

NORTH READING HIGH SCHOOL



School Improvement Plan

***2019-20/Fiscal Year 2020
2020-21/Fiscal Year 2021***



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SCHOOL IMPROVEMENT PLAN
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NORTH READING HIGH SCHOOL COUNCIL

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

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

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

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

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

GOALS FOR 2019-2020 AND 2020-2021

The North Reading High School Council held its organizational meeting for the 2018-2019 school year in October, 2018. At this meeting the School Council began a discussion of its goals. The following are the established goals of the North Reading High School Council for 2019-2020 and 2020-2021:

- Goal #1: Continue to advocate for staffing to maintain and/or improve student/teacher ratios that allow for a high level of personalization of instruction and support for both individual student learning and personal growth and development for all students and allow for properly supporting students with identified learning disabilities.
- Goal #2: Enhance the educational program for students in the areas of curriculum, instruction, and assessment with a particular emphasis on providing students with the skills needed to meet the challenges of today's global community and to ready them for college and career success.
- Goal #3: Satisfactorily implement the goals of the North Reading School Committee, the "NRPS 2021: Continuous Improvement Plan District Goals," the goals established by the North Reading High School faculty, the governing laws of the Commonwealth of Massachusetts and the federal government, and the provisions of the New England Association of Schools and Colleges (NEASC).
- Goal #4: Provide an extracurricular program to students that contributes to their well-roundedness as individuals.
- Goal #5: Expand the use of technology as a teaching and learning tool, with a focus on effectively accessing technology capabilities in all learning spaces.
- Goal #6: Complete the obligations and implement the requirements associated with the Five-Year Progress Report that focuses on addressing recommendations identified by the New England Association of Schools and Colleges (NEASC) in a letter dated November 17, 2016.
- Goal #7: Work collaboratively with the middle school administration and faculty to ensure that shared spaces are used equitably and effectively in the new middle/high school.
- Goal #8: Continue meeting the provisions of the standards for 2017 Massachusetts Curriculum Frameworks in English Language Arts and Mathematics. Continue the implementation process for the 2016 Massachusetts Curriculum Frameworks in Science and Technology/Engineering.
- Goal #9: Continue to utilize the Educator Evaluation Model to perform teacher evaluation to enhance teaching and learning.

The High School Council has developed its School Improvement Plan for the 2019-2020 school year (fiscal year 2020) to include the 2020-2021 school year (fiscal year 2021). This affords the School Committee and the Superintendent of Schools the opportunity to review the School Improvement Plan at a time prior to annual budget development at the district level rather than after the upcoming fiscal year's budget is approved.

NORTH READING PUBLIC SCHOOLS DISTRICT VISION AND MISSION

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

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

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

Core Values and Beliefs

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

Twenty-first Century Learning Expectations

Academic Expectations:

1: THE STUDENT READS ACTIVELY AND CRITICALLY.

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

2: THE STUDENT COMMUNICATES CLEARLY IN SPEECH.

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

3: THE STUDENT WRITES EFFECTIVELY.

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

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

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

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

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

6: THE STUDENT LISTENS EFFECTIVELY AND CRITICALLY.

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

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

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

Civic and Social Expectations:

8: THE STUDENT DEMONSTRATES RESPECT AND TOLERANCE.

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

9: THE STUDENT ACTS RESPONSIBLY AND DISPLAYS GOOD CITIZENSHIP.

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

*Adopted June 2013

PRIORITIES FOR 2019-2020 AND 2020-2021

The North Reading High School Council hosted the Curriculum Specialists, the Director of Buildings and Grounds, and Coordinator of Counseling Services during the academic year. Each of the aforementioned persons presented the needs of his or her respective department for 2019-2020 and 2020-2021 for inclusion in the School Improvement Plan. The following represents the information shared for the noted department or respective area.

