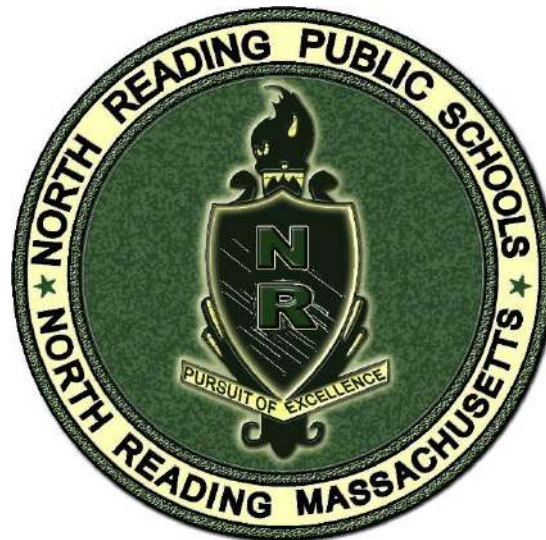


North Reading Public Schools



NRPS 2021: A Strategy for the Future

NRPS 2021: A STRATEGY FOR THE FUTURE

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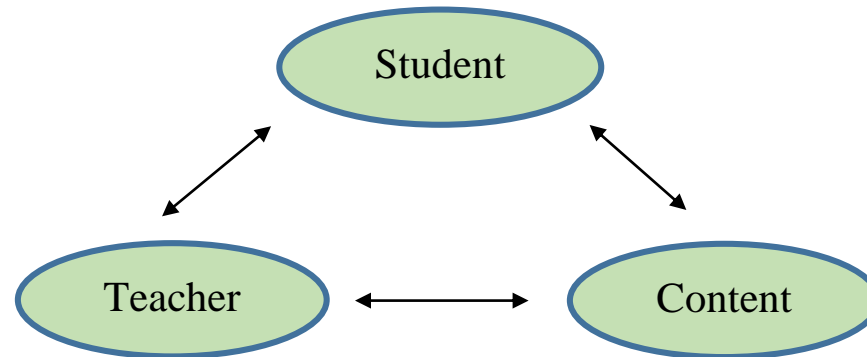
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Executive Summary

NRPS 2021: A Strategy for the Future, represents a continuation of the most recent, five-year strategic plan of the North Reading Public Schools. During the 2010-2011 school year, the North Reading Public Schools embarked on a continuous improvement planning process resulting in the development of *NRPS 2016: A Plan for Strategic Continuous Improvement*. The purpose of the plan was to identify those few priority strategies upon which the district would focus and that would provide the greatest leverage for improved student performance.

NRPS 2021: A Strategy for the Future, extends the work of NRPS 2016. The work on this most recent strategic plan began in July of 2015, well in advance of the final year of NRPS 2016, when the administrators of the school district convened to further examine the needs of the school district. Upon the preliminary identification of these needs, the work began to frame the “Strategic Initiatives” to be undertaken to address the identified needs.

The conceptual understandings associated with the book, *Strategy in Action*, by Rachel Curtis and Elizabeth City, which has served as the major resource for framing both NRPS 2016 and NRPS 2021, were used to strategically identify priority focus areas for continuous systemic improvement. The central focus of this work is on the instructional core: the interaction of *teachers* (instructional practices) and *students* in the presence of *content* (curriculum).



Each point of this triangle is critical and the interactions between the three produce high levels of learning. The intent behind a strategic and systemic continuous improvement plan is to relentlessly focus on and support the instructional core.

The Administrative Leadership Team began the process by identifying seven categories that would eventually lead to the development of strategic objectives. The leadership team assessed each category using a rubric to determine if there is a clear strategy for continuous improvement guiding these initiatives. The need for focus, coherence, and synergy between initiatives became evident.

The next step in the process was a review of the District's mission and vision. The vision describes what the District is working toward while the mission describes how the District is going to get there. As part of the work of NRPS 2016, the Leadership Team crafted a draft vision, revisited and revised the existing mission, and shared the drafts with faculty for review and feedback. Changes were made, resulting in an updated mission and new vision approved by the North Reading School Committee. NRPS 2021 supports the adopted vision and mission for the school district.

For NRPS 2021, the Leadership Team revisited the district initiatives categories and began to prioritize and make connections between them. This grouping and regrouping of initiatives, reflective of the vision and the mission, culminated in the identification of the three major strategy areas to drive continuous improvement: **Teaching and Learning, Technology Integration, and Student Support Services**. The key is for the strategy area to be focused on the instructional core, focused on a few objectives that are coherent and synergistic, and balanced in its solving of issues and pursuit of the system's vision. A theory of action and a small number of strategic objectives and initiatives that frame the actions upon which the district will concentrate were then developed for each strategy area.

Putting each strategy into action required the development of a theory of action that connected the strategy to the vision. Once the theory of action was established, members of the Leadership Team were assigned to a strategy subcommittee to develop an action plan that includes goals, strategic initiatives, persons responsible, resources, and outcomes over a one to five year period. The action plans were completed and provide the roadmap for the journey toward continuous improvement.

Another important step in the execution of a strategy is aligning resources to the strategy. Strategy drives the budgeting process and the allocation of resources such as time, staff, or money. This may require shifting resources by making difficult, and sometimes unpopular, choices. The development of the budget is a collaborative process, the responsibility of which is shared by the Administrative Council, the School Councils via the School Improvement Plans, and the School Committee. The implementation of a strategic continuous improvement plan provides a laser focus on where precious resources will be allocated.

School systems exist to facilitate student learning. School systems also need to be intentional about facilitating adult learning. In schools where educators are actively engaged, it is quite likely to see students actively engaged. The North Reading School District continues on its path toward realizing the potential of strategic action through active engagement and concurs with the following as stated by Curtis and City:

School systems that focus on the core with a coherent strategy, executed and refined over time, are making progress in fulfilling their vision of supporting all children to learn at high levels, to contribute to their communities, and to be ready for career and college. To be sure, this is harder than it sounds; school systems face numerous compelling demands. But it is the only path toward improvement.

North Reading School District and Community Profile

North Reading is an outlying suburban town in Middlesex County, lying entirely within the watershed of the Ipswich River. Originally part of Lynn, North Reading was incorporated as a town in 1853 and retains a number of simple and well-preserved mid-18th century center-chimney vernacular houses. The beautiful town center includes a Federal style meeting house, and an affluent Federal village with a well-preserved district of period houses. The Town of North Reading is located north of Boston and is bordered by Wilmington on the west, Andover and North Andover on the north, Middleton and Lynnfield on the east, and Reading on the south.

With a population of more than 14,000, North Reading prides itself on a school system that has produced excellent student performance results and that regularly sends students to some of the nation's best colleges. There are approximately 2,600 students attending the public schools that include three elementary schools (K-5) and a combined, middle school/high school campus serving students in grades six through twelve. North Reading Public Schools is a member of the SEEM Collaborative and the Northshore Education Consortium, both providing services for special education students. North Reading students are also eligible to attend the Northeast Metropolitan Regional Vocational Technical School in Wakefield.

The L. D. Batchelder Elementary School, located at the corner of Peabody and Haverhill Street, first opened in 1917 and remained the only school building in North Reading until 1957. The school was named posthumously in honor of Leland Dennis Batchelder, educator and school committee member for over 25 years. Two additions were made to the original building, one in 1927 and the other in 1950. There are 26 classrooms accommodating 500 students. A major renovation to the original building in 2006 introduced many opportunities for new technology integration.

The J. Turner Hood Elementary School, located on Haverhill Street, opened in 1960. The school was named in honor of J. Turner Hood, superintendent of schools from 1948 – 1960. One addition was made to the original building in 1970. There are 27 classrooms accommodating 360 students. A 1998 building project brought a library as well as art and music classrooms. New modular classrooms were added in 2003.

The E. Ethel Little Elementary School, located on Barberry Road, opened in 1958. The school was named in honor of E. Ethel Little, a school committee member for 21 years, in advance of its opening by the school committee. One addition was made to the original building in 1970 and a second addition and renovation was completed in 1998. There are 20 classrooms accommodating 400 students. New modular classrooms were added in 2001.

On March 24, 2012, North Reading voters overwhelmingly approved a Middle School/High School building project. The partnership between the town of North Reading and the Massachusetts School Building Authority (MSBA) has supported the cost of an integrated Middle School/High School with shared core facilities at a total of \$123,000,000. The school building project is unique in the town's history in that the two schools will share

the library/media center, gymnasium, performing arts center, and cafeteria. The project reflects an increase of school space by 50,000 square feet. The total campus will be 286,000 square feet. The increase in space addresses overcrowding, programs and services, and instructional technology integration so that students may engage in 21st century teaching and learning opportunities. The new North Reading High School opened in September of 2014, followed by the renovated North Reading Middle School, which opened in September of 2015. The former high school has been razed. The new central office was built as a separate and distinct section of the project at the south end of the campus and also opened in September of 2015.

In addition, the recreation department, in cooperation with the school department, completed a stadium project at the high school in 2009 that includes a new turf field, track, bleachers, and lighting. The project was completed without the use of taxpayer money, funded entirely by profits from the town owned and operated Hillview Golf Course.

North Reading is conveniently located north of Boston, off Interstate Route 93, and provides easy access to Interstate Routes 95 and 495. In addition, commuter rail service to Boston's North Station is easily available from both Reading and Woburn.



NORTH READING PUBLIC SCHOOLS

"Pursuit of Excellence"

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.

NRPS 2021: A Strategy for the Future

Strategic Objectives

1. Ensure that the district's K-12 curriculum is vertically and horizontally aligned to the Massachusetts Curriculum Frameworks and the Common Core State Standards as applicable.
2. Attain instructional core initiatives by (1) hiring and retaining highly qualified educators; (2) providing professional development opportunities to explore best practices in curriculum, instruction, and assessment; (3) utilizing multiple sources of data as a means of improving student achievement and enhancing student learning; and (4) supporting the responsible integration of technology for enhanced instruction and student learning.
3. Ensure effective digital learning across the district.
4. Enhance the technology infrastructure and support system in the district.
5. Ensure that all students have access to a high quality free and appropriate education.
6. Implement and monitor a consistent instructional process that focuses on student learning to measure individual student progress within the curriculum.
7. Evaluate safety protocols throughout the district and implement a safety plan that provides the safest and most secure environment for everyone in the school community.

**Making Connections between Strategic Objectives,
Educator Evaluation System Standards, and
NRPS 2021 Strategic Initiatives**

Making Connections	Strategic Objectives						
Educator Evaluation System Standards	1	2	3	4	5	6	7
Administrator Standards							
Instructional Leadership	X	X	X	X	X	X	X
Management and Operations	X	X	X	X	X	X	X
Family & Community Partnerships		X	X		X	X	X
Professional Culture	X	X	X	X	X	X	X
Teacher Standards							
Curriculum, Planning & Assessment	X	X	X	X	X	X	X
Teaching All Students	X	X	X	X	X	X	X
Family & Community Engagement		X	X	X	X	X	X
Professional Culture	X	X	X	X	X	X	X
NRPS 2021 Strategic Initiatives							
Teaching and Learning	X	X	X	X	X	X	X
Student Services	X	X	X	X	X	X	X
Technology Integration	X	X	X	X	X	X	X

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Theory of Action: In order to ensure that all students are prepared for the 21st century, there must be (1) a focus on the instructional core, (2) a commitment to the retention of highly-qualified staff, (3) training and opportunities for teachers to create and implement curricula and assessments that are aligned to state and national standards, (4) responsible integration of technology to enhance instruction and support student learning, and (5) support for the professional growth of all educators.

Teaching and Learning Strategic Objective #1: Ensure that the district’s K-12 curriculum is vertically and horizontally aligned to the Massachusetts Curriculum Frameworks and the Common Core State Standards as applicable.

