

NORTH READING HIGH SCHOOL



School Improvement Plan

***2017-18/Fiscal Year 2018
2018-19/Fiscal Year 2019***



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SCHOOL IMPROVEMENT PLAN
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NORTH READING HIGH SCHOOL COUNCIL

The Massachusetts Education Reform Act of 1993 mandates that there be a School Council at each public school in the Commonwealth of Massachusetts. The school principal, as co-chair, is responsible for the composition and formation of the School Council through a representative process. The North Reading High School Council consists of the principal as co-chair; teachers elected by the faculty; elected parents; students elected by the student body; and, one community member, selected by the principal. Terms of office are for two years, except for the principal and the community member, who serves at the principal's discretion. The School Council members select the other co-chair at the first meeting of the given school year.

The five major areas of responsibility where the School Council is to assist the principal are:

- Adopting educational goals for the high school that are consistent with the school district's educational policies and statewide student performance standards
- Identifying the educational needs and resources of students
- Reviewing the annual high school budget
- Formulating the high school's School Improvement Plan
- Reviewing the Student/Parent Handbook

The School Council is constituted to provide parity in its membership and functions to reach agreement and resolution by consensus. The philosophy of the School Council is to offer a positive vehicle for greater teacher, student, parent and community involvement and support to the high school and the principal in shaping policies and programs at the school aimed at providing a positive educational experience for each high school student.

The School Council meets regularly once a month during the school year with the agenda and the date, time and location of each meeting posted and published. Its meetings are subject to the Open Meeting Law. Public attendance at School Council meetings is encouraged and public participation is welcomed. The success and value of the School Council depends not only on its membership, but also on the continuing interest and involvement of its constituents.

GOALS FOR 2016-2017 AND 2017-2018

The North Reading High School Council held its organizational meeting for the 2016-2017 school year in October, 2016. At this meeting the School Council began a discussion of its goals. The following are the established goals of the North Reading High School Council for 2016-2017 and 2017-2018:

- Goal #1: Continue to advocate for staffing to maintain and/or improve student/teacher ratios that allow for a high level of personalization of instruction and support for student learning and allow for properly supporting students with identified learning disabilities.
- Goal #2: Enhance the educational program for students in the areas of curriculum, instruction, and assessment with a particular emphasis on providing students with the skills needed to meet the challenges of the 21st century and to ready them for college and career success.
- Goal #3: Satisfactorily implement the goals of the North Reading School Committee, the “NRPS 2021: Continuous Improvement Plan District Goals,” the goals established by the North Reading High School faculty, the governing laws of the Commonwealth of Massachusetts and the federal government, and the provisions of the New England Association of Schools and Colleges (NEASC).
- Goal #4: Provide an extracurricular program to students that contributes to their well-roundedness as individuals.
- Goal #5: Expand the use of technology as a teaching and learning tool, with a focus on effectively accessing technology capabilities in all new learning spaces.
- Goal #6: Complete the obligations and implement the requirements associated with the Two-Year Progress Report that focuses on addressing recommendations identified by the New England Association of Schools and Colleges (NEASC) after the March 2-5, 2014 site visit.
- Goal #7: Work collaboratively with the middle school administration and faculty to ensure that shared spaces are used equitably and effectively in the new middle/high school.
- Goal #8: Continue meeting the provisions of the Common Core Standards for English Language Arts and Mathematics.
- Goal #9: Continue to utilize the Educator Evaluation Model to perform teacher evaluation to enhance teaching and learning.

The High School Council has developed its School Improvement Plan for the 2017-2018 school year (fiscal year 2018) to include the 2018-2019 school year (fiscal year 2019). This affords the School Committee and the Superintendent of Schools the opportunity to review the School Improvement Plan at a time prior to annual budget development at the district level rather than after the upcoming fiscal year’s budget is approved.

NORTH READING PUBLIC SCHOOLS DISTRICT VISION AND MISSION

Vision: The North Reading Public Schools prepare all students to be productive citizens who thrive in the 21st century.