The overriding theme that presented itself throughout the meetings of the School Council held during the 2018-2019 school year was the need to assess recent staffing gains and identify potential areas for student support staff to continue to address an increased enrollment, with attention to subgroups. The School Council is pleased to acknowledge staffing gains in critical areas. However, the need for lower student-teacher ratios remains in

many departments, especially in the Humanities and the Arts Departments. Additionally, there is a continued focus on technology as a tool designed to improve instruction. The district plan to extend the 1:1 model to students at the high school is ongoing.

Visual Arts

- Continue to support visual arts-focused professional development for teachers by enrolling in regional art education events from organizations such as NPEN Northeast Professional Educators Network, DESE (Department of Elementary & Secondary Education), MAEA (Massachusetts Art Education Association and the NAEA (National Art Education Association)
- Increase the communication of current and static information between the Visual Arts Department and the school community by utilizing school blogs and social media platforms.
- Obtain Obtain a set of iPads to use exclusively for the Visual Arts Department, specifically for Foundations of Art, Ceramics, Drawing and Painting, Art Portfolio and Anatomy and Figure Drawing. The devices would support classroom activities such as delivery and reinforcement of curriculum through web and app resources, cataloging student artwork using built-in cameras for photo and video recordings and conducting in-class research with greater ease.
- Obtain additional ProPanel display boards to support the exhibition of student, alumni and guest artist artwork. The boards would mainly be utilized on "Main Street" of the High/Middle School. Additional boards would promote a greater sense of unity providing additional surfaces to display work, showcase student achievement and bolster the overall aesthetics of the district's annual art shows.
- Enroll a teacher in the AP Visual Arts Summer Institute and add the AP course to the *Program of Studies* the next two years.
- Examine the current *Program of Studies* and department curriculum and create an action plan and/or curriculum council for revising both to better align with the soon to be released DESE Visual Arts standards. Updating the current *Program of Studies* is also necessary to support students' current interests and potential career paths.

Performing Arts

- Increase staffing for the 2020-2021 school year by .5, giving us two full time Performing Arts teachers at the HS level. This will provide students the opportunity to attend/take a variety of classes in the Performing Arts Department, and enable the department to provide a higher level of personalized instruction for the students.
- Support the creation of a second a cappella choir.

- Continue to provide informational opportunities for students and parents to assist with the transitioning Freshman from the middle to high school. This information would outline the different educational tracks available to the students entering NRHS in the Performing Arts.
- Support the development of semester long classes. This will allow our students to participate in a greater number of electives, and allow for teachers to concentrate on the individualized learning initiative in the district. More electives allow students more choice and creates more meaningful learning opportunities for individuals.
- Support the needs of a the new Marching Band Director to help with the continued growth of the band program. This includes providing the funding needed to repair, maintain, and purchase band instruments in proper working order.
- Provide professional development opportunities for Performing Arts teachers in the area of music technology in composition.
- Replace the two laptops in the practice rooms and purchase 5-10 chromebooks for the Performing Arts Department. These chromebooks will help support the curriculum by better utilizing music literacy and composition writing technology purchased by the district.
- Support the proposal of a new Performing Arts Class that concentrates on the use of Music Technology for Music Composition.

English

- The department is working on updating our curriculum to better serve students and give them a more authentic and effective English education. This includes integrating new titles into our curriculum with a focus on modern, diverse works and developing new courses. This, along with adding supplemental texts is the goal of this year's Curriculum Council, which meets monthly.
- Teachers continue to express a wish for additional staffing to allow the offering of a wider variety of classes, including specific elective courses with lower enrollments, and maintain reasonable student-teacher ratios in all classes.
- The department has been using our common time to analyze various types of data. This includes our common assessment, MCAS-related data, and student achievement in our courses. We have a running dialogue via our Team Drive to discuss conclusions and strategies. We hope to continue to have common planning time and PD related to this task.
- Department members have been going to workshops and presenting at department meetings about writing and grading strategies
- The department plans to continue to offer effective preparation for standardized tests. Included in this is the hope for continued improvement in our SAT scores, Advanced Placement English Literature, and Advanced Placement English Language and Composition Scores.
- The department would like to increase student performance on the MCAS and develop strategies for preparing all students for continued success on this exam, next-generation assessments (like the new SAT), and critical reading and writing. This includes investigating strategies for addressing the needs of students who are scoring lower than their potential, especially in regard to the open response. Additionally, the department has been discussing

ways in which to boost student achievement on the new computer-based MCAS. Strategies, practice questions, and tips have been shared at several department meetings.

