

Reading Public Schools
School Committee Meeting Packet
May 23, 2024



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: 2024-05-23

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.	Public Comment Focus on Excellence 1. Senior Recognitions – Valedictorian/Salutatorian 2. David B. Libby Scholarship (A) Consent Agenda 1. Minutes (05-09-2024) 2. Acceptance of FY24 High-Quality Instructional Materials Purchase Grant Award 3. Acceptance of FY24 METCO REI Implementation Grant Award Accounts Payable Warrant Reports 1. 05-09-2024 2. 05-16-2024 Payroll Warrant Reports 1. 04-12-2024 2. 04-26-2024 3. 05-10-2024 Reports 1. Student 2. Director of Finance & Operations 3. Assistant Superintendent for Teaching & Learning 4. Superintendent 5. Liaison/Sub-Committee
7:45 p.m.	E.	New Business 1. Facility Naming Request on behalf of Charlie Hardy

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

		<ol style="list-style-type: none">2. End-of-Year Teaching & Learning Curriculum Update3. Mid-Cycle Formative Review Process Discussion4. Benchmark Update vs. District Strategic Plan<ol style="list-style-type: none">a. Strategic Objectives 2 (Coherent Instructional Systems) and 3 (School Operations)5. Mid-Cycle Formative Review Evidence Presentation
	F.	Information / Correspondence <ol style="list-style-type: none">1. "Re: Charlie Hardy Renaming Submission to School Committee" – Kevin Mulvey
9:45 p.m.		Adjourn

Join Zoom Meeting

<https://readingpsma.zoom.us/j/87251971227>

Meeting ID: 872 5197 1227

Find your local number: <https://readingpsma.zoom.us/u/kevtzj5din>

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: May 21, 2024
Re: David B. Libby Scholarship

During the May 23rd School Committee meeting, we will be seeking a vote from the committee to approve the town to expend \$88,000 from the David B. Libby Scholarship Fund. Funds will be provide to 22 seniors in alignment with the scholarship criteria. The David B. Libby Scholarship was established to be used for qualifying students graduating from Reading Memorial High School.

Reading Public Schools

School Committee Meeting Packet

May 23, 2024



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2024-04-04

Time: 7:30 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Tom Wise, Erin Gaffen, Charles Robinson, Shawn Brandt, Sarah McLaughlin and Carla Nazzaro

Members - Not Present:

Others Present:

Director of Finance and Operations Dr. Derek Pinto and 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 7:30 p.m. to review the agenda.

B. Public Comment

Public Comment – None

Focus on Excellence – None

Consent Agenda

1. Minutes (04-04-2024)
2. Acceptance of FY24 Reduce or Eliminate use of time-out room Grant
3. Acceptance of FY24 METCO Supplemental Special Education Grant
4. Friends of Reading High School Baseball Donation
5. J.W. Killam PTO Donation
6. Friends of Reading Track Donation
7. RMHS Costa Rica Field Trip Request
8. RMHS Switzerland Field Trip Request
9. Parker Nature's Classroom Field Trip Request

Accounts Payable Warrant Reports

1. 04-04-2024
2. 04-11-2024

3. 04-18-2024

4. 04-25-2024

5. 05-02-2024

Mrs. Gaffen motioned to approve the consent agenda, seconded by Mr. Brandt. The vote passed 6-0.

Reports

1. Student Report:
 - a. Graham Goodwin shared several updates:
 - i. The jazz band had a successful performance at the Hatch Shell
 - ii. The RMHS Drama club recently presented Twelfth Night
 - iii. AP exams are ongoing and seniors are sharing their post-graduation plans as we inch closer to the end of school on May 17th
 - iv. Seniors are finishing up internships and final presentations happening tomorrow
 - v. The unified basketball team celebrated senior night
 - vi. Freshmen are preparing for the science MCAS
 - vii. The Annual Kite Festival is scheduled for May 18th
 - viii. Finally, Mr. Wise recognized Graham's achievement of receiving the President's National Army scholarship, allowing him to attend WPI tuition-free for all four years
2. Director of Finance and Operations – Dr. Pinto has been appointed to the YMCA Advisory Board and attended a recent fundraiser. REF approved a grant for a special container to support a composting initiative in cafeterias. Dr. Pinto attended a Rotary Meeting in which a speaker from the Pleasant Street Senior Center shared an update. Dr. Pinto and Food Service Director Catherine Franzetti will speak at the MASBO annual conference about collaboration and teamwork's importance for success.
3. Superintendent – Dr. Milaschewski commended the food service department for hosting the More Than A Meal Tour, attended by Senator Jason Lewis Representative Bradley Jones, Deputy Commissioner Regina Robinson and Commissioner Russell Johnston as well as local partners and DESE, to showcase the district's food service programs. The department continues to work diligently to provide meals for students. Teacher Appreciation Week was acknowledged, along with various other appreciation weeks celebrated in recent months, thanking all educators in the district. Nomination forms for the Distinguished Teacher and Staff awards were included in the newsletter, with nominations closing on the 15th. Additionally, a form to share special shout-outs to educators will be featured in the newsletter this week.
4. Liaison/Sub-Committee
 - a. Mr. Robinson – The SWEC final report was provided to the Select Board Tuesday evening. Mr. Robinson thanked Dr. Pinto, Dr. Milaschewski and Mr. Wise for an excellent budget presentation at Town Meeting.
 - b. Mrs. Nazzaro – Mrs. Nazzaro attended the More Than a Meal Tour and thanked the staff. Mrs. Nazzaro provided an update on the Killam School Building Project.

A preliminary design report was voted on and will be submitted to the MSBA on May 20th. The project will be coming to the town for a vote in spring 2025. For more information, please visit killamschool.com.

- c. Ms. McLaughlin – No report
- d. Mrs. Gaffen – No report
- e. Mr. Wise – Mr. Wise, having been approached by two community members regarding parking issues on Arcadia Ave, which are adversely affecting both staff and families, intends to bring the matter up to the Select Board.

E. New Business

1. Reading Education Foundation Grant Update

Mr. Wise noted the REF grant has been accepted already and this update is a formal update and presentation for the committee. Board members introduced themselves and others on the committee that were not present. Members advocated for new members to consider joining the board. Six immediate grants were given to the teachers this year, but the majority of grants presented will be for next year.

2. Facility Naming Request on behalf of Phil Vaccaro

Mr. Wise thanked community members for joining the meeting to state their case for the proposal in accordance with the School Committee's Naming of Facilities Policy which aims to name an RMHS venue in honor of former teacher and coach, Mr. Phil Vaccaro. Mr. Pete Moscariello along with other community members advocated for the naming of a facility.

School Committee members had the opportunity to ask some questions without debate and/or deliberation. A question was raised as to what portion of a facility will potentially be named in which it was shared that the request is to name the center court within the gymnasium.

In alignment with the policy, during the June 6th, a recommendation will be made to form an Athletic Facility Advisory Committee covering this request and another request coming in the next week.

3. Annual Student Resource Officer Update

Officer Lewis and Officer Vatcher provided an overview of the work completed during the 2023-2024 school year. Updates included the following:

- The SROs continue to maintain excellent partnerships between the Reading Schools and Reading Police.
- Officer Vatcher and Officer Lewis received State recertification as SROs.
- Reading Police Comfort Dogs Rusty and Cooper were certified as Therapy Dogs from the Alliance of Therapy Dogs and continue to work alongside the SROs.
- Assisted running ALICE drills at RMHS and Middle Schools. SROs also lead professional development classes on ALICE to elementary school staff.
- Worked with the schools to implement School Threat Assessment Guidelines (CSTAG) for administrators and counselors and have assisted in conducting assessments as necessary.

- Continued to work closely with the Reading Coalition for Prevention and Support to provide resources to students and families in need.
- The SROs continue to be a part of the District Crisis Team and RMHS Core Crisis Team and work as a group to address safety issues and concerns as needed.
- The SROs are working with Dr. Stys and the District Crisis Team to overhaul the District Emergency Protocols. The new protocols will be rolled out to district admin for the 2024-2025 school year.
- Worked with the Reading Police Civil Rights Officer and the Director of the Office of Equity and Social Justice to address any hate-based incidents.
- SROs attended training from the FBI Boston on best practices when responding to bomb threats and “swatting” calls at schools.
- Facilitated a lunch meeting with District Attorney Marian Ryan and 8th-grade students for National No One Eats Alone Day.
- The SROs worked with the Reading Coalition for Prevention and Support to assist with Youth Mental Health First Aid training to junior health classes.
- We will be working with the Reading Coalition for Prevention and Support to teach choose to refuse (opioid prevention) in RMHS health classes this spring.
- Officer Vatcher presented internet and social safety and responsibility to 5th-grade students at Joshua Eaton and Barrows and will continue with this training at the other elementary schools for the remainder of the year.
- Officer Vatcher and the Reading Coalition assisted Coolidge Health Classes with their presentations on substance use and abuse.
- SROs joined other members of the Reading Police to serve elementary school lunches.
- Officer Vatcher presented at Wood End and Barrows for their Community Helpers Unit
- Reading Police provided rides to schools to winners of various PTO raffles.
- Officer Vatcher participated in evening reading events at both Barrows and Birch Meadow.
- The SROs are helping to organize the first Reading Police Youth Academy this summer for middle school-aged students. The Youth Academy runs July 29th-August 1st.

4. School Committee Discussion on Policy FF

Mr. Wise highlighted that the discussion serves as a follow-up to address a request previously brought forth by student group leaders from SOCA4EJI during the February 29th meeting. After a brief discussion, the committee concluded that it is worthwhile to revisit the policy.

5. School Committee Review, Update, and Vote on METCO Funding Advocacy Letter for State Budget (A)

Mr. Wise delivered an update also conveyed by Senator Lewis, which is detailed in the memo included in the packet. METCO is set to be level funded in FY25. Next Friday marks METCO Advocacy Day at the state level, and with input on a co-sponsored budget increase for the METCO line, a letter of support could bolster efforts to secure additional funding. Mr. Brandt pointed out the letter is on old letterhead in which Mr. Wise will update this information before sending the letter.

Mrs. Gaffen motioned to approve the METCO Advocacy letter, seconded by Mr. Brandt. The vote passed 6-0.

6. School Committee Discussion and Vote on Use of Reading Rocket Logo for Hal Croft Bobble-Head Doll (A)

Mr. Wise discussed the Hal Croft filming noting that the film producer has reached out to the district for guidance regarding the use of the Reading Rocket logo for CROFT Bobble-Heads. Information regarding the logo's origins, dating back to its creation in 1945 by Charlie Arthur on the back of a napkin in a restaurant, was shared. It was proposed that the committee consider approving the logo's use on the bobble-heads and potentially sharing in the profits generated from this use, with the understanding that it would be limited solely to the bobble-heads.

Mr. Wise motioned to approve the use of the Reading Rocket logo on the limited use of the Hal Croft Bobble-Head doll with the intent to request that a portion of the proceeds return to the schools for educational use, Mr. Robinson seconded. The vote passed 6-0.

7. Q3 Financial Update w/ Potential Vote on Cost Center Transfers (A)

Dr. Pinto provided the Q3 financial update to the committee spanning the period of July 1, 2023 to March 31, 2024. The committee had the opportunity to ask questions about the financial update.

Mrs. Gaffen motioned to approve a budget transfer of \$82,000 from the regular day cost center to districtwide athletics, seconded by Mrs. Nazzaro. The vote passed 6-0.

8. School Committee Vote for SY24-25 Calendar Update for High School Schedule Change (A)

Dr. Milaschewski highlighted in the packet a memo detailing the adjustments to the calendar due to the new high school schedule. It is proposed to shift the school dismissal time from 3:02 PM to 3:05 PM, a change that has also been discussed with the union.

Mrs. Gaffen motioned to approve the 2024-2025 calendar update for the district, seconded by Mr. Robinson. The vote passed 6-0.

9. School Choice Discussion

Dr. Milaschewski noted each year the School Committee has to decide whether to vote to opt out of the School Choice Program. The last two years the committee has decided not to opt out and in the last two years we have enrolled 25 students in the program. We have limited the number of seats to five per grade level. We feel this is a benefit to our district because we have a lot of staff members with children enrolling in the district which is a perk and retention tool. We also receive \$5,000 per student and reimbursement of up to 100% for special education services.

During the meeting, the committee deliberated on potentially increasing the number of available kindergarten seats due to lower enrollment. Dr. Milaschewski noted that despite this decline, class sizes remain within desired parameters for most schools.

With no further conversation, applications will be posted on the website tomorrow with a due date of Friday, May 31st at 3:00 PM.

<https://www.youtube.com/watch?v=6DEvCf52cp8>

Meeting Adjourned from regular session at approximately 9:16pm.

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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: May 8, 2024
FR: Katelyn Finnegan, Finance and Business Analyst
RE: Acceptance of FY24 High-Quality Instructional Materials Purchase Grant Award

The Department of Elementary and Secondary Education has awarded the Reading Public Schools with a FY24 High-Quality Instructional Materials Purchase Grant in the amount of up to \$100,000.

This grant is intended to defray the cost of a district purchasing new high-quality instructional materials. The grant can be used to pay up to 50% of the cost of a high-quality middle school literacy curriculum and must be spent by June 30, 2024. Grant funds may be used for the purchase of materials and subscriptions (up to 5 years). However, grant funds cannot be used for professional development costs. We submitted this grant application to DESE in September 2023 and were initially notified in February 2024 that we did not receive the grant. However, in April, we received word that DESE added additional fund to this fund code and would now award us this grant. We are excited to have this resource available as our Middle School Literacy Leadership Team considers programs for adoption.

Thank you for your support with your vote to accept the FY24 High-Quality Instructional Materials Purchase Grant Award.

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TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
Dr. Derek Pinto, Director of Finance and Operations
DATE: May 8, 2024
FR: Katelyn Finnegan, Finance and Business Analyst
RE: Acceptance of FY24 METCO REI Implementation Grant Award

The Department of Elementary and Secondary Education has awarded the Reading Public Schools with a FY24 METCO REI Implementation Grant in the amount of \$15,000.

The METCO REI Implementation grant is awarded to support METCO 2.0 initiatives in METCO district. The grant is funded by state funds earmarked to advance racial equity work in METCO districts. Reading Public Schools will use the grant funds to launch the METCO Summer Bridge Program (MSBP). The MSBP will provide math tutoring for Boston resident students in middle school with the goal of increasing the number of Boston resident students taking advanced math courses. Recommendations from the Secondary Math Pathways Advisory Committee focused on improvements for student groups not equally represented in advanced math course, and this included Boston resident students. We are excited to put this intentional support in place to support math achievement for Boston resident students.

Thank you for your support with your vote to accept the FY24 METCO REI Implementation Grant Award.

Reading Public Schools

School Committee Meeting Packet

May 23, 2024



New Business

Reading Public Schools

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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: May 21, 2024
Re: Facility Naming Request on behalf of Charlie Hardy

On May 15th, Reading community member, Mr. Kevin Mulvey, submitted a formal proposal in accordance with the School Committee's Naming of Facilities Policy. The proposal aims to rename Turf 2 to Charlie Hardy Field. Along with the proposal was a spreadsheet of more than 500 individuals who support the accompanying petition.

At the upcoming May 23rd School Committee Meeting, Mr. Mulvey and the nominating parties will present their proposal, providing an opportunity for the committee to ask clarifying questions, not engage in discussion or make decisions. During the June 6th meeting, the School Committee will discuss and vote on whether to accept this nomination and establish the Advisory Committee in which a School Committee member will be appointed to. This Advisory Committee will further study and make a recommendation to the School Committee.

Once the Advisory Committee presents its recommendation during a regular School Committee meeting, the School Committee will either accept or adopt the recommendation.

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

To: Reading School Committee
From: Dr. Thomas Milaschewski, Superintendent
Date: May 21, 2024
Re: End-of-Year Teaching & Learning Curriculum Update

During the May 23rd School Committee Meeting, we will provide an End-of-Year Learning and Teaching Update. A copy of the presentation can be found in the packet.



Learning and Teaching End of Year Update

Reading School Committee Meeting
May 23, 2024

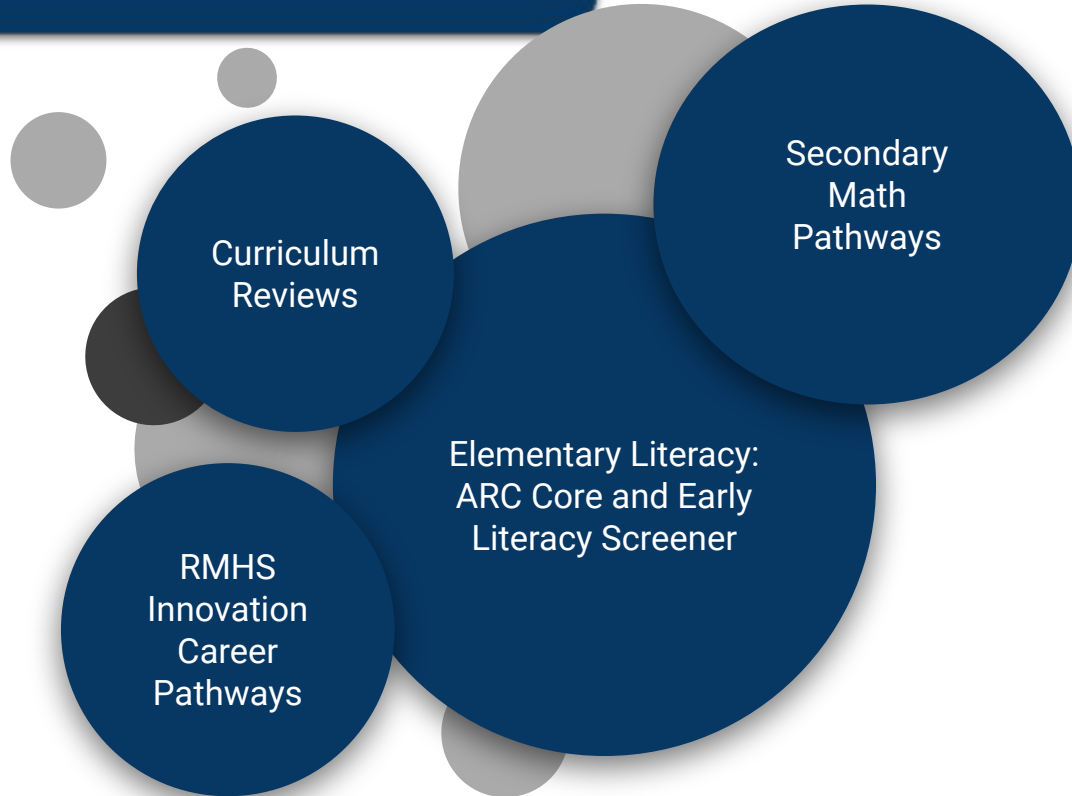
Strategic Objective 2: Coherent Instructional Systems

Focus Areas in 23/24 to Improve Student Growth and Achievement


Adoption of High-Quality Materials and Evidence-Based Instructional Practices

Implementation of High-Quality Professional Learning For Staff

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Elementary Literacy Overview

- ARC Core Implementation
 - Successful launch of ARC Core in grades K-2
 - Supported Year 2 implementation of ARC Core in grades 3-5
- Early Literacy Screener
 - Switched screening tool to DIBELS in grades K-3
 - Utilized new family communication systems about screening results
 - Implemented new intervention procedures based on screening results


Learn more:

[ARC Core Implementation Plan Presentation to SC on October 19, 2023](#)

[Early Literacy Screening Presentation to SC on December 14, 2023](#)

[ARC Core Implementation Plan Update to SC on February 29, 2024](#)

Adoption of High-Quality Materials and Evidence-Based Instructional Practices




Elementary Literacy Monitoring

Qualitative Measures:

- Internal feedback loops with implementation teams
- ARC Curriculum Chats with grades 3-5 teachers
- Feedback surveys from staff (June 2024)

Conclusions: Most K-5 teachers are implementing the ARC whole class framework on a daily basis, including instruction in foundational skills, reading standards and writing standards. Toolkit lessons have been helpful in all grades, but time management and time constraints present challenges for strategic instruction. Grade 3-5 teachers report more comfortability with the IRLA but data entry challenges persist. One promising practice in several schools is grade level teams using IRLA data to strategically group students across classrooms for targeted small group instruction.

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Elementary Literacy Monitoring

Quantitative Measures:

- Independent Reading Level Assessment (IRLA) which is part of the ARC Core curriculum for grades K-5 (see following slides)
- DIBELS - Early Literacy Screening for grades K-3

Conclusions: We see promising growth in IRLA levels for grades 3-5 by grade level and by cohort year-over-year. DIBELS showed strong overall performance and growth from beginning-of-year to the end-of-year screening for K-3 students.





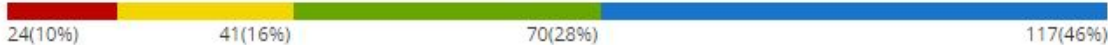

IRLA Levels - for Grades 3-4 for 22/23 and 23/24

Grade	Date	Emergency	At-Risk	Proficient or Above
3	May 17, 2023	17.9%	17.3%	63.5%
3	May 17, 2024	9%	13.3%	76.9%
4	May 17, 2023	12.9%	15.8%	70.7%
4	May 17, 2024	9.4%	16.4%	72.1%
5	May 17, 2023	5.4%	17.7%	76.9%
5	May 17, 2024	8.7%	10%	80.6%

IRLA Levels Organized by Cohort for Grades 4 and 5


Grade	Date	Emergency	At-Risk	Proficient or Above
Current Grade 4 (as 3rd graders)	May 17, 2023	17.9%	17.3%	63.5%
Current Grade 4	May 17, 2024	9.4%	16.4%	72.1%
Current Grade 5 (as 4th graders)	May 17, 2023	12.9%	15.8%	70.7%
Current Grade 5	May 17, 2024	8.7%	10.0%	80.6%


DIBELS growth from BOY to EOY

Grade 1	Reference Data (Compare these results against a wider population)
Reading Public School District	<p>23-24 BOY  275</p> <p>23-24 EOY  211</p>
Grade 2	Reference Data (Compare these results against a wider population)
Reading Public School District	<p>23-24 BOY  299</p> <p>23-24 EOY  252</p>
Grade 3	Reference Data (Compare these results against a wider population)
Reading Public School District	<p>23-24 BOY  252</p> <p>23-24 EOY  189</p>


 Well Below Benchmark ↕

 Below Benchmark ↕

 At Benchmark ↕

 Above Benchmark ↕

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Elementary Literacy

Next Steps (as of May 20, 2024)

- Continue to closely monitor and support teachers in implementation of ARC Core framework materials
- Support use of IRLA as a formative assessment system
- Introduce new ARC Core components (Decodable anthologies in grades K & 1 and the K Letter Study Notebook)
- Utilize summer workshop time and implementation teams in 24/25 to incorporate learning from Hill for Literacy course. For example:
 - Add additional routines for vocabulary instruction
 - Implement a teacher-created scope and sequences for grammar instruction
 - Layer in support for the writing component of ARC Core
- Gather exemplars systematically in each unit to support staff and students for grade level expectations.

