office of Energy and Environmental Affairs
FROM: Reading School Committee
DATE: June 22, 2023
TOPIC: Letter in Support of Reading's PARC Grant

Dear Ms. Cryan,

We write to you as the School Committee for the Town of Reading. Our Town Manager has notified us that the Town is applying to your office for a grant under the PARC program.

As a district, we have several interests in the favorable outcome of this grant application:

- The land in question is currently under the control of the School Committee, but it is our intent to transfer it to the Select Board or Recreation Committee so that it may be deed restricted for recreation to allow this project to proceed.
- The land is directly adjacent to Reading Memorial High School, and very near to both an elementary school and a middle school.
- The land is part of a recreational complex that is a significant part of the vibrancy of life in Reading, for all residents and even neighboring communities, but especially for the children of our district. On any given day, hundreds of families are using the facilities in the area for softball or soccer games, for Special Olympics events or the town's Friends and Family Day gathering, for holiday fireworks or to celebrate the end of the school year.

Given all of these factors, it is important that we express our strong support for this project and the Town's related grant application. The first phase of our Birch Meadow Master Plan is now underway, and this grant will allow us to create significant momentum after years of careful planning. We are excited to see these ongoing investments in accessible and safe recreation options to enhance the quality of life for students and families in Reading and beyond, and look forward to any support the PARC grant can provide.

Best,

Reading School Committee
82 Oakland Road
Reading, MA 01867

Shawn Brandt

Shawn Brandt, Chairperson

Carla Nazzaro

Carla Nazzaro, Vice Chairperson

Erin Gaffen

Erin Gaffen, Member

Sarah McLaughlin

Sarah McLaughlin, Member

Charles Robinson

Charles Robinson, Member

Thomas Wise

Thomas Wise, Member

REBAR (FOUND)
N:3020147.32
E:760682.76

EXISTING LOT CORNER
N:3020166.41
E:760718.03

PARCEL I.D. 33-0-58
N/F
TOWN OF READING PARK
BOOK 5542 PAGE 398

PARC AREA CORNER
N:3020282.96
E:760939.20

- NOTES:
1. THE COORDINATES SHOWN HEREON AND BASIS OF THE BEARINGS ARE REFERENCED TO THE MASSACHUSETTS STATE PLANE COORDINATE SYSTEM (MAINLAND - NORTH AMERICAN DATUM OF 1983). THE COORDINATES WERE DERIVED FROM GPS MEASUREMENTS REFERENCED TO THE MASSACHUSETTS CONTINUOUSLY OPERATING REFERENCE STATION NETWORK (MACORS).
 2. THE FIELD SURVEY FOR THIS PLAN WAS CONDUCTED BETWEEN JUNE 13, 2023 AND JULY 7, 2023.
 3. THE TITLE REFERENCES AS SHOWN HEREON REFER TO INSTRUMENTS RECORDED AT THE MIDDLESEX SOUTH REGISTRY OF DEEDS.
 4. THE LOCUS PROPERTY IS SUBJECT TO AN EASEMENT RECORDED IN BOOK 8065 PAGE 245



RESERVED FOR REGISTRY USE

PLAN REFERENCES:

PLAN BOOK	PAGE
310	11
8065	246
11259	END
PLAN	YEAR
115	1947
STREET LAYOUT:	PAGE
PLAN BOOK	
11088	463

PARCEL I.D. 33-0-5
N/F
MICHAEL & CAITLIN JANE LUCEY
BOOK 73706 PAGE 284

PARCEL I.D. 33-0-6
N/F
DANIEL & PAMELA T. CREAMER
BOOK 28907 PAGE 563

PARCEL I.D. 27-0-344
N/F
SURAFEAL WOLDAY & MERON BEREKET
BOOK 77818 PAGE 174

PARCEL I.D. 27-0-345
N/F
JENNIFER M. DESPRES,
TRUSTEE OF THE MOORE FAMILY TRUST
BOOK 78178 PAGE 369

IRON PIPE (FOUND)
N:3019813.66
E:760856.44

PARCEL I.D. 27-0-344
N/F
SURAFEAL WOLDAY & MERON BEREKET
BOOK 77818 PAGE 174

CONC. BOUND
DRILL HOLE (FOUND)
N:3019715.86
E:760885.16

HARTSHORN STREET

STONE BOUND
DRILL HOLE (FOUND)
N:3019610.98
E:760770.68

STONE BOUND WITH
LEAD PLUG (FOUND)
N:3019680.37
E:760903.70

A=31.42'
R=20.00'
Δ=90°00'00"
N 72°31'44" W
CH=28.28'

PARCEL I.D. 27-0-343
N/F
TOWN OF READING PARK
BOOK 5575 PAGE 421

S 62°28'16" W 92.44'

HARTSHORN STREET

NOT CONSTRUCTED

N 28°50'48" W 40.01'

PARCEL I.D. 27-0-323
N/F
PHILIP BRUNO
BOOK 74469 PAGE 292

PARCEL I.D. 27-0-342
N/F
TOWN OF READING SCHOOLS
BOOK 5468 PAGE 590

PROPOSED PARC AREA
4.8± ACRES (TOTAL)

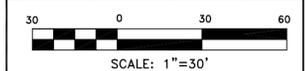
PARCEL I.D. 33-0-57
N/F
TOWN OF READING PARK
BOOK 5476 PAGE 185

PARC AREA CORNER
N:3020199.90
E:761199.30

I CERTIFY THAT THE PROPERTY LINES SHOWN HEREON ARE THE LINES DIVIDING EXISTING OWNERSHIPS, AND THE LINES OF STREETS AND WAYS SHOWN ARE THOSE OF PUBLIC OR PRIVATE STREETS OR WAYS ALREADY ESTABLISHED AND NO NEW LINES FOR THE DIVISION OF EXISTING OWNERSHIP OR FOR NEW WAYS ARE SHOWN, AND THAT THIS PLAN HAS BEEN PREPARED IN CONFORMANCE WITH THE RULES AND REGULATIONS OF THE REGISTERS OF DEEDS.



Glen D. Reed
GLEN D. REED, P.L.S. LICENSE NO. 40766
AS AGENT FOR REED LAND SURVEYING, INC.
NOT INDIVIDUALLY



Reed
Land Surveying, Inc.

109 RHODE ISLAND ROAD, SUITE 4A
LAKEVILLE, MASSACHUSETTS 02347
(508) 923-1181 FAX: (508) 923-1191

© 2023 REED LAND SURVEYING, INC.

PARKLAND
ACQUISITIONS AND
RENOVATIONS FOR
COMMUNITIES
(PARC) PLAN
READING MEMORIAL
HIGH SCHOOL
BIRCH MEADOW DRIVE
READING, MASS.
(MIDDLESEX COUNTY)
PREPARED FOR
TOWN OF READING

Tax Map

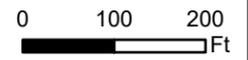
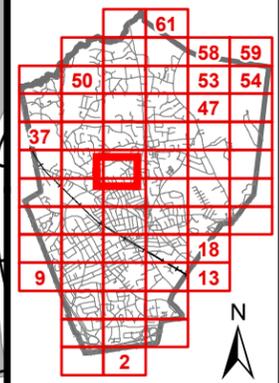
33