Social Studies

- Common department planning time to rewrite the curriculum for all four of our social studies courses based on the new state standards that were adopted in June 2018. This year, the middle school is writing their curriculum for full implementation starting next year. Next year, the high school will begin a staggered approach to rewriting and implementing our curriculum, starting with a new US1 for the freshman in 2020-2021.
- Increased opportunities for common planning time, especially in regard to the development and scoring of effective and efficient common assessments. The new curriculum will necessitate a rewriting of our common assessments, and we hope to use our past experience to assist the development of more streamlined and useful assessment tools.
- Continued funding to acquire additional copies of texts as both “wear and tear” and the increasing size of the student population necessitate such purchases. While this is still a need, the declining size of classes combined with the digital editions we possess of some of our books has decreased this part of our yearly expenditures.
- Increased funding for teachers to attend AP summer workshops as the AP Social Studies exams have all recently undergone extensive changes. This year we would like to send 1 teacher to St. Johnsbury with the possibility of a second signing up as well.
- Additional funding for teachers to attend Northeast Regional Consortium for Social Studies Teachers. We have not been able to go for a couple of years due to budgetary and constraints around the time the conference goes public, but we hope to be able to sign up before any freezes occur next year.
- Continued support for work on horizontal and vertical alignment, most especially in the area of PD afternoons where we can evaluate and modify the current programs we have adopted in the last several years and plan for any needed modifications. We are focusing on the research process, having purchased a Noodletools subscription which we are rolling out this year.
- Funding and time to explore how other recent changes to laws regarding civics instruction will impact the expectations for students here at the high school. Students will need to engage with one student-led, non-partisan project at some point in their 8-12 career.

Mathematics

- Provide staff with professional development necessary to fully implement the new Massachusetts Curriculum Frameworks for Mathematics (Common Core Standards 2011). Particularly in integrating technology associated with the Big Ideas text online resources.

- Continue to work to improve MCAS scores and overall student achievement by analyzing data from past MCAS exams. Specific goal topics for improvement include order of operations, area and volume, and statistics.
- Look to increase staffing to support large class sizes (especially in co-taught classes).
- Ensure that staffing remains available to provide MCAS support for those students at risk of failing and those who actually fail the MCAS mathematics examination. Ensure that staffing remains available to provide Standardized Test Preparation support for students interested in maximizing their performance on the mathematics portion of standardized tests such as SAT and ACT.
- Continue to participate in the College Board reading for Advanced Placement Calculus exams in 2019. Qualifying scores have continued to increase over past years.

Science and Technology

- Science and Technology courses maintain their popularity. Class sizes above 24 continue to be a safety issue and limit the overall number of labs that can be conducted and assessed. There is a need for additional staff especially to support co-taught classes and courses with high stake exams.
- Continued attentiveness to classrooms and lab spaces when performing the scheduling process. When possible, science classes should be scheduled in rooms before other disciplines.
- Fund a position of “Lab Safety Coordinator” to maintain the chemical inventory and oversee lab and chemical safety for the science department. This work is currently performed by the Curriculum Specialist who receives a stipend for these respective duties.
- The department has worked cooperatively with the middle school and with other districts to unpack the new science state standards due to go into effect in June 2019. The chemistry curriculum has been completed.
- The department has worked cooperatively with the middle school and with other districts to unpack the new science state standards due to go into effect in June 2019. The chemistry curriculum has been completed. Continued funding for staff to update curriculum in core science courses – including Biology and Physics should be considered.
- The MCAS Biology scores continue to show success with 90% scoring in the Advanced and Proficient Level. Recommendation: Seek grants to facilitate spring tutoring for all students taking the June exam.
- Secure the funding to acquire an additional 25 Chemistry textbooks beyond the seventy-five which were added this school year.
- Pursue student licenses for MicroStation (a drafting program akin to AutoCAD). Companies and state agencies vary which drafting programs they use. This would expose our students to both.
- Physics teachers would like a subscription to Pivot Interactives. “Pivot Interactives is a new genre in science education. Interactive video of events and phenomena, combined with interactive measurements tools allow students to explore, observe and analyze real events.” The cost is \$5 per student and the goal would be to purchase 30.
- The Curriculum Chairs for Math and Science regularly meet with administration and are committed to developing strong pathways in STEAM. The department continues to expand their expertise by participating in several professional development opportunities on-site, off-

site, and on-line.