Mission: The North Reading Public Schools provide a safe, supportive, and contemporary learning environment where dedication to excellence, service, and life-long learning is paramount. All students are challenged to work collaboratively and to become creative and critical thinkers. Emphasis is placed on mastering core academic knowledge, developing 21st century skills, pursuing individual potential, and fostering citizenship in a global society.

NORTH READING HIGH SCHOOL CORE VALUES, BELIEFS, AND TWENTY-FIRST CENTURY LEARNING EXPECTATIONS*

Core Values and Beliefs

At the core of North Reading High School is the common belief that effective citizenship in the twenty-first century begins with a commitment to leadership through service and lifelong learning that is fostered in an environment that includes all students. We are a dynamic community of students, teachers, parents, and administrators with shared beliefs and values committed to developing capable, knowledgeable twenty-first century citizens. It is our mutual responsibility to be actively involved in a learning process that fosters higher-order thinking, problem solving, healthy risk-taking, and innovation combined with academic rigor. We believe that an environment of collaboration, mutual respect, caring, and trust is the foundation for establishing a commitment to life-long learning. We believe that students learn best when they are connected to their community and can share in the obligations and duties of citizenship. North Reading High School embraces its opportunity to reach beyond its walls and is dedicated to preparing its students to be successful contributors to their local and global communities in the twenty-first century.

Twenty-first Century Learning Expectations

Academic Expectations:

1: THE STUDENT READS ACTIVELY AND CRITICALLY.

LEARNER OUTCOME: *The student is able to read varied materials with both literal and analytical comprehension for a variety of purposes.*

2: THE STUDENT COMMUNICATES CLEARLY IN SPEECH.

LEARNER OUTCOME: *The student is able to verbally communicate ideas and information effectively for a variety of purposes and audiences.*

3: THE STUDENT WRITES EFFECTIVELY.

LEARNER OUTCOME: *The student is able to communicate ideas and information coherently in writing using standard English for a variety of purposes and audiences.*

4: THE STUDENT IDENTIFIES, ACCESSES, AND UTILIZES A VARIETY OF RESOURCES FOR OBTAINING INFORMATION.

LEARNER OUTCOME: *The student is able to locate, analyze, and synthesize appropriate materials for a variety of purposes.*

5: THE STUDENT EMPLOYS MULTIPLE STRATEGIES IN REASONING AND PROBLEM SOLVING BOTH INDEPENDENTLY AND COLLABORATIVELY.

LEARNER OUTCOME: *The student is able to effectively identify, evaluate, and creatively solve problems in addition to evaluating the process utilized.*

6: THE STUDENT LISTENS EFFECTIVELY AND CRITICALLY.

LEARNER OUTCOME: *The student is able to listen with literal and analytical comprehension in a variety of situations.*

7: THE STUDENT DEMONSTRATES KNOWLEDGE AND SKILLS IN A VARIETY OF FORMS.

LEARNER OUTCOME: *The student is actively engaged in his/her education. The student shows initiative, self-direction and productivity.*

Civic and Social Expectations:

8: THE STUDENT DEMONSTRATES RESPECT AND TOLERANCE.

LEARNER OUTCOME: *The student is able to interact effectively with others and work effectively in diverse teams, in both the local and global community.*

9: THE STUDENT ACTS RESPONSIBLY AND DISPLAYS GOOD CITIZENSHIP.

LEARNER OUTCOME: *The student participates in the school community both positively and ethically while finding constructive opportunities to influence its direction.*

*Adopted June 2013

PRIORITIES FOR 2016-2017 AND 2017-2018

The North Reading High School Council hosted the Curriculum Specialists, and Director of Guidance during the academic year. Each of the aforementioned persons presented the needs of his or her respective department for 2016-2017 and 2017-2018 for inclusion in the School Improvement Plan. The following represents the information shared for the noted department or respective area.

The overriding theme that presented itself throughout the meetings of the School Council held during the 2016-2017 school year was the need to assess recent staffing gains and identify potential areas for student support staff to continue to address an increased enrollment, with attention to subgroups. The School Council is pleased to acknowledge staffing gains in critical areas. However, the need for lower student-teacher ratios remains in many departments, especially in the Humanities and the Arts Departments. Additionally, updated textbooks and other instructional resources that ensure that every student has access to needed learning tools remain a high priority.