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



2023-24

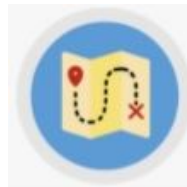
Curriculum Reviews Overview

Curriculum Reviews:

- Middle School Literacy
- Secondary Science
- World Language
- Social-Emotional Learning
- Multilingual Learner

Implementation Teams:

- K-6 - Illustrative Math
- Elem. - ARC Core



**LEARN
& PREPARE**



**INVESTIGATE
& SELECT**




LAUNCH



**IMPLEMENT
& MONITOR**

Adoption of High-Quality Materials and Evidence-Based Instructional Practices




Curriculum Review

Middle School Literacy Year 2 - Investigate and Select

- PD for all team members in adolescent literacy
- Exploring and evaluating high-quality literacy curriculum options for grades 6-8
 - Meetings with publishers
 - Review of print and digital resources
 - Piloting of materials (all ELA teachers were eligible to pilot)
 - Connecting with districts utilizing the materials

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Curriculum Review Monitoring

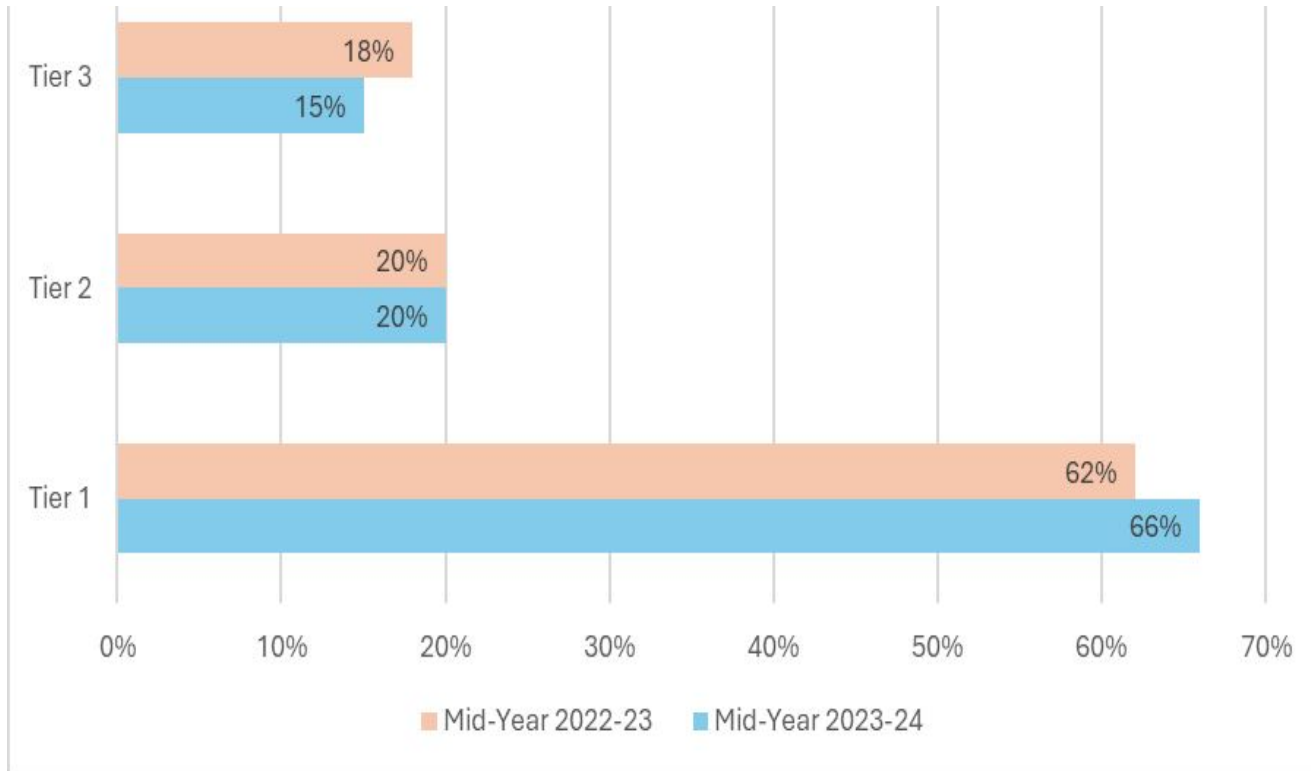
Middle School Literacy Quantitative Measures:

- MS i-Ready Reading Assessment - Gathering baseline data

Conclusions: In comparing i-Ready reading results from 22/23 and 23/24 there is incremental improvement in students reaching grade level benchmarks. In general, we are looking to increase the number of students meeting grade level benchmarks.

i-Ready Mid-Year Assessment Reading Results (Grades 6-8)

22-23 vs. 23-24




Key

Tier 1: On or above grade level

Tier 2: One grade level below

Tier 3: Two or more grade levels below

Adoption of High-Quality Materials and Evidence-Based Instructional Practices




Curriculum Review

MS Literacy Next Steps

- Selection of MS Literacy program/approach anticipated in late May/early June 2024 (SC presentation - June 2024)
- Development of an implementation plan for new literacy program/approach, including materials and professional development

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Curriculum Review

MS Literacy Leadership Team Members

Amy Bettencourt, Andrew Spinali, Carolyn Caffrey, Donna Martinson, Erin Burchill, Jessica Lozzi, Julianne Mitrano, Michael Maday, Molly Steevens, Suzanne Carroll, Tammy Jones, Paul Simpson, Pauline Tsoutsis, Rochelle Rubino

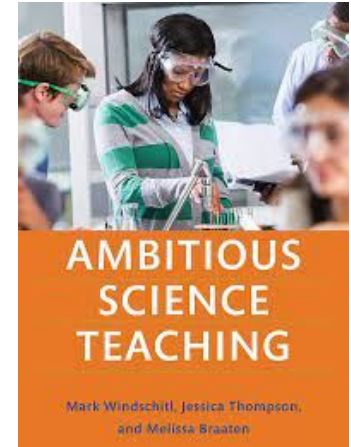
Adoption of High-Quality Materials and Evidence-Based Instructional Practices




Curriculum Review

Secondary Science - Supported by DESE HQIM Grant (\$15,000)

- **Learn & Prepare**
 - Review of Current Research & RPS Data
 - Book Study - Shifts in Science Pedagogy
 - Established Vision
 - Set Parameters and Priorities
- **Investigate and Select**
 - Reviewing HQIMs
- **Next Steps**
 - Wade Institute Professional Learning, June 2024
 - Pilot Curricula in Fall 2024



Adoption of High-Quality Materials and Evidence-Based Instructional Practices




Curriculum Review

Secondary Science Curriculum Review Team Members

Beth Dalby, Dan Cody, Fiona Schuette, Frank Buono, Grace Theriault, Kent Hatton, Kim Peterson, Mary Anne Lynn, Megan Howie, Mia Joyce, Mollie Pelletier, Rafael Cabanas, Ray Albright, Robyn Cotta, Sarah Hardy, Sarah Marchant

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Curriculum Review


World Language - Launch and Implementation

- Established document outlining the pedagogical and assessment approaches to be used in language learning in RPS
- Expanded Proficiency Assessments at RMHS with 15 graduating seniors receiving the MA Seal of Biliteracy in languages including French, Latin, Portuguese, Spanish, and Swedish. Over 20 grades 9-11 RMHS students have already qualified to earn the MA Seal, pending completion of all district graduation requirements

Next Steps

The WL Curriculum Review will move into the Implementation and Monitor Phase in the 24/25 school year.

Adoption of High-Quality Materials and Evidence-Based Instructional Practices




Curriculum Review

World Language Curriculum Review Team Members

Danja Mahoney, Leah Cristi, Laurie Donahue, Beatriz Murphy, Derrick Ryan, Victoria Lemaitre, Eduardo Montero, Julie Wall, Jennifer Gray

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Curriculum Review

Social-Emotional Learning: Learn and Prepare


The SEL District Committee conducted a needs assessment, utilizing a process provided by DESE and the May Institute, on the SEL status of our district. We focused on the following areas:

- Identify all school/district priorities and initiatives that have social, emotional, and behavioral development as part or all of their focus. We documented the corresponding initiatives aligned with those priorities.
- Identify all existing teams, working groups, committees, etc. that have social, emotional, and behavioral development as part or all of their purpose.
- Discuss any initiatives that have promise for scaling up. Review potential improvements to practices and district wide programming.

Next steps:

1. The committee chairs will meet with Principals to share what we have learned and gather feedback.
2. Compile a presentation for District Leaders on what we have learned and recommendations for next year.

Adoption of High-Quality Materials and Evidence-Based Instructional Practices




Curriculum Review

Social Emotional Curriculum Review Team Members

Jillian Gateley, Erica McNamara, Sarah Marchant, Jerika Santiago, Lynna Williams, Lisa Johnson, Cindy Marte, Katie Fiorello, Stephanie Hughes, Adam Woods, Paige Guerra, Tammy Murzycki, Kelly Dicato, Carly Cohen, Stephanie Boudreau, Jessica Swindle, Meredith Flanagan, Adam Blaustein, Camilla Brett, Kate Tiglaar, Lilly Queenan, Lauren, Iannacci, Delaney Yule, Vanessa Kaddaras, Tonia McGuire, Jackie Pelusi, Mary Guiliana, Victoria Ryan, Brie Karrow, Kendra Stinson

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Curriculum Review

Multilingual Learner (MLL): Learn and Prepare


The MLL Curriculum Review Committee intends to update or establish a high quality ESL curriculum for K-12 aligned to the 2020 WIDA Standards by the 2025-26 school year. This year we:

- Established goals, a project timeline, and an instructional vision statement
- Completed the DESE ESL Curriculum Modules relevant to our review
- Evaluated our current materials using DESE's Features of High Quality ESL Instructional Materials Rubric and determined the need for a new curriculum or significant supplementation
- Began a review of the ESL curriculum market landscape

Next steps:

1. Decide which curriculum programs to investigate and pilot in ESL classes
2. Compile a presentation for District Leaders on what we have learned and recommendations.

Adoption of High-Quality Materials and Evidence-Based Instructional Practices




Curriculum Review

Multilingual Learner (MLL) Curriculum Review Team Members

Patrice Duggan, Melissa Henri, Karen Hall

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Curriculum Review

Implement and Monitor

We continue to monitor implementation of the Illustrative Math (IM) and ARC Core Curricula with the support of implementation teams.


IM

Ava Rice, Sarah Lanzo, Katherine Breen, Liz McGevena, Arielle Mucha, Miriam Lewis, Helen Palmieri, Ellen Committo, Denise Conry, Charlie Smith, Kristina Smith, Sean Keough, Patricia Piacentini, Melissa Henri, Heather Murphy, Alyssa Nelson, Lana Montero, Mary Anne Lynn

ARC Core

Erin Gibson, Tonia McGuire, Keri Dinapoli, Mary Johnston, Colleen DeRosa, Emily Smith, Danielle Piazza, Katherine Breen, Bethany Nazzaro, Kelley McQuillin, Jessica Cornetta, Elena Raffa, Jessica Hester, Lisa Azzarito, Erin Burchill

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



RMHS Innovation Career Pathways Overview

23/24 Highlights

- Launched Advanced Manufacturing (Engineering) and Information (Computer Science and Digital Media) Pathways with 80 enrolled students in the 23/24 school year
- Received designation for Clean Energy and Healthcare and Social Assistance Pathways in 2024-25 school year
- Enrollment for 2024-25 school year is 193 students across all pathways
- 189 Seniors participated in internships providing employable skill development, on the job work experience and opportunity to learn about a field or job type (up from 80 in 23/24)
- Added a dual-enrollment course through Middlesex Community College in Social Studies Dept., and developed dual-enrollment partnership with UMass Lowell set to launch in 2024-2025
- Began partnership with TEALS providing students with access to industry experts




Digital Nord Keyboard through Digital Music Pathway

UMASS Lowell Advanced Manufacturing Immersion Program



Adoption of High-Quality Materials and Evidence-Based Instructional Practices



RMHS Innovation Career Pathways


Funding Related to Innovation Career Pathways

- FY23 MyCAP Grant \$4,500
- FY24 MyCAP Grant \$21,000
- FY24 Skills Capital Grant \$75,000
- FY25 Skills Capital Grant \$75,000 - anticipated
- FY 23 and 24 ICP Planning Grants both \$25,000
- FY 24 Implementation Grant \$75,000 (should renew in FY25; potential for up to \$50,000 a year for four years)
- FY23/24 MassHire Internship grant \$186,000
- Work-based Learning Alliance Internships \$25,000
- State Earmark for \$25,000 for Digital Nord Keyboards

Who's enrolled in Innovation Career Pathways at RMHS? (23-24 School Year)

	% in Innovation Career Pathways	% in RPS
Female	21%	46%
Male	79%	54%
African American	4.2%	4.5%
Asian	2.7%	4.6%
Hispanic/Latino	2.8%	3.8%
Students with Disabilities	14%	18%

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



RMHS Innovation Career Pathways

Next Steps

- Continue to build dual enrollment both related and unrelated to innovation career pathways with addition of courses with UMass Lowell and UMass Boston
- Strengthen pathways to ensure students receive the best possible experience, such as improving field trips and site visits
- Increase options for internships/capstones to align with student interest
- Ensure programming meets the needs of all students
- Leverage flex block for counselors to build work-based learning and employability skills

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Secondary Math Pathways Overview


- Secondary Math Pathways Advisory Committee met in fall 2023 to examine RMHS math data, current research about math instruction, college and career readiness needs and various models of math course pathways
- A variety of projects were initiated to support and enhance on-grade level mathematics and to improve student access to advanced coursework in math in RPS
- In June, a detailed presentation will be provided at a school meeting outlining the process to date and next steps.

Learn more:

[Math Pathways Advisory Committee Website](#)

[Math Pathways School Committee Presentation from 11/30/23](#)

Adoption of High-Quality Materials and Evidence-Based Instructional Practices



Secondary Math Pathways Monitoring

Quantitative Measures Employed to gather baseline data:

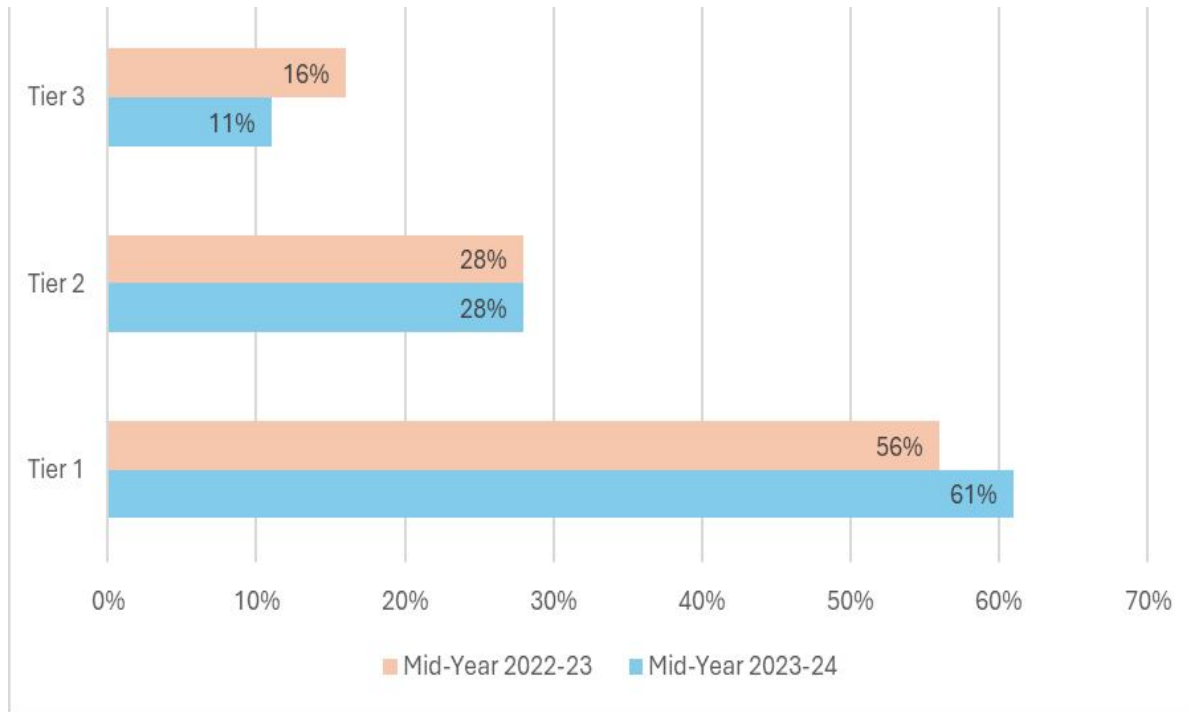
- MS i-Ready Math Assessment
- RMHS Math Course Enrollment

Conclusions: In comparing i-Ready math results from 22/23 and 23/24 there is incremental improvement in students reaching grade level benchmarks. In general, we are looking to increase the number of students meeting grade level benchmarks.

At RMHS, student enrollment in advance courses does not yet match school demographic percentages.

i-Ready Mid-Year Assessment Math Results (Grades 6-8)

22-23 vs. 23-24



Key

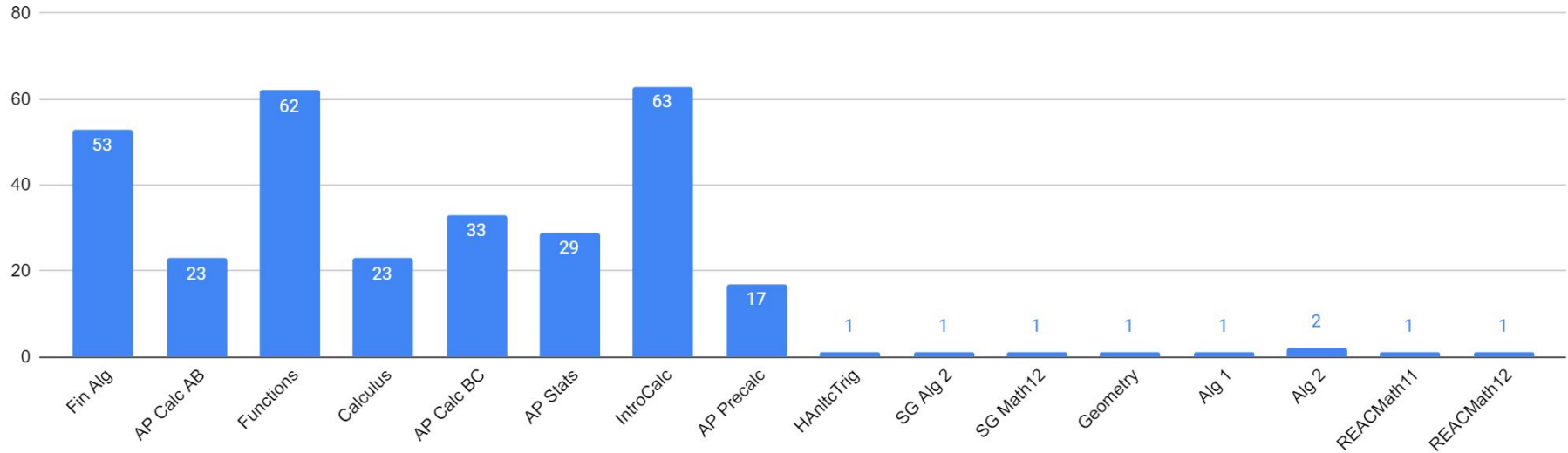
Tier 1: On or above grade level

Tier 2: One grade level below

Tier 3: Two or more grade levels below

Math Courses Taken by Current Grade 12 Students (23-24 School Year)

Grade 12 Math Classes



Who's Taking AP Math Courses at RMHS?