Foreign Languages

- Continue to increase the awareness of world languages outside the classroom with an International Club, trip to Quebec every other year, and a trip to a Spanish-speaking destination in alternating years.
- Increase student enrollment in foreign language classes as in our growing global economy, students need to enter the workforce with language skills as well as multicultural understanding.
- Seek to transition department name from Foreign Language to World Language.
- Continue to maintain the effective programming of the Seal of Biliteracy for those eligible students.
- Present a curriculum that is more focused on performance-based assessments.

Health Education

- Research and identify options and opportunities allowing students to practice skills in a more authentic setting outside of the school building.
- Explore the addition of new course offerings in Health Education to meet the 21st century needs of students (i.e. Self Defense, Healthy Relationships, Wellness).
- Continue to support professional development opportunities for the Health Education staff to acquire the knowledge and confidence to teach new course offerings and to improve assessment techniques and a broader inclusion of technology into the freshmen and sophomore health/physical education classes; collaboration with job-alike personnel in other school districts is also desired.

Physical Education

- Explore the addition of new course offerings in Health Education to meet the 21st century needs of students (i.e. Self Defense, Healthy Relationships, Wellness).
- The proposed Junior/Senior Physical Education requirement, which began in 2015-2016, was reviewed by an exploratory committee. Continue the offering of PowerUp during Powerblock.
- Explore more options, beyond PowerUp to get more students involved and motivated.
- Continue to provide training for all staff members who wish to use the new fitness facility.
- Continue to provide training to all students in use of the fitness facility beginning in their freshman year.
- Continue to support professional development opportunities for the Physical Education staff to acquire the knowledge and confidence to teach new course offerings and to improve

assessment techniques and a broader inclusion of technology into the freshmen and sophomore health/physical education classes; collaboration with job-alike personnel in other school districts is also desired.

Digital Learning & Entrepreneurship

- Introduction of a DECA chapter at the High School
- Web Design and Robotics courses have healthy participation; robotics demonstration during MAPLE Learning Tour
- FY 20 budget includes a 1.0 increase in staffing to expand the Digital Learning & Entrepreneurship department; instruction and tech support will be enhanced
- Student participation in Education Evolution at the State House, June 2019
- Donation of robotics tables by the NR/Reading Chamber of Commerce for robotics classroom
- Successful 1:1 implementation into the 9th grade
- Student participation in *Learn Launch* and *MassCUE* conferences to share their work in robotics

Library/Media

- Continue the ongoing collection development process to create and maintain a collection of resources that is current and meets all student and curricular needs.
- Continued financial support to purchase library materials in a variety of formats that support diverse teaching and student learning styles, such as audio books, eBooks, and technology equipment that facilitates student research and production.
- Provide the ability to purchase library materials without adhering to a time frame typically followed by classroom teachers.
- Continue to support the funding needed for the librarian to participate in position-specific professional development opportunities.
- Continued financial support for the Library Monitor stipend position so that the Media Center can remain open after 2:45 pm Tuesday-Thursday
- Continued financial support for the purchase of Media Center printing and laminating supplies.
- Support the acquisition of the financial resources to purchase an additional laptop cart in order to meet the increased demand for computers able to run CAD programs.
- Support the acquisition of the financial resources to replace the HS Media Center ipads with new devices
- Locate office space outside of the Media Center for the ELL teacher and the Secondary Coordinator for Special Education