Visual Arts

- Add large bulletin boards in room AR-8; to provide space to display students learning concepts, exemplars, and other pertinent learning materials
- Continue to support visual arts focused professional development for art teachers. Continue enrollment in the NPEN programs that the all the visual arts teachers attended in both 2015 and 2016, and look for other similar programs.
- Enhance the participation of student artwork in local, regional, and state art shows/contests. Partner with the Flint Memorial Library on a new initiative in the fall of 2017.
- Explore the possibility of 3-D printer use. Perhaps teaming with the STEM faculty on an interdisciplinary cooperative learning opportunity.
- Expand the “All-District” Art exhibit to include elements that will build interest and participation. Change the location of the exhibit to a space that is better suited to showcase the students work.
- Continue to provide staff with common planning time to collaborate on the implementation of common assessments, calibrate scores with department members, and revise if necessary.
- Provide additional professional development for members of the art department to collaborate on the Visual Art Department website.
- Explore the possible funding for a large-format color printer for the art department to reproduce student artwork and display throughout the school.
- Investigate the possibility of eliminating the Collage/Assemblage and Illustrating Stories courses from the program of studies due to lack of student interest over the past three years.
- Address ventilation concerns in the kiln room. The heat level continues to be a concern as excessive heat causes the kilns to shut down.

Performing Arts

- Increase staffing by 1.0 FTE giving the department one full-time theatre director, one full time choral director, one full time Band Director/Stage Band Director/Music Theory/Advanced Placement Music Theory/History.
- Provide the funding needed to repair and maintain band instruments. (This expense is solely supported by the Music Boosters at this time.)
- Continue to research avenues to allow for more access for students to enroll in electives.
- Support the hiring of a percussion instructor and drill instructor/writer to work in tandem with the color guard advisor and the marching band director.
- Continue to identify possible funding sources for registration for all music teachers in Massachusetts Music Educators Association (MMEA)/National Association for Music Education (NAfME) especially at the high school. (Required for student participation in Northeastern District and MMEA All-State music festivals.)
- Support/fund professional development for teachers in performance and technical aspects of theater and TV studio editing/filming.
- Support/fund professional development for music teachers to be trained on how to use the new software for the MIDI piano lab.
- Continued participation in NPEN (development of PD and attendance)

- Ensure that all students, including those with Individualized Education Plans, participating in the Performing Arts Department are being serviced to the best of our ability.
- Continued collaboration for shared space with the Middle School & High School performing groups and TV/Video classes.
- Storage space to accommodate Theatre flats, Band/choral platforms, paint, lighting equipment, sound equipment.

English

- The department is working on updating our curriculum to better serve students and give them a more authentic and effective English education. This includes integrating new titles into our curriculum.
- The department would like to explore a more organized and efficient way of storing books in the building, because while using a spreadsheet is adequate, having books spread across floors and classrooms continues to be a challenge.
- Teachers continue to express a wish for additional staffing to allow the offering of a wider variety of classes, including specific elective courses with lower enrollments, and maintain reasonable student-teacher ratios in all classes.
- The department hopes to continue to have opportunities for common planning time and professional development, especially in regard to the development of effective and efficient common assessments and data analysis. The department is working on updating these assessments during department time.
- The department plans to continue to offer effective preparation for standardized tests. Included in this is the hope for continued improvement in our SAT scores, Advanced Placement English Literature, and Advanced Placement English Language and Composition Scores.
- The department would like to increase student performance on the MCAS and develop strategies for preparing all students for continued success on this exam, next generation assessments (like the new SAT), and critical reading and writing. This includes investigating strategies for addressing the needs of students who are scoring lower than their potential, especially in regard to the open response.

Social Studies

- The department hopes for additional funding to support the purchase of updated books for our *AP Civics and Government* course so that they more closely align with the updated AP exams. (Shared over FY 18 & FY 19)
- Continued funding to acquire additional copies of texts as both “wear and tear” and the increasing size of the student population necessitate such purchases.
- Increased opportunities for common planning time, especially in regard to the development and scoring of effective and efficient common assessments.
- Increased funding for teachers to attend AP summer workshops, as the AP Social Studies exams have all recently undergone extensive changes.