Data for Current Grade 12 students*

	AP Calculus / Statistics courses	Overall Grade 12 demographics
African American/Black	1.4%	4.5%
Hispanic/Latino	1.4%	3.1%
Asian	14.3%	6.6%
White	80.0%	84.8%
Students with disabilities	1.4%	16.9%

**Data includes current grade 12 students who are currently or previously enrolled in an AP Math Course at RMHS.*

Implementation of High-Quality Professional Learning For Staff




Choice
Professional
Development

Content Specific
Professional
Development

Job Embedded
Professional
Development


Implementation of High-Quality Professional Learning For Staff



Job- Embedded PD

- K-8 Math Coaches
- Special Education Literacy Coach
- Inclusion Specialist
- Coaching with MLL Director

Implementation of High-Quality Professional Learning For Staff



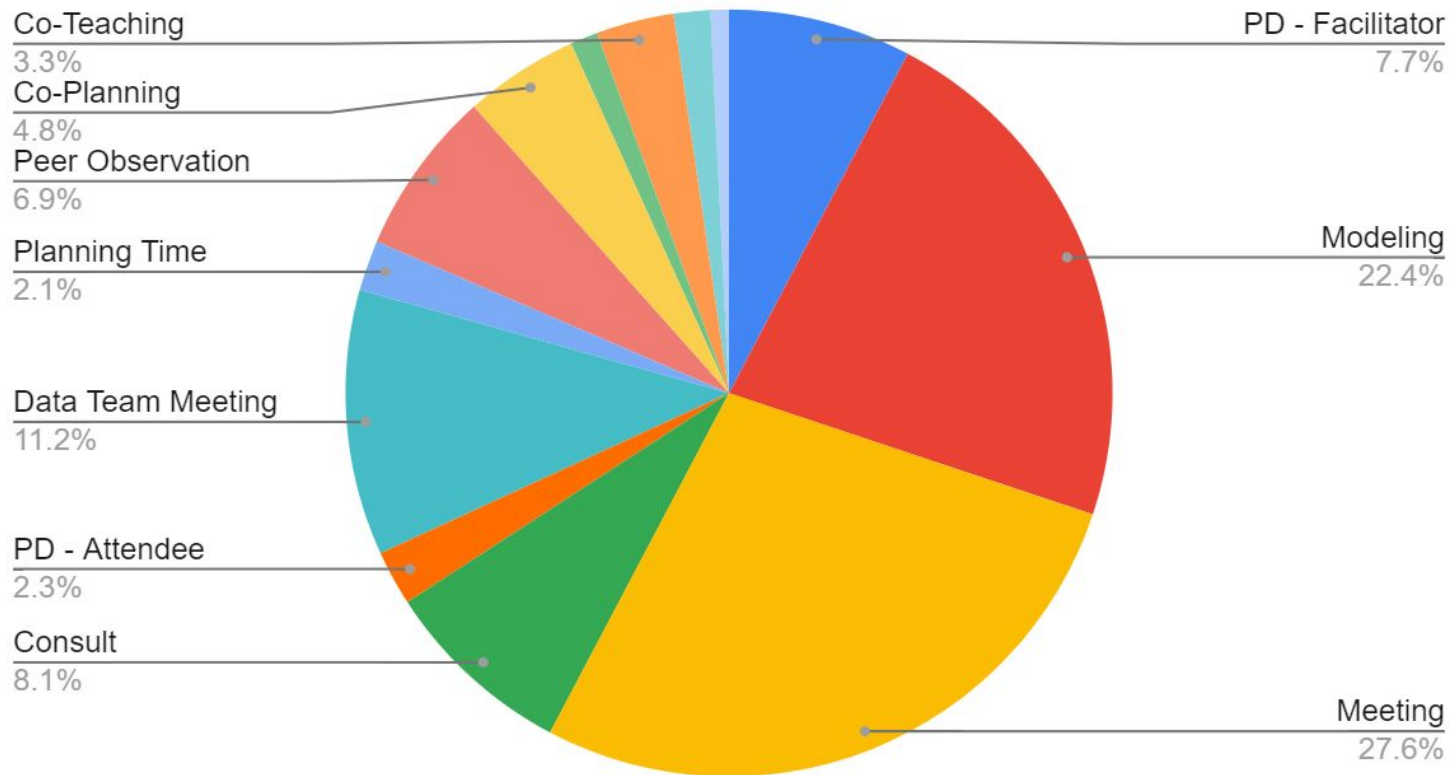
Job- Embedded PD

K-8 Math Coaches - Lana Montero and Alyssa Nelson

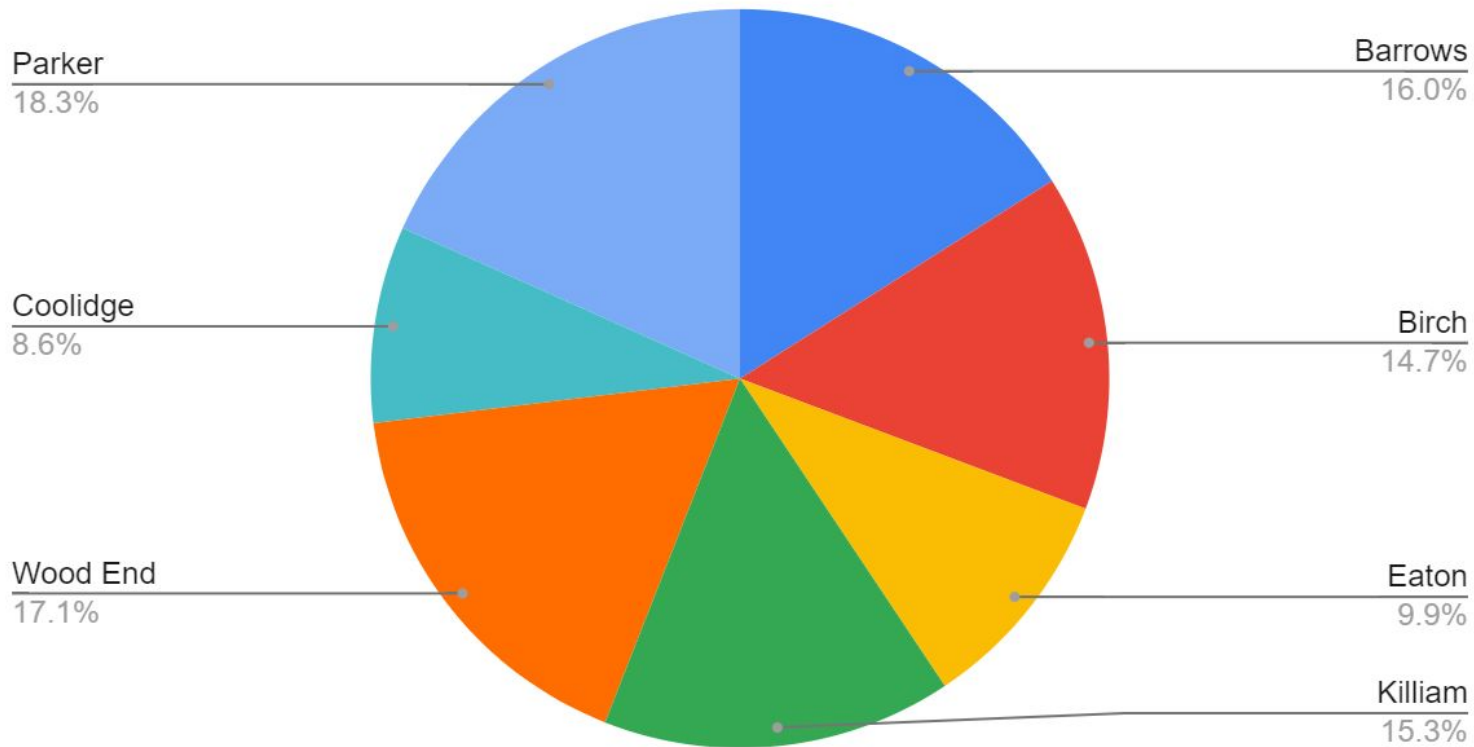
The job responsibilities of the math coaches during year 1 of the position were:

- Support targeted training and lead professional learning, including onboarding for new teachers
- Collaborate with teacher groups to support data analysis, lesson planning and reflection
- 1:1 coaching and support, as requested by teachers


What Types of Support are Math Coaches Providing K-8 Teachers?



Where are K-8 Math Coaches? Coaching by School (23-24)



Implementation of High-Quality Professional Learning For Staff



Job-Embedded PD

Special Education Literacy Coach - Renee Limauro

The Special Education Literacy Coach position continued to make an impact in the 23/24 school year through job-embedded PD such as:

- Coaching for teachers resulting in stronger matching of IEP reading services to student profiles
- Training for building leaders resulting in increased support to special education teachers in the implementation of specially-designed reading instruction
- Reviewing IEPs containing reading services with building-based teams resulting in better alignment of services with research-based instruction

Job-
Embedded
PD

Inclusion Specialist - Jacquelyn Pelusi

The job responsibilities of the inclusion specialist during year 1 of the position were:

- Provide consult and modeling for teachers leading to meaningful inclusion for students
- Build systems collaboratively with school-based teams increasing capacity to support all learners in the general education classroom
- Develop and run professional development, adding to teacher strategies and mindset shifts in trauma-sensitive classroom management

Teacher Feedback about Job-Embedded PD

“The math coach shared resources and ideas that will definitely benefit my students. It was so helpful.”

“I just wanted to be sure I give Lana a shout out. She has been amazing with providing resources and strategies. I've been able to use centers more efficiently and really analyze my students work. It has been great having her as a resource.”

“ I also want to give a shout out to Erin, Mary-Ann, Lana and Alyssa. They truly make an amazing team. It is obvious that each have both the students and teachers' best interest in heart. I've been in this district a long time and it is so amazing to have such dedicated, professional staff leading the way for us.”

Thank you so much for the engaging and important interactive presentation you brought to Barrows yesterday. This was such a great way to get us thinking about using Tier 2 supports for our students appropriately --for staff to know you more and how you can support them (and our students) and prime us for the PD work that lies ahead on Tuesday. We are so grateful for your partnership with us! So glad you are in these roles. I already told Caitlin Shelburne to have you come to JE!


Teacher Feedback about Job-Embedded PD

X showed me some of the ideas that you came up with today for her class. I have a student who is struggling with showing expected behaviors ... Would you be able to talk with me about this situation? Or give me feedback on an idea I was considering using for him?

Heard your SEL lesson in X's room was fabulous! Any interest in doing it in room X next week?

Thank you so much for joining or SST meetings and for the office hours. Also for your insight around Tier 2 interventions as part of this process.

Implementation of High-Quality Professional Learning For Staff

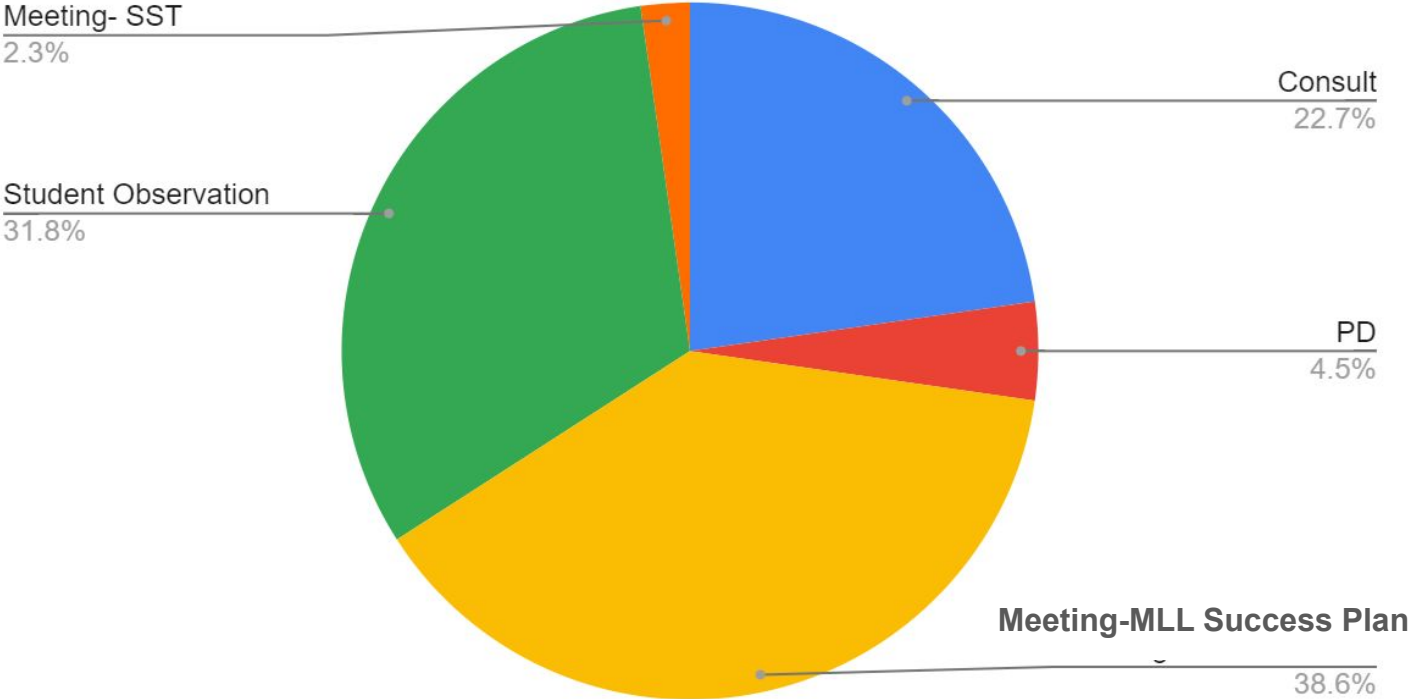


Job- Embedded PD

Coaching with MLL Director - Karen Hall

In the 23/24 school year, teacher coaching was added to the MLL Director's role. This shift was made to support teachers of MLL students in providing Sheltered English Instruction in the classroom. The MLL Director continued to support professional learning by running school-based or department-based trainings for staff.

What Types of Support is the MLL Coach Providing K-12 Teachers?





Job-
Embedded
PD


Mentoring and Induction

- 55 staff in Year 1
- 22 staff in Year 2

Mentors Included:

Kassie Boilard, Linda Boyages, Frank Buono, Jenn Cambra, Eric Castriano, Christina Clawson, Leah Cristi, Christine Crocker, Laurette Cullen, Maggie Cullen, Melissa Deblois, Ashley Dennis, Jessica Duffy, Katie Fiorello, Jillian Gateley, Mary Giuliana, Colleen Griffin-Roland, Sharon Grottkau, Karen Hall, Megan Howie, Stephanie Hughes, Maura Keefe, Julie LaCasse, Sarah Lanzo, Jessica Lozzi, Rachel Markowsky, Liz McGevna, JoEllen McGinnity, Annmarie McGrath, Tonia McGuire, Kasey McKay, Tanya McSorley, Olivia Morris, Tammy Murzycki, Ashley Nagle, Lauren Nawrocki, Helen Palmieri, Jackie Pelusi, Kim Peterson, Danielle Piazza, Jaime Quinn, Jan Rhein, Catherine Rice, Derrick Ryan, Alison Sanchez, Ann Sweeney-White, Lindsey Tainsh, Pauline Tsoutsis, Audra Williams, Keriann Zahoruiko

Implementation of High-Quality Professional Learning For Staff




Job- Embedded PD

Next Steps

- Continue to calibrate roles based on teacher/school needs
- Provide professional development for coaches in their content areas and coaching practices
- Continued participation in statewide leadership networks to learn and stay current on best practices and state initiatives
- Leverage Inclusive Leaders Academy this spring to enrich the inclusive practices of the team
- Further develop coaching cycles and observation and feedback techniques
- Solidify coach tracking systems

Implementation of High-Quality Professional Learning For Staff



Content Specific Professional Development

- Hill for Literacy Science of Reading
 - Offered to K-2 teachers
 - 8 enrolled
- Hill for Literacy Adolescent Literacy
 - MS Curriculum Review Team and most ELA Teachers
 - 24 enrolled
- ARC Leadership and Building PD
- MS and HS Department Meetings
 - Curriculum leads/dept. heads created yearlong PD goals with projects or tasks to demonstrate learning



Content
Specific
Professional
Development

Professional Development for Paraprofessionals


The Inclusion Specialist also led professional development for paraprofessionals. This was done in collaboration with high school team chair, Victoria Ryan. The PD was focused on effectively implementing IEP accommodations and collecting data.

Feedback on Paraprofessional PD

"It is always helpful to learn new strategies and to be reminded of ones that we've forgotten! It is nice to be reminded that we are valued"

"Thank you for all of your hard work in putting together the PD for us. In all honesty, the PD's were great and, in my opinion, what we needed."

Implementation of High-Quality Professional Learning For Staff

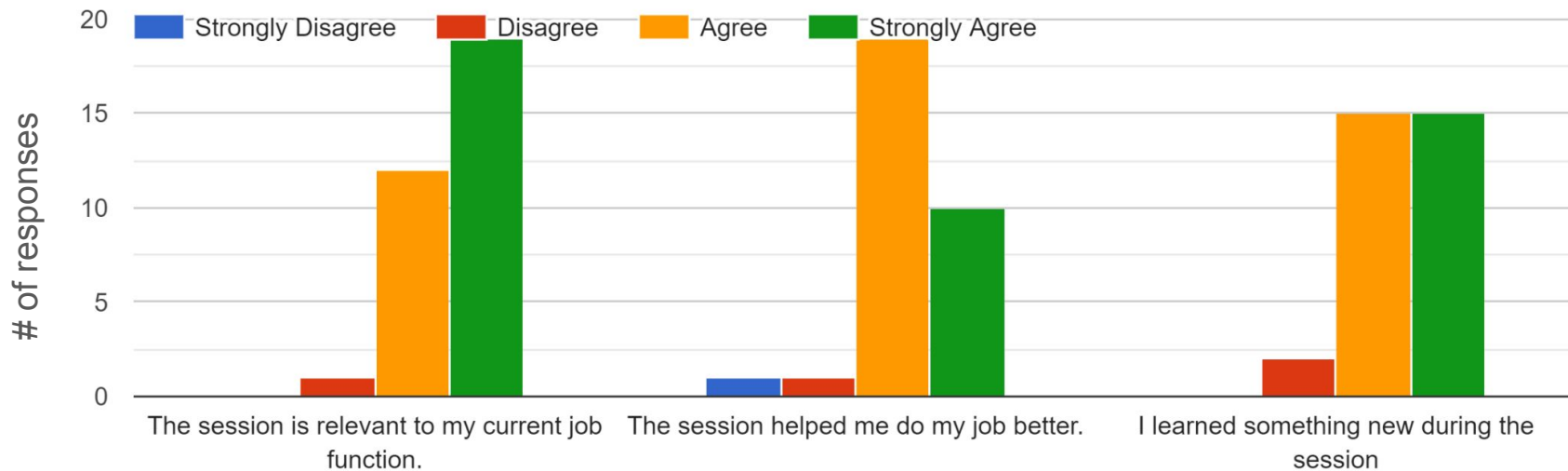


Choice Professional Development

- High School PD Tracks
 - Yearlong PD tracks focused on topics such as student engagement, assessment and literacy
 - Delivered on early release days and in-service days by RMHS leaders and teachers
 - Five options for HS staff
- MS Choice PD Workshops
 - Four workshops offered on early release days on topics related to strategies and tools for supporting the learning of all students
 - Staff participated in 2 different workshops of their choosing during 23/24 school year

Feedback from RMHS Staff about PD Tracks

Please rate how much you agree with the following statements regarding the professional development session you attended



Feedback from RMHS Staff about PD Tracks

Provided a way for all students to actually understand their performance in class, and the understanding of the material.

This PD went beyond my expectations, as it had my students not just focus on their grade, but their understanding of the material itself and their personal interest in what we were learning.

Had wonderful conversations with colleagues I don't usually get to see. I love hearing different perspectives and how things happen in other departments.

PD leaders were great and allowed conversations for those representing different departments.

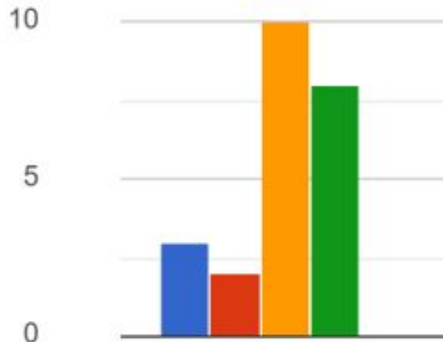
The book shed new light on old assumptions about grading, so it was helpful to get a new perspective. In turn, I implemented some of the practices in my grading and classroom.

I hope to see this as a PD track next year. I would love to make improvements or dive deeper into this.

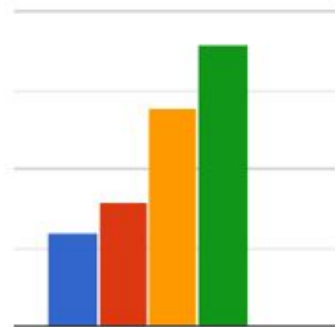
MS Choice PD Teacher Survey

Please rate your agree/disagreement with the following statements regarding the professional development session you attended.

Strongly Disagree Disagree Agree Strongly Agree



During the workshop, I learned something new or thought about a topic in a new way.



I learned one or two strategies that I've already started using in my job or plan to use in the next month.

Feedback from MS Staff about Choice PD (December 2023 and May 2024)

Alyssa, Mary Anne, and Mollie did an amazing job with this workshop. It was very helpful for STEM topics but could also be applicable to many different subject areas.

I participated in the Hill for Literacy PD which was 10 sessions this year. I attended several of these sessions during the choice PD workshops and do feel that I gained a lot from the training this year

It was interesting to see the ladder presented and to have time to reflect on how to implement this in small, manageable ways. I love that the conversation around understanding where students are coming from is happening on a larger scale. Kids can't access curriculum if they are overwhelmed or anxious or are feeling unseen. I love love love that we are spending time on how to make the learning more equitable and accessible. The way it was presented was really helpful and organized. Thank you!!

There were a lot of positives - the Reading community leading the PD, the mix with other staff, the topics offered. The negative was that I felt really confused about which type of PD was happening that day and I had papers from all different groups all scattered. It was hard to keep track.

I thought this workshop was really good. My answers above do not reflect the importance of or information shared in the presentation. While I did not learn new strategies, I felt like it was an excellent overview for teachers who may be less familiar with trauma sensitive practices. I did enjoy the workshop very much.

I found the technology workshop I went through extremely applicable and was able to begin using many of the resources I learned about this year and will continue to do so.



QUESTIONS



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

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

TO: Reading School Committee
FROM: Thomas Wise, Reading School Committee Chair
DATE: May 20, 2024
TOPIC: Formative Review Process

As a reminder, during our August 10, 2023 meeting, we agreed to execute a two-year review cycle for Dr. Milaschewski. As a result, the formative review will commence now and conclude during our last meeting on June 20, 2024. The suggested key milestones of the process will be:

Milestone	Date
Benchmark Update vs. District Strategic Plan Presentation: Pillars I and III	May 23, 2024
Mid-Cycle Formative Review Evidence Presentation	May 23, 2024
Benchmark Update vs. District Strategic Plan Distribution to Committee: Pillars II and IV	May 31, 2024
Benchmark Update vs. District Strategic Plan Public Presentation: Pillars II and IV	May 31, 2024
Math Pathways Public Presentation	June 6, 2024
Individual Draft Formative Review to Dr. Milaschewski	June 9, 2024
Individual Draft Formative Review Discussions with Dr. Milaschewski	June 10, 2024 – June 13, 2024
Individual Final Formative Review to Dr. Milaschewski, Mr. Wise, and Ms. Lejeune	June 14, 2024
Group Draft Formative Review in Public Packet	June 18, 2024
Formative Review Presentation, Discussion, Finalization, & Vote	June 20, 2024

As a reminder, the Formative Review process and suggested evidence can be reviewed in the [DESE guidelines for reviewing superintendents](#). In particular, please review Step 4 which commences on page 15 of the PDF (labeled as Page 12 in the document). Additionally, the official goals will be included in the Mid-Cycle Formative Review Presentation to guide your review writing and focus.

We can discuss the above during our meeting and amend as mutually agreed, if necessary.

Thank you.

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: May 21, 2024
Re: Benchmark Update vs. District Strategic Plan

Over the next two School Committee meetings (May 23rd and June 6th) our district leadership team will present a benchmark update vs. the 2023-2026 RPS District Strategic Plan. During the May 23rd meeting, we will present on Strategic Objectives 2 (Coherent Instructional Systems) and 3 (School Operations). During the June 6th meeting, we will present on Strategic Objectives 1 (Supportive, Equitable, and Safe Learning Environments) and 4 (Family and Community Engagement).

In this packet we have included a document to track progress on the District Strategic Plan. The document includes three columns – 1) Activities 2) Short and Long Term Outcomes 3) 2023-2024 End of School Year Updates. A finalized version of this document will be completed by May 31st and will be shared in the June 6th School Committee packet.

We are encouraged by the progress our district continues to make towards the goals/outcomes listed in the plan and appreciate the support, collaboration, and effort by so many in our RPS community in moving these critical initiatives and activities forward.



READING PUBLIC SCHOOLS - DISTRICT STRATEGIC PLAN 2023-2026

Mission of the Reading Public Schools

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

Vision of the Reading Public Schools

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Reading Public Schools' Statement of Equity

The Reading School Committee, Central Office, Directors, Principals and Leadership of the Teacher's Association celebrate the diversity of the Reading Community and beyond by embracing differences to empower every student, staff member and family of the Reading Public Schools. We embrace all members of the community no matter where we live, what we look like, what we believe, what language we speak, who we love, or how we learn, consistent with the human dignity of all. When we are unwavering in our commitment to equity, we support every student and staff member in maximizing individual potential. This requires us to identify, analyze, and confront gaps in opportunities and outcomes for all students.

Reading Memorial High School Portrait of a Graduate

RPS Graduates are leaders of their own learning journey who demonstrate kindness and empathy towards others and a commitment to wellness. They persevere through challenges, embrace multiple perspectives, and aspire to be their best selves in the service of others to better our community and our world.

Learn - Grow - Teach - RPS Graduates are critical thinkers and creative problem solvers. They take ownership of their learning journey and are open to struggle to foster personal growth. They are confident in their beliefs and consider the thoughts and ideas of others. They embrace collaboration to help teach others and remain curious life-long learners.