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 0 (2015-2016)	Teaching and Learning Strategy for Continuous Improvement			
In this year of transition from “NRPS 2016” to “NRPS 2021,” and the inherent change in the format of the district’s new strategic plan, the strategic initiatives listed in the “Year 0 (2015-2016) column will serve to meet “Teaching and Learning Strategic Objective #1: Align K-12 curriculum vertically and horizontally to the Massachusetts Curriculum Frameworks and the Common Core State Standards.” This will further assist the school district in meeting the Strategic Objective #1 and corresponding goals of “NRPS 2021.”	Implement new Massachusetts Science essential standards	Science Curriculum Leadership, all Educators in Science discipline	Departmental meeting time, Curriculum Council meeting time	Essential standards integrated into the curriculum.	
	Focus resources on identified priority content areas (ELA, Math, Science)	Assistant Superintendent, Curriculum Leadership, all Educators	FY16 and FY17 Budgets	Budget process includes funding for priority initiatives.	
	Update curriculum maps to include common grade level assessments, academic vocabulary, and online tools	Assistant Superintendent, Curriculum Leadership	Departmental meeting time, Curriculum Council meeting time, Professional Development days	Updated curriculum maps to be shared with the entire school community.	
	Update grade level/subject area DDMs and common assessments as needed	Assistant Superintendent, Curriculum Leadership	Departmental meeting time, Curriculum Council meeting time	Local assessment data used to identify changes to the DDMs and common assessments.	DDMs are defined as District Determined Measures
	Assess the need for additional course offerings to students at all level.	Assistant Superintendent, Digital Learning Coordinator, Principals, Curriculum Leadership	FY17 Budget	Include resources to fund new courses in the budget to support a 21 st century education for all students (Foreign Language, STEM, et al)	
	Develop new Curriculum Leadership model	Assistant Superintendent, Curriculum Leadership	Curriculum Leaders	New Curriculum Leadership Model defined and funded in the FY 17 budget.	
	Implement next generation assessment, following Board of Education decision, at all levels	Grades 3-9 Educators in ELA and Math	DESE Materials	Implementation data collected and used to inform any improvement efforts.	DESE is defined as Department of Elementary and Secondary Education

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 1 (2016-2017)		Teaching and Learning Strategy for Continuous Improvement			
A curriculum leadership model is in place to support and sustain the instructional core.	Enact year one of the Curriculum Leadership model	Administrative Council, NREA	Administrative Council meeting time	Year 1 of the Curriculum Leadership model is in place.	NREA is defined as North Reading Education Association
Current state and federal curriculum standards are integrated into all applicable areas of the curricula.	Research and utilize curriculum materials and assessments aligned with CCSS/ Massachusetts frameworks in all disciplines	Curriculum leadership, all content area educators, Data Leaders	Departmental meeting time, Curriculum Council meeting time, Professional Development days	Student achievement data reveals successful alignment of the CCSS/ Massachusetts frameworks and local curricula.	CCSS is defined as Common Core State Standards
Curriculum maps include common grade level assessments, academic vocabulary, available online tools, and are accessible to all stakeholders.	Research an online system to catalog the maps that best meets the needs of the district	Assistant Superintendent, Principals, Curriculum Specialists	Departmental meeting time, Curriculum Council meeting time, Professional Development days, funding	Curriculum maps will be updated to include grade level assessments, academic vocabulary, and available online tools. An online system will be identified to publish the maps online.	
A wide range of courses that provide a comprehensive, 21st century education are available to all students.	Create a Video Production course as general arts course in the 7th grade schedule Expand high school foreign language course offerings to include Mandarin	Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Time, funding, data	Mandarin is a course offered to high school students. STEM/foreign language courses are under consideration for inclusion in the 7th grade academic schedule.	
Supports exist for the effective administration of state standardized assessments in accordance with Board of Elementary and Secondary Education (BESE) regulations.	Add to the number of devices at all schools to enhance technology and to prepare for online assessments Conduct paper-based, year two state standardized assessments (MCAS 2.0 or MCAS as applicable) at all schools Prepare for online administration of state standardized assessments as applicable for 2017-2018	Superintendent, Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Meeting/ training time, Curriculum Council time, DESE or applicable materials	Schools will ensure that the necessary tools for successful standardized assessment implementation will be in place to allow all students a testing environment conducive for success.	BESE is defined as Board of Elementary and Secondary Education
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 2 (2017-2018)		Teaching and Learning Strategy for Continuous Improvement			
A curriculum leadership model is in place to support and sustain the instructional core.	Enact year two of the Curriculum Leadership Model	Superintendent, Assistant Superintendent, Principals, Curriculum Specialists	Time, funding, data	A comprehensive Curriculum Leadership model that sustains and supports the instructional core initiatives is in place.	
Current state and federal curriculum standards are integrated into all applicable areas of the curricula.	Implement the previously researched adopted curriculum materials	Assistant Superintendent, Principals, Curriculum Specialists, All Educators, Data Leaders	Time, funding, data	Student achievement data reveals successful implementation of the Massachusetts essential standards into the curriculum.	

Curriculum maps include common grade level assessments, academic vocabulary, available online tools, and are accessible to all stakeholders.	Complete district wide curriculum mapping Secure funding for an online curriculum mapping resource	Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Departmental meeting time, Curriculum Council meeting time, Professional Development days	Curriculum maps are completed and available for dissemination.	
A wide range of courses that provide a comprehensive, 21st century education are available to all students.	Expand the middle school foreign language program to include a full-year course of study in Spanish or French (student selected) The proposed new courses are reviewed and modified as needed. Expand high school foreign language course offerings to include Mandarin II; expand high course offerings to include Mathematics/ Computer Science courses to enhance the pathway to Advanced Placement Computer Science	Superintendent, Assistant Superintendent, Director of Finance, Principals, Curriculum Specialists, all Educators	Funding	STEM/foreign language is a full time offering in the 7th grade academic schedule. High school course offerings to include new courses in the foreign language and mathematics departments.	
Supports exist for the effective administration of state standardized assessments in accordance with Board of Elementary and Secondary Education (BESE) regulations.	Ensure that the school district has the (technology) infrastructure and staff in place to meet the demands of the prescribed state standardized assessment	Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Meeting/ training time, Curriculum Council meeting time, DESE support, applicable materials	Schools will ensure that the necessary tools for successful standardized assessment implementation will be in place to allow all students a testing environment conducive for success.	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 3 (2018-2019)	Teaching and Learning Strategy for Continuous Improvement			
A curriculum leadership model is in place to support and sustain the instructional core.	Enact year three of the Curriculum Leadership Model	Superintendent, Assistant Superintendent, Principals, Curriculum Specialists	Time, funding, data	A comprehensive Curriculum Leadership model that sustains and supports the instructional core initiatives is in place	
Current state and federal curriculum standards are integrated into all applicable areas of the curricula.	Align all curricula and corresponding instructional materials with the CCSS/ Massachusetts Frameworks	Assistant Superintendent, Principals, Curriculum Specialists, all Educators, Data Leaders	Time, funding, data	Student achievement data reveals successful implementation of the Massachusetts essential standards into the curriculum.	
Curriculum maps include common grade level assessments, academic vocabulary, available online tools, and are accessible to all stakeholders.	Conduct a review of curriculum maps and upload to district and school websites using the online resource	Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Departmental meeting time, Curriculum Council meeting time, Professional Development days	Curriculum maps will be uploaded to school and district websites using the online resource.	
A wide range of courses that provide a comprehensive, 21st century education are available to all students.	Introduce an exploratory foreign language program at the three elementary schools	Superintendent, Assistant Superintendent, Director of Finance, Principals, Curriculum Specialists, all Educators	Funding	An exploratory foreign language program is in place at each of the three elementary schools	ELA is defined as English Language Arts

	Expand high school course offerings to include an expansion of the ELA/Visual Arts department to include Video Production II			High school course offerings include an expansion of the ELA/Visual Arts department	
Supports exist for the effective administration of state standardized assessments in accordance with Board of Elementary and Secondary Education (BESE) regulations.	Ensure that the school district has the (technology) infrastructure and staff in place to meet the demands of the prescribed state standardized assessment	Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Meeting/ training time, Curriculum Council meeting time, DESE support, applicable materials	The district conducted a successful implementation of online standardized state assessments.	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 4 (2019-2020)	Teaching and Learning Strategy for Continuous Improvement			
A curriculum leadership model is in place to support and sustain the instructional core.	Review the curriculum leadership model and make adjustments as needed	Superintendent, Assistant Superintendent, Principals, Curriculum Specialists	Time, funding, data	An effective assessment of the Curriculum Leadership model has been conducted.	
Current state and federal curriculum standards are integrated into all applicable areas of the curricula.	Review all curricula and corresponding instructional materials to ensure that they are fully aligned with CCSS/ Massachusetts Frameworks	Assistant Superintendent, Principals, Curriculum Specialists, all Educators, Data Leaders	Time, funding, data	An effective assessment of the all curricula and instructional materials has been conducted.	
Curriculum maps include common grade level assessments, academic vocabulary, available online tools, and are accessible to all stakeholders.	Ensure that there is a link on all school webpages/district page which brings all stakeholders to a place where they can see all curriculum maps	Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Departmental meeting time, Curriculum Council meeting time, Professional Development days	All school and district websites have a link to the curriculum maps.	
A wide range of courses that provide a comprehensive, 21st century education are available to all students.	Deliver a comprehensive 21st century education model across the district Embedded effective practices across disciplines and grade levels	Superintendent, Assistant Superintendent, Director of Finance, Principals, Curriculum Specialists, all Educators	Funding	A wide range of courses provide a comprehensive, 21st century education for all students.	
Supports exist for the effective administration of state standardized assessments in accordance with Board of Elementary and Secondary Education (BESE) regulations.	Continue to ensure that current technology infrastructure supports the administration of online state standardized assessments	Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Meeting/ training time, Curriculum Council meeting time, DESE support, applicable materials	Necessary improvements were made to continue successful implementation of online standardized state assessments.	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 5 (2020-2021)	Teaching and Learning Strategy for Continuous Improvement			
A curriculum leadership model is in place to support and sustain the instructional core.	Fully vetted curriculum leadership model is in place	Superintendent, Assistant Superintendent, Principals, Curriculum Specialists	Time, funding, data	A comprehensive Curriculum Leadership model that sustains and supports the instructional core initiatives is in place.	
Current state and federal curriculum standards are integrated into all applicable areas of the curricula.	Review all curricula and corresponding instructional materials to ensure that they are fully aligned with CCSS/	Assistant Superintendent, Principals, Curriculum Specialists, all Educators, Data Leaders	Time, funding, data	Student achievement data reveals successful implementation of the Massachusetts essential standards into the curriculum.	

	Massachusetts Curriculum Frameworks				
Curriculum maps include common grade level assessments, academic vocabulary, available online tools, and are accessible to all stakeholders.	Practice regular review of curriculum maps for relevancy and rigor	Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Departmental meeting time, Curriculum Council meeting time, Professional Development days	Curriculum maps will be available online for all stakeholders to view.	
A wide range of courses that provide a comprehensive, 21st century education are available to all students.	Deliver a comprehensive 21st century education model across the district Embedded effective practices across disciplines and grade levels	Superintendent, Assistant Superintendent, Director of Finance, Principals, Curriculum Specialists, all Educators	Funding	A wide range of courses provide a comprehensive, 21st century education for all students.	
Supports exist for the effective administration of state standardized assessments in accordance with Board of Elementary and Secondary Education (BESE) regulations.	Continue to ensure that current technology infrastructure supports the administration of online state standardized assessments	Assistant Superintendent, Principals, Curriculum Specialists, all Educators	Meeting/ training time, Curriculum Council meeting time, DESE support, applicable materials	Necessary improvements were made to continue successful implementation of online standardized state assessments.	

Teaching and Learning Strategy for Continuous Improvement

Teaching and Learning Strategic Objective #2: Attain instructional core initiatives by (1) hiring and retaining highly qualified educators; (2) providing professional development opportunities to explore best practices in curriculum, instruction, and assessment; (3) utilizing multiple sources of data as a means of improving student achievement and enhancing student learning; and (4) supporting the responsible integration of technology for enhanced instruction and student learning.