- Additional funding for teachers to attend the Northeast Regional Consortium for Social Studies Teachers.
- Continued support for work on horizontal and vertical alignment, most especially in the area of PD afternoons where we can evaluate and modify the current programs we have adopted in the last two years and plan for any modifications.
- Support for professional development on how Social Studies supports school wide growth on MCAS/ PARCC style assessments through our curriculum.
- Currently, the DESE is developing new frameworks and standards for Social Studies. We perceive that there will be a need to re-evaluate our core curriculum and assess its effectiveness to desired student outcomes over four years. In the next two to three years, we may need to find increased funding for rewriting some of our core curriculum.

Mathematics

- Provide staff with professional development necessary to fully implement the new Massachusetts Curriculum Frameworks for Mathematics (Common Core Standards 2011). Particularly in integrating technology associated with the Big Ideas text online resources.
- Pre-calculus Common Core transition implementation began in the 2016-2017 school year for honors students and is being implemented with academic level students in 2017-2018.
- Continue to work to improve MCAS scores and overall student achievement by analyzing data from past MCAS exams. Specific goal topics for improvement include order of operations, area and volume, and statistics.
- Continue to research new textbooks and digital resources, specifically Big Ideas, EngageNY, and Eureka, to evaluate their readiness for the Common Core State Standards. These texts/resources are being piloted in various Common Core classes. We hope to move forward with adoption for the 2016-2017 school year.
- Look to increase staffing to support large class sizes (especially in co-taught classes) and additional classes in the Mathematics Department
- Ensure that staffing remains available to provide MCAS support for those students at risk of failing and those who actually fail the MCAS mathematics examination. Ensure that staffing remains available to provide Standardized Test Preparation support for students interested in maximizing their performance on the mathematics portion of standardized tests such as SAT and ACT.
- Continue to provide adequate staffing in order to support increasing student enrollment and thus maintain a good teacher-student ratio.
- Look to obtain funding for a teacher to attend a summer institute for AP Calculus during summer 2017.
- Continue to participate in the College Board reading for Advanced Placement Calculus exams in 2018. In 2017, qualifying scores have continued to increase over past years.

Science and Technology

- Increase staffing to include an additional chemistry teacher to accommodate the increasing enrollment and to maintain a maximum of 1:24 (teacher-student) ratio as recommended by

the New England Association of Schools and Colleges (NEASC) and the National Council of Teachers of Science. This increase in staff would also ensure that all elective classes are available to students.

- Fund a position of “Lab Safety Coordinator” to maintain the chemical inventory and oversee lab and chemical safety for the science department.
- Continue funding for professional development offerings in the areas of lab safety, Advanced Placement institutes, and technology use in the classroom.
- Continue to use the 3-D printer in CAD classes to allow students to understand how to design products for manufacturing.
- Continue to work to improve MCAS scores and overall student achievement by updating, implementing, and analyzing data from common assessments such as quarterly, mid-year, and final examinations. (The new Science Frameworks were adopted in 2016 and are expected to be rolled out in a two to three year process. The focus will be on the application of concepts and inquiry based learning).
- Fund and implement a Robotics course. This new course would add to our STEM program.
- Secure the funding to replace the Chemistry textbook, which is currently fifteen years old.
- Secure the funding to purchase a textbook for the Introduction to Engineering class as there is currently no textbook for the course.

Foreign Languages

- Increase the awareness of world languages outside the classroom with an International Club, trip to Quebec (Fall, 2017) and a trip to a Spanish-speaking destination (Spring of 2018).
- Research and attend high-quality professional development free of charge to teachers.
- Fully implement the new French Textbooks to help modernize the resources used in the French classes.
- Continue to participate in site-visits with local schools as a professional development strategy.
- Offer a dynamic inclusive program to all students at NRHS and have highly qualified support staff in the classroom.
- Fully implement the ACTFL levels of proficiency into our assessment and grading practice
- Study enrollment and explore course offerings for students who have fulfilled their graduation requirements.