Empathize - Consider Perspectives - Practice Communal Care - RPS Graduates show kindness and empathy towards others and a commitment to personal wellness and communal care. They are able to persevere through challenges and demonstrate resilience. They authentically reflect through hearing and understanding the experiences, perspectives, and needs of people around them. To navigate relationships with generosity and patience, they listen actively and compassionately.

Engage - Serve - Thrive - RPS Graduates responsibly shape our world through collaboration with their community. They engage with and communicate multiple perspectives, aspire to be their best selves in the service of others in order to thrive, and bring their skills and knowledge to action for the benefit of each other and our world.

Reading Public Schools 2023-2026 Strategic Objectives

Strategic Objective 1: Supportive, Equitable, and Safe Learning Environment (Leads: Jen Stys, Sarah Marchant, Allison Wright, Emma Costigan, Lynna Williams, Mary Giuliana, Ally Sarno, Ann Ozanian)

Strategic Objective 2: Coherent Instructional Systems (Leads: Sarah Hardy, Caitlin Shelburne, Mary Anne Lynn, Erin Burchill, Jess Callanan, Liam Loscalzo)

Strategic Objective 3: School Operations (Leads: Derek Pinto)

Strategic Objective 4: Family and Community Engagement (Leads: Alissa Gallegos, Theresa Wiggins, Barbara Best, Erica McNamara, Jessica Callanan, Karen Hall, Lisa Egan, Lynna Williams, Sarah Hardy)

Strategic Initiatives

Supportive, Equitable and Safe Learning Environments	Coherent Instructional Systems	School Operations	Family and Community Engagement
<u>1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress</u>	<u>2.1. Enact Special Education Multi-Year Improvement Plan</u>	<u>3.1. Review key operational procedures and processes</u>	<u>4.1. Strengthen family/school partnerships</u>
<u>1.2 Build valid data collection systems and analysis procedures</u>	<u>2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)</u>	<u>3.2. Leverage and optimize all resources including staffing roles and schedules, and funding</u>	<u>4.2. Strengthen equitable family engagement: supports and connections for Multilingual Learners, Black and Brown, and Economically Disadvantaged Students and Families</u>
<u>1.3. Create, refine and align safety centered process and protocols</u>	<u>2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment)</u>	<u>3.3. Refine human resources systems of recruitment, retention, and attendance</u>	<u>4.3. Create a Children’s Cabinet to bring together key leaders that serve children and youth</u>
<u>1.4 Build coherence within METCO Program</u>	<u>2.4. Utilize and refine a comprehensive</u>	<u>3.4. Collaborate with MSBA and the Reading</u>	

	<u>assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families</u>	<u>community to enable the build of new Killam Elementary School building</u>	
<u>1.5 Build coherence in MLL Programming</u>	<u>2.5 Design a high-quality system of professional learning for RPS</u>		
	<u>2.6 Define a vision for district's educational/ administrative technology and opportunities to braid current district resources (Tech Plan)</u>		

Reading Public Schools Logic Model

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

School Committee Liaison - Tom Wise

Strategic Initiative 1.1: Build a shared understanding about sense of belonging and identify common indicators to measure progress
 Given a shared understanding of a sense of belonging, we will improve our systems to quantify impact on student outcomes.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p> <p>The district will support buildings to create and support data teams which will include implementing interventions and refining student supports. Given the fall Panorama survey data, small groups of staff will meet to identify trends and direct student centered interventions to improve attendance, engagement, and sense of belonging. These meetings will happen at the school based level no more than 4 weeks after the data is released with at least two check-ins to monitor progress and adjust support. (ie SST or ILT)</p> <p>Individual school communities will continue to engage in work which focuses on embracing students for who they are and ensuring that students are physically, emotionally, and intellectually safe and able to engage in rigorous instruction. For example:</p> <ul style="list-style-type: none"> ● High School: Staff Book Club “Culturally Responsive Teaching and the Brain” by Zaretta Hammond. ● Middle Schools: Staff Book Club “School Talk” by Mica Pollack and “Culturally and Linguistically Responsive Teaching and Learning” by Sharroky Hollie, piloting schoolwide SEL such as Positive Behavior Interventions and Supports (PBIS) and 	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p> <p>Given direct interventions at the school level and district base line data from the 2022-2023 school year, the district data team will review results from the Panorama survey data, focus group feedback, and participation in after school activities (ie prom, after school clubs and sports) to find positive growth in the data, including scoring above the national norms on Panorama survey data. The specific focus areas of growth will be, “Overall, how much do you feel like you belong at your school?” and, “How connected do you feel to the adults at your school?” The effective strategies will then be shared at the school level.</p> <p>Based on the school improvement plans, each school will identify 2-3 priority focus areas for students to enhance their sense of belonging based on data created at the school and district level. Highlight on-going success in these areas at the district and school level.</p>	<p>Update on Strategic Objective 1 will be provided at the June 6, 2024 School Committee meeting.</p>

Collaborative Problem Solving, student advisory council, professional learning communities.

- Elementary Schools: Schoolwide assemblies monthly focused on school values as well as celebrating diversity, piloting Second Step SEL curriculum, speakers who support DEI conversations, student-centered multiculturalism day, staff review of practices to ensure representation in classroom materials/lessons.

Based on student focus group feedback: During the 2023-2024 school year focusing on sense of belonging, the district will include the following during professional development opportunities or staff meetings: model and name options of how students can have increased autonomy over their learning experiences (i.e., learning choices and partners, flexible grouping, student book selections, etc.)

Based on student focus group feedback: The district will continue to ensure we celebrate diversity and different perspectives by continued implementation of ARC Core in kindergarten to grade 5, which meets the English and Spanish literacy needs of all students in any learning environment. Through extensive reading, writing, research, and analysis, students develop agency and expertise in a wide variety of disciplines, preparing them to lead in a changing world. Additionally, the Middle School Literacy team will utilize the curriculum review process to review and select culturally responsive, engaging materials.

To ensure that all students and family members are supported within the community, the district will create and publish a community resource list, which includes doctors, access to food etc.

The district will continue to partner with the Community Resources Group in order to ensure all students and families have access to all community activities, including working with the town to secure transportation options.

<p>In order to support some of our most vulnerable learners, the district will meet with DCF on a monthly basis to review resources and supports available.</p>		
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Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Strategic Initiative 1.2: Build valid data collection systems and analysis procedures to improve holistic supports for youth that strengthen student achievement, health, and wellness.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	
<p>The district will update the dashboard to include chronic absenteeism and average daily attendance and will review this information monthly and reach out to the schools to support.</p> <p>Each school will review their attendance data based on a district created dashboard at least bi-monthly (i.e., at SST). During these meetings, specific student/family interventions will be created and reviewed. Teams will discuss strategies to re-engage students and review barriers impacting students ability to attend and engage in their school day i.e. school phobia, refusal, family challenges, mental health, etc.</p> <p>The district will update the attendance procedures and provide scripts, letters and suggestions to assist schools in re-engaging students.</p> <p>Beginning in the 2023-2024 school year, the district will have a proactive attendance campaign to ensure all stakeholders understand the importance of attendance.</p> <p>The district will have an Attendance Liaison to provide stipend support and will examine the need to make this a full time position the following school year.</p>	<p>Each school will have a Daily Average Attendance rate of 97%.</p> <p>The district will build consistent general education tier 1 and 2 systems, interventions and data driven processes as evidenced by a decrease in special education referrals resulting in a finding of no special needs by %.</p> <p>Based on Panorama survey data and focus group data, the district will create a vertical map to track sense of belonging supports across grade levels.</p> <p>By the end of the 2023-2024 school year, the district will have an aligned process for running SST across grade levels, which includes a data review cycle to measure effectiveness of the process and student growth.</p> <p>By the end of the 2023-2024 school year, the district will reduce out of school and in school suspensions by 5% as evidenced by an</p>	<p>Update on Strategic Objective 1 will be provided at the June 6, 2024 School Committee meeting.</p>

At the district and school-based level, look at current special education IEPs for trends related to disability categories and the level of need, focusing on providing the right amount of services in the least-restrictive environment.

Each school-based Special Education Team will review students' reading performance at least monthly to ensure effective progress and/or make adjustments to instruction/programming.

Conduct a survey (Panorama) of sense of belonging three times a year of all students in grades 3-12. Consider the following variables in the survey in order to analyze and consider a root cause analysis, if necessary:

- race/ethnicity
- school history
- special education/504 status
- high needs status
- location of residence

Conduct focus groups of students, staff and families to determine additional context for the sense of belonging data to then debrief and action plan based on results. These focus groups will be completed with at least 12-15 middle school and 12-15 high school students twice during the school year.

- race/ethnicity
- school history
- special education/504 status
- high needs status
- location of residence

Based on survey and focus group data, specific action steps will be developed to support individuals and cohorts in need of supports, themes that appear will be addressed appropriately.

Over the 2023 summer, create a district-wide outline for SST meetings, including sample forms and progress data. Train school-based leaders to effectively run SST meetings, communicate with stakeholders, and reviewing student outcomes.

increase in interim alternative measures and reengagement activities when students are returning to their educational settings.

The district will conduct a curriculum review cycle to examine approaches to social-emotional learning, learning materials and Tier 1 supports. A plan for implementation of SEL and required professional development in 2024-2025 will be created as a result of the curriculum review cycle.

Reading will maintain a drop out rate of below 1 percent.

During the 2023-2024 school year, the district will review SST implementation practices and information across schools at least every other month with building leaders to align processes and check for additional supports/interventions. As part of the SST alignment process, the district will update the DCAP and create a resource guide of strong Tier 1 interventions and supports.

During the summer of 2023, train all the building leaders in interim alternative measures for discipline and the discipline process.

With attention to special populations, the district will review the discipline data on a bi-monthly basis and provide intervention where needed. Based on focus group feedback, school-based teams will review disciplinary processes including in-classroom procedures (i.e., time outs, trips to the main office, etc.) and implement procedures which prioritize repairing relationships and limiting lost learning time for students.

Given the monthly meeting of SEL supports, the district will partner with the Coalition to ensure availability of Coalition mental health support as well as appropriate referrals to community-based therapeutic care through William James Interface service. Reading Coalition staff will continue to teach Teen Mental Health First Aid class to RMHS grade 11 students within Health Classes during the 2023-2024 school year. Reading Coalition staff will offer Youth Mental Health First Aid training for school staff 1-2x per year. Public Safety Clinician via Coalition conducting trauma training for RPS staff with multiple offerings during the school year. Partner with the Town of Reading and SEPAC to increase inclusive opportunities for all students.

In school year 2024-2025, evaluate use of Youth Risk Behavior Survey (YRBS)

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Strategic Initiative 1.3: Create, refine and align safety centered processes and protocols

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	
<p>During the summer of 2023, the district will create a safety response protocol that includes resources and contact information.</p> <p>During the 2023-2024 school year, the district will meet bi-monthly with our community safety partners to review the safety response protocol and make any necessary changes.</p> <p>During the 2023-2024 school year, each school building will identify a campus crisis team which will convene at least monthly to review school-specific practices and supports and make necessary changes.</p> <p>During the 2023-2024 school year, all new building leaders, nurses, social workers, and school psychologists will be trained in the CSTAG model.</p> <p>The district will hold two CSTAG refresher/case study trainings during the 2023-2024 school year.</p> <p>Medical and Behavioral Emergency Response Plans (new template to come from DESE) will be completed according to regulations prior to the start of the 2023-2024 school year, and then reviewed during building-based crisis team meetings.</p> <p>Each school crisis team will create a flowchart to describe staff response to crisis events on campus. This should include staff school phone extensions and cell phone numbers to facilitate timely response.</p>	<p>Aligned systems and supports to ensure consistent responses and supports, so that when there is an unsafe situation or threat to safety there is an appropriate response 100% of the time.</p>	<p>Update on Strategic Objective 1 will be provided at the June 6, 2024 School Committee meeting.</p>

<p>After every critical incident, the school (and possibly the district crisis team) will debrief the incident and ensure that appropriate documentation has been collected and submitted.</p> <p>All building leaders will be trained in Reunification, QBS, CPR, and First Aid prior to the start of the 2023-2024 school year.</p> <p>During the summer of 2023, the district Handbook will be updated to include all of the appropriate regulations and policies. Each school will then create a revised welcome/handbook to include their specific school information.</p> <p>During the summer of 2023, the district will begin to implement the student sports and coaches handbooks, which will include a kickoff meeting at the start of every season with all players, coaches, and families to review expectations.</p> <p>During the summer of 2023, the district will create a Handbook for all non-athletic extracurricular activities. These clubs and organizations will hold kickoff meetings at the start of programming with all students, club leaders, and families to review expectations.</p> <p>Given the data collected based on the implementation of the new Field Trip Forms during the 2022-2023 school year, the district will examine trends and inequities across grade levels, schools, and special populations. Action planning will then take place to ensure safe and equitable experiences for all learners.</p>		
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Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Strategic Initiative 1.4: Build coherence within METCO Program

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	

<ul style="list-style-type: none"> ● Parent and student focus groups ● District METCO Coordinator/ SAJ focus group - to define/ align roles & responsibilities. ● By September 2023, the district will define a district-wide METCO goal based upon review of quantitative and qualitative data. ● By October 2023, all METCO Site Coordinators/School Adjustment Counselors will create a professional goal alongside building principals and the METCO Director. Goals should: <ul style="list-style-type: none"> ○ Align to the district-wide METCO goal ○ Have measurable impact ● During the 23-24 school year, school principals and the METCO director will engage in ongoing observation/feedback cycles to support METCO Site Coordinators/School Adjustment counselors with their individualized goals. This will include quarterly triad meetings involving the METCO Director, Principal, and METCO Site Coordinator/School Adjustment Counselor ● During the 23-24 school year, the METCO Guiding Coalition will lead rotating site visits to develop district-wide coherence using best practices aligned to the district-wide METCO goal. ● During the 23-24 school year, the METCO Director will engage in monthly principal meetings and bi-weekly METCO Site Coordinator meetings to engage in collective problem solving and district-wide coherence making. 	<p>All schools will implement consistent METCO programming and best practices that improve student academic, social and emotional excellence in accordance with the greater vision of METCO. This will be demonstrated by:</p> <ul style="list-style-type: none"> ● Positive participant responses to METCO rotating site visits demonstrating that the meetings supported their learning and they were able to apply something from today's meeting in their practice. ● Improved data indicators aligned to the district-wide METCO goal established in September. 	<p>Update on Strategic Objective 1 will be provided at the June 6, 2024 School Committee meeting.</p>
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Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Strategic Initiative 1.5: Build coherence in MLL Programming

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	

<p>Create, refine and align process and protocols to include:</p> <ul style="list-style-type: none"> ● Research and create a list of bilingual evaluators in the primary language of our students. ● Interpreters at meetings where parents can feel included but not judged by language status ● Parent and student focus groups <p>Liaise with school adjustment counselors to use community resources and build relationships with MLL families to provide continued outreach and supports.</p> <p>Update protocols for translations and interpretation, train all staff and monitor implementation of protocols.</p> <p>Teachers will have access to strategies and supports to ensure MLL students are active and engaged participants in all classroom lessons and activities and equal members of the classroom community. Additionally, supports will be provided to ensure MLL families are connected to the school community and their child's academic progress.</p> <p>Begin implementation (year 2 and beyond):</p> <ul style="list-style-type: none"> ● Common tier 1 curriculum that is vertically aligned ● Continue to build community partnerships that are proactive not reactive to support all learners; which focus areas to include: <ul style="list-style-type: none"> ○ scholarships for extended day ○ staff who speak the home language of students ○ mentorship opportunities ○ access to easy and effective two way translation services 	<p>The building leader website will include translation and interpretation protocols and resources. Building leaders and administrative assistants, and other staff will be trained in how to use the protocols.</p> <p>MLL families have a “go-to” within their student’s school to contact with questions, concerns or requests for assistance. Build on the community resources website to connect school and town resources and service providers.</p> <p>Expand Reading Community Supports Fair to ensure town to school community support.</p> <p>During the 23/24 school year, job-embedded coaching will be available to teachers of MLL students to support implementation of SEI strategies and equitable and culturally responsive practices in the general education setting.</p> <p>During the 23/24 school year, the MLL department will begin the process of vertically aligning the ESL curriculum.</p>	<p>Update on Strategic Objective 1 will be provided at the June 6, 2024 School Committee meeting.</p>
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Strategic Objective 1: Safe, Equitable and Supportive Learning Environment: General Resource and Outcomes

RESOURCES

In order to accomplish our set of activities we will need the following:

Professional Resources to Support Learning:

[Gholdy Muhammad](#) wrote a book, [Cultivating Genius](#)

[Dena Simmons](#)

[Bettina Love](#)

[Culturally Responsive Teaching & the Brain \(Hammond\)](#)

[Sense of Belonging: Harvard EdCast](#)

[Sense of Belonging: DESE Resources](#)

[Attendance intervention: The BARR model](#)

Reading Public Schools Logic Model

Strategic Objective 2: Coherent Instructional Systems

School Committee Liaison - Sarah McLaughlin

Strategic Initiative 2.1: Enact Special Education Multi-Year Improvement Plan

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that if accomplished these activities will lead to the following changes</i>	<i>Update provided during the May 23, 2024 School Committee Meeting.</i>
<p>Continue to implement the recommendations of the special education program reviews, including changes and improvements to program structure and alignment, staffing designs, staff training, and least restrictive environment guidance.</p> <p>Meet every 8 weeks with SEPAC subcommittee to review implementation of the recommendations of program reviews.</p>	<p>Strategic initiatives based on the special education program reviews are reflected in the FY24 and FY25 budget book</p> <p>Important updates related to progress of strategic initiatives related to special education program reviews are made publicly available via the district website</p> <p>The Professional Learning Plan outlines professional development aligned with the initiatives of the special education program review</p>	<p>A comprehensive program review update will be provided through a presentation during the June 6th School Committee meeting.</p>

Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.2: Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices) in all grade levels and content areas.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that if accomplished these activities will lead to the following changes</i>	<i>Update provided during the May 23, 2024 School Committee Meeting.</i>

<p>During the 2023-24 school year:</p> <ul style="list-style-type: none"> ● Utilize the curriculum review process in the following areas: <ul style="list-style-type: none"> ○ Science (Secondary) ○ World Language ○ MS ELA ○ Social-emotional learning ● Determine which areas to initiate curriculum reviews for 24/25. <p>Draft Curriculum Review</p>	<p>A consistent, articulated curriculum review process is used to review instructional materials, practices and assessments in identified content areas. By the end of the 23/24 school year, each curriculum review processes underway will result in a written document outlining the findings of the curriculum review process and the recommended next steps in the areas of adoption of high-quality core instructional materials, training to support implementation of research-based instructional practices and/or utilization of new or updated assessments.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>
<p>In the 23/24 school year, the Office of Learning and Teaching will create an inventory of recent, current and upcoming curriculum reviews. Working with curriculum leaders and department heads, the inventory will also catalog curricular resources in use from preschool to grade 12 with adoption dates and license renewal information, where applicable.</p> <p>Principals, curriculum leaders and department heads will receive ongoing training in the Curriculum Review Process with a particular focus on reasons for initiating a Curriculum Review (see 2.5)</p>	<p>The curriculum review process is leveraged to build curricular coherence leading to learning experiences for students that are aligned vertically, cross-subject and across tiers of instruction as documented by district inventories and curriculum review plans. Public-facing curriculum maps are created or updated to reflect the changes implemented through Curriculum Review Processes.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>

References:

DESE (2018). Quick Reference Guide: Assessing your curriculum landscape. Retrieved on 3/27/2023.

<https://www.doe.mass.edu/instruction/impd/qrg-assessing-curriculum.pdf>

DESE (2020). Quick Reference Guide: Evaluating and selecting high-quality instructional materials process. Retrieved on 3/27/2023.

<https://www.doe.mass.edu/instruction/impd/qrg-eval-select.docx>

DESE (2018). Quick Reference Guide: The Case for Curricular Coherence. Retrieved on 3/27/2023.

<https://www.doe.mass.edu/instruction/impd/qrg-ensuring-coherence.pdf>

Riley, J. C. (2021). FY22 Evidence-Based Program Areas: Descriptions of program areas identified by DESE to support the creation of three-year, evidence-based plans required by the Student Opportunity Act. Retrieved on 3/27/2023.