Guidance Department

- Continued support of professional development opportunities for the school counseling staff. This is especially important due to the variety of issues (e.g., social-emotional, academic, postsecondary planning) with which counselors assist students.
- Continued support for the NR Delegation to the Massachusetts School Mental Health Consortium (MASMHC). The ability to attend MASMHC meetings and workshops and the opportunity for the NR Delegation to meet regularly has been very beneficial as school counselors continue to seek out ways to best support students social-emotional needs.
- The addition of a second school psychologist in the 2018-2019 has been beneficial to students. The roles of the school psychologists, the school adjustment counselor, and the guidance counselors will continue to be monitored and modified to ensure the needs of the students are being met to the highest possible degree.
- The 2019-2020 school year will be the second school year since Naviance implemented significant changes to its program. The Guidance Department will continue to review the changes and implement any additional features that may be beneficial to students, faculty members, or staff.

Special Education

- Provide the Special Education staff with professional development necessary to support the implementation of the new Massachusetts Curriculum Frameworks in all disciplines.
- Continue to implement strategies and practices identified as best practices; specifically, in the area of supporting student needs with respect to technology as per the 1:1 initiative.
- Continue to provide programming/staffing for the changing population and needs of students who require specialized instruction.
- Continue to support the Transition Academy as an established program in the school community by maintaining partnerships and exploring new opportunities.
- Identify and implement opportunities and strategies to increase collaboration and partnership between regular education and special education staff.

Pupil Personnel Services

- At the present time the Pupil Personnel Services staff at North Reading High School supports a number of programs which includes: full inclusion classes; partial inclusion classes; a language-based inclusion program; and, substantially separate programming. There is an initiative to assess students' social-emotional needs in the high school. This study is ongoing. Therefore, it is necessary to continue the funding needed to provide the services of the Special Education Student Support Specialist and the newly appointed Coordinator of School Counseling Services.
- Professional development for the Student Services staff needs to be continually supported so that the staff is able to provide the most appropriate methodology and techniques in order to enhance teaching and learning of all students at North Reading High School. The following are recommended: in-service course work on teaching organizational skills to students; ongoing professional development for the guidance staff and school nurse, training to general education teachers in teaching children with English as a second language; continued and continued new teacher mentoring.

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

Academic Services

- Continue to support the transition to the Massachusetts Frameworks in Literacy, Mathematics, new Science frameworks, and in the development of new Social Studies frameworks as well.
- Continue to support students in the transition of the 1:1 model.
- Continue to support the development/revision of common assessments in all content areas.
- Continue to support easing the transition for students and families as they leave middle school and enter high school with an emphasis on the academic abilities of students and transferring this information and knowledge among teachers (grade 8 to grade 9).
- Continue to expand interdisciplinary efforts in both Humanities and STEM (Science, Technology, Engineering, and Mathematics) areas.
- Maintain an effective curriculum leadership model.

Classroom Technology

- Continue to support the iPad/Chromebook initiative by including more teachers in the program to create more opportunities for students to use the technology.
- Support the implementation of the District Technology Plan.
- Increase the use of teacher web pages through PlusPortal, Google, and other sites.
- Expand and support the 1:1 model at the high school
- Continue to support professional development for teachers; personalized learning initiatives, instructional technology;
- Continue to support MAPLE initiatives including access to learning opportunities for teachers off site and at other schools

STAFFING

Identified factors contributing to the need for an increase in teaching staff are the following: a commitment to a broad and relevant academic program, a need for specialized instruction, and compliance with the mandates of the Education Reform Law. The Special Education Department continues to support both an inclusive and specialized model for instruction, and a *Rise* program in 2018-2019. The *Rise* program includes a Special Education/Board Certified Behavioral Analyst and a paraprofessional. Additional staffing recommendations include:

- Staffing to support expanding curriculum needs in the Digital Learning and Entrepreneurship Department
- Staffing to support the expansion of the 1:1 model.

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

BUILDINGS AND GROUNDS

The Supervisor of Buildings and Grounds and the high school principal served as members of the Secondary Schools Building Committee. The 2018-2019 school year has continued to allow for the effective use of spaces in the high school. High school personnel continue to cooperate and collaborate with the North Reading Middle School, identify areas that required extra attention, and troubleshoot issues and concerns as they arise.