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 0 (2015-2016)	Teaching and Learning Strategy for Continuous Improvement			
In this year of transition from “NRPS 2016” to “NRPS 2021,” and the inherent change in the format of the district’s new strategic plan, the strategic initiatives listed in the “Year 0 (2015-2016) column will serve to meet “Teaching and Learning Strategic Objective #2: Hire and retain highly qualified staff by providing professional development opportunities to explore best practices in curriculum, instruction, and assessment in order to sustain instructional core initiatives.” This will further assist the school district in meeting the Strategic Objective #2 and corresponding goals of “NRPS 2021.”	Provide training on Understanding by Design	Assistant Superintendent, Mentor Coordinators	Time, mentor support	Clarity in the common language of Understanding by Design for all educators	
	Provide formative and summative feedback to all faculty through full implementation of the educator evaluation tool	Supervising Evaluators	Time, supervisory support	Implement the educator evaluation tool for all educators and administrators	
	Evaluate the need for additional staffing to support effective student learning	Administrative Council	Administrative Council meeting time, FY 16 Budget	Additional staffing identified, as needed, to support a 21st century education for all students	
	Develop new Curriculum Leadership model	Assistant Superintendent, Curriculum Leadership	Curriculum Leadership	New Curriculum Leadership Model defined and funded in the FY17 budget	

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 1 (2016-2017)	Teaching and Learning Strategy for Continuous Improvement			
District-wide professional development opportunities support best practices in the areas of curriculum, instruction, and assessment.	Create a professional development committee to regularly plan the professional development activities for all educators under the direction of the Assistant Superintendent	Assistant Superintendent, Principals, Curriculum Specialists, Data Leaders	Time, funding, data	A committee exists to plan the professional development calendar	
Staff are in place to support the realization of the Vision and Mission of the school district.	Hire the following new positions: (1) a third school psychologist at the middle school; (2) teachers of special education and support staff (number to be determined) to support new programs and student enrollment (high school: 2.0 special education teachers; 1.0 paraprofessional; 2.0 core academic teachers); (3) each of the three elementary schools has administrative support in addition to the principal	Administrative Council	Administrative Council meeting time, funding through budget process, data on staffing and student learning	All necessary positions have been filled	
School and district-wide cultures and climates are positive and supportive for all.	Collect data through surveys to assess the climate and culture of each school. This data will be used as a pre-assessment to determine a baseline level for school culture and climate	School District Community	Data collection	Survey data has been collected and analyzed	
Data is analyzed and used effectively to inform practice and enhance teaching and learning.	Engage all educators in an analysis of identified data facilitated by curriculum leadership Provide opportunities for educators to engage in meaningful analyses of data. (e.g., Professional Development calendar)	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	Data informs decision-making	
Additional forms of data identify the needs of all students so as to provide them with the tools needed to become productive citizens who thrive in the 21st century. (NRPS Vision Statement)	Create surveys to collect additional forms of data to identify areas of student need Lead teams to disaggregate data and identify individuals or groups of students who need support Use a range of data sources to pinpoint areas for educator and school-wide improvement	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	Surveys are used to collect additional forms of data to identify areas of student need. The data is utilized by data teams as a means to determine areas for educator and school-wide improvement	

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 2 (2017-2018)		Teaching and Learning Strategy for Continuous Improvement			
District-wide professional development opportunities support best practices in the areas of curriculum, instruction, and assessment.	Implement the plan for professional development crafted by the professional development committee; opportunities exist for district educators to showcase best practices through professional development offerings	Administrative Council, Curriculum Specialists, Data Leaders	Time, funding, data	The professional development calendar provides for the sharing of best practices and is reflective of the professional needs determined through the survey(s) administered.	
Staff are in place to support the realization of the Vision and Mission of the school district.	Hire the following new positions: (1) School adjustment counselor, one at each of the three elementary schools; (2) two middle school teachers (seventh grade team)	Administrative Council	Administrative Council meeting time, funding through budget process, data on staffing and student learning	All necessary positions have been filled	
School and district-wide cultures and climates are positive and supportive for all.	Review the survey data collected in 2016-2017; administrators will research and identify targeted interventions to improve school culture and climate Initiate the implementation of identified interventions	School District Community	Data collection	Survey data is reviewed and is utilized by administrators as a tool to identify targeted interventions to improve school culture and climate	
Data is analyzed and used effectively to inform practice and enhance teaching and learning.	Engage all educators in an analysis of identified data facilitated by curriculum leadership Provide opportunities for educators to engage in meaningful analyses of data. (e.g., Professional Development calendar)	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	All educators are engaged in an analysis of identified data facilitated by curriculum leadership	
Additional forms of data identify the needs of all students so as to provide them with the tools needed to become productive citizens who thrive in the 21st century. (NRPS Vision Statement)	Use data from surveys to create/implement programs to meet specific student needs	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	Programs exist to meet student needs	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 3 (2018-2019)		Teaching and Learning Strategy for Continuous Improvement			
District-wide professional development opportunities support best practices in the areas of curriculum, instruction, and assessment.	Review of the previous year's program by the professional development committee and make recommendations for changes and enhancements; opportunities exist for district educators to showcase best	Administrative Council, Curriculum Specialists, Data Leaders	Time, funding, data	The professional development calendar provides for the sharing of best practices and is reflective of the professional needs determined through the survey(s) administered	

	practices through professional development offerings				
Staff are in place to support the realization of the Vision and Mission of the school district.	Hire the following new positions at the high school to support students struggling with emotional issues (i.e. - school phobia/anxiety/depression), both short term and chronic: one special education teacher; one paraprofessional; 0.2 English teacher. Program objective is full transition back into mainstream	Administrative Council	Administrative Council meeting time, funding through budget process, data on staffing and student learning	All necessary positions have been filled	
School and district-wide cultures and climates are positive and supportive for all.	Assess the effectiveness of the interventions put into practice at all schools and make adjustments as needed. The administration of additional surveys will be considered as one means of assessing effectiveness	School District Community	Data collection	Intervention programs function effectively	
Data is analyzed and used effectively to inform practice and enhance teaching and learning.	Engage all educators in an analysis of identified data facilitated by curriculum leadership Provide opportunities for educators to engage in meaningful analyses of data (e.g., Professional Development calendar)	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	All educators have been included in opportunities for data collection and analysis	
Additional forms of data identify the needs of all students so as to provide them with the tools needed to become productive citizens who thrive in the 21st century. (NRPS Vision Statement)	Create surveys to collect additional forms of data to identify areas of student need. Lead teams to disaggregate data and identify individuals or groups of students who need support Use a range of data sources to pinpoint areas for educator and schoolwide improvement	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	Surveys have been generated to collecting additional forms of data	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 4 (2019-2020)	Teaching and Learning Strategy for Continuous Improvement			
District-wide professional development opportunities support best practices in the areas of curriculum, instruction, and assessment.	Review of the previous year's program by the professional development committee and make recommendations for changes and enhancements.	Administrative Council, Curriculum Specialists, Data Leaders	Time, funding, data	The professional development calendar provides for the sharing of best practices and is reflective of the professional needs determined through the survey(s) administered	

	Opportunities exist for district educators to showcase best practices through professional development offerings				
Staff are in place to support the realization of the Vision and Mission of the school district.	Hire the following new positions at the high school to support students struggling with emotional issues (i.e. - school phobia/anxiety/depression): both short term and chronic : 0.2 mathematics teacher; 0.2 science teacher	Administrative Council	Administrative Council meeting time, funding through budget process, data on staffing and student learning	All necessary positions have been filled	
School and district-wide cultures and climates are positive and supportive for all.	Continue to assess the effectiveness of the interventions put into practice at all schools and make adjustments as needed. The administration of additional surveys will be considered as one means of assessing effectiveness	School District Community	Data collection	Programs are in place to support positive climate and culture for all	
Data is analyzed and used effectively to inform practice and enhance teaching and learning.	Engage all educators in an analysis of identified data facilitated by curriculum leadership Provide opportunities for educators to engage in meaningful analyses of data (e.g., Professional Development calendar)	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	All educators have been included in opportunities for data collection and analysis	
Additional forms of data identify the needs of all students so as to provide them with the tools needed to become productive citizens who thrive in the 21st century. (NRPS Vision Statement)	Use data from surveys to create/implement programs to meet specific student needs	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	Surveys are used to collect additional forms of data to identify areas of student need. The data is utilized by data teams as a means to determine areas for educator and school-wide improvement	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 5 (2020-2021)				
District-wide professional development opportunities support best practices in the areas of curriculum, instruction, and assessment.	Review of the previous year's program by the professional development committee and make recommendations for changes and enhancements Opportunities exist for district educators to showcase best practices through professional development offerings	Assistant Superintendent, Principals, Curriculum Specialists, Data Leaders	Time, funding, data	The professional development calendar provides for the sharing of best practices and is reflective of the professional needs determined through the survey(s) administered.	
Staff are in place to support the realization of the Vision and Mission of the school district.	Hire positions at the high school to support students struggling with emotional issues both short term and chronic (i.e., school	Administrative Council	Administrative Council meeting time, funding through budget process, data on staffing and student learning	All necessary positions have been filled.	

	phobia/anxiety/depression): 0.2 social studies teacher				
School and district-wide cultures and climates are positive and supportive for all.	Review the survey data collected in 2016-2017; administrators will research and identify targeted interventions to improve school culture and climate Initiate the implementation of identified interventions	School District Community	Data collection	Programs are in place to support positive climate and culture for all.	
Data is analyzed and used effectively to inform practice and enhance teaching and learning.	Employ consistent analyses and practices to ensure that all students are provided with the tools needed to become productive citizens who thrive in the 21st century	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	All educators have been included in opportunities for data collection and analysis.	
Additional forms of data identify the needs of all students so as to provide them with the tools needed to become productive citizens who thrive in the 21st century. (NRPS Vision Statement)	Fulfill the district mission by providing all students with the tools needed to become productive citizens who thrive in the 21st century. (NRPS Vision Statement)	Administrative Council, Curriculum Specialists, Data Leaders, all Educators	Common assessment data, data analysis protocol	All students are provided with the tools and instructional programming to develop productive citizens who thrive in the 21st century. (NRPS Vision Statement)	

Technology Integration

Technology Theory of Action: In order to ensure that all students are prepared for the 21st century, there must be (1) a focus on the instructional core, (2) a commitment to the retention of highly-qualified staff, (3) training and opportunities for teachers to create and implement curricula and assessments that are aligned to state and national standards, (4) responsible integration of technology to enhance instruction and support student learning, and (5) support for the professional growth of all educators.

Technology Strategic Objective #1: Ensure effective digital learning across the district.

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 0 (2015-2016)	Technology Integration			
High quality professional development (HQPD) related to Digital Learning is provided for all educators.	Identify HQPD target areas and begin Tech Buzz series for educators	Digital Learning Team, Digital Learning Coordinator	Professional Development Days, Department Meetings	Enhanced opportunities at all schools and at the district level for digital learning professional development	Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals. Tech Buzz is defined as an after school technology-based professional development offering for faculty.
Online learning opportunities are available to all students.	Offer grade 9 students who meet criteria, the opportunity for online Geometry Define district vision for online learning	Assistant Superintendent, Principals, Digital Learning Team	Operating Budget	Enhanced opportunities for online course offerings	
A Digital Learning Model consistently supports the needs of all staff and students.	Monitor and Evaluate Digital Learning Model Request 1.0 FTE DLS for High School for FY17 Request 0.5 Digital Learning Paraprofessional for the Batchelder School	Assistant Superintendent, Digital Learning Coordinator and Team	FY17 Budget	Evaluation of model with recommendations for the future	DLS is defined as Digital Learning Specialist
The 21st century learning spaces (i.e. Distance Learning Lab, TV studio, Performing Arts Center, computer labs, etc.) exist at all five schools to support Digital Learning.	Assess usage of the spaces by Middle School, High School, extra-curricular, and outside groups. Create a vision for Makerspaces at elementary schools	6-12 Administrators, Administrative Council, Digital Learning Coordinator	School Dude Coordination	Enhanced opportunities for teachers to utilize state-of-the-art learning environments	May require research of other software options A Makerspace is defined as a place where students have an opportunity to explore their own interests, learn to use tools and materials, and develop creative projects. Often, Makerspaces include technology and materials to support prototyping.