<https://www.doe.mass.edu/soa/evidence-based-program-area.docx>

Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.3: Ensure variety of college and career pathways for secondary students (Math Pathways, Innovation Pathways, Dual Enrollment, Career and Technical Education (CTE) Programming)

Ensure a variety of college and career pathways for secondary students to increase student access to post secondary pursuits through enhanced understanding of options and by being better prepared to take on post secondary pursuits in college and career. Ensure students in Reading continue to remain competitive with students in neighboring communities in their quest for college and career opportunities after high school.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update															
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>															
<p>Implement year 1 of Innovation Career Pathways courses in Advanced Manufacturing (Engineering) and Information (Computer Science and Digital Media).</p> <p>Solidify Innovation Career Pathway courses for year 3 and 4 of each content area, specifically in the area of Dual Enrollment. Continue to broaden recruitment and promote the innovative curriculum and work-based learning opportunities inherent to each Pathway.</p> <p>Explore additional pathways opportunities, such as Environmental and/or Life Science and Business or Finance and make recommendations to the central office leadership team by December of 2023 through the "RMHS Instructional Leadership Team and IP Advisory Board."</p> <p>Explore and apply for grant opportunities to supplement costs of infrastructure/supplies and program development.</p>	<p>As documented in the RMHS Program of Studies, multiple Innovation Career Pathways are in place, allowing at least 50 students per year to explore college and career pathways beginning in the 2023-24 school year.</p> <p>By December 2023, the RHMS Instructional Leadership Team and the IP Advisory board will make recommendations for expanding the Innovation Career Pathways for the 2024-25 school year.</p> <p>The demographics of students enrolled in Innovation Pathways is reflective of the RMHS student body.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>RMHS 23/24 Student Enrollment by Demographic</p> <table border="1" data-bbox="1409 967 2030 1421"> <thead> <tr> <th></th> <th>% in Innovation Career Pathway</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>21%</td> </tr> <tr> <td>Male</td> <td>79%</td> </tr> <tr> <td>African American</td> <td>4.2%</td> </tr> <tr> <td>Asian</td> <td>2.7%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>2.8%</td> </tr> <tr> <td>Students w/ Disabilities</td> <td>14%</td> </tr> </tbody> </table>			% in Innovation Career Pathway	Female	21%	Male	79%	African American	4.2%	Asian	2.7%	Hispanic/Latino	2.8%	Students w/ Disabilities	14%
	% in Innovation Career Pathway																
Female	21%																
Male	79%																
African American	4.2%																
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Hispanic/Latino	2.8%																
Students w/ Disabilities	14%																

		<p>23/24 School Year: 80 Students 24/25 School Year: 193 Students</p> <p>Received DESE approval for adoption of two new pathways in 2024-2025 - Clean Energy; Healthcare & Social Assistance</p>
<p>Partner with institutions of higher education, like Middlesex Community College and University of Massachusetts, to offer dual enrollment courses in multiple departments beginning in earnest in 2023-24 with at least one course and expanding to meet the needs of IP and the school in 2024-25.</p> <p>Leverage the annual inventory of the program of studies to create new high interest course offerings and programmatic planning that aligns with dual enrollment courses.</p>	<p>As documented in the RMHS program of studies for the 2024-25 school year dual enrollment courses are available in each academic department for students to earn college credits; students have the ability to graduate from RMHS with up to 20 credits by the 2025-26 school year.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>Please find more information in the RMHS Program of Studies for 2024-2025.</p>
<p>Create a catalog of internship and capstone project opportunities by building strong relationships with outside agencies in higher education, industry and community to ensure adopted programming aligns with industry and community needs and / or the skills for specific areas of study in the postsecondary world (college, career, trades, military).</p> <p>Continue to adapt and expand the current Innovation Career Pathways Advisory Board, and create additional boards to support the development of the Skills Capital areas of focus.</p> <p>Building on lessons learned from spring 2023, design expanded Work-Based Learning Opportunities and Career and Technical Education (CTE) options for the 2024-25 school year.</p>	<p>100% of RMHS seniors that are academically eligible participate in an internship or capstone project by 2025-26 academic year.</p>	<p>Please find more information in the RMHS Program of Studies for 2024-2025.</p> <p>2022-23 School Year: 80 seniors participated 2023-24 School Year: 189 seniors participated</p> <p>An update will be provided at the end of the 2025-2026 school year.</p>
<p>Utilize the Project Wayfinder, college and career readiness and student development curriculum with</p>	<p>At the culmination of grade 12, students will be able to make informed decisions about their</p>	<p>An update will be provided at the end of the 2025-2026 school year.</p>

<p>students in grades 9-12 to teach and practice social skills and competencies focused on proactively building belonging and defining personal success, as well as explore career interests and carry out the college, trades or military application process.</p> <p>Implement elements of MyCap, a DESE supported work-based learning curriculum and plan, with students participating in Innovation Career Pathways. In addition, use with students outside of the ICPs that would benefit from this more specific work-based learning plan and potentially experiences while at RMHS.</p>	<p>post-secondary plans as a result of increased exposure to college and career options throughout their time at RMHS as demonstrated by student surveys and focus group data.</p>	
<p>Use stakeholder/community collaborative group to identify, examine, and make recommendations for Secondary Math Pathways (SY23-24). The team will identify targets for percentage of students in advanced courses and expected increase of students of color, multilingual students, and economically disadvantaged students in advanced courses. Create an implementation plan based upon the recommendations with clear benchmarks and timelines. The implementation plan will include structures and supports aimed at increasing participation in advanced math courses by students traditionally not represented.</p>	<p>An expanded secondary math pathway offers students more opportunities and choices in math courses, as well as increased access to advanced math courses. The expanded secondary math pathway eliminates barriers for students who have traditionally not been given access to advanced math courses. The secondary math pathways plan is available on the RPS website and high school courses are detailed in the RMHS program of studies.</p>	<p>A comprehensive presentation will be provided during the June 6th School Committee meeting.</p>
<p>Identify resources and spaces needed to support programming for students aged 18 to 22 enrolled in the EMBARC program.</p> <p>Create a program of study with accompanying internship opportunities in order to launch the program for the 24/25 school year</p>	<p>Beginning in the 24/25 school year, RPS will develop post secondary programming for students who have aged out of the EMBARC program. The post secondary program will support transition from school to community by age 23 as demonstrated by a program description posted on the RMHS website and enrollment of students who have completed high school level services at RMHS.</p>	<p>The RPS LIFT Program is expected to launch at the start of the 2024-2025 school year. More information will be provided during the program review update during the June 6th School Committee meeting.</p>

Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.4: 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

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>The district data team will finalize and review an inventory of district-wide assessments and data sets in order to analyze the inventory for strengths and effective systems which can be duplicated, while also noting gaps and outstanding needs for assessment data. This information will be used to inform ongoing curriculum review processes and central office planning.</p> <p>The district data team will use a regular system of data review and analysis to support central office tasks, such as budget development, professional learning planning and allocation of resources. During the 23/24 school year, the team will continue to refine the data review and analysis process.</p> <p>A document outlining the district's overarching assessment plan will be created and feedback will be gathered from stakeholders in order to refine the document before posting to the district website.</p>	<p>Common, district-wide assessments and data sets are in place that allow for the monitoring of student achievement and growth and the review of educational gaps that may exist for particular groups of students. Data is gathered and analyzed to inform and guide district planning and to share information with stakeholders. A district-wide assessment plan is outlined in an overview document and published on the district website.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>
<p>The district data team will support building-based teams in identifying data analysis cycles and support robust routines for data analysis and action planning at the school-level, including how staff monitor, understand and use data.</p>	<p>Assessment results and data sets will be used by school-based Instructional Leadership Teams to monitor school goals and to created action steps to impact educational gaps revealed through analysis</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>

At the elementary level, schools will continue to implement literacy universal screeners in kindergarten to grade 3. During the 23/24 school year, the Office of Learning and Teaching will partner with building leaders and literacy specialists to implement a new universal screening tool that is fully approved by DESE. This team will also develop a robust system for communicating with families and monitoring and providing intervention supports for students who are significantly below benchmarks. This system will also articulate the system for transitioning students from general education monitoring to special education referral.

At the middle school level, training for common literacy and math benchmark assessments will continue in the 23/24 school and will include support for each schools' Instructional Leadership Team to utilize this data source in action planning.

Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.5: Design a high-quality system of professional learning for RPS; RPS will be defined by a Professional Learning Culture with a shared understanding of the meaning and methods of professional learning required to improve outcomes for all students and a commitment to continuous learning.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>The Office of Learning and Teaching, working with the Professional Development Committee, will develop a vision statement for professional learning in RPS that reflects a strong professional learning culture.</p> <p>The Offices of Learning and Teaching and Student Services will conduct focus groups with a variety of staff stakeholder groups to learn about professional learning beliefs, expectations and needs in the district.</p> <p>RPS will publish an annual Professional Learning Plan that outlines the district-provided, job-embedded and self-selected options for professional learning. The initial PD plan will be posted to the Professional Learning Website in August 2023 and will be updated regularly as new PD is scheduled or made available.</p>	<p>RPS will be defined by a Professional Learning Culture in which staff demonstrate a shared understanding of the meaning and methods of professional learning required to improve outcomes for all students and a commitment to continuous learning. As such, the annual Professional Learning Plan will reflect the following:</p> <ul style="list-style-type: none"> ● High-quality professional development options available to all staff roles that provide ample opportunity for adult continuous learning and growth (both district-provided and staff selected) ● Job-embedded professional learning opportunities driven by staff and student need and customizable to address staff experience and skill level, such as instructional coaching ● Collaborative professional learning opportunities that build consistent experiences, allowing staff to learn from others and to share experience and expertise (both district-provided and staff selected) 	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>Please find more information in the RPS Professional Learning Plan</p>

A team will be formed to establish a Professional Development Evaluation System. The team will identify a variety of data sources and data types to analyze the role of PD in supporting and developing staff knowledge, practices and beliefs/attitudes, and, where possible, the impact on student growth and achievement.

During the first half of the 23/24 school year, the team will identify and develop inputs to be used to evaluate the supports and barriers to professional learning due to organizational systems and structures.

During the second half of the 23/24 school year, the team will pilot the identified inputs to the evaluation system, assess the ability of the inputs to inform the evaluation of professional development and create recommendations for the 24/25 school year to refine the evaluation system.

A Professional Development Evaluation System for monitoring the effectiveness of professional learning opportunities is used to analyze district-wide and building-based PD offerings. In the 23/24 school year, the inputs to the evaluation system will be identified, piloted and documented and the basic structure of the evaluation system will be shared on the Professional Learning Website.

Progress is reflected through the End-of-Year [Teaching & Learning Curriculum presentation](#) on May 23, 2024.

Please find more information in the [RPS Professional Learning Plan](#)

The Office of Learning and Teaching, working in collaboration with administrators and department heads, will support the implementation of new curricular resources, instructional methodology and/or assessment, etc. by researching, planning and implementing robust, high-quality PD. For example, during the 23/24 the following professional learning activities will be delivered to staff:

- RISE Early Literacy and Math PD
- ARC Core implementation training for K-5 through ARC Core building-based coaching and leadership coaching
- Illustrative Math Year 2 and 3 Implementation Support
- MS Literacy Leadership Team training
- MS Department i-Ready assessment training
- HS staff are trained and supported to deliver new industry aligned, college and career pathway programming and courses at RMHS.

The Professional Learning Plan will outline the district-provided professional learning activities by level and content area and will be available to staff on the Professional Learning Website.

The Office of Learning and Teaching will work in collaboration with the coordinators, department heads and/or curriculum leads overseeing curriculum review processes to ensure staff and leaders participating in a curriculum review process engage in deep study of current field research, state standards, internal and external data sources, curriculum review processes and implementation planning. Curriculum review leadership teams will make recommendations for professional learning for staff to support any new curricular materials, instructional practice or assessments.

The district will provide all staff with high-quality professional learning linked to adopted curricular resources, instructional practices and assessment systems as demonstrated by the list of offerings outlined in the Professional Learning Plan. Professional learning will occur through a variety of formats based on the topic and the learning needs of staff.

Progress is reflected through the End-of-Year [Teaching & Learning Curriculum presentation](#) on May 23, 2024.

Please find more information in the [RPS Professional Learning Plan](#)

During the District Leadership Summer Retreat in the summer of 2023, leaders will use the district strategic plan to identify school-based goals that include meaningful indicators and measures to monitor progress.

During district leadership team meetings in the 23/24 school year, collaborative routines will be used to create data-driven professional learning communities that monitor and support administrators in the implementation of their identified goals and grow the leadership capacity of participants while moving the entire district towards consistent implementation of district-wide goals.

The central office leadership team will facilitate professional learning and collaborative time for RPS administrators focused on improving and extending capacity to provide high-quality, professional development linked to strategic objectives that support the needs of students and staff within their schools and departments and guided by their identified school-based goals, including the utilization of staff meeting time and in-service days.

During the 23/24 school year, building administrators will receive individualized professional learning through mentorship to support daily operations and ongoing leadership dilemmas.

The existing Building-Based Leadership Resource Website will be further developed to support the training of administrators in important protocols and procedures and operational expectations.

During the 23/24 school year, RMHS department heads will continue to receive professional development and coaching in staff observations and providing feedback. In addition, the role of the department head in supporting learning and teaching

RPS effectively builds leadership capacity in administrators and teacher leaders to support the objectives of the district strategic plan, school improvement plans, and the individual goals of leaders through professional learning and growth as measured by progress towards the goals and outcomes of school improvement plans.

RPS develops the capacity of staff to act as leaders in their current roles and to be prepared to step into new leadership roles as demonstrated by increased staff participation in leadership opportunities, such as leadership teams and committees.

Progress is reflected through the End-of-Year [Teaching & Learning Curriculum presentation](#) on May 23, 2024.

Please find more information in the [RPS Professional Learning Plan](#)

within their departments will be clearly defined and articulated. For example, department heads will receive support as they design and implement professional learning for their departments aimed at accomplishing district and school goals.

An Educator Leadership Academy will be piloted during the 23/24 school year. The Educator Leadership Academy will provide professional learning opportunities to support and enhance the leadership capacity of teachers and staff currently in leadership positions (Such as: curriculum leads, department heads, implementation teams, instructional coaches, etc) and of staff seeking to develop their leadership capacity in order to pursue leadership roles.

The district team will work with administrators, department heads and teacher leaders to examine current practices and routines utilized during collaborative meeting time (such as team planning and common planning time) and determine required supports or changes needed to ensure collaborative time supports implementation of new learning, allows for staff to incorporate meaningful opportunities for reflection and collaboration with colleagues, and supports a culture of learning leading to positive student outcomes. Artifacts, such as collaborative meeting agendas and meeting minutes/notes, will be gathered to support recommendations for updates to collaborative meeting time for the 24/25 school year and to document professional learning needs and opportunities.

<p>In the fall of 2023, communicate with RPS staff about the options for job-embedded professional learning available via the following roles:</p> <ul style="list-style-type: none"> ● K-8 Math Instructional Coaches ● Inclusion Specialist ● Multilingual Learner (MLL) Coordinator ● Special Education Literacy Coach <p>During the 23/24 school year, establish and enact a robust training and mentoring program for job-embedded coaching and consultation positions in RPS to ensure consistency in approaches. Establish a professional learning community for the coaches aimed at developing their individual and collective ability to support educator professional learning through job-embedded consult and coaching.</p> <p>In the fall of 2023, establish systems and procedures for staff to access coaching cycles and job-embedded consultation and provide feedback on their experiences. Throughout the 23/24 school year, enact and monitor coaching/consult requests and feedback systems and make necessary adjustments.</p> <p>As part of the Professional Development Evaluation System the following inputs related to job-embedded professional learning will be gathered:</p> <ul style="list-style-type: none"> ● Year 1: collect baseline data of coaching engagement and educators opt-in ● Year 2: continually analyze coaching cycles: type, frequency, novel collaborations ● Year 2-3: make adjustments to coaching structure, availability and methods based on teacher feedback and participation <p>During the 23/24 school year, the K-8 math instructional coaches will develop and provide embedded professional learning for K-8 staff who teach math in the following ways:</p>	<p>Instructional coaching provides a job-embedded, authentic, integrated method for professional learning for staff. Success of job-embedded professional learning will be indicated through measures of increasing staff participation in progressive levels of coaching cycles.</p> <p>During the 23/24 school year, RPS will introduce math instructional coaches as an integral part of professional learning and development for kindergarten to grade 8 staff that teach mathematics.</p> <p>During the 23/24 school year, RPS will introduce the role of an inclusion specialist to provide job-embedded support for educators in inclusive practices to ensure we are supporting our students in their Least Restrictive Environment (LRE).</p> <p>During the 23/24 school year, job-embedded coaching will be available to teachers of MLL students to support implementation of SEI strategies and equitable and culturally responsive practices in the general education setting.</p> <p>During the 23/24 school year, job-embedded coaching will occur in the area of progress monitoring of IEP reading goals and generalizing reading skills by the special education literacy coach.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>Please find more information in the RPS Professional Learning Plan</p>
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<ul style="list-style-type: none"> ● Provide professional development to groups of teachers and new staff ● Support small group and collaborative planning and data meetings ● Provide one-on-one coaching for staff who request support <p>Train and support an inclusion specialist position to work with classroom, content and special education teachers to support instruction, data collection, and paraprofessional educator training</p> <p>Train and support the MLL Coordinator to work with teachers of MLL students to support implementation of SEI strategies and equitable and culturally responsive practices.</p> <p>Support the special education literacy coach to provide job-embedded coaching for teachers in the area of progress monitoring of IEP reading goals and generalizing reading skills.</p>		
<p>The Office of Learning and Teaching will research and gather a variety of professional learning opportunities for staff. Options will be explored for all job types within the district. A variety of learning formats will be included.</p> <p>The Office of Learning and Teaching will seek out proposals from staff members to organize and implement book study groups for which participants receive PDPs.</p> <p>The Professional Learning Website will be enhanced to allow staff to review and learn about options for self-selected, high-quality professional learning options.</p>	<p>All RPS staff have access to self-selected, high-quality professional learning options that occur in a variety of formats, such as: asynchronous workshops, book groups, teacher learning networks and committees. These options will provide staff with choice in their professional learning. These options will be demonstrated through the Professional Learning Plan.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>Please find more information in the RPS Professional Learning Plan</p>

<p>A team will evaluate the needs of mentoring for new staff in Years 1, 2, and 3 of employment in RPS and develop expectations for the mentoring program.</p> <p>A mentor training program will be created for staff who are interested in becoming mentors and to support the learning of current mentors.</p>	<p>New DESE licensed staff will have access to 50 hours of high-quality mentoring in years 2 and 3 of employment in RPS to support their professional learning and their progress towards a DESE Professional License as demonstrated by an updated Mentor and Induction Overview document.</p>	
<p>District and school administrators will support staff to create SMART goals that focus learning on meaningful areas aligned with their career goals, school improvement plans, and the district strategic plan.</p> <p>In collaboration with administration, RTA leadership, teachers and teacher leaders, the Office of Learning and Teaching will gather feedback about evaluator and educator experiences with the educator evaluation system in RPS.</p> <p>The Office of Learning and Teaching will further develop the Evaluations+ platform and the evaluation supporting documents to streamline evaluation procedures and routines.</p>	<p>Educator Evaluation supports the professional learning of staff through meaningful goal setting as evidenced by feedback from leaders and staff.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>

Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.6: Define a vision for district's educational/administrative technology and opportunities to braid current district resources (Tech Plan)

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>A team will be developed to review instructional technology in RPS and create a plan for next steps. During the 2023-2024 school year, the team will</p>	<p>A plan for educational and administrative technology will be developed that outlines goals for the 24/25</p>	<p>An educational and administrative technology plan is in the process of being developed and anticipated to be launched by the 2025-2026 school year.</p>

<p>utilize the SCRIPT process to engage in a strategic planning process focused on digital literacy and computer science education implementation. SCRIPT: Strategic Planning Tool for School Districts</p>	<p>school year and long-term goals in subsequent school years.</p>	
<p>The Office of Learning and Teaching working with the technology department will develop routines for the use of data producing platforms that include plans for staff and student access, through single-sign on where possible, and a robust set-up process that includes application of all needed demographic identifiers.</p>	<p>Within RPS, stakeholders will have easy and consistent access to data, including but not limited to academic; SEL and demographic data. All data is accessible and usable in both aggregate and disaggregated by demographic and other relevant group identifiers.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>

Reading Public Schools Logic Model

Strategic Objective 3: School Operations

Strategic Initiative 3.1 - Review key operational procedures and processes.

Primary Focus - Student Information Management System; Human Resources Workflow System; Device Renewal Program - “Lease vs. Buy”.

School Committee Liaison - Carla Nazzaro

Possible Categories of Team Members - Human Resources, School Secretaries, CO Staff, Network Manager, Tech Integration Specialists, SIS Tech support, and Data Specialist. Students, Parents/Guardians will be solicited for feedback related to the family/student portal.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that if accomplished these activities will lead to the following changes</i>	<i>Update provided during the May 23, 2024 School Committee Meeting.</i>
<p>Student Information Management System Team members will:</p> <ul style="list-style-type: none"> ● Define district needs from all stakeholders. ● Define functionality of Student information System to meet District needs. ● Identify potential vendors who could meet needs, including the current system. ● Evaluate and decide on a system. ● Create a timeline for communication and implementation. ● Define department responsible for overseeing SIS. ● Refer to: <ul style="list-style-type: none"> ○ DESE EdTech Systems Guidelines: SIS ○ DESE SIS approved vendors 	<p>Student Information Management System FY24 Outcome:</p> <ul style="list-style-type: none"> ● Identify a responsive, easy to use, effective and efficient Student Information System to monitor and track student enrollment at the school and district levels, use to schedule staff, organize student groupings, analyze class sizes, and communicate with students and families. ● Additionally, the system will maintain accurate data to communicate with families and comply with DESE reporting requirements. <p>FY25 and FY26 Outcome:</p> <ul style="list-style-type: none"> ● Develop a training and communication plan and timeline. ● Solicit feedback from parents and students. ● Implement, assess, and refine the system. 	<p>While we have had internal discussions on a potential shift in student information management systems, the timelines for this process have been pushed back one year.</p>

<p>Human Resource WorkFlow Team members will:</p> <ul style="list-style-type: none"> ● In collaboration with the Town: <ul style="list-style-type: none"> ○ Identify and evaluate current capacity and systems of HR Hiring, Onboarding, Off Boarding Process Systems WorkFlow. ○ Identify efficiency/effectiveness improvements. ○ Explore new products/systems or an expansion of existing licensed systems. 	<p>Human Resources WorkFlow FY24 Outcome:</p> <ul style="list-style-type: none"> ● In collaboration with the Town: <ul style="list-style-type: none"> ○ Develop a fully integrated and streamlined electronic system for onboarding and offboarding staff. ○ Mitigate gaps and build capacity in technology systems to shift from manual to automated inputs for onboarding and offboarding staff. <p>3.1.b. FY25 and FY26 Outcome:</p> <ul style="list-style-type: none"> ● Implement, assess, and refine the system. 	<p>An update will be provided through an End-of-Year HR presentation during the June 6th School Committee meeting.</p>
<p>Device Renewal Program - “Lease vs. Buy” Team members will:</p> <ul style="list-style-type: none"> ● Conduct analysis of annual devices needed each year to sustain one-to-one operations and 5-year life-cycle. ● Once device quantities and capacity of devices are defined, conduct analysis of lease versus buy. ● Identify potential sustainable sources of funding. ● Explore opportunities for reimbursement through E-Rate: Universal Service Program for Schools and Libraries Federal Communications Commission 	<p>Device Renewal Program - “Lease vs. Buy” FY24 Outcome:</p> <ul style="list-style-type: none"> ● Determine pros, cons, costs implications, and sustainability of lease versus purchase of devices on a five-year renewal plan. 	<p>While the district has had internal conversations with our district team and town around leasing vs. buying, a more comprehensive plan outlining the pros, cons, and cost implications will be provided at the end of the 2025-2026 school year.</p>

Strategic Initiative 3.2 - Leverage and optimize all resources (including staffing roles, schedules, and funding) to increase student outcomes K-12.

School Committee Liaison - Carla Nazzaro

Primary Focus - Academic Return On Investment for Co-Teaching model; System of Assignment of PreK-12 Paraprofessionals; Findings of Special Education Program Assessments; Universal Free Full-day Kindergarten.