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

BUDGET

Adequate resources for textbooks, resource development, supplies and staffing are remain essential in order for the teachers to be able to adequately meet the needs of the Massachusetts Curriculum Frameworks, and standardized assessments. The High School Council supports the efforts of the School Committee to maintain appropriate levels of funding to support the educational and co-curricular programs for students.

CO-CURRICULAR ACTIVITIES

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

PUBLIC RELATIONS/COMMUNICATIONS

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

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

PROFESSIONAL DEVELOPMENT

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

- In-service course work and study groups
- Teacher training in both the Universal Design for Learning (UDL) and personalized learning
- Curriculum workshops and SMART Goals development
- Mentoring of teachers new to the district and the profession

- Continued curriculum alignment and writing with an emphasis on the Massachusetts Curriculum Frameworks
- Ongoing professional development for teachers of Advanced Placement courses
- Workshops and conferences such as; School Safety Summit, Unlocking the Power of Mindfulness; to name a few
- The Guidance Counselors have been able to attend professional development opportunities related to a wide variety of relevant topics (e.g., postsecondary planning, social/emotional issues, College Board examinations)
- There are a number of teachers enrolled in NPEN initiatives
- Several departments continue to work on the development of common assessments in order to better assess student progress through the use of appropriate data
- Advanced Placement teachers in the Social Studies department continue to pursue professional development in their area of instruction
- Select teachers have participated in the College Board reading for Advanced Placement exams in 2016, 2017, 2018, and 2019.

SAFETY

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

SUMMARY

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

The following is a list of major achievements realized in recent school years. These accomplishments reflect priorities that had been identified as goals of the previous School Improvement Plan:

- The implementation of the 1:1 model for grade 9 students with the expectation of at least one more class in 2019-2020
- The Seal of Biliteracy was implemented; seven students were awarded the Seal of Biliteracy in the commonwealth
- Established robotics and updated computer science courses.
- Participation in the Youth Risk Survey and local Core Measurements survey.
- The Student Council continues to be recognized as a Gold Council of Excellence at the state and national level. Several North Reading students have been elected to regional and state leadership positions in recent years

- The Student Council continues to work in the community. Some highlights would be the Special Olympics Bocce Tournament, the collection of 5,000+ items annually for the North Reading Food Pantry, and offering technology support at the Senior Center 1x per month.
- New textbooks in Chemistry have been implemented in both the Middle and High School.
- Field trips, international trips and exchanges continue to be presented to the administration for approval.
- The International Travel Club journeyed to Eastern Europe in April. A Spanish-speaking immersion international trip is in the planning stages for 2021.
- Our Foreign Language Department continues to attend professional development to implement the best practices of proficiency-based teaching. Authentic resources and authentic, performance based assessments are widely being used.
- Foreign Language teachers continue to work with neighboring districts sharing best practices through site visits.
- 6 students from the Writing Club had stories selected from over 4500 entries for publication in *Spine-Chillers -Tales from the Bay State*. This book will be published and released and copies will be sent to The Library of Congress and the British Museum.
- English MCAS results placed 99% of the students in the Class of 2018 at the Advanced or Proficient level. The overall SAT score for English continues to be above both state and national averages.
- AP Civics and Government books were updated to include content from the 2016 election.
- Psychology, the Social Studies department's most popular elective, replaced all of its 120 textbooks.
- Students attend and have earned awards at the Harvard Model UN in the past 5 years.
- Mock Trial received the certificate of merit from the Massachusetts Bar Association
- The Guidance Department continues to support and promote the use of the career planning, college planning, success planning, and course planning modules in Naviance Succeed/Family Connection.
- School counselors and administration have continued to refine the roles and responsibilities of the school counselors (i.e. Guidance Counselors, School Adjustment Counselors, and School Psychologists).
- Total Registration has been used to improve the registration process of PSAT's and Advanced Placement exams.
- School counselors have participated in a wide variety of professional development opportunities related to such topics as college admission, school refusal, mindfulness, SBIRT, and dialectical behavior therapy.
- Included in the Guidance Department's programming has been in-class seminars with each grade level, mini-seminars during power block, information nights, an annual college fair, parent/guardian "informational coffees," Common Application Boot Camp, and guidance counselor led sessions at Parent University.
- Video Production - Opioid Crisis video for town and state (use of production studio)
- Masquers - State finalists two of the last three years with numerous technical and performance awards, sold out musicals and MET awards, Mock Car crash which led to a partnership with the state EMT's where our students travel and training with fire, police and rescue personnel.