Technology is fully embedded in the K-12 curriculum.	Draft and pilot Digital Learning Curriculum K-8, Review Computer Science offerings 9-12, Review Digital Learning Benchmarks K-12	Digital Learning Team, All educators	Time, Curriculum	Integrated technology across all content areas	DESE expected to release Digital Learning Standards Assess K-8 curriculum and revise during summer 2016
Digital Learning Course offerings exist in grades K-12.	Propose implementation of Digital Learning/Computer Science courses for Middle and High School students and fully implement K-5 Digital Learning Curriculum for all elementary students K-5 (Robotics, Digital Citizenship, Digital Learning)	Assistant Superintendent, Principals, Digital Learning Coordinator, Digital Learning Team	Budget	Curriculum maps will be created for review following year one of elementary digital learning model.	
Connect Digital Learning to District, Team, and Individual Goals.	Communicate all Digital Learning goals in the district to all stakeholders	All educators and administrators	Educator Evaluation time	All digital learning related goals are connected and communicated district-wide	Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals
All students and educators are representative of the tenets of Digital Citizenship.	Draft and pilot Digital Citizenship components of Digital Learning Curriculum K-5 and continue to implement in Health and Computer classes 6-12 Provide professional development and community presentations on the topic of Digital Citizenship Implement School Committee Social Media Policy	Digital Learning Team, Health Educators	Academic Services, P.A.U.S.E., Health and Wellness Committee, and Community Impact Team Policy Subcommittee, Digital Learning Coordinator	Students and all educators improve their understanding of Digital Citizenship	For the purpose of this goal Digital Citizenship includes: <i>behaving appropriately online and with social media, recognizing and avoiding cyberbullying, appropriately using devices in and out of school, and becoming more responsible consumers of multi-media and digital content.</i>
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 1 (2016-2017)	Technology Integration			
High quality professional development (HQPD) related to Digital Learning is provided for all educators.	Offer school-based and district-based HQPD in target areas through continued Tech Buzz series	Digital Learning Team	Professional Development Days	Enhanced opportunities at all schools and at the district level for digital learning professional development	Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals.
Online learning opportunities are available to all students.	Offer grades 9 and 10 students who meet the criteria, the opportunity for online Geometry or Algebra II	Assistant Superintendent, Principals, Digital Learning Team	Operating Budget	Enhanced opportunities for online course offerings	
A Digital Learning Model consistently supports the needs of all staff and students.	Monitor and Evaluate Digital Learning Model Request 1.0 Digital Learning Paraprofessional for Middle/High School to support 1:1	Assistant Superintendent, Digital Learning Team	FY18 Budget	Evaluation of model with recommendations for the future	

<p>The 21st century learning spaces (i.e. Distance Learning Lab, TV studio, Performing Arts Center, computer labs, etc.) exist at all five schools to support Digital Learning.</p>	<p>Create a vision for the usage of the spaces by Middle School, High School, extra-curricular, and outside groups and showcase events. Create content from the TV Studio. Secure funding for maker spaces for elementary schools</p>	<p>6-12 Administrators, Administrative Council, Digital Learning Coordinator</p>	<p>School Dude Coordination</p>	<p>Enhanced opportunities for teachers to utilize state-of-the-art learning environments</p>	
<p>Technology is fully embedded in the K-12 curriculum.</p>	<p>Implement revised Digital Learning Curriculum K-8, Define Computer Science pathway 9-12, Update Digital Learning Benchmarks K-12 based upon new DESE standards</p>	<p>Digital Learning Team, All educators</p>	<p>Time, Curriculum</p>	<p>Integrated technology across all content areas</p>	
<p>Digital Learning Course offerings exist in grades K-12.</p>	<p>Implement a Digital Learning/Computer Science opportunity (power block) for High School students; Expand Robotics and Computer offerings at Middle School; Continue to provide Digital Learning for all elementary students K-5 (Robotics, Digital Citizenship, Digital Learning)</p>	<p>Assistant Superintendent, Principals, Digital Learning Coordinator, Digital Learning Team</p>	<p>FY18 Budget</p>	<p>Power block course, middle school offerings, elementary digital learning blocks will expand.</p>	
<p>Connect Digital Learning to District, Team, and Individual Goals.</p>	<p>Ensure alignment to Digital Learning goals in the district by all stakeholders</p>	<p>Administrators, Educators, Digital Learning Team</p>	<p>Educator Evaluation time</p>	<p>All digital learning related goals are connected and communicated district-wide</p>	<p>Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals. Includes district goals, school improvement plan goals, educator goals</p>
<p>All students and educators are representative of the tenets of Digital Citizenship.</p>	<p>Implement Digital Citizenship components of Digital Learning Curriculum K-5 and continue to implement in Health and Computer classes 6-12 Continue to provide professional development and community presentations on the topic of Digital Citizenship</p>	<p>Digital Learning Team, Health Educators</p>	<p>Academic Services, P.A.U.S.E., Health and Wellness Committee, and Community Impact Team</p>	<p>Students and all educators improve their understanding of Digital Citizenship</p>	<p>For the purpose of this goal Digital Citizenship includes: <i>behaving appropriately online and with social media, recognizing and avoiding cyberbullying, appropriately using devices in and out of school, and becoming more responsible consumers of multi-media and digital content.</i> P.A.U.S.E. is defined as Public Awareness and Understanding of Social Education</p>

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 2 (2017-2018)	Technology Integration			
High quality professional development (HQPD) related to Digital Learning is provided for all educators.	Offer school-based and district-based HQPD in target areas through continued Tech Buzz series (based upon updated and revised data)	Digital Learning Team	Professional Development Days	Enhanced opportunities at all schools and at the district level for digital learning professional development	Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals.
Online learning opportunities are available to all students.	Offer grades 9 and 10 students who meet the criteria, the opportunity for online Geometry or Algebra II	Assistant Superintendent, Principals, Digital Learning Team	Operating Budget	Enhanced opportunities for online course offerings	
A Digital Learning Model consistently supports the needs of all staff and students.	Monitor and Evaluate Digital Learning Model Request 1.0 Digital Learning Paraprofessional for each of the three elementary schools	Assistant Superintendent, Digital Learning	FY19 Budget	Evaluation of model with recommendations for the future	
The 21st century learning spaces (i.e. Distance Learning Lab, TV studio, Performing Arts Center, computer labs, etc.) exist at all five schools to support Digital Learning.	Showcase the usage of the spaces by Middle School, High School, extra-curricular, and outside groups and showcase events; Create advanced content from the TV Studio. Introduce design thinking and students as makers for elementary schools	6-12 Administrators, Administrative Council, Digital Learning Coordinator	School Dude Coordination	Enhanced opportunities for teachers to utilize state-of-the art learning environments	
Technology is fully embedded in the K-12 curriculum.	Continue to implement Digital Learning Curriculum K-8, Implement Computer Science pathway 9-12, Implement Digital Learning Benchmarks K-12 based upon new DESE standards	Digital Learning Team, All educators	Time, Curriculum	Integrated technology across all content areas	
Digital Learning Course offerings exist in grades K-12.	Implement a Digital Learning/Computer Science course for High School students. Expand Robotics and Computer Science offerings at Middle School; Continue to provide Digital Learning for all elementary students K-5 (Robotics, Digital Citizenship, Digital Learning) Develop curriculum to support Design Thinking and Makerspaces in elementary learning spaces	Assistant Superintendent, Principals, Digital Learning Coordinator, Digital Learning Team	Grants, funding for Makerspaces FY19 Budget	Makerspace curriculum exists to serve as the springboard for the spaces. High school courses and revised and expanded middle school courses are offered.	Design Thinking is defined as a methodology used to solve complex problems, and find desirable solutions using logic, imagination, intuition, and systemic reasoning, to explore possibilities of what could be, and to create desired outcomes. A design thinking mindset is not problem-focused, it is solution focused and action oriented. It involves both analysis and imagination.

Connect Digital Learning to District, Team, and Individual Goals.	Ensure alignment to Digital Learning goals in the district by all stakeholders	Administrators, Educators, Digital Learning Team	Educator Evaluation time.	All digital learning related goals are connected and communicated district-wide	Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals. Includes district goals, school improvement plan goals, educator goals
All students and educators are representative of the tenets of Digital Citizenship.	Implement Digital Citizenship components of Digital Learning Curriculum K-5 and continue to implement in Health and Computer classes 6-12 Continue to provide professional development and community presentations on the topic of Digital Citizenship	Digital Learning Team, Health Educators	Academic Services, P.A.U.S.E., Health and Wellness Committee, and Community Impact Team	Students and all educators improve their understanding of Digital Citizenship	For the purpose of this goal Digital Citizenship includes: <i>behaving appropriately online and with social media, recognizing and avoiding cyberbullying, appropriately using devices in and out of school, and becoming more responsible consumers of multi-media and digital content</i>
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 3 (2018-2019)	Technology Integration			
High quality professional development (HQPD) related to Digital Learning is provided for all educators.	Offer school-based and district-based HQPD in target areas through continued Tech Buzz series (based upon updated and revised data)	Digital Learning Team	Professional Development Days	Enhanced opportunities at all schools and at the district level for digital learning professional development	Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals.
Online learning opportunities are available to all students.	Offer grades 9 and 10 students who meet the criteria, the opportunity for online Geometry or Algebra II	Assistant Superintendent, Principals, Digital Learning Team	Operating Budget	Enhanced opportunities for online course offerings	
A Digital Learning Model consistently supports the needs of all staff and students.	Monitor and Evaluate Digital Learning Model	Assistant Superintendent, Digital Learning Team	FY19 Budget	Evaluation of model with recommendations for the future	
The 21st century learning spaces (i.e. Distance Learning Lab, TV studio, Performing Arts Center, computer labs, etc.) exist at all five schools to support Digital Learning.	Showcase the usage of the spaces by Middle School, High School, extra-curricular, and outside groups and showcase events. Create advanced content from the TV Studio. Implement design thinking and students as makers for elementary schools	6-12 Administrators, Administrative Council, Digital Learning Coordinator	School Dude Coordination	Enhanced opportunities for teachers to utilize state-of-the-art learning	In 2016-17 we would like to see new courses that take advantage of these spaces and bring in more guest speakers, such as “Lunch with a Scientist.”
Technology is fully embedded in the K-12 curriculum.	Continue to implement Digital Learning Curriculum K-8, Implement Computer Science pathway 9-12, Implement Digital Learning Benchmarks K-12 based upon new DESE standards	Digital Learning Team, All educators	Time, Curriculum	Integrated technology across all content areas	
Digital Learning course offerings exist in grades K-12.	Revise current Digital Learning/Computer Science /Business course offerings to	Assistant Superintendent, Principals, Digital Learning	FY 19 Budget FY 20 Budget	New course offerings at the high school, enhanced courses at the	

	reflect 21st Century competencies for High School students across disciplines; Propose Interdisciplinary Robotics course for High School students and initiate the development of a High School Robotics Team; Continue to provide Digital Learning for all elementary students K-5 (Robotics, Digital Citizenship, Digital Learning). Integrate Design Thinking and Makerspace curriculum to support elementary learning spaces; Request 1.0 FTE High School Digital Learning/ Computer Science teacher	Coordinator, Digital Learning Team		middle school, and Makerspaces at the elementary schools	
Connect Digital Learning to District, Team, and Individual Goals	Ensure alignment to Digital Learning goals in the district by all stakeholders	Administrators, Educators, Digital Learning Team	Educator Evaluation time	All digital learning related goals are connected and communicated district-wide	Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals. Includes district goals, school improvement plan goals, educator goals.
All students and educators are representative of the tenets of Digital Citizenship.	Implement Digital Citizenship components of Digital Learning Curriculum K-5 and continue to implement in Health and Computer classes 6-12 Continue to provide professional development and community presentations on the topic of Digital Citizenship	Digital Learning Team, Health Educators	Academic Services, P.A.U.S.E., Health and Wellness Committee, and Community Impact Team	Students and all educators improve their understanding of Digital Citizenship	For the purpose of this goal Digital Citizenship includes: <i>behaving appropriately online and with social media, recognizing and avoiding cyberbullying, appropriately using devices in and out of school, and becoming more responsible consumers of multi-media and digital content</i>
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 4 (2019-2020)	Technology Integration			
High quality professional development (HQPD) related to Digital Learning is provided for all educators.	Offer school-based and district-based HQPD in target areas through continued Tech Buzz series (based upon updated and revised data)	Digital Learning Team	Professional Development Days	Enhanced opportunities at all schools and at the district level for digital learning professional development	Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals.
Online learning opportunities are available to all students.	Offer grades 9 and 10 students who meet the criteria, the opportunity for online Geometry or Algebra II	Assistant Superintendent, Principals, Digital Learning Team	Operating Budget	Enhanced opportunities for online course offerings	
A Digital Learning Model consistently supports the needs of all staff and students.	Monitor and Evaluate Digital Learning Model	Assistant Superintendent, Digital Learning Team	FY20 Budget	Evaluation of model with recommendations for the future	