Possible Categories of Team Members - Special Education Director, Elementary Team Chairs, Principals

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>Academic Return On Investment for Co-Teaching model Team members will:</p> <ul style="list-style-type: none"> ● Identify student groupings and staff schedules. ● Calculate incremental cost of program (salaries, services, supplies). ● Measure impact on student outcomes using co-teaching models. 	<p>Academic Return On Investment for Co-Teaching model FY24 Outcome:</p> <ul style="list-style-type: none"> ● Measure the impact of Co-Teaching Model on student outcomes and assess if the model is an effective investment of resources. <p>FY25 and FY26 Outcome:</p> <ul style="list-style-type: none"> ● If the model is successful and cost effective, identify ways and timelines to replicate. 	<p>More information will be presented through the End-of-Year Student Services update during the June 6th School Committee meeting.</p>
<p>System of Assignment of PreK-12 Paraprofessionals Team members will:</p> <ul style="list-style-type: none"> ● Gather staffing list and assignments for all paraprofessionals. ● Identify one-to-one paras. ● Thoughtfully create student groupings and staffing schedules to optimize staff time and improve student performance. ● Calculate non- one to one para and adult to student ratios. 	<p>System of Assignment of PreK-12 Paraprofessionals FY24 Outcome:</p> <ul style="list-style-type: none"> ● Determine the “sweet spot” ratios by creating thoughtful student groupings and staffing schedules, to optimize paraprofessional support and improve student outcomes. ● Creation of staffing schedule and means to execute. 	<p>More information will be presented through the End-of-Year Student Services update during the June 6th School Committee meeting.</p>

<ul style="list-style-type: none"> ● Compile student performance/outcome in rooms with and without paras assigned. ● Refer to research: <ul style="list-style-type: none"> ○ Improving Budget Fairness ○ Staffing Studies 		
<p>Findings of Special Education Program Assessments Team members will:</p> <ul style="list-style-type: none"> ● Review Special Education Program Assessments and identify recommendation related to staffing. ● Collaborate with the work of Strategic Initiative 2.1: Enact Special Education Multi-Year Improvement Plan 	<p>Findings of Special Education Program Assessments FY24 Outcome:</p> <ul style="list-style-type: none"> ● Define recommendation for adoption of a three-year staffing structure for in-district programs. ● Collaborate with the Strategic Initiative 2.1 team: Enact Special Education Multi-Year Improvement Plan on Special Education Program design relative to staffing requirements. 	<p>Findings on the Special Education Program will be provided through a comprehensive presentation provided during the June 6th School Committee meeting.</p>
<p>Universal Free Full-day Kindergarten Team members will:</p> <ul style="list-style-type: none"> ● Continue to leverage funding in Full-day Kindergarten special revenue account to bridge operating budget Offset reduction and reduce tuition fees to families ● Continue collaboration with Town on community priorities ● Work with School Committee to execute Full-day Kindergarten financial model created in FY22 	<p>Universal Free Full-day Kindergarten FY24 Outcome:</p> <ul style="list-style-type: none"> ● Continue to execute the plan to provide Universal Free Full-day Kindergarten to Reading residents in FY26. 	<p>Please find a progress update in the FY25 Budget Book.</p>

Strategic Initiative 3.3 - Refine human resources systems of recruitment, retention, and attendance.

Primary Focus - Effective process for recruiting and retaining staff of color and multilingual speakers; Increase employee satisfaction overall to increase leadership retention and staff attendance.

School Committee Liaison - Carla Nazzaro

Possible Categories of Team Members - Human Resources, Assistant Principal, Principal, Students Services/Special Education, METCO, and MLL Representatives, RTA and Paraprofessional Union representatives

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>Effective process for recruiting and retaining a diverse workforce Team members will:</p> <ul style="list-style-type: none"> ● Gather data on the demographics and retention of Reading Staff. ● Define the current process for recruitment. ● Research other districts’ strategies, approaches, processes for recruiting and retaining staff of color (MIAA and urban districts). ● Determine opportunities for RPS staff to engage in cultural proficiency/equity work. ● Discern potential barriers to entry. ● Define pathway and pipeline for recruiting staff of color and multilingual speakers. ● Refer to: <ul style="list-style-type: none"> ○ Diverse Workforce ○ MA Teacher Diversification Guidebook ○ Increasing Educator Diversity 	<p>Effective process for recruiting and retaining a diverse workforce FY24 Outcome:</p> <ul style="list-style-type: none"> ● Articulate a well-defined, and effective process for recruiting staff of color and multilingual speakers that reflects the demographics of students enrolled. ● Articulate action plan to reduce barriers to entry. ● Continue our work with higher education institutions to expand and formalize pathways. 	<p>Update will be provided through end-of year Human Resource update presentation during June 6 School Committee meeting.</p>

<p>Employee satisfaction Team members will:</p> <ul style="list-style-type: none"> ● Gather data on the demographics, tenure, and absenteeism of RPS staff. ● Identify best practices for staff and leader satisfaction, attendance, and retention. ● Identify and use tools for measuring satisfaction throughout the school year. ● Collaborate with the work of Strategic Initiative 2.5: Coherent Instructional Systems 	<p>Employee satisfaction FY24 Outcome:</p> <ul style="list-style-type: none"> ● Increase and sustain high levels of employee satisfaction. ● Validate and/or update district job descriptions to ensure accurately reflects responsibilities. ● Review, reflect, and take action on data collected from staff satisfaction surveys and exit interviews. 	
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Strategic Initiative 3.4 - Collaborate with MSBA and the Reading community to enable the build of new Killam Elementary School building

School Committee Liaison - Carla Nazzaro

Possible Categories of Team Members - Killam Building Project Committee, Town Offices, MSBA, OPM/Designer, MSBA, Town Manager

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>Collaborate with MSBA and the Reading community to enable the build of new Killam Elementary School building Team members will:</p> <ul style="list-style-type: none"> ● Follow timeline and tasks established by MSBA through Phases 2 and 3. 	<p>Collaborate with MSBA and the Reading community to enable the build of new Killam Elementary School building FY24 Outcome:</p> <ul style="list-style-type: none"> ● Results in new Killam School Building construction project. 	<p>The Killam School Building Project is on time and under budget as reflected through documentation found on the killamschool.com website.</p>

Reading Public Schools Logic Model

Strategic Initiative 4.1: Strengthening Family-School Partnerships

From March 31, 2023 Strategic Conversation (RPS Family and Community Engagement Strategic Planning Process) *Updated as of 6/7/2023*

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT	2023-2024 End of School Year Update
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7–10 years:</i>	
<p>Identify staff for beginning of the year family phone calls</p> <p>Teachers, parents/guardians, school staff and administrators to participate in assessment process on family-school partnerships</p> <p>Sufficient staff with expertise and leadership skills to implement the program district-wide</p> <p>Trainers for professional development on</p>	<ol style="list-style-type: none"> 1. Create a detailed work plan and timeline with resource allocation. 2. In year one, design and pilot beginning of the year family phone calls. 3. Define RPS philosophy on family-school engagement and cultural competency so that there is shared understanding of the need, benefits, and role of family and community engagement. 4. Ensure alignment / coherence throughout RPS and coordination with other district-wide initiatives. 5. Cultivate psychological 	<p>Clear understanding of RPS philosophy on family-school engagement and cultural competency. Professional development and mentorship in place to build capacity for school-family partnerships</p> <ul style="list-style-type: none"> • Ensure that mentoring and coaching supports are aligned with philosophy on family-school engagement and cultural competency. (For example: “What will help you get to the 	<p>Outcomes grounded in research compiled by Flamboyant Foundation on impact of effective family engagement</p> <ul style="list-style-type: none"> • Reduced Drop Out Rates and Higher Graduation Rates • Increased Student Achievement • Reduced Absenteeism and Increased Engagement • Improved Learning Experiences for Students • Improved Social and Emotional Health and Wellness for Students <ul style="list-style-type: none"> • Higher Expectations from Teachers • Improved Student Teacher Relationships • Increased Trust Between Teachers and Parents • Increased Cultural Competence 	<p>Improved trust</p> <p>Strong family-community-school partnerships</p> <p>Holistic supports for youth that strengthen student achievement, health, and wellness</p>	<p>Update on Strategic Objective 4 will be provided at the June 6, 2024 School Committee meeting.</p>

<p>family-school partnerships The district is required to report to the Department of Elementary and Secondary Education on family engagement for the following subgroups:</p> <ul style="list-style-type: none"> • Black and Brown students • Multilingual Learners and Former Multilingual Learners • Economically Disadvantaged <p>Intentionally strengthen family and community engagement among these communities, as well as students with disabilities.</p>	<p>safety and intentionally build trust and relationships for parents / caregivers and teachers / staff to engage as partners in student learning.</p> <p>6. Conduct an assessment of family-school partnerships including teachers, staff, administrators, physical space, building capacity, parents / caregivers. Identify specific indicators including the following:</p> <ul style="list-style-type: none"> • What is being done? • What is working well? • What is not serving RPS? • Willingness to revisit what is not working <p>Assessment would be conducted across the district, ensuring consistency and standardized practices.</p> <p>7. Conduct assessment of teacher, staff, leadership bandwidth and capacity. Develop clear rationale for what to add / let go of in teacher / staff workloads to make room for strengthening school-family partnerships.</p> <p>7a) Determine what is possible with teachers / staff capacity: Assess teacher and staff workloads (low, medium, high intensity responsibilities) to ensure sufficient staff capacity for</p>	<p>place so you can do this work?")</p> <p>Clear understanding of process conditions for effective school-family partnerships among all stakeholders:</p> <ul style="list-style-type: none"> • Relational • Collaborative • Linked to Learning • Developmental • Interactive <p>Stronger relationships and transparent, consistent process for communication with parents / caregivers and teachers / staff.</p> <ul style="list-style-type: none"> • Common policy / protocol for communication both ways (between home and school) <p>Feedback loops that incorporate parent / caregiver perspectives into the development and implementation of engagement strategies.</p> <p>Differentiated engagement strategies for specific student groups and subgroups (race / ethnicity, socioeconomic status,</p>	<p>https://flamboyanfoundation.org/resource/family-engagement-matters/</p> <ul style="list-style-type: none"> • Publish aggregate data so stakeholders can see change / impact long-term and over time. 		
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	<p>family-school partnerships and trust-building. 7b) Solicit teacher / staff input on inclusive and accessible engagement strategies 7c) Determine how to motivate teachers / staff to engage in this work</p> <p>8. Lay the foundation for professional development to build staff capacity for family-school partnerships and trust building.</p> <p>8a) Identify and be intentional about who delivers professional development in the district.</p> <p>9. Convene listening sessions with parents / guardians to learn about the needs of parents / guardians and promising strategies to strengthen family and community engagement.</p> <p>10. Identify promising engagement strategies for parents and guardians to be active partners in their children’s learning and for different grade levels. (Strategies may include phone calls to parents / guardians at the start of the school year for relationship building, home</p>	<p>gender, disability, Multilingual Learners.) Family Engagement Action Plans in place throughout district (at district and school levels with input / feedback from school councils. Guidance for teachers to be grounded in best practice.)</p>			
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	<p>visits, multilingual outreach materials, intentional outreach with locations and timing convenient for families.)</p> <p>10a) Develop differentiated strategies for specific populations including: Black and Brown students, Multilingual learners and former Multilingual Learners, Economically Disadvantaged students, students with disabilities, and Boston resident families.</p> <p>11. Identify clear family-community engagement goals, metrics, and timeline for implementation. (Pilot professional development and create systems / structures in year one; begin implementation in year 2, work towards scale in year 3).</p> <p>11a) Begin implementation (year 2 and beyond):</p> <ul style="list-style-type: none"> • Identify 2 – 3 priority focus areas for implementation to strengthen school-family partnerships <p>12. Lay foundation for process conditions needed to build effective</p>				
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	<p>school-family partnerships:*</p> <ul style="list-style-type: none">● Relational: A major focus of the initiative is on building respectful and trusting relationships between home and school● Collaborative: Learning is conducted in group versus individual settings and is focused on building networks and learning communities.● Linked to learning: Initiatives are aligned with school and district achievement goals, and connect families to the teaching and learning goals for the students.● Developmental: The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program.● Interactive: Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice. <p>*Source: Dr. Karen Mapp, Harvard Graduate School of Education, <i>Dual Capacity Building Framework for Family-School Partnerships</i></p>				
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Strategic Initiative 4.2 - Equitable Family Engagement: Strengthening Supports and Connections for Multilingual Learners, Black and Brown, and Economically Disadvantaged Students and Families

From May 12, 2023 Strategic Conversation (RPS Family and Community Engagement Strategic Planning Process)

Updated 6/7/2023

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT	2023-2024 End of School Year Update
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7–10 years:</i>	
<ul style="list-style-type: none"> ● Assessment of strengths and areas of need ● Resources to address areas of need identified and to provide training (including training materials) ● Intentional Outreach / Removing Access Barriers <ul style="list-style-type: none"> ● Staff and community buy-in and awareness; Representatives / voice from diverse groups ● Phone calls and surveys for micro-changes to identify entry points to remove access barriers, strengthen inclusion ● Qualitative survey from each identified group. Identify needs / barriers ● Accessibility for meetings and events with scholarship opportunities 	<ul style="list-style-type: none"> ● Create detailed workplan and timeline with resource allocation. ● Seek out grants and financial support to conduct assessment – “DEI Needs Assessment,” including policies, programs, organizational culture. ● Identify and begin micro-changes to remove access barriers, strengthen inclusion <ul style="list-style-type: none"> ● Create surveys ● Analyze / interpret data ● Identify who had direct certification for Mass Health (SNAP) ● Transition of all new students into school onboarding 	<p>Trust</p> <ul style="list-style-type: none"> ● Interconnected and bidirectional trust between and among families and schools (teachers, staff, etc.) ● Students connected to home - school <p>More inclusive programs, policies, and organizational culture</p> <ul style="list-style-type: none"> ● Transition to new school protocols 	<ul style="list-style-type: none"> ● Improved student outcome and DESE data / Improved academic and SEL data <ul style="list-style-type: none"> ● Inequities identified would be addressed and remediated (shown by follow up surveys) ● Increased school attendance (increased 	<ul style="list-style-type: none"> ● Supports and connections for all students ● Sense of belonging ● Use data for growth and continuous improvement ● Improved performance ● Better post-graduation opportunities ● All staff have capacity, knowledge, and 	<p>Update on Strategic Objective 4 will be provided at the June 6, 2024 School Committee meeting.</p>

<ul style="list-style-type: none"> ● Union contracts – schedules to support all families ● Parent information center – to provide an overview of RPS and Reading systems (reporting school absences, expectations etc.) and welcome and orient families ● Social workers to meet with new students and give them a tour, show them how to order food in the cafeteria, how to set up their cafeteria account, where the bathroom is, etc. ● Ambassadors to help orient and welcome families ● Resources to strengthen supports, connections, and communications for Multilingual Learners: multilingual staff (especially Spanish, Portuguese, Arabic), translation services, transportation, before and after school care, and adaptive sports programs for children with special needs ● Supports for families to include: Childcare, Transportation, Dedicated staff, time for staff, funding for programs ● District-wide data tracking building on Panorama data (sense of belonging) ● Engagement of key stakeholders. (This engagement requires partnership between Town and School leaders.) <ul style="list-style-type: none"> ● Faith community leaders ● Students ● Metco Leadership ● Metco Director ● DEI – Reading Director of Social Justice 	<ul style="list-style-type: none"> ● Training and Community Outreach – staff trainings and community outreach on equitable family engagement and a more diverse and inclusive community for all. <ul style="list-style-type: none"> ● Community outreach to include listening sessions and general education to increase common understanding of equitable family engagement ● Intentional Outreach: More changing up of times, spaces, and locations ● Consideration for where families live, work schedules, finances, languages spoken, connection or lack of ● Provide community education <u>Example:</u> Fishbowl conversations to draw out the perspectives of parents. (A small group of parents is seated in the middle of the room – while other participants are in a broader circle listening intently and writing down key themes to remove access barriers and strengthen equitable family engagement). ● School-Community Connection Events 	<ul style="list-style-type: none"> ● Revised programs, policies, organizational culture ● More stakeholders at the “new inclusive table” ● Staff have a deeper understanding and wider practice of equitable family engagement ● Support for DEI work from staff, families, community <p>Increased participation and involvement</p> <ul style="list-style-type: none"> ● More families involved ● Outreach is the norm ● Services provided for economically disadvantaged families <p>Creating Urgency and Action Planning</p> <ul style="list-style-type: none"> ● Create a sense of urgency to take action 	<p>health services)</p> <ul style="list-style-type: none"> ● Families report a greater sense of belonging and ownership in the community ● Increased inclusion and awareness; Inclusion is the norm ● Culturally responsive systems and practices ● Providing support services for basic needs allows families to move focus to academics / SEL <ul style="list-style-type: none"> ● Greater diversity with family supports ● Families from marginalized backgrounds feel confident to engage schools / community 	<p>resources to do the work.</p> <ul style="list-style-type: none"> ● Engagement is successful! 	
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<ul style="list-style-type: none"> ● Reading Coalition for Prevention and Support ● Special Education Director ● Families ● Staff closest to families ● Teachers ● School leaders – all levels, including preschool ● District leaders ● Youth ● Support services / recreation organizers ● Multilingual Learners Coordinator and team ● Boston residents – parents/guardians/students ● Multilingual Learner families ● Community resources to support families in identifying services ● Reading residents that identify with these groups ● Boston families and students ● BIPOC families and students ● METCO “found families” ● Town leaders – especially with funding opportunities 	<ul style="list-style-type: none"> ● Supports and Connections in Place for Families <ul style="list-style-type: none"> ● Regular social media / phone calls / texts / emails to families based on preference ● Provide translation / interpretation consistently in schools / community ● Adult support <ul style="list-style-type: none"> ● Legal ● Education ● Social Work ● Home Visits and Family Mentors ● Provide credit / funding for families / older students to do the work ● Coordination and cross-pollination with Children’s Cabinet. <ul style="list-style-type: none"> ● School – community – family connections to Children’s Cabinet ● Proactively share progress and updates with community and stakeholders 	<ul style="list-style-type: none"> ● Action steps put into place to carry out plan 			
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Strategic Initiative 4.3: Creating a Children’s Cabinet

From April 14, 2023 Strategic Conversation (RPS Family and Community Engagement Strategic Planning Process)
Updated 6/7/2023

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT	2023-2024 End of School Year Update
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7–10 years:</i>	
<p>Healthy Communities framework is a resource for guidance on composition – includes 12 sectors to engage for healthy communities (youth, parents, business, media, schools, youth serving organizations, civic volunteer organizations (formal and informal, i.e. sports and scouts), religious / fraternal, health professional, pediatrics, state / local / tribal government, other organizations that serve youth</p> <p>Engage key stakeholders:</p> <ul style="list-style-type: none"> Town / School District Leadership: 	<ol style="list-style-type: none"> Create detailed workplan and timeline with resource allocation. Conduct Assessment – to identify what is already happening to support the healthy development of young people and where are the gaps. Coordinate listening sessions, data collection, surveys, and focus groups (with young people, families teachers). Determine and define: <ul style="list-style-type: none"> Is everyone at the table? Frequency 	<p>More awareness about the Children’s Cabinet and need for coordinated youth services</p> <p>Better understanding and access to resources</p> <ul style="list-style-type: none"> Website / online resources Resource guides for teachers Resource center for parents (at school? Library?) <ul style="list-style-type: none"> Registrations Information, communications, Special Education, Extra curricular 	<p>Positive youth development and involvement in healthy activities (including financial literacy and life skills as well as connectedness)</p> <ul style="list-style-type: none"> Improved youth outcomes, individually as well as systemically Youth leadership pipeline developed – to cultivate youth leadership in civic engagement <p>Improved coordination on policies and services to break down</p>	<p>Community Wellness</p> <p>Increased fulfillment and connection to community</p> <p>Increased youth leadership and youth voice</p> <p>Increased academic achievement</p> <ul style="list-style-type: none"> Decreased transiency <p>Advance Equity: improved and</p>	<p>Update on Strategic Objective 4 will be provided at the June 6, 2024 School Committee meeting.</p>

<p>Superintendent, Town Manager, Town Select Board representative, School Committee representative,</p> <ul style="list-style-type: none"> ● Parents, young people, teachers: Parents, young people, teachers ● Youth Advocacy and Services: SEPAC (Special Education), early childhood (could include representative of early childhood program – RISE director could provide insight on point person), early childhood ● Reading Community Services: Reading Coalition for Prevention and Support, YMCA, Head of Recreation, Transportation, Community Services (Food Pantry and RPS Food Services, Housing), Reading Public Library, Athletic Director / Youth Sports, Extended Day and After School Programs ● Innovation Pathways / Economic Development: Reading-North Reading Chamber of Commerce, Reading Public Schools Innovative Pathways program (dual enrollment / internships), community businesses that support young people, Mass Tier, Labor Workforce Board 	<ul style="list-style-type: none"> ● Who shows up? ● Who facilitates / rotation? ● Build online presence ● Build foundation knowledge for community ● Begin leveraging resources to improve outcomes <ul style="list-style-type: none"> o. Define mission, goals, objectives, and metrics of Children's Cabinet <p><u>Examples of Children's Cabinet Activities</u> (promising practices)</p> <ul style="list-style-type: none"> ● Develop shared, community-wide goals for children, youth, and families. ● Collaborate on new initiatives to improve opportunity and access. ● Improve coordination of policies and services to break down silos, reduce duplication, and enhance impact within government and with external partners. ● Share and compare data to create a more accurate picture of child, youth, and family wellbeing. 	<p>testing, home / school resources</p> <ul style="list-style-type: none"> ● Reporting out to Superintendent Annual Report <p>Clear priorities and action plan for School-Town wide collaboration to improve youth outcomes (2 – 3 actionable priorities identified - with annual goal setting and action steps)</p> <p>More youth involved in School and Town leadership</p> <p>Development of dashboard to measure key indicators to improve youth outcomes</p> <p>Shared understanding of metrics and access to data on youth outcomes – to identify gaps and opportunities for improvement</p> <p>Collaboration on new initiatives to improve opportunity and access</p> <p>Stronger relationships and sense of belonging</p> <p>Feedback loops and development of subcommittees for continuous improvement and to widen engagement and deepen commitment</p>	<p>silos, reduce duplication, and enhance impact within School / Town government and with external partners</p> <ul style="list-style-type: none"> ● Improved efficiency for problem solving on behalf of children and youth by having established resources and protocols ● Data monitoring for continuous improvement ● Well defined pathways to ensure equity, services <ul style="list-style-type: none"> ● Increased efficiency ● Flow chart ● Marketing of coordinated services; regular community services fairs <p>Build understanding of interconnectedness</p> <ul style="list-style-type: none"> ● Increase in participation in school, library, and community events 	<p>equitable access to services</p> <ul style="list-style-type: none"> ● Improved outcomes for marginalized groups ● New celebrations and events to deepen cultural understanding <p>Increased economic outcomes for Reading</p>	
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<ul style="list-style-type: none"> ● Diversity, Equity, Inclusion, and Justice: Director of Social Justice for Reading, Metco Director, Multilingual Learners (MLL) leaders at all levels (parents, young people, teachers, staff) ● Health / Mental Health: Director of Nursing (RPS), Director of Health Department (Town), School Counseling expertise at RPS, local pediatrician, Board of Health / School Director / Health Director; Dental services ● Law Enforcement: Reading Police Department, District Attorney (for court-involved youth), Department of Children and Families ● Media, Community Networks: RCTV, information networks (i.e. Connect the Tots, Neighbors and Newcomers), ● Intergenerational Networks: elders / seniors (for intergenerational leadership development and work), Senior Center ● Interfaith Networks – clergy / religious leaders <p>**Ensure depth, variety, and diversity of participants</p>	<p>Examine, align, and leverage resources so that investments have the most powerful impact possible and funding opportunities are maximized.</p> <ul style="list-style-type: none"> ● Advance equity by cultivating a shared understanding of what equity means and fostering conversation between local government and community voices. ● Increase demand for improved and expanded opportunities for all children and youth. <p><i>-Children’s Cabinet Toolkit: A Roadmap for Getting Started in Your Community</i></p> <p>Based on this guidance, identify goals and outcome measures for Reading Children’s Cabinet</p> <p>0. Coordination and Dissemination of Resources</p> <p>0. Create and foster programming / connections</p> <p>Define ways to connect families:</p>				
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<p>Secure Funding / Grants to Launch and Sustain Children’s Cabinet</p> <p>Space to Convene</p> <p>Data for tracking Children’s Cabinet Indictors</p>	<ul style="list-style-type: none"> • Keeping in mind barriers / cultural differences • Creating shared experiences to build upon • Incentivize engagement <p>0. Identify 2 – 3 actionable priorities – with annual goal setting</p> <ul style="list-style-type: none"> a. Coordinate new initiatives a. Identify gaps and improve youth engagement in existing programs (remove access barriers) <p>o. Cultivate a shared understanding of equity – so that every young person has what they need</p> <p>o. Build leadership and opportunity for youth – center youth voice and focus on positive youth development</p> <ul style="list-style-type: none"> a. Hold listening sessions with youth to understand what they want / need 				
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	<p>a. Create mechanisms to train and support young people to be part of the process and to train adults on “adultism” and create space for youth leadership</p> <p>o. Community Awareness Campaign on the need for a Children’s Cabinet and coordinated youth services</p>				
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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: May 21, 2024
Re: Mid-Cycle Formative Review Process Discussion

In the May 23rd School Committee packet I have included a presentation that outlines the five Superintendent goals and the corresponding key actions and benchmarks. During the meeting, I will provide an overview of the evidence aligning to these goals that I plan to provide as part of the mid-cycle formative review process.