Health Education

- Plant a Middle/High School community garden on campus during the 2017-2018 year.
- Research and identify options and opportunities allowing students to practice skills in a more authentic setting outside of the school building.
- Acquire the funding to purchase a copier to support the departments located in this part of the school.
- Explore the addition of new course offerings in Health Education to meet the 21st century needs of students (i.e. Self Defense, Healthy Relationships, Wellness).

Physical Education

- Acquire the funding to purchase a copier to support the departments located in this part of the school.
- Explore the addition of new course offerings in Health Education to meet the 21st century needs of students (i.e. Self Defense, Healthy Relationships, Wellness).
- The proposed Junior/Senior Physical Education requirement, which began in 2015-2016, was reviewed by an exploratory committee. It is hoped that an expansion of offerings will be available to students in the coming year (i.e. Platform 4 PE, Meditation and Mindfulness during Powerblock).
- Continue to provide training for all staff members who wish to use the new fitness facility.
- Continue to provide training to all students in use of the fitness facility beginning in their freshman year.
- Continue to support professional development opportunities for the Physical Education staff to acquire the knowledge and confidence to teach new course offerings and to improve assessment techniques and a broader inclusion of technology into the freshmen and sophomore health/physical education classes; collaboration with job-alike personnel in other school districts is also desired. The curriculum specialist attends the periodic CTAPE and local “job-alike” meetings.
- Continue to pursue installing resistance training equipment in the loft area.

Business Education

- Acquire the funding to increase staffing in the Business Education department to accommodate increasing class sizes and additional course offerings. A number of new courses, including Robotics for the 2017-2018 school year, have been introduced in the Business Education Department. These course have remained popular and many have been highly subscribed by students. Consequently, there is a need for additional staff to maintain reasonable student-teacher ratios and operational resources need to be funded.
- Support the growth of course programming to include more curricula with a digital learning focus. Seek an increase in staffing to facilitate this goal.
- Support the funding to expand the department’s digital library collection.
- Continue to engage students and businesses in the Senior Internship program.

Library/Media

- Continue the ongoing collection development process to create and maintain a collection of resources that is current and meets all student and curricular needs.
- Continued financial support to purchase library materials in a variety of formats that support diverse teaching and student learning styles, such as audio books, eBooks, and technology equipment that facilitates student research and production.
- Continue to support the funding needed for the librarian to continue to participate in appropriate professional development opportunities.
- Increased financial support for the purchase of Library Media Center printing and laminating supplies.

- Support the acquisition of the financial resources to purchase an additional laptop cart in order to meet the increased demand for computer availability.
- Continued financial support for the Library Monitor stipend position so that the Library Media Center can remain open after 2:45 p.m. Tuesdays through Thursdays.

Guidance Department

- Further conversations regarding the roles and responsibilities of the Guidance Department and how the guidance counselors' knowledge and professional skills can best be utilized to support students.
- Monitor the use of Total Registration for registering for Advanced Placement exams and the PSAT to ensure it facilitates the exam registration process for both families and school.
- Increase the technology-related support provided to the department to enhance the work it does with Administrator's Plus and Naviance Succeed.
- Continue support of professional development activities for guidance counselors.

Special Education

- Provide the Special Education staff with professional development necessary to support the implementation of the new Massachusetts Curriculum Frameworks (Common Core State Standards).
- Provide ongoing professional development for all teachers involved in the inclusion model program, general and special educators alike; specifically, in the area of language-based student needs.
- Provide staffing to support a more enhanced model for transition planning and transition-related instructional services and supports for students with disabilities.
- Continue to provide staffing for the changing population and needs of students who require specialized instruction.
- Continue to support the Transition Academy as an established program in the school community.
- Seek the funding to acquire one additional full-time Special Education teacher.

Pupil Personnel Services

- The Pupil Personnel Services department participated in the Coordinated Program Review during March, 2015. The review was a positive experience identifying district strengths and areas for improvement. A final report was received in August, 2015 which included ten recommendations requiring corrective actions. A comprehensive Corrective Action Plan addressing all recommendations was created, submitted, and accepted by the Department of Education. Three progress reports were submitted and no further action is required by the district at this time. A mid-cycle review will be conducted in the 2017-2018 school year.
- At the present time the Pupil Personnel Services staff at North Reading High School supports a number of programs which includes: full inclusion classes; partial inclusion classes; a language-based inclusion program; and, substantially separate programming. There is an

initiative to assess students' social-emotional needs in the high school. This study is ongoing. Therefore, it is necessary to continue the funding needed to provide the services of the Special Education Student Support Specialist and the newly appointed Coordinator of School Counseling Services.