The 21st century learning spaces (i.e. Distance Learning Lab, TV studio, Performing Arts Center, computer labs, etc.) exist at all five schools to support Digital Learning.	Showcase the usage of the spaces by Middle School, High School, extra-curricular, and outside groups and showcase events. Create advanced content from the TV Studio. Continue to implement design thinking and students as makers for elementary schools	6-12 Administrators, Administrative Council, Digital Learning Coordinator	School Dude Coordination	Enhanced opportunities for teachers to utilize state-of-the-art learning	
Technology is fully embedded in the K-12 curriculum.	Continue to implement Digital Learning Curriculum K-8, Implement Computer Science pathway 9-12, Implement Digital Learning Benchmarks K-12 based upon new DESE standards	Digital Learning Team, All educators	Time, Curriculum	Integrated technology across all content areas	
Digital Learning Course offerings exist in grades K-12.	Expand AP and cross discipline offerings to initiate a K-12 STEAM Pathway; Continue to provide Digital Learning for all elementary students K-5 (Robotics, Digital Citizenship, Digital Learning) Continue to integrate “Design Thinking” and “Makerspace” curriculum to support elementary learning spaces	Assistant Superintendent, Principals, Digital Learning Coordinator, Digital Learning Team	FY20 Budget	Expanded offerings at the high school level.	STEAM is defined as Science, Technology, Engineering, Arts, and Mathematics
Connect Digital Learning to District, Team, and Individual Goals.	Ensure alignment to Digital Learning goals in the district by all stakeholders	Administrators, Educators, Digital Learning Team	Educator Evaluation time.	All digital learning related goals are connected and communicated district-wide	
All students and educators are representative of the tenets of Digital Citizenship.	Implement Digital Citizenship components of Digital Learning Curriculum K-5 and continue to implement in Health and Computer classes 6-12 Continue to provide professional development and community presentations on the topic of Digital Citizenship	Digital Learning Team, Health Educators	Academic Services, P.A.U.S.E., Health and Wellness Committee, and Community Impact Team	Students and all educators improve their understanding of Digital Citizenship	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 5 (2020-2021)	Technology Integration			
High quality professional development (HQPD) related to Digital Learning is provided for all educators.	Offer school-based and district-based HQPD in target areas through continued Tech Buzz series (based upon updated and revised data)	Digital Learning Team	Professional Development Days	Enhanced opportunities at all schools and at the district level for digital learning professional development	Professional development offerings should be “tagged” and related to Educator Evaluator Elements and educator goals.

Online learning opportunities are available to all students.	Offer grades 9 and 10 students who meet the criteria, the opportunity for online Geometry or Algebra II	Assistant Superintendent, Principals, Digital Learning Team	Operating Budget	Enhanced opportunities for online course offerings	
A Digital Learning Model consistently supports the needs of all staff and students.	Monitor and evaluate Digital Learning Model	Assistant Superintendent, Digital Learning Team	FY21 Budget	Evaluation of model with recommendations for the future	
The 21st century learning spaces (i.e. Distance Learning Lab, TV studio, Performing Arts Center, computer labs, etc.) exist at all five schools to support Digital Learning.	Showcase the usage of the spaces by Middle School, High School, extra-curricular, and outside groups and showcase events. Create advanced content from the TV Studio. Continue to implement design thinking and students as makers for elementary schools	6-12 Administrators, Administrative Council, Digital Learning Coordinator	School Dude Coordination	Enhanced opportunities for teachers to utilize state-of-the-art learning	
Technology is fully embedded in the K-12 curriculum.	Continue to implement Digital Learning Curriculum K-8, Implement Computer Science pathway 9-12, Implement Digital Learning Benchmarks K-12 based upon new DESE standards	Digital Learning Team, All educators	Time, Curriculum	Integrated technology across all content areas	
Digital Learning Course offerings exist in grades K-12.	Establish STEM/STEAM Pathway providing students with a range of skill-based courses reflecting interdisciplinary learning experiences with technology Continue to provide Digital Learning for all elementary students K-5 (Robotics, Digital Citizenship, Digital Learning); Review and revise “Design Thinking” and “Makerspace” curriculum	Assistant Superintendent, Principals, Digital Learning Coordinator, Digital Learning Team	FY21 Budget	STEAM Pathway established.	
Connect Digital Learning to District, Team, and Individual Goals	Ensure alignment to Digital Learning goals in the district by all stakeholders	Administrators, Educators, Digital Learning Team	Educator Evaluation time.	All digital learning related goals are connected and communicated district-wide	
All students and educators are representative of the tenets of Digital Citizenship.	Implement Digital Citizenship components of Digital Learning Curriculum K-5 and continue to implement in Health and Computer classes 6-12 Continue to provide professional development and community presentations on the topic of Digital Citizenship	Digital Learning Team, Health Educators	Academic Services, P.A.U.S.E., Health and Wellness Committee, and Community Impact Team	Students and all educators improve their understanding of Digital Citizenship	

Technology Integration

Technology Strategic Objective #2: Enhance the technology infrastructure and support system in the district.

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 0 (2015-2016)	Technology Integration			
The wired and wireless infrastructure at all five buildings supports all needs for teaching and learning for all students (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Secure funding to purchase needed wired and wireless equipment and wiring to adequately upgrade infrastructure at elementary schools	Assistant Superintendent, Director of Finance and Operations, Digital Learning Team	CIPC Funds, Grant, Operating Budget, Time	Each elementary school has a robust wireless network infrastructure compatible with new Middle/High School campus ready to support all technology initiatives	This will allow digital learning objectives to be met and continue CIPC is defined as Capital Improvements Planning Committee
A comprehensive technology replacement plan exists for all classroom, lab, and instructional technology.	Work with Digital Learning Team to develop an inventory management program and upgrade schedule to access current devices across district. Request funding to CIPC to implement replacement plan	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget	Educate stakeholders on needs of district to advocate for financial support	Presentation to CIPC to request support of ongoing replacement funds
There are sufficient student devices in the district for all learning needs (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Request funding based on replacement plan and needed areas. Educate stakeholders on purpose of devices as an educational tool	Administrative Council	CIPC Funds, E-Rate, Operating Budget	Increase student to computer ratio, enhance digital learning, assist with assessments	Require support of CIPC, need to be included in long term large capital technology plan
Digital Learning is supported by students with opportunities for independent learning and assistance with tiered digital learning and technology ticket support.	Start the conversation with Administrative Council, Digital Learning Team, Curriculum Leaders to establish a shared vision	Principals, Digital Learning Team	Technology Support, Training	Develop real world skills for students; this could save money in the budget	
The Data Management System supports the needs of all educators in providing real-time access to a variety of data to all end users.	Evaluate strengths and weakness of current systems, and research options. Develop a list of priorities and update Large Capital Plan; request funding to CIPC as needed	Assistant Superintendent, Principals, Digital Learning Coordinator, Digital Learning Team	CIPC Funds, Grant, Operating Budget	Increase efficiencies in processing state reports, reduce redundancy, increase ability to use data effectively to improve student outcomes	Systems will include Student Management and Scheduling Software, Curriculum Mapping, Educator Evaluation, Benchmarking
1:1 opportunities exist for students 6-12. Non 1:1 grades will be fully supported by device carts and BYOD opportunities.	Start the conversation with Administrative Council, Digital Team, and Curriculum Leaders to establish shared vision Identify grade level for 1:1 initiative, as well as, likely devices. Request funding through CIPC and grants	Principals, Digital Learning Team	CIPC Funds, Grant, Operating Budget	1:1 Model at one grade level, BYOD 9-12	All teachers will need to be trained before 1:1 begins BYOD is defined as Bring Your Own Device

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 1 (2016-2017)		Technology Integration			
The wired and wireless infrastructure at all five buildings supports all needs for teaching and learning for all students (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Install wired and wireless equipment and wiring to adequately upgrade infrastructure at elementary schools	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget, Time	Each elementary school has a robust wireless network infrastructure compatible with new Middle/High School campus ready to support all technology initiatives	This will allow digital learning objectives to be met and continue into the future
A comprehensive technology replacement plan exists for all classroom, lab, and instructional technology.	Implement replacement plan to purchase devices. Continue to request funding to CIPC to implement replacement plan	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget	Educate stakeholders on needs of district to advocate for financial support	Presentation to CIPC to request support of ongoing replacement funds
There are sufficient student devices in the district for all learning needs (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Request funding based on replacement plan and needed areas; Educate stakeholders on purpose of devices as an educational tool	Administrative Council	CIPC Funds, E-Rate, Operating Budget	Increase student to computer ratio, enhance digital learning, assist with assessments	Require support of CIPC, need to be included in long term large capital technology plan
Digital Learning is supported by students with opportunities for independent learning and assistance with tiered digital learning and technology ticket support.	Digital Learning Team, High School Administration, Curriculum Specialists work to develop a course outline	Principals, Digital Learning Team	Technology Support, Training	Develop real world skills for students, could save money in the budget	
The Data Management System supports the needs of all educators in providing real-time access to a variety of data to all end users.	Evaluate strengths and weakness of current systems, and research options; Develop a list of priorities and update Large Capital Plan; Request funding to CIPC as needed	Assistant Superintendent, Principals, Digital Learning Coordinator, Digital Learning Team	CIPC Funds, Grant, Operating Budget	Increase efficiencies in processing state reports, reduce redundancy, increase ability to use data effectively to improve student outcomes	Systems will include Student Management and Scheduling Software, Curriculum Mapping, Educator Evaluation, Benchmarking
1:1 opportunities exist for students 6-12. Non 1:1 grades will be fully supported by device carts and BYOD opportunities.	Research and develop a plan of professional development; Ensure synergy between professional development and device initiative plan; Finalize social media and use of technology policies Prepare to implement 1:1 model at a grade level to be determined	Principals, Digital Learning Team	CIPC Funds, Grant, Operating Budget	1:1 Model at one grade level, BYOD opportunities at grades 9-12	All teachers will need to be trained before 1:1 begins
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 2 (2017-2018)		Technology Integration			
The wired and wireless infrastructure at all five buildings supports all needs for teaching and learning for all students (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Update software and maintain wired and wireless equipment at all schools	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget, Time	Each elementary school has a robust wireless network infrastructure compatible with new Middle/High School campus ready to support all technology initiatives	This will allow digital learning objectives to be met and continue into the future

A comprehensive technology replacement plan exists for all classroom, lab, and instructional technology.	Work with Digital Learning Team to develop an inventory management program and upgrade schedule to access current devices across district; Request funding to CIPC to implement replacement plan	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget	Educate stakeholders on needs of district to advocate for financial support	Presentation to CIPC to request support of ongoing replacement funds
There are sufficient student devices in the district for all learning needs (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Request funding based on replacement plan and needed areas. Educate stakeholders on purpose of devices as an educational tool	Administrative Council	CIPC Funds, E-Rate, Operating Budget	Increase student to computer ratio, enhance digital learning, assist with assessments	Require support of CIPC, need to be included in long term large capital technology plan
Digital Learning is supported by students with opportunities for independent learning and assistance with tiered digital learning and technology ticket support.	Digital Learning Team, High School Administration, Curriculum Leaders work to develop the course requirements (Students obtain Technology certificates); Present to School Committee for approval of a course the following year	Principals, Digital Learning Team, Digital Learning Coordinator	Technology Support, Training	Develop real world skills for students, could save money in the budget	
The Data Management System supports the needs of all educators in providing real-time access to a variety of data to all end users.	Implement Phase I of upgrade plan and continue to evaluate and monitor	Assistant Superintendent, Principals, Digital Learning Coordinator, Digital Learning Team	CIPC Funds, Grant, Operating Budget	Increase efficiencies in processing state reports, reduce redundancy, increase ability to use data effectively to improve student outcomes	Systems will include Student Management and Scheduling Software, Curriculum Mapping, Educator Evaluation, Benchmarking
1:1 opportunities exist for students 6-12. Non 1:1 grades will be fully supported by device carts and BYOD opportunities.	Continue to provide high quality professional development and implement BYOD model on a small scale with a controlled group of staff willing to be the leaders; Collaborate and share strengths and weaknesses in a professional learning community Implement 1:1 model at a grade level to be determined	Principals, Digital Learning Team, Digital Learning Coordinator	CIPC Funds, Grant, Operating Budget	1:1 Model at one grade level, BYOD opportunities at grades 9-12	All teachers will need to be trained before 1:1 begins
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 3 (2018-2019)	Technology Integration			
The wired and wireless infrastructure at all five buildings supports all needs for teaching and learning for all students (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Update software and maintain wired and wireless equipment at all schools	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget, Time	Each elementary school has a robust wireless network infrastructure compatible with new Middle/High School campus ready to support all technology initiatives	Will require CIPC Capital funds, grant program could assist with funding
A comprehensive technology replacement plan exists for all	Work with Digital Learning Team to develop an inventory management program and	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget	Educate stakeholders on needs of district to advocate for financial support	Presentation to CIPC to request support of ongoing replacement funds