Superintendent Mid-Cycle Formative Assessment - Goals

May 23, 2024 School Committee Meeting



Superintendent Goals - Overview

- Goal 1 (Student Learning): Improve evidence of student learning, engagement and achievement
- Goal 2 (District Improvement Goal): Secondary Math Pathways
- Goal 3 (District Improvement Goal): Data
- Goal 4 (District Improvement Goal): Coaching, Developing, and Supporting Principals
- Goal 5 (Professional Practice Goal): New Superintendent Induction Program



Goal 1 (Student Learning): Improve evidence of student learning, engagement and achievement

Over the next two years, improve evidence of student learning, engagement, and achievement as follows:

- By the end of the 2023-2024 school year, with data provided to the district in September of 2024, meet 80% of DESE-determined MCAS achievement and growth targets at school and district levels.
- By the end of 2024-2025, using registration data for 2025-2026, increase the planned participation rate in advanced coursework (AP and Dual-Enrollment) at RMHS by 10% for all students and 15% for each DESE-identified subgroup.
- By the end of 2024-2025, using registration data for 2025-2026, increase enrollment in Innovation Pathways to 150 students with 80% continued engagement from students initially enrolled.



Goal 1: Improve evidence of student learning, engagement and achievement

Key Actions

1. Key actions/activities towards this goal are outlined within the district strategic plan.



Goal 1: Improve evidence of student learning, engagement and achievement

Benchmarks

1. Analysis of progress toward MCAS (2023-2024) and advanced coursework (2024-2025) targets



Goal 2 (District Improvement Goal): Secondary Math Pathways

Design and publish new secondary math pathways by January 1, 2024.



Goal 2: Innovations

Key Actions

1. Launch the Community Math Pathways Committee by September 15, 2023 through an initial kickoff meeting.
2. Create a Committee of 15-20 members with representation from staff and community by September 20, 2023
3. Coordinate/facilitate a series of Math Pathways Committee meetings during September-November
4. Identify and provide opportunities for community input/feedback throughout the process
5. Finalize and publish a plan for future math pathways, based on recommendations from the Math Pathways Committee, by November 30, 2023
6. Ensure budget and staffing implications are addressed to enable the implementation of pathway recommendations



Goal 2: Innovations

Benchmarks

1. Present Math Pathways Committee recommendations and district pathways implementation plan to the School Committee during the November 30, 2023 meeting
2. Publish formal pathways updates to the district website, RPS budget book, RMHS Program of Studies, and all secondary handbooks by January 15, 2023



Goal 3: Data

Develop data systems and practices to assess progress towards targets in the district strategic plan and drive district/school interventions and supports.



Goal 3: Data

Key Actions

1. 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
2. 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
3. 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



Goal 3: Data

Key Actions

4. Prioritize, empower, and support the creation of a centralized, documented, repeatable, and executed process for conducting Early Literacy screenings, including the post-screening data-driven analysis, best-practice research for instructional supports, and family communication for students that register as “At Risk” on the screener in alignment with newly enacted regulation 603 CMR 28.03(f)
5. Calibrate central office leaders on the process for collaborating and progress monitoring of activities and goals outlined in action plans (data cycles)
6. Create structure for school leader/central office collaboration and progress monitoring of school-level activities and goals outlined in action plans (data cycles)
7. 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



Goal 3: Data

Benchmarks

1. Presentation of the Early Literacy process, documentation, and communication plan to the School Committee at the December 14, 2023 meeting (outcome)
2. Development of a first iteration of a central location for storing key student-level data by June 1, 2024 and refined version (based on feedback from school/district leaders) by June 1, 2025 (outcome)
3. Analysis of agendas, protocols, and resources with a focus on the connection to student learning (process)
4. Analysis of statewide student growth measures, common assessment data, student work samples, and teacher instructional practice (outcome)
5. Development of a first iteration of a system to capture research and best practice by June 1, 2024 and an expanded version by June 1, 2025



Goal 4 (Professional Practice): Coaching, Developing, and Supporting Principals

Continue implementation of a district strategy for coaching, supporting, and developing principal talent, including a clear focus on data-drive improvement.



Goal 4: Coaching, Developing, and Supporting Principals

Key Actions

1. Implement structures that reflect best practices for coaching, supporting, and developing principals that align with the Reading context.
2. Onboard school leaders with goals, rationale, and structures for district approach in coaching, supporting, and developing principal talent
3. Select focus area(s) for principal leadership (data-driven improvement) and align professional development, resources, and support to that focus area.
4. Develop and facilitate bi-weekly district data team meetings to support school leader improvements, interventions, and action plans
5. Consistently monitor progress and effectiveness to drive adjustments in strategy or approach
6. Pilot structure to provide coaching, support, and development for new district assistant principals



Goal 4: Coaching, Developing, and Supporting Principals

Benchmarks

1. Analysis of agendas, protocols, and resources with a focus on the connection to student learning (process)
2. Formative feedback through ongoing principal surveys addressing the impact of strategy on student learning (process)
3. Interviews with principals addressing the impact of strategy on student learning (process)
4. Analysis of statewide student growth measures, common assessment data, student work samples, and teacher instructional practice (outcome)



Goal 5 (Professional Practice): New Superintendent Induction

Develop skills in strategy development, data analysis, equity, and instructional leadership by actively engaging in the third year of the New Superintendent Induction Program.



Goal 5: New Superintendent Induction Program

Key Actions

1. Attend all required sessions.
2. Complete all NSIP assignments.
3. Meet with the assigned coach as assigned.



Goal 5: New Superintendent Induction Program

Benchmarks

1. Calendar documents attendance and contact with coach (process).
2. Verification from NSIP that the Superintendent actively engaged in the third year of the program (process and outcome).



Reading Public Schools

School Committee Meeting Packet

May 23, 2024



Information/Correspondence

From: [Milaschewski, Thomas](mailto:Milaschewski,Thomas)
To: kfmulveylaw@comcast.net; [DG School Committee](#)
Subject: RE: Charlie Hardy Renaming Submission to School Committee
Date: Thursday, May 16, 2024 3:10:38 PM

Hi Kevin,

I hope you are well! Thanks for reaching out to share the written nomination and also the attached spreadsheet with electronic signatures. We will likely make this the first item on our agenda for the May 23rd School Committee meeting at 7pm. You (and the nominating parties) will have 10 minutes to present your nomination to the School Committee. As outlined in Policy FF, the School Committee will only ask clarifying questions, not engage in discussion or make decisions. Also, in the subsequent School Committee meeting (June 6), the School Committee will discuss and vote on whether to accept this nomination. If the nomination is accepted, it will move over to a subcommittee for further study and to ultimately make recommendations to the School Committee.

Feel free to reach out if you have any questions in advance of next Thursday. We look forward to the presentation!

Best,
Tom

From: kfmulveylaw@comcast.net <kfmulveylaw@comcast.net>
Sent: Wednesday, May 15, 2024 11:00 PM
To: Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>; DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Charlie Hardy Renaming Submission to School Committee
Importance: High

CAUTION: This email originated from **outside of Reading Public Schools**. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Good evening Superintendent Milaschewski and Reading School Committee Members,

In advance of next week's School Committee meeting and as a follow up to my April 23 email, please find the formal petition to rename Turf 2 to Charlie Hardy Field.

I am also attaching a spreadsheet that contains the names of more than 500 individuals who support the accompanying petition.

Once again, thank you for your consideration for this request.

Sincerely,

Kevin Mulvey
67 Whittier Road

Petition for the Naming of RMHS Turf 2 - Charlie Hardy Field

File: FF

NAMING OF FACILITIES OR PLACES WITHIN OR ON SCHOOL PROPERTY

Naming a school or places within a school or on school property is an important matter that deserves thoughtful attention. A name associated with educational significance or inspiration should be chosen. The Committee also feels that it is appropriate to name a school, or a section of a school, for physical locations; geographical areas; distinguished local, state, and national leaders whose names will lend dignity and stature to the school; outstanding educators associated with the school, or significant or pertinent events.

The Committee also feels that in appropriate circumstances, naming rights to school buildings, fields, rooms, or structures thereof might be licensed to a corporation or other entity in return for a fee. Two such examples could be the Reading Memorial High School Fine and Performing Arts Center or the Reading Memorial High School Football Stadium. In these cases, the Committee recognizes that the nature and reputation of any such entity seeking to license these naming rights must be consistent with the educational mission of the Reading Public School District.

The Superintendent will prepare for the approval of the Committee a transparent, orderly and public process to follow in recommending names for school buildings, fields, rooms, or structures of an existing school campus.

The Committee encourages and supports community participation and involvement in this process. The Committee believes that members of the community should have the opportunity to present suggestions for names of public school facilities and/or dedication of rooms or areas within a school facility. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name. In the naming of public school facilities or dedication of a room or area within a school facility, if the name of a person is to be used, the following criteria will be applied in the selection of a person(s) to be so honored:

- A. A person, living or deceased, for whom a public school may be named or a room or area of a school campus dedicated, must have made significant contributions to education in the Reading Public Schools. Evidences of such contributions may include, but are not limited to, the following:
 - a. Extraordinarily effective and dedicated service to and/or on behalf of the youth in the Reading Public Schools.
 - b. Persistent efforts to sustain a quality system of public education for all youth and to improve programs and services for them.
 - c. Demonstrated understanding of the essential nature of public education in the perpetuation of our democratic form of government.
- B. The nominee must otherwise be worthy of the honor of having a school named for him/her or a room or area dedicated to him/her. Evidence of such attributes should include, but are not limited to, the following:
 - a. Superior levels of performance in strengthening and supporting the public schools.
 - b. Effective citizenship

- c. Community service
- d. Excellent character and general reputation
- e. High standards of ethics

C. The following procedure shall be followed when there is a formal request to have a building, field, structure, room or other such edifice or area dedicated to an individual:

1. Buildings, fields, rooms, or structures that already have a commonly accepted name will not be eligible for nominations. However, there may be times when buildings, fields, rooms or structures already having a commonly accepted name may be reconsidered to have said name removed. The process used to remove a name from an edifice should be consistent with the process used to recommend a name as outlined in sections C5-C10 listed below. When the Committee is reconsidering an existing name, they should follow the guidelines as stated in sections A and B of this policy to determine if the existing name is still appropriate for the current situation and conditions. Once an existing name is removed by the Committee, then the edifice is eligible again for nomination.
2. Only buildings, fields, structures, rooms or other such edifices on school department property can be considered for nomination.
3. Nominations for naming of buildings, fields, structures, rooms or other such edifices will appear once annually on the school committee's agenda, usually during the first quarter of the school year.
4. At least thirty (30) days prior to the scheduled School Committee meeting, a public notice will be sent out through a variety of media and electronic means soliciting nominations.
5. All parties who are interested in submitting nominations should send a written explanation outlining the specific reasons why the area should be dedicated to a particular individual to the chairman of the School Committee and the Superintendent of Schools, who will meet with the individual or individuals making the request and following that discussion place the request on a School Committee agenda.
6. At the scheduled School Committee meeting, nominating parties will be allowed 10 minutes to present their nomination to the School Committee. The Committee will only ask clarifying questions, not engage in discussion or make decisions.
 7. At a subsequent School Committee meeting, nominations will be discussed and voted on as to whether or not to be considered, at which time the chair will call for a vote to either accept the nominations on the table or not. Accepted nominations will be handed over to a subcommittee to be named by the chair for further study and to make recommendations to the School Committee.
8. This subcommittee should include, but is not limited to, one member of the School Committee, the building principal of the school, one member of the Board of Selectmen, one local business leader, one student representative from the appropriate school building under consideration and one member of the historical commission.
9. All subcommittee meetings are public meetings and are subject to the regulations of the Open Meeting Law. Regular updates on the progress of the subcommittee will be given at School Committee meetings.

10. Upon having had time to reach a recommendation, the subcommittee will be scheduled to present to the entire School Committee, at which time the board will enter into discussion and a motion will be made regarding the subcommittee's recommendations. During this meeting any other interested parties will be given an opportunity to voice support or opposition to the nominations, and the School Committee will vote on whether or not to accept the nomination and as a result, name whatever building, field, room or structure that is being considered.

Adopted by the Reading School Committee on September 28, 2006

Revised by the Reading School Committee on September 13, 2010

Petition for the Naming of RMHS Turf 2 - Charlie Hardy Field

May 15, 2024

Dear Dr. Milaschewski and Esteemed School Committee Members,

We are privileged to advocate for the naming of RMHS Turf 2 in honor of Charlie Hardy. Coach Hardy embodies the qualities outlined in the by-laws, serving as a distinguished leader both locally and statewide, and his name adds dignity and prestige to the Reading community.

Charlie's journey as a teacher and Athletic Director in his early career laid the foundation of his character. He views himself not just as a coach, but as a teacher of the game of lacrosse, with a deep appreciation for the public school system where he was raised.

Since relocating to Reading in 1982 with his wife Ann, Charlie has been an integral part of the community for over four decades. Raising four children in Reading, all of whom participated in Reading sports from youth to varsity level, Charlie also coached many of their youth teams. Recognizing the need for a lacrosse program in Reading, Charlie played a pivotal role as one of the founders for both boys' and girls' lacrosse.

Charlie's dedication to the program was unparalleled. In 2002, he was the first Director of Youth lacrosse for boys and girls. He also was the first RMHS boys' coach. In its early years, he selflessly contributed his time and resources, even personally funding equipment for players who couldn't afford it. For the first two years, the boys' and girls' programs were self-funded. Enduring a year as a club status, the boys' and girls' programs turned varsity in 2002 and quickly transformed into successful programs. In just its third year in existence, RMHS boys qualified for the tournament and managed to win a tournament game. They have won a tournament game every year since then. Through his vision and perseverance, the boys' and girls' lacrosse programs have become the most respected and successful in Massachusetts.

Beyond coaching, Charlie established the *Just Laxin Summer Lacrosse Camp*, now known as RMHS Summer Lacrosse Camps, providing a platform for kids (grades 1-8) to develop their skills during the summer months. Proceeds from the camp were reinvested into the program, demonstrating Charlie's commitment to the players' development. He personally provided several donations to youth players who could not afford to participate in the camp or purchase the necessary equipment. This camp also allowed RMHS boys and girls student athletes to acquire the necessary hours for the National Honors Society, a very important aspect of their academic growth.

Charlie's dedication to the lacrosse program has transformed it from its modest beginnings with under 50 players to an impressive registration of 477 players for spring 2024 youth lacrosse. Since 2011, the program has consistently attracted over 350 players each spring, reaching its highest registration numbers this year. Charlie's efforts have not only expanded the program but have also fostered a sense of continuity, with former players now coaching their own children. This thriving network of players, spanning generations, is a testament to Charlie's enduring impact.

During his 22-year tenure as the Boys Varsity lacrosse coach, Charlie achieved an impressive record, 403-103, with 50 of those losses in the first 5 years of the program. He led his teams to 14 Middlesex Freedom League titles and 2 Division 2 State Championships. Through his mentorship and guidance, Charlie has positively influenced the development of over 620 varsity players and more than 1500 students within the boys' program, fostering not only their skills as lacrosse players but also instilling values of sportsmanship, teamwork, and camaraderie both on and off the field. His coaching has produced at least a dozen All-Americans. Over 70 RMHS players are playing college lacrosse at the varsity or club level.

At the heart of Charlie's coaching philosophy lies a commitment to advocating for his students. He leverages his extensive lacrosse network to promote his players, going above and beyond by writing numerous college recommendation letters and engaging in countless phone calls, emails, and visits with college coaches to facilitate recruitment. Charlie has cultivated a community of players sought after by college coaches not just for their athletic prowess, but also for their embodiment of teamwork and respect for the game.

Charlie's dedication extends beyond the lacrosse field, as evidenced by his teams' involvement in community service initiatives such as Samantha's Harvest and volunteering to shovel for the elderly during the winter months.

Charlie's contributions have earned him numerous accolades, including Coach of the Year awards (Spring Coach of the year, MIAA Coach of the year and 3-time MA Coach of the Year) and inductions into various Hall of Fames (East Meadow High School Hall of Fame, NASSAU Community College Hall of Fame, the National Junior College Athletic Association Hall of Fame). The success of the RMHS boys' and girls' lacrosse teams strongly contributed to RMHS twice receiving the Larry Ames Award presented by the Boston Globe for Overall Excellence.

He is highly esteemed within the lacrosse community, admired not only for his coaching talent but also for his character and integrity. His influence extends beyond Reading, earning respect from coaches across Massachusetts. The St. John's Prep head coach said, "Charlie has been my role model for not only what he does with his players on the field but also how he presents himself off the field". Tom Dalicandro the Concord-Carlisle coach said "Charlie is a great guy and a great friend. He's very knowledgeable about lacrosse, but he also has an ability to get his kids to play hard all the time and play the right way. You can tell the kids like him and respond to him."

His proudest legacy is the community he has fostered in Reading lacrosse, as evidenced by the overwhelming support for naming Turf 2 after him. With hundreds of signatures on our petition and heartfelt testimonials from alumni, families, and fellow coaches, we believe there is no one more deserving of this honor than Coach Charlie Hardy.

"Great coach but even better role model to the youth of Reading." A. Ward

"In his 20+ years of coaching Reading High he brought two State championships and countless Middlesex league titles to a program he helped start. To this day I have cherished those moments on the field being coached by coach Hardy and naming the field after him seems very fitting of a Man who has given so much to the program, school, and town." L. Dwyer

“I’ve been in the town of Reading since 2001 and Charlie encouraged me to get my sons into the Youth Lax program in 1st grade and later coached them in High School to a State Championship. The culture he created and instilled will impact my boys as well as many others for the rest of their lives. Nobody more deserving than coach Hardy.” J. Haggerty

“After all Charlie has done for the youth, the community, and the town of Reading, it would only be right to name Turf 2 after him. Charlie has made an incredible impact on the lives of Reading lacrosse families for over two decades. As a coach, I would be honored to tell the legacy of Charlie Hardy to high school and youth student athletes for years to come.” T. Grace

“The Reading lacrosse program was started by Coach Hardy and is a powerhouse program in the state because of his hard work over twenty years. Even in retirement he continues to give back to the program. He is currently helping coach at the youth program and is still pushing the program to the next level. Naming Turf 2 “Charlie Hardy” field is an absolute no-brainer.” M. Koster

“No Charlie Hardy, no Lax in Reading, no 403 wins, no State Championships, No 50+ players playing at the next level, no Reading Youth Lacrosse and no thousands of relationships that were created through teammates and families. He retires with an incredible legacy that needs to be honored.” B. Tobin

“Charlie Hardy’s commitment to Reading as a town and boys lacrosse commitment is unparalleled. He went above and beyond to display his enthusiasm for creating and consistently sustaining a competitive high school boys lacrosse programs, while his selflessness to support the end of the year banquets with flowers and decorations or buy trophies on his own. He was always looking to recognize his players for their sacrifice and commitment to high standards. Charlie has easily committed himself to a passion and cause that build legacy for generations of players in Reading and was undeniably the heart and soul of the Reading Boys Lacrosse Program for more than two decades. Please give him the grace and recognition he deserves in displaying his name for many more of the coaches, players, and community he positively influenced for so long in Reading, MA.” R. Parkin

“Because of Charlie Hardy’s enthusiasm & passion for his dream of bringing the game of lacrosse to Reading, our children’s lives were forever changed...& in an incredibly positive way! All three played lacrosse at RMHS & in college. I am eternally grateful to this good man for his dedication to the youth of Reading & for his perseverance in establishing a lacrosse program that has impacted hundreds of students...& has had such incredible success!” C. DeBenedetto

Please let us know if you require any further information. Thank you for your consideration.