- Professional development for the Pupil Personnel Services staff needs to be continually supported so that the staff is able to provide the most appropriate methodology and techniques in order to enhance teaching and learning of all students at North Reading High School. The following are recommended: in-service course work on teaching organizational skills to students; ongoing professional development for the guidance staff and school nurse, training to general education teachers in teaching children with English as a second language; continued and continued new teacher mentoring.
- The Pupil Personnel Services staff continues to support the safety and welfare of the entire North Reading High School community. Training for staff and students on eliminating peer-to-peer harassment and bullying continues to be provided and has been added to the grade 9 and grade 10 Health Education curricula. A workshop for all students on the subject of healthy relationships/health decision-making has also been provided for the last five consecutive school years; these subjects will continue to receive attention. Annually, faculty are selected to train on CPR and CPI (Crisis Prevention and Intervention). While a good number of faculty are trained in one or both of these certification programs, it is desired that this number be ever-increasing. There continues to be a strong focus placed on supporting co-teaching in classrooms at the high school. Special education teachers at the high school have been encouraged to pursue certification in a subject matter area to provide additional instructional support in classes.
- The Transition Academy continues to work in collaboration with existing high school programs and outside institutions as well. Transition Academy has been developed to service the educational and social needs of identified students who will graduate or complete high school but still require the services of the school district through age twenty-two.

Academic Services

- Continue to support the transition to the Common Core Frameworks in both Literacy and Mathematics.
- Continue to support the development/revision of common assessments in all content areas.
- Continue to support easing the transition for students and families as they leave middle school and enter high school with an emphasis on the academic abilities of students and transferring this information and knowledge among teachers (grade 8 to grade 9).
- Continue to expand interdisciplinary efforts in both Humanities and STEM (Science, Technology, Engineering, and Mathematics) areas.
- Maintain a curriculum leadership model.

Classroom Technology

- Instructional Software: Continue with Discovery Education and the Principles of Engineering program.

- Universal maintenance of students' grades using Grade Quick, or an equivalent platform, leading to parent access to their child's grades on-line through the continued use of the Edline, (introduced in 2009).
- Continue to support the iPad initiative by including more teachers in the program to create more opportunities for students to use the technology.
- Hardware Expansion: Continue to work with teachers to expand "SMART-room" capabilities.
- Support the implementation of the District Technology Plan.
- Increase the use of teacher web pages through the Edline, Google, and other sites.

STAFFING

Identified factors contributing to the need for an increase in teaching staff are the following: a sustained increase in student enrollment, expansion of academic programs, and compliance with the mandates of the Education Reform Law. The Special Education Department continues to support a *Connections* model and will grow incorporate a formalized *Rise* program in 2017-2018. The *Rise* program includes a Special Education/Board Certified Behavioral Analyst and a paraprofessional. Additional staffing recommendations include:

- Staffing to maintain science laboratory student-teacher ratios not to exceed 24 students.
- Support staffing to attain English Language Arts classes not to exceed 20 students.
- Support the introduction of a "Wellness" program for students in grades 11 and 12.
- Support for the addition of personnel in special education.

Newly hired employees in the Special Education Department have been dual certified. These special education teachers provide additional instructional support in classes.

BUILDINGS AND GROUNDS

The Supervisor of Buildings and Grounds and the high school principal serve as members of the Secondary Schools Building Committee. The 2016-2017 school year was a time to continue to experience and learn about the spaces in the new building, cooperate and collaborate with the North Reading Middle School, identify areas that required extra attention, and troubleshoot issues and concerns as they arose.

The School Council acknowledges the high level of care that the high school receives through the efforts of the custodial and maintenance departments. The high school is a clean facility and maintenance needs are tended to in short order. The Supervisor of Buildings and Grounds has reported that the high school currently meets--and will continue to meet--all standards for health and safety.