classroom, lab, and instructional technology.	upgrade schedule to access current devices across district; Request funding to CIPC to implement replacement plan				
There are sufficient student devices in the district for all learning needs (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Request funding based on replacement plan and needed areas. Educate stakeholders on purpose of devices as an educational tool	Administrative Council	CIPC Funds, E-Rate, Operating Budget	Increase student to computer ratio, enhance digital learning, assist with assessments	Require support of CIPC, need to be included in long term large capital technology plan
Digital Learning is supported by students with opportunities for independent learning and assistance with tiered digital learning and technology ticket support.	Implement course and evaluate success	Principals, Digital Learning Team, Digital Learning Coordinator	Technology Support, Training	Develop real world skills for students, could save money in the budget	
The Data Management System supports the needs of all educators in providing real-time access to a variety of data to all end users.	Evaluate strengths and weakness of current systems, and research options; Develop a list of priorities and update Large Capital Plan, request funding to CIPC as needed	Assistant Superintendent, Digital Learning Coordinator, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget	Increase efficiencies in processing state reports, reduce redundancy, increase ability to use data effectively to improve student outcomes	Systems will include Student Management and Scheduling Software, Curriculum Mapping, Educator Evaluation, Benchmarking
1:1 opportunities exist for students 6-12. Non 1:1 grades will be fully supported by device carts and BYOD opportunities.	Continue to implement plan and evaluate Expand 1:1 model to another grade level to be determined Expand BYOD model, collaborate and share ideas, continue with professional development	Principals, Digital Learning Team, Digital Learning Coordinator	CIPC Funds, Grant, Operating Budget	1:1 Model at one grade level, BYOD opportunities at grades 9-12	All teachers will need to be trained before 1:1 begins
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 4 (2019-2020)	Technology Integration			
The wired and wireless infrastructure at all five buildings supports all needs for teaching and learning for all students (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Update software and maintain wired and wireless equipment at all schools	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget, Time	Each elementary school has a robust wireless network infrastructure compatible with new Middle/High School campus ready to support all technology initiatives	Will require CIPC Capital funds, grant program could assist with funding
A comprehensive technology replacement plan exists for all classroom, lab, and instructional technology.	Work with Digital Learning Team to develop an inventory management program and upgrade schedule to access current devices across	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget	Educate stakeholders on needs of district to advocate for financial support	Presentation to CIPC to request support of ongoing replacement funds

	district. Request funding to CIPC to implement replacement plan				
There are sufficient student devices in the district for all learning needs (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Request funding based on replacement plan and needed areas. Educate stakeholders on purpose of devices as an educational tool	Administrative Council	CIPC Funds, E-Rate, Operating Budget	Increase student to computer ratio, enhance digital learning, assist with assessments	Require support of CIPC, need to be included in long term large capital technology plan
Digital Learning is supported by students with opportunities for independent learning and assistance with tiered digital learning and technology ticket support.	Evaluate and review the support provided by students. Issue staff surveys as a method to use data effectively to evaluate and enhance program	Principals, Digital Learning Team, Digital Learning Coordinator	Technology Support, Training	Develop real world skills for students, could save money in the budget	
The Data Management System supports the needs of all educators in providing real-time access to a variety of data to all end users.	Continue to implement plan and evaluate the data management system	Assistant Superintendent, Principals, Digital Learning Coordinator, Digital Learning Team	CIPC Funds, Grant, Operating Budget	Increase efficiencies in processing state reports, reduce redundancy, increase ability to use data effectively to improve student outcomes	Systems will include Student Management and Scheduling Software, Curriculum Mapping, Educator Evaluation, Benchmarking.
1:1 opportunities exist for students 6-12. Non 1:1 grades will be fully supported by device carts and BYOD opportunities.	Evaluate and revise as needed Expand 1:1 model to a new grade level to be determined	Principals, Digital Learning Team, Digital Learning Coordinator	CIPC Funds, Grant, Operating Budget	1:1 Model at one grade level, BYOD opportunities at grades 9-12	All teachers will need to be trained before 1:1 begins
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 5 (2020-2021)	Technology Integration			
The wired and wireless infrastructure at all five buildings supports all needs for teaching and learning for all students (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Update software and maintain wired and wireless equipment at all schools	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operational Budget, Time	Each elementary school has a robust wireless network infrastructure compatible with new Middle/High School campus ready to support all technology initiatives	Will require CIPC Capital funds, grant program could assist with funding
A comprehensive technology replacement plan exists for all classroom, lab, and instructional technology.	Work with the Digital Learning Team to develop an inventory management program and upgrade schedule to access current devices across district; Request funding to CIPC to implement replacement plan	Assistant Superintendent, Director of Finance and Operations	CIPC Funds, Grant, Operating Budget	Educate stakeholders on needs of district to advocate for financial support	Presentation to CIPC to request support of ongoing replacement funds
There are sufficient student devices in the district for all learning needs (1:1 capabilities, personalized learning environment, assistive technology needs met.)	Request funding based on replacement plan and needed areas; Educate stakeholders on purpose of devices as an educational tool	Administrative Council	CIPC Funds, E-Rate, Operating Budget	Increase student to computer ratio, enhance digital learning, assist with assessments	Require support of CIPC, need to be included in long term large capital technology plan
Digital Learning is supported by students with opportunities for independent learning and assistance with tiered digital	Evaluate and review. Issue staff surveys as a method to use data effectively to evaluate and enhance program	Principals, Digital Learning Team, Digital Learning Coordinator	Technology Support, Training	Develop real world skills for students, could save money in the budget	

learning and technology ticket support.					
1:1 opportunities exist for students 6-12. Non 1:1 grades will be fully supported by device carts and BYOD opportunities.	Evaluate and revise as needed Expand 1:1 model to new grade level to be determined	Principals, Digital Learning Team, Digital Learning Coordinator	CIPC Funds, Grant, Operating Budget	1:1 Model at one grade level, BYOD opportunities in grades 9-12	All teachers will need to be trained before 1:1 begins

Student Support Services

Student Support Services Theory of Action: If the North Reading public schools develops and enhances an instructional model that ensures implementation of comprehension support services, then ALL students will achieve high standards.

Student Support Services Strategic Objective #1: Ensure that all students have access to a high quality free and appropriate education.

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 0 (2015-2016)		Student Support Services			
In-district programming meets the needs of all students in grades PK-12.	<p>Collect data on student profiles to further our understanding of the needs of students across the district</p> <p>Analyze student data</p> <p>Design programming at the middle and high school for the 2016-2017 year</p>	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Observations, Interviews, Data Collection, Funding	<p>A documented understanding of transitional needs and impact on staffing</p> <p>Provide in-district programming vs. out of district placement</p>	
All current in-district programs and procedures are compliant with state and federal mandates.	<p>Conduct ongoing observations of current in-district programming and staffing</p> <p>Implement new procedures consistent with the findings contained in the coordinated program review (August 2015)</p>	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Observations, Interviews, Data Collection, Funding	<p>Programs and services are in compliance with the state and federal laws and regulations.</p> <p>Approved corrective action plans of coordinated program review are implemented across the district.</p>	
All educators are highly qualified to meet the needs of all students.	Conduct professional development needs assessment	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Professional Development Surveys, Data Collection, Needs Assessment, Funding	Highly qualified professionals	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 1 (2016-2017)		Student Support Services			
In-district programming meets the needs of all students in grades PK-12.	<p>Implement new programming at the middle and high school</p> <p>Establish a RISE program and expand the current Pathways program at the Middle School</p> <p>Hire a teacher and paraprofessional to create RISE program at the Middle School</p> <p>Hire a teacher and paraprofessional to create Connections program at the High School</p>	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Staffing, Curriculum and Materials, Facilities, Funding	Provide in-district programming vs. out of district placement	Evaluate the structure of the Pupil Personnel Services Department

All current in-district programs and procedures are compliant with state and federal mandates.	Conduct ongoing observations of current in-district programming and staffing Explore and identify tools for evaluating special education programs for compliance purposes	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Observations, Interviews, Data Collection, Funding	Programs and services are in compliance with the state and federal laws and regulations.	
All educators are highly qualified to meet the needs of all students.	Offer high quality professional development to faculty and staff as highlighted by the needs assessment Explore tools to evaluate the efficacy of the professional development and its impact on student learning	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Professional Development Surveys, Data Collection, Needs Assessment, Funding	Highly qualified professionals	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 2 (2017-2018)	Student Support Services			
In-district programming meets the needs of all students in grades PK-12.	Continue to collect and analyze student profiles and adjust programmatic needs accordingly Seek the funding to hire an Elementary Team Chairperson for 2018-2019	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Professional Development, Observations, Surveys, Interviews, Data Collection, Funding	Provide in-district programming vs. out of district placement	Evaluate the structure of the Pupil Personnel Services Department
All current in-district programs and procedures are compliant with state and federal mandates.	Conduct ongoing observations of current in-district programming and staffing Pilot identified tool for evaluating special education programs Assess effectiveness of the identified tool	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Observations, Interviews, Data Collection, Funding	Programs and services are in compliance with the state and federal laws and regulations	
All educators are highly qualified to meet the needs of all students.	Offer high quality professional development to faculty and staff	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Professional Development Surveys, Data Collection, Needs Assessment, Funding	Highly qualified professionals	

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 3 (2018-2019)		Student Support Services			
In-district programming meets the needs of all students in grades PK-12.	Continue to collect and analyze student profiles and adjust programmatic needs accordingly	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Observations, Interviews, Data Collection, Funding	Provide in-district programming vs. out of district placement	Evaluate the structure of the Pupil Personnel Services Department
All current in-district programs and procedures are compliant with state and federal mandates.	Continue to conduct ongoing observations in conjunction with implementation of the evaluation tool of current in-district programming and staffing Evaluate the compliance of programs with the identified tool and make the necessary adjustments to programming. Prepare for and complete mid-cycle review of Coordinated Program Review	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Observations, Interviews, Data Collection, Funding	Programs and services are in compliance with the state and federal laws and regulations.	
All educators are highly qualified to meet the needs of all students.	Continue to offer high quality professional development to faculty and staff Identify a tool to evaluate the efficacy of the professional development and its impact on student learning	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Professional Development Surveys, Data Collection, Needs Assessment, Funding	Highly qualified professionals	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 4 (2019-2020)		Student Support Services			
In-district programming meets the needs of all students in grades PK-12.	Establish a RISE program and expand the current Pathways program at the High School	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Professional Development, Observations, Surveys, Interviews, Data Collection, Funding	Provide in-district programming vs. out of district placement	Evaluate the structure of the Pupil Personnel Services Department
All current in-district programs and procedures are compliant with state and federal mandates.	Continue to conduct ongoing observations of current in-district programming and staffing Evaluate the compliance of programs with the identified tool and make the necessary adjustments to programming	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Observations, Interviews, Data Collection, Funding	Programs and services are in compliance with the state and federal laws and regulations.	
All educators are highly qualified to meet the needs of all students.	Continue to offer high quality professional development to faculty and staff	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Professional Development Surveys, Data Collection, Needs Assessment, Funding	Highly qualified professionals	

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 5 (2020-2021)	Student Support Services			
In-district programming meets the needs of all students in grades PK-12.	Continue to collect and analyze student profiles and adjust programmatic needs accordingly	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Professional Development, Observations, Surveys, Interviews, Data Collection, Funding	Provide in-district programming vs. out of district placement	Evaluate the structure of the Pupil Personnel Services Department
All current in-district programs and procedures are compliant with state and federal mandates.	Continue to conduct ongoing observations of current in-district programming and staffing Evaluate the compliance of programs with the identified tool and make the necessary adjustments to programming	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Observations, Interviews, Data Collection, Funding	Programs and services are in compliance with the state and federal laws and regulations.	
All educators are highly qualified to meet the needs of all students.	Continue to offer high quality professional development to faculty and staff	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals	Professional Development Surveys, Data Collection, Needs Assessment, Funding	Highly qualified professionals	

Student Support Services

Student Support Services Objective #2: Implement and monitor a consistent instructional process that focuses on student learning to measure individual student progress within the curriculum.