Reading
Massachusetts
FY 2023



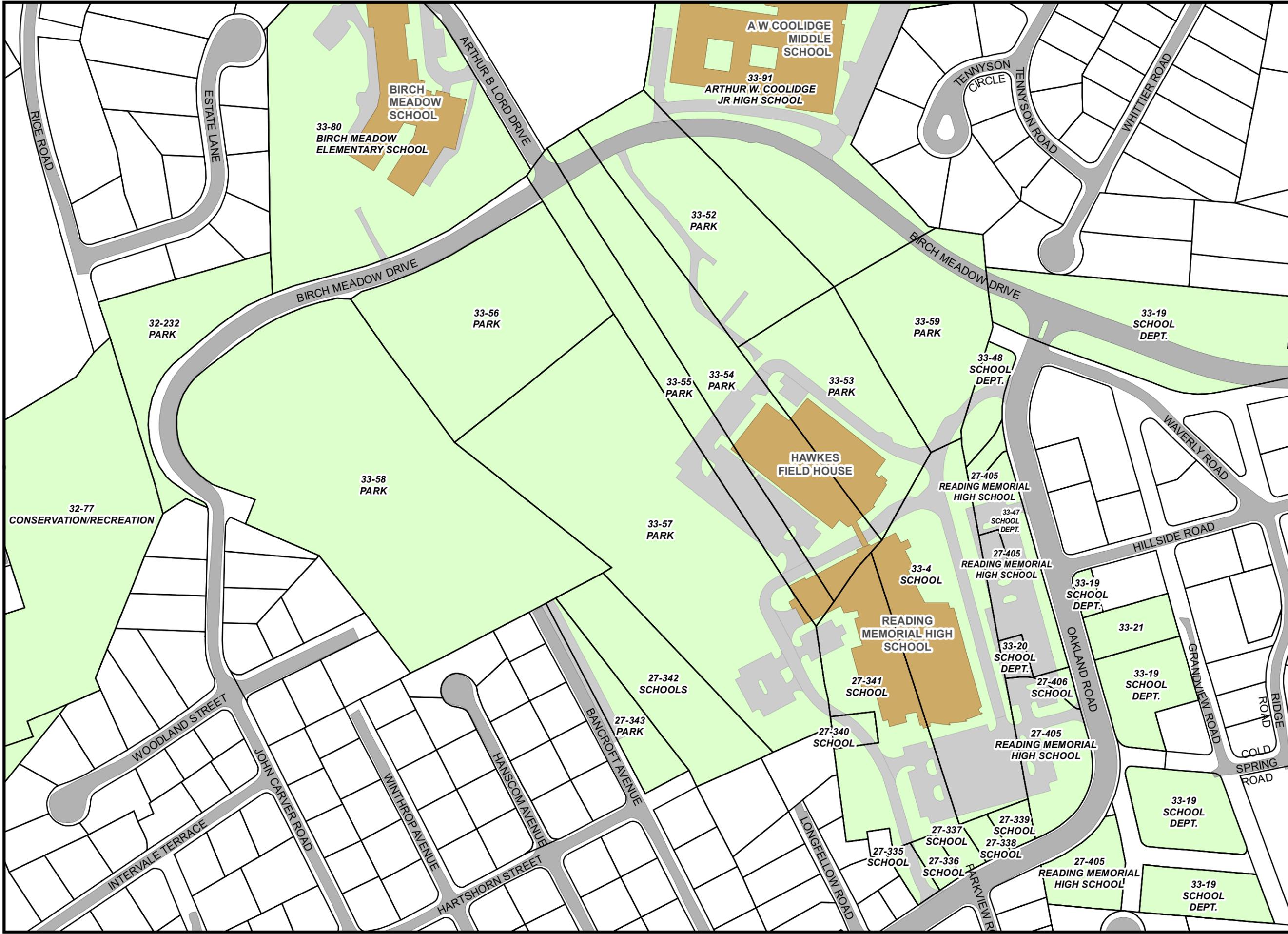
Legend

- Town Boundary
- Parcel
- Town Owned Land
- Town Building
- Roads
 - Bridge
 - Paved
 - Unpaved
 - Railroad



1:2,400

Parcels current as of 1/1/23
Zoning approved 4/27/17.
This map is for assessment
purposes only and is not
intended to be used in place
of an actual survey or legal
description of the property.





Birch Meadow Park/Phase 2 Renovations

Town of Reading | Reading, MA



ACTIVITAS
landscape architecture | civil engineering

70 Milton Street | Dedham, MA 02026-2915
(781) 326-2600 | activitas.com