- NOTEorious - nationally ranked, ICHSA, consistent winner for arrangements (use of music lab and composition helped by our new space)
- Vocal Department - state accepted students for the last three years MMEA, Second place Excellent rating last year Music in the Parks, Grand Champion/first place this year - Superior rating - use of new software SmartMusic helped students focus on fundamentals
- Multiple NRHS students won Congressional Art Awards, that include Best of School and Honorable Mention.
- Four NRHS students participated in the Scholastic Arts and Writing Awards. One student was awarded an Honorable Mention.
- Several students participated in the RMLD (Reading Municipal Light Department) Annual Art Contest and multiple students won awards and cash prizes.
- The Transcript interviewed a number of students whose works are on display in the School District Administration Office featuring the theme of “A Salute to Those Who Served” veteran portraits.
- NRHS Marching Band opened the Annual Apple Festival for the North Reading Historical Society at the Putnam House/Field
- Marching Band achieved a 2 star rating at the MICCA Northeast II Regional show held at Wakefield High School
- Marching Band received a Bronze Medal at the MICCA Championships held at Lawrence Memorial Stadium
- Concert Band received a *GOOD* rating at the Music in the Parks Festival held at Wilbraham Middle School
- Jazz Band performed at the reception for the National Honor Society Induction Ceremony
- Marching Band performed at the Veteran’s Day Ceremonies held in November and the Memorial Day Parade and Ceremonies at the Town Common in May
- Band performed at the Tree Lighting Ceremony at the Town Common in November for the Chamber of Commerce
- Continued support of student advisory program
- Numerous Cape Ann League Championships in all three seasons and drama club awards
- A second straight Division 3 State Championship title in Girls’ Spring Track; fourth straight Track State Championship overall.
- The science department has continued to provide outside experiences for students by taking them on field trips to enhance the curriculum to the on campus wastewater treatment plant and the Mass Audubon's Ipswich River Wildlife Sanctuary.
- The World of Science Club continued to host STEM speakers as part of the lunch with the scientist program. They also competed in the Women in Science Competition and the state Science Olympiad Competition.
- One member of the department is a summer volunteer at the Ocean Science Exhibit Center at the Woods Hole Oceanographic Institution and helped to coordinate the public science outreach program. She took her classes on a field trip to Woods Hole with the statistics teacher in a cross disciplinary adventure.
- The EcoTeam officers will be meeting with REP Brad Jones to discuss climate change legislation at the state level.

- One member of the department is attending LIGO's International Physics and Astronomy program for educators in Washington. This one-week intensive program is geared toward physics teachers with topics ranging from nuclear physics to the emerging fields of gravitational wave and multi-messenger astronomy.

Respectfully submitted, June 10, 2019:

Laura Babcock Teacher Representative

Elizabeth Barrett Student Representative

Matthew DiVecchia Teacher Representative

Joseph Hehn Assistant Principal
and ex-officio member

Lori Giacalone Parent Representative

Alexis Jones Student Representative

Anthony Loprete Principal; Chairperson

Rogerio Silva Parent Representative

Michael Tyrrell Student Representative

The block contains eight handwritten signatures, each written over a horizontal line. From top to bottom, the signatures correspond to: Laura Babcock, Elizabeth Barrett, Matthew DiVecchia, Joseph Hehn, Lori Giacalone, Alexis Jones, Anthony Loprete, and Michael Tyrrell. The signatures are in cursive and vary in style and legibility.