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 0 (2015-2016)	Student Support Services			
A consistent tiered intervention process is in place across the district.	Collect data on current building based intervention processes including Instructional Support Teams (IST)	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Individual school based forms and data organization tools	Knowledge of current intervention systems in place at each school	
Ongoing collection and analysis of all available student data is embedded in the instructional practice across the district.	Collect and organize all available student data sources.	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Survey each school's available student data resources	Inventory of all available student data in the district.	
The data analysis process is relied upon to drive instructional programming and staffing needs.	To be addressed in Year 1 2016-2017	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	To be addressed in Year 1 2016-2017	To be addressed in Year 1 2016-2017	

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
		Year 1 (2016-2017)			
		Student Support Services			
A consistent tiered intervention process is in place across the district.	Review and analyze data on current building based intervention processes including Instructional Support Teams (IST)	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data	Common understanding of the intervention process and practice at the elementary and secondary levels	
Ongoing collection and analysis of all available student data is embedded in the instructional practice across the district.	Identify the district wide essential data sources which represent student learning expectations	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data	Document PK-12 data sources to measure and monitor student learning	This is about identifying the available data that we value as solid measure of student learning and growth and a tool to help with the organization of the data
The data analysis process is relied upon to drive instructional programming and staffing needs.	Analyze all available data sources, local and state, to drive instructional planning, staffing needs, and budget	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data	Instructional planning and staffing decisions are based on the data analysis process	This is about the process of how we review and analyze the data to drive our professional process and practice
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
		Year 2 (2017-2018)			
		Student Support Services			
A consistent tiered intervention process is in place across the district.	Evaluate and align the intervention processes at the elementary and secondary levels	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data.	A vertically aligned PreK-12 tiered intervention process is in place	
Ongoing collection and analysis of all available student data is embedded in the instructional practice across the district.	Research, identify and procure a data management tool to maximize the analysis of the student data for instructional practice	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data Funding for data management tool Professional development for data management tool	A tool to help with the management of multiple sources of student data	
The data analysis process is relied upon to drive instructional programming and staffing needs.	Continue to analyze all available data sources to drive instructional planning, staffing needs, and budget; Identify strengths and areas to improve; Establish student learning goals and actions	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data. Professional Development for data analysis	District and school based student learning goals are aligned with data analysis process.	Please note ELL Services/Coordinator is included as part of the faculty/staff ELL is defined as English Language Learner
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
		Year 3 (2018-2019)			
		Student Support Services			
A consistent tiered intervention process is in place across the district.	Analyze and adjust the intervention processes at the elementary and secondary levels	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data Hire Districtwide Data Analyst	Increased student performance Fewer special education referrals	

Ongoing collection and analysis of all available student data is embedded in the instructional practice across the district.	Implement the data management tool across the district	Director, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data	A tool to help with the management of multiple sources of student data	
The data analysis process is relied upon to drive instructional programming and staffing needs.	Continue to analyze all available data sources to drive instructional planning, staffing needs, and budget; Monitor student learning goals and actions	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data	Document progress of student learning goals.	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 4 (2019-2020)	Student Support Services			
A consistent tiered intervention process is in place across the district.	Monitor the intervention processes at the elementary and secondary levels	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data	Increased student performance Fewer special education referrals	
Ongoing collection and analysis of all available student data is embedded in the instructional practice across the district.	Review and analyze the effectiveness of the data management tool and compare to other available resources	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data	A tool to help with the management of multiple sources of student data	Are there new or better data points to account for and/has the technology improved to help us better manage/analyze the available data
The data analysis process is relied upon to drive instructional programming and staffing needs.	Continue to analyze all available data sources to drive instructional planning, staffing needs, and budget; Identify strengths and areas to improve; Establish student learning goals and actions	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data	District and school based student learning goals are aligned with data analysis process	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
	Year 5 (2020-2021)	Student Support Services			
A consistent tiered intervention process is in place across the district.	Continue to monitor and adjust the intervention processes at the elementary and secondary levels	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data.	Increased student performance Fewer special education referrals	
Ongoing collection and analysis of all available student data is embedded in the instructional practice across the district.	Continue to evaluate the effectiveness of the data management tool	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data.	A tool to help with the management of multiple sources of student data	
The data analysis process is relied upon to drive instructional programming and staffing needs.	Continue to analyze all available data sources to drive instructional planning, staffing needs, and budget; Monitor student learning goals and actions	Director of Pupil Personnel Services, Coordinators of Special Education, Principals, Assistant Principals, Data Leaders, Faculty and Staff.	Time allotted to review and analyze data.	Document progress of student learning goals	

Student Support Services

Student Support Services Strategic Objective #3: Evaluate safety protocols throughout the district and implement a safety plan that provides the safest and most secure environment for everyone in the school community.

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 0 (2015-2016)		Student Support Services			
Evaluate and review safety protocols throughout the district.	Appoint a team to investigate the ALICE school safety and security protocols	Superintendent, Assistant Superintendent, High School Assistant Principal, Middle School Assistant Principal	NRPD, NEMLEC	District will have information necessary to make the decision to change safety protocols.	School district will work closely with the police and fire departments and related departments. ALICE is defined as Alert, Lockdown, Inform, Counter, Evacuate NRPD is defined at North Reading Police Department NEMLEC is defined as Northeast Metropolitan Law Enforcement Council
Provide training for all staff.	Train all educators and staff district-wide in the ALICE program	Superintendent, Assistant Superintendent, High School Assistant Principal, Middle School Assistant Principal	PD dates: 2/5 for 3 hours	All district staff will be trained in the ALICE program.	This includes secretaries, day custodians, paraprofessionals, and other building staff.
Provide specific training for secondary staff.	Train High School and Middle School staff in specific ALICE drills and exercises	Superintendent, Assistant Superintendent, High School Assistant Principal, Middle School Assistant Principal	PD dates: 4/15 and 5/27	High School and Middle School staff will practice specific drills.	This includes secretaries, day custodians, paraprofessionals, and other building staff.
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
Year 1 (2016-2017)		Student Support Services			
New safety protocols are implemented in the secondary schools. Specific, ongoing training is provided for High School and Middle School students and staff.	Implement ALICE drills and exercises for the High School and Middle School	Administrative Council , Superintendent, Assistant Superintendent, High School Assistant Principal, Middle School Assistant Principal	On-going throughout the school year	High School and Middle School staff will practice specific drills.	This includes secretaries, day custodians, paraprofessionals, and other building staff.
Specific training is provided for elementary staff.	Train elementary staff in specific ALICE drills and exercises	Administrative Council, Superintendent, Assistant Superintendent, High School Assistant Principal, Middle School Assistant Principal	August through October 2016	High School and Middle School staff will practice specific drills	This includes secretaries, day custodians, paraprofessionals, and other building staff.

Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
		Year 2 (2017-2018)			
		Student Support Services			
The school district's safety and security protocols have received a comprehensive review and all staff have received an update.	Seek the assistance of public safety personnel in the review of the district's safety and security protocols Include the district's safety and security protocols among the annual mandatory trainings for staff	Administrative Council, all staff, local public safety personnel	PD dates: TBD	The district's safety and security protocols have been updated and fully disseminated	This includes secretaries, day custodians, paraprofessionals, and other building staff.
Annual trainings and drills have been conducted for all staff with respect to the district's safety and security protocols.	Conduct drills with students and staff that align with the district's safety and security protocols	Administrative Council, all staff, students, local public safety personnel	PD dates: TBD	All schools will practice specific drills	
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
		Year 3 (2018-2019)			
		Student Support Services			
New safety and security protocols are implemented throughout the district.	Implement ALICE drills and exercises for all schools	Administrative Council, Superintendent, Assistant Superintendent, High School Assistant Principal, Middle School Assistant Principal	PD dates: TBD	All schools will practice specific drills	This includes secretaries, day custodians, paraprofessionals, and other building staff.
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
		Year 4 (2019-2020)			
		Student Support Services			
New safety and security protocols are implemented throughout the district.	Implement ALICE drills and exercises for all schools	Administrative Council, Superintendent, Assistant Superintendent, High School Assistant Principal, Middle School Assistant Principal	PD dates: TBD	All schools will practice specific drills	This includes secretaries, day custodians, paraprofessionals, and other building staff.
Goals	Strategic Initiatives	Person(s) Responsible	Resources	Outcome	Comments
		Year 5 (2020-2021)			
		Student Support Services			
New safety and security protocols are implemented throughout the district.	Implement ALICE drills and exercises for all schools	Administrative Council, Superintendent, Assistant Superintendent, High School Assistant Principal, Middle School Assistant Principal	PD dates: TBD	All schools will practice specific drills	This includes secretaries, day custodians, paraprofessionals, and other building staff.

Massachusetts Department of Elementary and Secondary Education

Accountability and Assistance Improvement Targets

Beginning with the 2012-2013 school year, Massachusetts classified each district and school into one of the state's five accountability and assistance levels. In addition, the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) reporting was replaced with a new measure of district and school progress toward college and career readiness known as the Progress and Performance Index (PPI).

What is the PPI?

Beginning fall 2012 the Progress and Performance Index (PPI) replaced the Adequate Yearly Progress (AYP) metric used since 2003 as the primary method of rendering accountability determinations for districts and schools.

The PPI is a 100-point index assigned to districts, schools, and student groups based on their achievement as measured by the Composite Performance Index (CPI) in English language arts (ELA), mathematics, and science; growth/improvement as measured by median Student Growth Percentiles (SGP) in ELA and mathematics; and for high schools, graduation rates and dropout rates are also incorporated. Each district and school will receive an annual PPI, based on a district or school's progress and performance from one year to the next, and a cumulative PPI based in most cases on four years of annual PPI data. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" and the "high needs students" must be 75 or higher.

Which student groups* are included in PPI calculations?

PPI calculations will be made at all levels: state, district, school, and subgroup. Student groups for whom calculations will be reported include:

1. All students (“the aggregate”)
2. High needs students (an unduplicated count of students belonging to at least one of the following subgroups):
 - a. students with disabilities,
 - b. English language learners or former English language learners, or
 - c. Economically disadvantaged students (eligible for free/reduced price school lunch)
3. Students with disabilities
4. English language learners or former English language learners
5. Economically disadvantaged students
6. African American/Black students
7. Asian students
8. Hispanic/Latino students
9. White students
10. Multi-race Non-Hispanic/Latino students
11. Native Hawaiian/Pacific Islander students
12. Native American students.

*For 2015, at the school level, there needs to be 25 or more students assessed in a subgroup for results to be reported.

Classifying Schools and Districts

All districts and schools are classified into an accountability and assistance level from 1-5 indicating their placement on the Framework for District Accountability and Assistance, the five-level system approved by the Board of Elementary and Secondary Education. Districts and schools requiring the least state intervention are classified into Level 1; those requiring the most intervention are classified into Level 5. In general, a district is assigned the level of its lowest performing school. For example, a district with Level 1 and Level 2 schools is a Level 2 district. The exceptions to this rule are districts classified into Level 4 or 5 as a result of Board action.

Schools are classified into Level 3 if they have at least four years of complete assessment data and are among the lowest 20 percent relative to other schools in their grade span statewide, if any subgroup in the school is among the lowest performing subgroups relative to other subgroups statewide, or if they have persistently low graduation rates. The lowest achieving, least improving Level 3 schools are candidates for classification into Levels 4 and 5. The remaining schools are classified into Level 1 or 2 based on the cumulative PPI.

District and School Improvement Planning

State law calls for a single three-year district improvement plan and annual action plans, and a single school improvement plan. These plans must be aligned and must be based on an analysis of data, including but not limited to data on student performance, as well as an assessment of actions the district and its schools must take to improve that performance. Under Massachusetts' NCLB flexibility waiver, beginning in 2012-13 the state's existing district and school improvement planning cycle will replace the requirements for school improvement plans mandated under NCLB in 2011-12 and earlier.