Submission Date	First Name	Last Name
May 15, 2024	Jeffrey	Jadul
May 15, 2024	Heather	Wicken
May 15, 2024	Joanna	Martino
May 15, 2024	Kathryn	McLeod
May 15, 2024	Donald	A Gourley
May 15, 2024	April	Stein
May 15, 2024	Rachel	Gordon
May 15, 2024	Beth	Hudson
May 15, 2024	Kristen	Brousseau
May 15, 2024	William	Lynch
May 15, 2024	Ted	Carlman
May 15, 2024	Kathryn	Curtin
May 15, 2024	Dennis	Curran
May 15, 2024	Tim	Cavanaugh
May 15, 2024	Ryan	Fraine
May 15, 2024	Xuemei	Li
May 15, 2024	MEGHAN	BARDEN
May 15, 2024	Kim	Torra
May 15, 2024	Alexandra	Wittmann
May 15, 2024	Alison	Martin
May 15, 2024	Kristin	Goodfellow
May 15, 2024	Marianne	Connelly
May 14, 2024	Scott	Carlman
May 14, 2024	Jamie	Severance
May 14, 2024	Rebecca	Libitz
May 14, 2024	Andrew	Kerr
May 14, 2024	Margie	Carlman
May 14, 2024	Liz	Degel
May 14, 2024	Candice	Reid
May 14, 2024	Clary	Clish
May 14, 2024	Sean	Boudreau
May 14, 2024	Hilary	Quinn
May 14, 2024	Lauren	Silva
May 14, 2024	Christopher	Wilmer
May 14, 2024	Stephen	Brown
May 14, 2024	April	Spignese
May 14, 2024	Erin	Brown
May 14, 2024	Michael	Spignese
May 14, 2024	Sally	Edmonds
May 14, 2024	Lara	Veilleux
May 14, 2024	Michael	Caloccia
May 14, 2024	Michelle	Caloccia

May 14, 2024	Corey	Mathison
May 14, 2024	Mike	Leonard
May 14, 2024	Kristin	Simmons
May 14, 2024	Ray	Sorrentini
May 14, 2024	Brad	Williams
May 14, 2024	Krystle	Rose
May 14, 2024	Carrie	Williams
May 14, 2024	Daniel	Charest
May 14, 2024	Phil	Conley
May 14, 2024	Kendra	Stinson
May 14, 2024	Jeff	Westover
May 14, 2024	Emily	Ball
May 14, 2024	Liam	Donaghey
May 14, 2024	Joseph	Donaghey
May 14, 2024	Mark	Boyle
May 14, 2024	Owen	Leahy
May 14, 2024	Barbara	Mulvey
May 14, 2024	Marilyn	COLLI
May 14, 2024	Jack	Donnelly
May 14, 2024	Max	Carcione
May 14, 2024	Lauren	Levesque
May 14, 2024	James	Dudley
May 14, 2024	Shaun	Garvey
May 14, 2024	Lori	Marcotte
May 14, 2024	Sarah	DeSimone
May 14, 2024	Pat	Queeney
May 14, 2024	Abdifitah	Abdi
May 14, 2024	Cheryl	Becker
May 14, 2024	Jim	Dwyer
May 14, 2024	John	Gump
May 14, 2024	Kerry	Sullivan
May 14, 2024		
May 14, 2024	Kristina	Darcangelo
May 14, 2024	Kanichada	Morency
May 14, 2024	John	O'Keefe
May 14, 2024	Lauren	Nault
May 14, 2024	David	Savio
May 14, 2024	Robert	Savio
May 14, 2024	Karen	Bartley
May 14, 2024	Kristin	Brown
May 13, 2024		
May 13, 2024	Marcia	Kirkpatrick
May 13, 2024	David	Bryant

May 13, 2024	Sharon	Marrama
May 13, 2024	Patricia	Cahill
May 13, 2024	Mary	Jacey
May 13, 2024	Jenn	Zerfas
May 13, 2024	Lee Ann	Hatch
May 13, 2024	Kevin	Flaherty
May 13, 2024	Daniel	Rafuse
May 13, 2024	Nancy	Crampton
May 13, 2024	Mike	Golden
May 13, 2024	James	Marcucella
May 13, 2024	Lillian	Doherty
May 13, 2024	Lucretia	Zerfas
May 13, 2024	Lynn	Strazzere
May 13, 2024	Michael	Masucci
May 13, 2024	John	Giuliotti
May 13, 2024	Lili	Maltais
May 13, 2024	Francis	Garahan
May 13, 2024	Nick	Face
May 13, 2024	Dirk	Slagmolen
May 13, 2024	Sloane	Smith
May 13, 2024	Bridget	Kent
May 13, 2024	Bowen	Smith
May 13, 2024	Colin	Doherty
May 13, 2024	Mary sheila	Marshall
May 13, 2024	Charlie	Giuliotti
May 13, 2024	John	Nee
May 13, 2024	Brandy	Lunn
May 13, 2024	Kelly	Curran
May 13, 2024	Michael	Leone
May 13, 2024	JO-ANN	POWELL
May 13, 2024	Stephanie	Tarpy
May 13, 2024	Kelly	Feeney
May 13, 2024	Deborah.	Foley
May 13, 2024	Taylor	Carpenter
May 13, 2024	Emily	Jaimes
May 13, 2024	rich	crosby
May 13, 2024	Nancy	Cresta
May 13, 2024	AnnMarie	Caldwell
May 13, 2024	Carol	Erven
May 13, 2024	Evelyn	Diorio
May 13, 2024	Susan	Ginivan
May 13, 2024	Laura	Plummer
May 13, 2024	Brian	O'Mara

May 13, 2024	Kate	Melanson
May 13, 2024	Jamie	Higgins
May 13, 2024	Denise	Green
May 13, 2024	Kevin	Flaherty
May 13, 2024	Susan	Slagmolen
May 13, 2024	Janis	Callan
May 13, 2024	Jana	DiNapoli
May 13, 2024	Kathryn	Melly
May 13, 2024	Audrey	Tobin
May 13, 2024	Meaghan	Smith
May 13, 2024	Joe	Castelli
May 13, 2024	Beth	Fiore
May 13, 2024	Michele	Pacillo
May 13, 2024	Michael	Fitzgerald
May 13, 2024	Andrew	Lawrence
May 13, 2024	Joe	Castelli
May 13, 2024	Rick	Camuso
May 13, 2024	Tim	Heaney
May 13, 2024	David	Walsh
May 13, 2024	RAYMOND	COZZI
May 13, 2024	Steven	Diorio
May 13, 2024	Michael	Nicholas
May 13, 2024	Robert	Weiden
May 13, 2024	Susan	Stathoulopoulos
May 13, 2024	John	DeMichaelis
May 13, 2024	Josh	Streit
May 13, 2024	John	Masciarelli
May 13, 2024	Amanda	Haley
May 13, 2024	Marilyn	Freeman
May 13, 2024	Jeff	Muller
May 13, 2024	Susie	Muller
May 13, 2024	Kelly	Trahan
May 13, 2024	Mary	Shanahan
May 13, 2024	Tina	Smith
May 13, 2024	Laura	Mahony
May 13, 2024	Chris	Wicken
May 13, 2024	Julie	Deluca
May 12, 2024	Mary	Gilligan
May 12, 2024	Julie	wilson
May 12, 2024	Alexis	O'Mara
May 12, 2024	Katrina	Maher
May 12, 2024	William	Flaherty
May 12, 2024	Lynda	Michel

May 12, 2024	Samuel	Rector
May 12, 2024	Mary	Houghton
May 12, 2024	Petra	Marino
May 11, 2024	Charlie	Decker
May 11, 2024	Colleen	Carreau
May 11, 2024	Sydney	Costello
May 10, 2024	Josh	Anthony
May 10, 2024	JoAnn	Jack
May 10, 2024	Cassandra	Tower
May 10, 2024	judith	osborn
May 9, 2024	Diane	Alexander
May 9, 2024	Sabataso	Nancy
May 9, 2024	Ronald	iapicca
May 9, 2024	Amy	Conklin
May 9, 2024	Jennifer	Coyne
May 9, 2024	Jesse	Woods
May 9, 2024	Nicholas	Palermo
May 9, 2024	Kimberly	Lynch
May 9, 2024	Jessica	Damon
May 9, 2024	Sarah	Flaherty
May 9, 2024	Salvatore	DiSpena
May 9, 2024	Jack	Stanton
May 9, 2024	Jeff	Carreau
May 9, 2024	Michael	Granara
May 9, 2024	Cullen	Granara
May 9, 2024	Finn	Granara
May 9, 2024	Paul	Buckley
May 9, 2024	Mike	Luccitelli
May 9, 2024	Michael	Storti
May 9, 2024	Mike	Torra
May 9, 2024	Ryan	Pollock
May 9, 2024	Bob	Geiger
May 9, 2024	Doug	Gibbs
May 9, 2024	Alyssa	Hubbard
May 9, 2024	Karen	Derosa
May 9, 2024	Connie	DeBenedetto
May 8, 2024	Patrick	Cavanaugh
May 8, 2024	Andrea	Lindmark
May 8, 2024	Colleen	Moody
May 8, 2024	Shawn	Rebs
May 8, 2024	Mark	Cinelli
May 8, 2024	Zack	Sahagian
May 8, 2024	Troy	Tully

May 8, 2024	Dylan	Mccormick
May 8, 2024	Ryan	Tierney
May 8, 2024	Jack	Mccarron
May 8, 2024	Dave	Ahlquist
May 8, 2024	Elizabeth	Tonim
May 8, 2024	Janice	O'Brien
May 8, 2024	Stephen	Lentell
May 8, 2024	Bob	Sheehan
May 8, 2024	Michaela	Hardy-Lemire
May 8, 2024	Dave	Hunter
May 7, 2024	Dan	Bourque
May 7, 2024	Owen	Mulvey
May 7, 2024	Ryan	Mulvey
May 7, 2024	Kate	DeBenedetto
May 7, 2024	Matt	Dal Pozzo
May 7, 2024	Jim	Queeney
May 7, 2024	Larry	Gilligan
May 7, 2024	Patrick	DeBenedetto
May 7, 2024	Kevin	Leyne
May 6, 2024	Joe	Ciccarelli
May 6, 2024	Melissa	Anastasiades
May 6, 2024	Jack	Storti
May 6, 2024	Rob	Parkin
May 5, 2024	Charlie	Savio
May 5, 2024	Rob	Gibbs
May 5, 2024	Ellen	Haggerty
May 5, 2024	Tom	Carli
May 4, 2024	Larry	Gilligan
May 4, 2024	Lisa	Gilligan
May 4, 2024	Jon	Bonasera
May 4, 2024	Jaclyn	Gargano
May 4, 2024	John	Giordani
May 4, 2024	Janelle	Bonasera
May 4, 2024	Emily	Dixon
May 4, 2024	Patrick	McCracken
May 4, 2024	Ed	McColgan
May 4, 2024	Joseph	Dwyer
May 4, 2024	Paul	Wright
May 4, 2024	Andrea	Barone
May 3, 2024	Sarah	Kelley
May 3, 2024	Jason	Furness
May 3, 2024	Dan	Cranitch
May 3, 2024	Bernadette	Bertone

May 3, 2024	Mike	Palermo
May 3, 2024	Bobby	Granara
May 3, 2024	Jane	Twombly
May 3, 2024	Katherine	Jordan
May 3, 2024	Heather	Clish
May 3, 2024	michaela	boyle
May 3, 2024	Sal	Caiazzo
May 3, 2024	William	Hanifan
May 3, 2024	Chris	McNiel
May 3, 2024	Janice	Berardi
May 3, 2024	Laurie	Goodwin
May 3, 2024	Kathy	Donnelly
May 3, 2024	Jessica	Bamberg
May 3, 2024	Kerry	McInnis
May 3, 2024	Lynne	Berardi
May 3, 2024	Alyssa	Bursey
May 3, 2024	Paul	McCarthy
May 3, 2024	Rosemary	Adams
May 3, 2024	Amy	Scally
May 3, 2024	Valerie	Loughman
May 3, 2024	Danielle	Pandolfo
May 3, 2024	Alicia	Curtin
May 3, 2024	Fred	Reilly
May 3, 2024	Karen	Johnson
May 3, 2024	Shawn	Ciotti
May 3, 2024	Troy	Merkel
May 3, 2024	Carla	D'Agostino
May 3, 2024	John	McLaughlin
May 3, 2024	Maureen	Martello
May 2, 2024	Errol	Flynn
May 2, 2024	Sam	Johnson
May 2, 2024	Sarah	Lanzo
May 2, 2024	Effie	Duplessis
May 2, 2024	Carol	Scally
May 2, 2024	Jim	Scally
May 2, 2024	Jenn	Flynn
May 2, 2024	Adam	Locklin
May 2, 2024	Michael	Dzema
May 2, 2024	David	Tzeng
May 2, 2024	Chris	Jungmann
May 2, 2024	Debra	Murphy
May 2, 2024	Douglas	Rogers

May 2, 2024	Victoria	Bean
May 2, 2024	Beckie	Matheson
May 2, 2024	Doug	Johnson
May 2, 2024	Kimberly	Mahoney
May 2, 2024	Joe	Pelusi
May 2, 2024	Matt	Burns
May 2, 2024	Tyler	Grace
May 2, 2024	Jennifer	Donaghey
May 2, 2024	Justin	Peledge
May 2, 2024	Amy	Medeiros
May 2, 2024	Jenepher	Lalicata
May 2, 2024	Jessica	Quirk
May 2, 2024	Brenna	Westover
May 2, 2024	Kerri	Martell
May 2, 2024	Ryan	Strout
May 2, 2024	Kelly	Haughey
May 2, 2024	Lisa	MacPherson
May 2, 2024	Robert	Morris
May 2, 2024	Sean	Malone
May 2, 2024	Michelle	Savio
May 2, 2024	Laura	O'Neill
May 2, 2024	Trevor	Koster
May 2, 2024	Michael	Kostet
May 2, 2024	Brian	Skeffington
May 2, 2024	Kara	Tucker
May 2, 2024	Nicole	Mainey
May 2, 2024	Ryan	Furness
May 2, 2024	Tracy	Fitzgerald
May 2, 2024	Kate	Leone
May 2, 2024	Edward	Vicari
May 2, 2024	Kelly	Skeffington
May 2, 2024	Angela	McColgan
May 2, 2024	Shannon	Kerr
May 2, 2024	Steve	Meehan
May 2, 2024	Colleen	Torell
May 2, 2024	Amy	Gualtieri
May 2, 2024	Susan	Olson
May 2, 2024	Marjorie	Lane
May 2, 2024	Edward	Carlman
May 2, 2024	Lindsey	Baker
May 2, 2024	Jenna	Shaughnessy
May 2, 2024	Andrew	Abdella
May 2, 2024	Laurie	Abdella

May 2, 2024	Kristin	Charest
May 2, 2024	Christine	Corley
May 2, 2024	Kyra	mcdermott
May 2, 2024	Katie	Johnson
May 2, 2024	Megan	Hagan
May 2, 2024	Jack	Filipski
May 2, 2024	Michele	Tarpy
May 2, 2024	Kevin	Golden
May 2, 2024	Caitlin	McLaughlin
May 2, 2024	Whitney	Goodman
May 2, 2024	Luke	Duplessis
May 2, 2024	Marianne	Tompkins
May 2, 2024	Matt	Dabenigno
May 2, 2024	Dave	Macpherson
May 2, 2024	Henry	Lee
May 2, 2024	Keri	Fox
May 2, 2024	JOHN	McCracken
May 2, 2024	Jennifer	Turner
May 2, 2024	Mike	Monagle
May 2, 2024	Michael	Dyment
May 2, 2024	Jason	Shanahan
May 2, 2024	AJ	DiSpena
May 2, 2024	Christine	DiRienzo
May 2, 2024	Mark	Tucker
May 2, 2024	Eric	MacPherson
May 2, 2024	John	Sannella
May 2, 2024	Jackson	Fritz
May 2, 2024	Helen	Politano
May 2, 2024	William	McDonough
May 2, 2024	Britt	SantaMaria
May 2, 2024	Sean	MCCARTHY
May 2, 2024	Kelly	Scouler
May 2, 2024	Andrea	Jacobs
May 2, 2024	Dave	Fox
May 2, 2024	Kelly	McCracken
May 2, 2024	Tony	Torra
May 2, 2024	Mary	Torra
May 2, 2024	Jeff	Muller
May 2, 2024	Liz	Tufo
May 2, 2024	Pete	Torell
May 2, 2024	Kaity	Cardosi-Raposo
May 2, 2024	Patrick	Healey
May 2, 2024	Tommy	Stathoulopoulos

May 2, 2024	Caleb	Brown
May 2, 2024	Colleen	Forbes
May 2, 2024	Meredith	McDonough
May 2, 2024	Karen	Karim
May 2, 2024	Jamie	McManus
May 2, 2024	Kerrie	Donnelly
May 2, 2024	Elizabeth	Naughton
May 2, 2024	jeanne	singleton
May 2, 2024	Tiffany	Lynch
May 2, 2024	Tyler	Nicholas
May 2, 2024	Jennifer	Boudette
May 2, 2024	Leah	Furness
May 2, 2024	Tyler	Allen
May 2, 2024	David	Wittmann
May 2, 2024	Dan	Weinberg
May 2, 2024	Danielle	Granara
May 2, 2024	Adam	Diemer
May 2, 2024	Jason	Silbovitz
May 2, 2024	Chris	Diemer
May 2, 2024	Laura	Diemer
May 2, 2024	Chris	Degel
May 2, 2024	Bob	McCarthy
May 2, 2024	Caitlin	Annunziata
May 2, 2024	Matthew	Blasi
May 2, 2024	Nan	OBrien
May 2, 2024	Richard	Donohue
May 2, 2024	Terry	Reilly
May 2, 2024	Connor	Jack
May 2, 2024	Andrew	Daley
May 2, 2024	Kim	Donohue
May 2, 2024	Jenn	Kane
May 2, 2024	Alex	Bonasera
May 2, 2024	Suzette	Goodchild
May 2, 2024	Jenn	Kane
May 2, 2024	Katie	Bean
May 2, 2024	Stephanie	Filipski
May 2, 2024	Charlene	Glynn
May 2, 2024	Katie	Vicari
May 2, 2024	Holly	Weinberg
May 2, 2024	Tyson	Teplitsky
May 2, 2024	Maureen	Comeiro
May 2, 2024	Michael	Miele
May 2, 2024	Julie	Valentino

May 2, 2024	Melissa	Golden
May 2, 2024	Cara	Hardy
May 2, 2024	Fred	Matheson
May 2, 2024	Joe	Barletta
May 2, 2024	Gavin	Furness
May 2, 2024	Dylan	Martello
May 2, 2024	Brian	Kelley
May 2, 2024	Ian	Leonard
May 2, 2024	Ryan	Fox
May 2, 2024	Connor	Wicken
May 2, 2024	Craig	Wilson
May 2, 2024	Tj	Michel
May 2, 2024	erica	Kirwan
May 2, 2024	Kevin	Ridgley
May 2, 2024	Jimmy	Trahan
May 2, 2024	Robert	Lundbohm
May 2, 2024	Matt	Renzullo
May 2, 2024	Jill	SantaMaria
May 2, 2024	Nancy	Matheson
May 2, 2024	Brianne	Gump
May 2, 2024	Ryan	Flaherty
May 2, 2024	Griffin	Haggerty
May 2, 2024	Matt	Donnelly
May 2, 2024	Aidan	Koster
May 2, 2024	Tim	Matheson
May 2, 2024	KRISTI	FURNESS
May 2, 2024	RJ	Saucier
May 2, 2024	Katie	Hammond
May 2, 2024	Ryan	Musto
May 2, 2024	Clyde	Severance
May 2, 2024	Kevin	Donahue
May 2, 2024	Katie	Matathia
May 2, 2024	Nancy	Meehan
May 2, 2024	Jen	Sorrentini
May 2, 2024	Kristen	Granara
May 2, 2024	Bill	Melley
May 2, 2024	Kerin	Bakst
May 2, 2024	Mike	Connelly
May 2, 2024	William	Murray
May 1, 2024	Sami	Kourbali
May 1, 2024	Vicki	Donovan
May 1, 2024	Dominic	Tango
May 1, 2024	Jamie	Mcmanus

May 1, 2024	Joseph	Bean
May 1, 2024	Jessica	Lynch
May 1, 2024	Francis	Yung
May 1, 2024	Suzanne	Stanton
May 1, 2024	Jon	Haggerty
May 1, 2024	Lori	Masucci
May 1, 2024	Vinny	LoBello
May 1, 2024	John	Gillis
May 1, 2024	Sandra	Palermo
May 1, 2024	Kristin	Hoesly
May 1, 2024	Taylor	Perillo
May 1, 2024	Tyler	Perillo
May 1, 2024	Richard	Perillo
May 1, 2024	Louise	Perillo
May 1, 2024	Chuck	Webberly
May 1, 2024	Liz	Connery
May 1, 2024	Peggy	McDermott
May 1, 2024	Carrie	Burns
May 1, 2024	Greg	Moreira
May 1, 2024	Eamon	Centrella
May 1, 2024	Chris	Connery
May 1, 2024	Quinn	Losse
May 1, 2024	Ben	Diemer
May 1, 2024		
May 1, 2024	Lisa	Blasi
May 1, 2024	Tom	Eighmey
May 1, 2024	Michael	Merullo
May 1, 2024	Molly	Strout
May 1, 2024	Roberta	Carnes
May 1, 2024	Kathleen	Fitzpatrick
May 1, 2024	Ann	Hardy
May 1, 2024	Dave	Dewing
May 1, 2024	Mark	Dente
May 1, 2024	Kara	Webberly
May 1, 2024	Joe	Castelli
May 1, 2024	Matt	Dente
May 1, 2024	Maria	Casarano
May 1, 2024	Jennifer	Leonard
May 1, 2024	Kevin	Sexton
May 1, 2024	Ryan	Dwyer
May 1, 2024	STEVEN	SULLIVAN
May 1, 2024	Joe	Bean
May 1, 2024	Coltan	Tangney

May 1, 2024	Fran	Sullivan
May 1, 2024	John	Taglilatela
May 1, 2024	Maria	Capone
May 1, 2024	Mike	Dente
May 1, 2024	Patty	Dente
May 1, 2024	Rob	Scouler
May 1, 2024	George	Brooks
May 1, 2024	Jack	Gump
May 1, 2024	Rock	D'Errico
May 1, 2024	Evan	Pennucci
May 1, 2024	James	Blasi
May 1, 2024	Jake	Carnes
May 1, 2024	Kevin	Tobin
May 1, 2024	David	McDermott
May 1, 2024	Michael	Tobin
May 1, 2024	Luke	Goodemote
May 1, 2024	Ethan	Haggerty
May 1, 2024	Peggy	Gallagher
May 1, 2024	Karla	Goodreau
May 1, 2024	Lisa	Gibbs
May 1, 2024	Susan	Dwyer
May 1, 2024	Pat	Centrella
May 1, 2024	Brendan	Donaghey
May 1, 2024	David Hunt	
May 1, 2024	Aaron	Ward
May 1, 2024	Dan	Foley
May 1, 2024	Chris	Cuffe
May 1, 2024	Colin	Comerford
May 1, 2024	Connor	Hardy
May 1, 2024	Julie	Centrella
May 1, 2024	Dan	Fay
May 1, 2024	Dan	Whipple
May 1, 2024	Jack	Giuliotti
May 1, 2024	Virginia	Giuliotti
May 1, 2024	Tim	Matheson
May 1, 2024	Chris	Smith
May 1, 2024	Kyle	Clements
Apr 30, 2024	Jay	Kajander
Apr 30, 2024	Kevin	DeBenedetto
Apr 30, 2024	Michael	Creamer
Apr 30, 2024	Joseph	Merullo
Apr 30, 2024	Liam	Dwyer
Apr 30, 2024	Matthew	Dente

Apr 30, 2024
Apr 30, 2024
Apr 30, 2024
Apr 30, 2024

Daniel
Domenic
Doug
Brian

Scouler
Masucci
Gibbs
Tobin

Reading Public Schools

School Committee Meeting Packet

May 23, 2024



Appendix



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

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

TO: Reading School Committee
FROM: Thomas Wise, Reading School Committee Chair
DATE: May 21, 2024
TOPIC: Future Agenda Items

I wanted to quickly share updates to the future agenda items after our last meeting in case there was anything else you wanted or expected to see before the end of the fiscal year. The tentative agendas are:

Thursday, June 6, 2024

Staff Member of Year Awards (pre-regular meeting)
Athletics Facility Naming Advisory Committee Formation
End-of-Year Personnel Update
Benchmark Update vs. District Strategic Plan: Pillars I and IV
Math Pathways Final Update
Student Services End of Year Update including Quick Program Review Status
SEPAC End-of-Year Update

Thursday, June 20, 2024

Pre Q4 Financial Update w/ Votes on Budget Transfer(s)
Special Education Reserve Fund Report w/ Vote on Reserve Fund Allocation
Parker School Improvement Plan Update
K-8 Literacy Update (ARC Phase III & Middle School) Update
Mid-Cycle Formative Review
Annual Reorganization

Sometime early FY24-25

LEAD Program Review

Please let me know if there is anything we missed or that you would like to discuss so we can find the appropriate meeting to slot those requests in.

Thank you.