BUDGET

Adequate resources for textbooks, resource development, supplies and staffing are critical in order for the teachers to be able to adequately meet the needs of the Massachusetts Curriculum

Frameworks, the Common Core Standards, and standardized assessments. The High School Council supports the efforts of the School Committee to maintain appropriate levels of funding to support the educational and co-curricular programs for students.

CO-CURRICULAR ACTIVITIES

Membership in most of the student co-curricular organizations is open to all students. The School Council continues to endorse student interest in co-curricular activities and an expansion of these programs available to students. The School Council does not endorse the implemented activity fee for co-curricular activities.

PUBLIC RELATIONS/COMMUNICATIONS

The School Council endorses continued open communication with parents, students, teachers, and the entire North Reading community. Communication among all constituencies remains an important item and efforts have been made over the last several years to ensure good and proper communication. The Council supports the following efforts at enhancing communication:

- Back-to-School Parent Information Night
- Open House for Middle School Students and Parents
- Parent/Teacher Conference Nights
- Regular meetings with students hosted by the Guidance Counselors
- Guidance Department Informational Seminars for students and parents
- Annual “College Fair”
- The Edline, on-line grade reporting system with access to students and parents
- Maintain the high school’s website to provide up-to-date information to the community
- The school literary magazine
- Presentations at School Committee meetings
- Posting of meeting dates and meeting “minutes” of the School Council on the high school website
- North Reading *Transcript* articles including the principal’s “Around the Schoolyard” articles
- Blackboard Connect (telephone contact program to enhance home/school communication)
- E-mail communication with North Reading High School families by the high school administration
- Enhancement of the annual “Spring Student Recognition Night” to include student performances
- Creation of an “Art Gallery” as a means of displaying student work
- Hosting the Senior Art Show
- Implementing all of the recommendations of the New England Association of Schools and Colleges in order to achieve a status of “continued accreditation” for North Reading High School
- The administration of a post-graduate survey of alumni
- Student representatives to the North Reading School Committee
- The establishment of a North Reading High School Twitter account
- The establishment of a North Reading High School Athletic Department Twitter account

- The administration of “The Impact of the Massachusetts Comprehensive School Counselor Program on College Readiness, Access and Success”

PROFESSIONAL DEVELOPMENT

Professional development for the professional staff needs to be continually supported so that the staff is able to employ the most appropriate methodology and techniques in order to enhance teaching and learning at North Reading High School. The School Council endorses the following:

- In-service course work and study groups
- Curriculum workshops and SMART Goals development
- Mentoring of teachers new to the district and the profession
- Continued curriculum alignment and writing with an emphasis on the Common Core State Standards (CCSS)
- Ongoing professional development for teachers of Advanced Placement courses
- Workshops and conferences such as; School Safety Summit, Unlocking the Power of Mindfulness; History Connected: America in a Global Context; Enhancing School Safety by Building Resilience; 4th Annual Department of Elementary and Secondary Education (DESE) Summit on Curriculum, Instruction and Assessment; Getting Up and Running with the Common Core; Public Awareness and Understanding of Social Education (P.A.U.S.E.); Curriculum Mapping, and Rediker Report Writing;
- Each year, the health education department certifies all grade ten students in CPR and First Aid training for adults, children, and infants; this includes training on the use of the AED
- The Health/Physical Education curriculum specialist serves as a member of the North Reading Community Impact Team/K-12 Action Team
- The Guidance Counselors have been able to attend professional development opportunities related to a wide variety of relevant topics (e.g., postsecondary planning, social/emotional issues, College Board examinations)
- There are a number of teachers enrolled in NPEN initiatives
- Several departments continue to work on the development of common assessments in order to better assess student progress through the use of appropriate data
- Advanced Placement teachers in the Social Studies department continue to pursue professional development in their area of instruction
- Select teachers have participated in the College Board reading for Advanced Placement exams in 2016 and 2017.