Districts classified into Levels 1 or 2 are encouraged to use the online district analysis, review, and assistance tools provided by ESE to conduct a self-assessment of the district's implementation of Massachusetts' *District Standards and Indicators* and the *Conditions for School Effectiveness* in each school.

Level 3 districts are required to conduct a self-assessment of the *Conditions for School Effectiveness* in each Level 3 school, and they must seek the consultation of the regional District and School Assistance Center (DSAC) in using the results of that self-assessment to identify interventions and supports for low-achieving students and schools.

Level 4 and 5 districts and schools are required to develop turnaround plans pursuant to state law.

Parent/Guardian Notifications

In 2011-12 and earlier, districts and schools were required to disseminate report cards containing certain information about accountability, assessment, and teacher quality to the parents/guardians of all children in the district. In addition to the report cards, districts and schools were required to notify parent/guardians about NCLB accountability status, NCLB school choice, SES, and right-to-know requirements regarding teacher qualifications.

Beginning with the 2012-13 school year, districts now provide a “report card” giving information about assessment, teacher quality, and right-to-know requirements regarding teacher qualifications, as well as information about the accountability and assistance level of the child’s school and district.

North Reading Improvement Targets by School and Subgroup

Reducing proficiency gaps is a cornerstone of the Massachusetts School and District Accountability System. All districts, schools, and subgroups are expected to halve the gap between their level of performance in the year 2011 and 100% proficiency by the 2016-2017 school year in English Language Arts (ELA), mathematics, and science. The **Composite Performance Index (CPI)** is used to measure progress towards this goal. A district, school, or subgroup’s “proficiency gap” is the distance between the group’s 2011 CPI proficiency and a CPI of 100. The group’s annual targets between 2011 and 2017 are fixed in 2011; interim targets between 2011 and 2017 will not be adjusted based on the group’s actual performance across those years.

The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based on their performance. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100). CPIs are generated separately for ELA, mathematics, and science, and at all levels – state, district, school, and subgroup.

In addition, **Student Growth Percentiles (SGP)** are used to measure how much a student’s or group of students’ achievement has grown or changed over time. At the student level, student growth percentiles measure student progress by comparing changes in a student’s state assessment scores to changes in state assessment scores of other students with similar achievement profiles. Growth at the district, school, and subgroup levels are reported as median SGPs in ELA and mathematics. A group is considered to be on target for growth if the median student growth percentile for the group is between 51 and 59 or if the group improves by 10-14 SGP points from the previous year.

The following tables identify the proficiency targets for each school in ELA, mathematics, and science by subgroup. The actual results for the year are in the shaded column as compared to the targets for that year in the unshaded column. The 2011 results are the baseline. The 2012 results are the first actual results compared to the proficiency targets (in shaded column).

L. D. Batchelder School Proficiency Gap Narrowing Targets by Subgroup

MCAS/PARCC Composite Performance Index (CPI)											
	2011	2012		2013		2014		2015		2016	2017
ELA – All	92.7	93.3	91.5	93.9	93.3	94.5	92.4	95.1	90.2	95.7	96.4
ELA – High Needs	78.1	79.9	79.9	81.7	87.7	83.5	81.4	85.5	77.6	87.4	89.1
ELA – Students with Disabilities	75.0	77.1	77.8	79.2	86.7	81.1	79.0	83.2	75.5	85.3	87.5
ELA - White	92.5	93.1	91	93.8	93.4	94.5	92.1	95.1	89.7	95.7	96.3
Math – All	93.8	94.3	91.6	94.8	92.3	95.3	94.6	95.8	90.3	96.3	96.9
Math – High Needs	80.3	81.9	78.4	83.7	85.2	85.4	90.0	87.1	77.6	88.8	90.2
Math – Students with Disabilities	76.8	78.7	75.5	80.6	83.3	82.5	88.5	84.4	77.2	86.3	88.4
Math - White	93.5	94	91.6	94.6	92.4	95.1	94.1	95.7	89.5	96.2	96.8
Science - All	91.3	92	96	92.7	93.4	93.4	90.5	94.2	97.8	94.9	95.7
Science - White	90.8	91.5	94	92.3	93.1	93.1	90.2	93.9	97.7	94.6	95.4

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	61	51	62	56	50		51
ELA – High Needs	-	50	53	38	33.5		51
ELA – Students with Disabilities	-	50.5	51	-	-		51
ELA – White	61	51	62	56	48		51
Math - All	52	53	53	67	28		51
Math – High Needs	-	43	63	-	22		51
Math – Students with Disabilities	-	42.5	57	-	-		51
Math - White	52	51	54	67	26.5		51

J. Turner Hood School Proficiency Gap Narrowing Targets by Subgroup

MCAS/PARCC Composite Performance Index (CPI)											
	2011	2012		2013		2014		2015		2016	2017
ELA – All	90.1	90.9	87.7	91.7	91	92.6	91.8	93.4	92.6	94.2	95.1
ELA – High Needs	79.5	81.2	67.8	82.9	77.8	84.6	83.5	86.3	85.3	88	89.8
ELA – Students with Disabilities	75.6	77.6	63.9	79.6	73.2	81.7	78.0	83.8	83.1	85.8	87.8
ELA - White	90.3	91.1	87.8	91.9	91.2	92.7	91.5	93.5	92.5	94.3	95.2
Math – All	87.3	88.4	85.1	89.3	88	90.4	90.8	91.5	89.6	92.6	93.7
Math – High Needs	71.9	74.2	62	76.5	69.9	78.9	84.3	81.2	77.7	83.6	86
Math – Students with Disabilities	64.3	67.2	57.2	70	64.3	73	82.9	76.1	74.4	79.1	82.2
Math - White	87.4	88.4	85.8	89.4	88.4	90.5	90.9	91.6	88.4	92.6	93.7
Science - All	83.3	84.7	87.5	86.1	83.1	87.5	90.5	88.9	92.9	90.3	91.7
Science - White	82.9	84.3	87.9	85.7	84.1	87.2	90.7	88.7	92.7	90.2	91.5

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	49	54	60	54	71		51
ELA – High Needs	51	38	48.5	63	68.5		51
ELA – Students with Disabilities	-	37	52	-	-		51
ELA – White	47.5	54	62	54	71		51
Math - All	31	41	50	54	61		51
Math – High Needs	21	32	53	60	59.5		51
Math – Students with Disabilities	-	27	56	-	-		51
Math - White	30.5	40	53	51	59.5		51

E. Ethel Little School Proficiency Gap Narrowing Targets by Subgroup

MCAS/PARCC Composite Performance Index (CPI)											
	2011	2012		2013		2014		2015		2016	2017
ELA – All	91	91.8	91.2	92.5	94.4	93.3	92.3	94	94.3	94.8	95.5
ELA – High Needs	86.3	87.5	82.6	88.7	86.4	89.9	78.2	91.1	82.9	92.2	93.2
ELA – Students with Disabilities	80.9	82.5	78.8	84.1	-	85.7	-	87.3	-	88.9	90.5
ELA - White	90.5	91.3	91	92.1	94	92.9	91.6	93.7	93.8	94.8	95.3
Math – All	93	93.6	94.3	94.2	95.3	94.8	95.0	95.3	92.5	95.9	96.5
Math – High Needs	88.2	89.2	86.6	90.2	90.0	91.1	82.0	92.1	80.5	93.1	94.1
Math – Students with Disabilities	86	87.2	84.8	88.3	-	89.4	-	90.6	-	91.8	93
Math - White	93	93.6	93.6	94.2	95.3	94.8	94.6	95.4	92.1	95.9	96.5
Science - All	93.9	94.4	88.2	94.9	92.5	95.4	96.7	95.9	88.7	96.4	97
Science - White	93.6	94.1	87.5	94.6	92.6	95.1	96.3	95.6	87.8	96.2	96.8

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	40	48	57.5	49	64		51
ELA – High Needs	40	40.5	-	-	-		51
ELA – White	40	48	56	40	63.5		51
Math - All	46	59	59	52	57		51
Math – High Needs	47	48	-	-	-		51
Math - White	46	59	58	51	55		51

North Reading Middle School Proficiency Gap Narrowing Targets by Subgroup

MCAS/PARCC Composite Performance Index (CPI)											
	2011	2012		2013		2014		2015		2016	2017
ELA – All	96	96.3	96.3	96.7	94.8	97.1	95.0	97.4	96.1	97.7	98
ELA – High Needs	87.9	88.9	87.8	89.9	86.1	91	86.9	92	89.4	93	94
ELA – Econ. Disadvantaged	88.9	89.8	93.6	90.7	91.9	91.7	90.3	92.7	94.2	93.6	94.5
ELA – Students with Disabilities	85.3	86.5	83.5	87.7	82.9	89	83.6	90.3	87.0	91.5	92.7
ELA - White	95.9	96.3	96.4	96.6	94.7	96.9	95.3	97.3	96.3	97.6	98
Math – All	86.5	87.4	87.4	88.7	88.3	89.9	86.5	91	87.4	92.2	93.3
Math – High Needs	69.4	72	67.8	74.5	71.4	77	69.4	79.6	72.3	82.1	84.7
Math- Econ. Disadvantaged	74.5	76.6	77.8	78.7	81.6	80.9	76.6	83.1	80.3	85.2	87.3
Math – Students with Disabilities	61.9	65.2	61.1	68.3	63.1	71.5	62.7	74.7	67.4	77.9	81
Math - White	86.4	87.5	87.1	88.6	88.1	89.8	86.8	91	87.8	92.1	93.2
Science - All	81	82.6	82.5	84.2	82	85.8	81.8	87.4	81.2	89	90.5
Science – High Needs	63.3	66.3	61.9	69.3	64.6	72.3	67.5	75.3	68.2	78.4	81.7
Science – Students with Disabilities	59.3	62.7	57.5	66.1	-	69.5	57.4	72.9	64.0	76.3	79.7
Science - White	80.7	82.3	82.4	83.9	81.3	85.5	81.5	87.1	81.5	88.7	90.4

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	46	49	45	47	55.0		51
ELA – High Needs	43	41	45	50	54.0		51
ELA – Econ. Disadvantaged	44	48	51	-	-		51
ELA – Students with Disabilities	32	39	45	50	57.0		51
ELA – White	45	49	44	47	55.0		51
Math - All	42.5	43	53	48	54.0		51
Math – High Needs	39	38	46	45	53.0		51
Math- Econ. Disadvantaged	41.5	38.5	47	-	-		51
Math – Students with Disabilities	38.5	38	42	45.5	55.0		51
Math - White	42	42.5	51	48	54.0		51

North Reading High School Proficiency Gap Narrowing Targets by Subgroup

MCAS/PARCC Composite Performance Index (CPI)											
	2011	2012		2013		2014		2015		2016	2017
ELA – All	99.5	99.5	99.6	99.5	99.6	99.6	98.8	99.6	99.7	99.7	99.8
ELA – High Needs	91.2	91.9	98.9	92.6	97.9	93.3	94.4	94.1	99.3	94.8	95.6
ELA - White	99.5	99.5	99.6	99.5	99.5	99.6	98.8	99.6	99.7	99.7	99.8
Math – All	96.8	97.1	96.3	97.4	95.7	97.7	95.5	98	95.9	98.2	98.4
Math – High Needs	86.7	87.8	92.8	88.9	81.6	90	80.8	91.1	83.1	92.2	93.4
Math - White	96.6	96.9	96.1	97.2	95.9	97.5	95.7	97.7	95.7	98	98.3
Science - All	97.8	98	95.2	98.2	96.3	98.4	97.2	98.6	97.3	98.8	98.9
Science – High Needs	90.5	91.3	85	92.1	87.5	92.9	89.7	93.7	89.7	94.5	95.3
Science - White	97.6	97.8	95.3	98	96	98.2	97.3	98.4	97.3	98.6	98.8

Student Growth Percentile (SGP)							
	2011	2012	2013	2014	2015	2016	2017
ELA – All	43	45	59	51	50.5		51
ELA – High Needs	37	39	57.5	35	45.5		51
ELA – White	40	44	57	51	50.5		51
Math - All	54	56.5	51	52	49		51
Math – High Needs	33	51	34	37.5	48		51
Math - White	52	55	51	52	47		51