SAFETY

The Council continues to support and is committed to assuring the safety and welfare of the entire North Reading High School community. The School Council supports the North Reading School District’s participation in the STARS program and the training of school personnel. The Council also continues to support the administration’s close partnership with the North Reading Police and Fire Departments and the use of canine searches to reinforce and ensure a safe learning environment for both faculty and students. Additionally, the district continues to transition to ALICE protocols; training and implementation continue for high school faculty and staff.

SUMMARY

The North Reading High School Council continues to be committed to fostering the ideals of citizenship, lifelong learning, and leadership through service as noted in the adopted “Core Values, Beliefs and 21st Century Learning Expectations” of North Reading High School.

The following is a list of major achievements realized during the 2015-2016 and 2016-2017 school years. These accomplishments reflect priorities that had been identified as goals of the previous School Improvement Plan:

- Expanded use of the new high school facility
- Close collaboration with North Reading Middle School
- Effective use of new spaces including the Performing Arts Center, the Distance Learning Lab, the Fitness Center, and the Library/Media Center
- Daily use of “break out spaces” by classroom teachers to enhance learning through student collaboration
- Continued attention to providing upgrades to technology software and hardware
- Expanding use of Google apps for education for all educators
- The addition of multiple iPad and lap top carts for enhanced instruction
- Upgraded select editions of textbooks
- Created the Transition Academy for students continuing their education beyond their senior year of high school
- Continued support of student advisory program
- Numerous Cape Ann League Championships in all three seasons and drama club awards
- A Division 4 State Championship title in Girls’ Spring Track
- Aligned the high school’s health curriculum to the Massachusetts Health Curriculum Frameworks and the National Health Standards
- Introduced the “Heart Health” initiative with students and staff in partnership with the American Heart Association
- Continued support for the Naviance/“Family Connection” postsecondary planning and application tool
- The Library Media Center added 337 print books, three DVDs, six Primary Source kits, nine makerspace kits, and five eBooks
- EDocs, a program that allows the Guidance Department to send transcripts and supporting materials to postsecondary institutions via the internet, was completed
- Administered the Massachusetts Youth Health Survey (Spring 2015)
- The following new courses have been implemented for the 2017-2018 school year: Honors Comparative Anatomy and Physiology, Honors Genetics and Bioethics, Robotics Academy, and Modern History through Film.
- The following courses have been introduced to students since September of 2016: Advanced Acting and Stagecraft; Advanced Placement Music Theory, Digital Illustration.

- The World of Science Club continues to be a standout program. The club hosts the Lunch with a Scientist program once a month at the High School to demonstrate ways in which STEM is being applied in their discipline.
- The World of Science Club has sent three separate teams to compete in the following competitions: MIT Science Olympiad Invitational, State Science Olympiad, Women in Science Competition. Additionally, the club continues to work with local persons to institute STEM outreach. Club members are volunteering to help out with a Science Night at the Batchelder School and have helped to advertise the local Teen STEM Cafe which will be held at the town library.
- The new Fitness Center continues to be a very popular addition to our program and the school in general. The Fitness Center is open before and after school, and is accessible during PE classes. The before and after school exercise sessions are currently being supervised by a faculty member through a stipend.
- The Secondary School Building Project has provided new physical education and fitness facilities, proper fitness equipment, and technologies to properly support physical education instruction.
- Algebra I, Geometry, and Algebra 2 have been rewritten to address Common Core State Standards and revision is currently being implemented.
- Guidance Department continues to support the career planning, success planning, and course planning modules to Naviance Succeed/Family Connection
- Implemented student support groups on a variety of topics (social skills, grief counseling, eating disorders, mindfulness strategies) facilitated by the School Adjustment Counselor

Respectfully submitted, June 15, 2017:

Eva Altvater	Student Representative	_____
Marci Bailey	Parent Representative and Co-chairperson	_____
Elizabeth Barrett	Student Representative	_____
Tia Campagna	Student Representative	_____
Deanna Castro	Parent Representative	_____
Matthew DiVecchia	Teacher Representative	_____
Michael Downs	Assistant Principal and ex-officio member	_____
Geri Farrelly	Parent Representative	_____
Alexis Jones	Student Representative	_____
Shellie Kerrigan	Teacher Representative	_____
Anthony Loprete	Principal and Co-chairperson	_____
Susan Shedd	Parent Representative	_____