

PART II PROJECT EXPENDITURES - DETAIL INFORMATION

A.

FUND CODE: 222-B

B. APPLICANT AGENCY: READING PUBLIC SCHOOLS	District Code:	0	2	4	6

Applicant Agency: **Reading Public Schools**
 Contact Person: **John Doherty**
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PLEASE PROVIDE THE INFORMATION REQUESTED ABOVE AND SUBMIT BOTH PAGES OF THE BUDGET DETAIL EVEN THOUGH THERE MAY BE NO LINE ITEM ENTRIES ON THE FIRST PAGE.

C. ASSIGNMENT THROUGH SCHEDULE A

Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.

D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS *	H. AMOUNT	I. TOTAL
1. ADMINISTRATORS:					
SUPERVISOR/DIRECTOR					
PROJECT COORDINATOR					
STIPENDS					
SUB-TOTAL					0
2. INSTRUCTIONAL/PROFESSIONAL STAFF:					
STIPENDS (\$27 per hour)				\$21,168	
SUB-TOTAL					\$21,168
3. SUPPORT STAFF:					
AIDES/PARAPROFESSIONALS					
SECRETARY/BOOKKEEPER (\$19 per hour)				\$760	
OTHER					
SUB-TOTAL					\$760

*Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement applies only to federally-funded grant programs.

4. FRINGE BENEFITS:	AMOUNT	LINE ITEM SUB-TOTAL
4-a MA TEACHERS' RETIREMENT SYSTEM (Federally-funded grants only)		
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA)		
SUB-TOTAL		0

5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid <u>per hour</u> or <u>per day</u> , whichever is applicable.		AMOUNT	LINE ITEM SUB-TOTAL
	RATE	Hour/Day	
CONSULTANTS	\$1000/day		
SPECIALISTS	\$		
INSTRUCTORS	\$		
SPEAKERS	\$		
OTHER	\$		
SUBSTITUTES	\$85/day		\$1,275
SUB-TOTAL			\$7,475
6. SUPPLIES AND MATERIALS: Items costing less than \$5,000 per unit or having a useful life of less than one year.			
TEXTBOOKS AND INSTRUCTIONAL MATERIALS			
INSTRUCTIONAL TECHNOLOGY INCLUDING SOFTWARE			
NON-INSTRUCTIONAL SUPPLIES (postage)			
			\$500
SUB-TOTAL			\$500
7. TRAVEL: Mileage, conference registration, hotel, and meals			
SUPERVISORY STAFF			
INSTRUCTIONAL STAFF (mileage @ .31 per mile)			
			\$300
OTHER			
SUB-TOTAL			\$300
8. OTHER COSTS: Indicate the amount requested in each category.			
Advertising	\$	Transportation of Students	\$
Maintenance/Repairs	\$	Telephone/Utilities	\$
Memberships/Sub	\$	Rental of Space	\$
Printing/Reproduction	\$	Rental of Equipment	\$
SUB-TOTAL			0
9. INDIRECT COSTS			Approved Rate: 0
10. EQUIPMENT: Attach a list with a statement of need and cost of each item. Items costing \$5,000 or more per unit and having a useful life of more than one year.			
INSTRUCTIONAL EQUIPMENT			
NON-INSTRUCTIONAL EQUIPMENT			
SUB-TOTAL			0
TOTAL FUNDS REQUESTED			\$30,203

PART III-REQUIRED PROGRAM INFORMATION

1. GOALS, VISION, AND RATIONALE

District

Vision and Goals

The district vision is to implement a model extended school day program ensuring that all middle school students in the Reading Public Schools, including gifted and talented and academically struggling students, will have enrichment opportunities, and challenging, research-based learning experiences in order to develop the appropriate skills, strategies, creativity and knowledge necessary to be productive and informed independent citizens in a 21st century global society. By redesigning schools with expanded learning time, the district will achieve the following goals:

- Provide staff with adequate time for common planning and professional development to implement school and district three-year Improvement Plan goals for teaching and learning.
- Close achievement gaps in math, language arts/reading and science by providing necessary academic, social, and emotional supports to remove obstacles to learning.
- Provide high-performing students challenging curriculum and programming and prepare them for challenging work at the high school.
- Expand course offerings and programming to include extended, experiential, and enrichment learning opportunities.

Research and Rationale

The Reading Public Schools has seven compelling reasons to redesign its two middle schools and expand learning time by two hours daily in the afternoon.

First, our students have not made adequate yearly progress in math. Moreover, 50% to 52% of students in grade eight scored in the Failing or Needs Improvement categories in the 2004 science MCAS. Research indicates “Since student performance is dependent upon the amount of time needed to learn as well as the amount of time provided, only those students who need greater amounts of time to learn (and who, perhaps, do not normally have enough time to pursue tasks thoroughly and learn them well) perform better when they are given and make use of additional learning time. (Various researchers, e.g., Anderson 1983; Brown and Saks 1986; Gettinger 1984, 1989; Kidder, O'Reilly, and Kiesling 1975, and others)¹

¹Cotton, K., Educational Time Factors: School Improvement Research Series, NW Regional Education Laboratory, 2001. Retrieved from <http://www.nwrel.org/scpd/sirs/4/cu8.html>

Second, students who have not mastered basic skills need instructional approaches that provide targeted instruction and adequate time to learn targeted skills. The present 50-minute classroom does not allow a large number of our student's time to master basic skills. "Mastery learning, with its emphasis on specific objectives, careful teaching to those objectives, and provision of additional time allotments to those students who initially fail to reach a predetermined criterion on formative tests, has frequently been found superior to nonmastery approaches in fostering achievement gains."²

Third, the Reading Public Schools does not have a separate program for challenging academically gifted students. We have not formally identified these students nor have we trained staff in teaching, learning and assessment models for curriculum design to create worthwhile learning experiences, set appropriate expectations and assess the extent of learning attained by academically gifted students. According to Gail E. Hanninen, "School reform initiatives have resulted in many changes in American education during the past decade. The complexity of the process has presented numerous challenges for every educator. Juxtaposed against the reform climate are several other changes that have affected American classrooms: changing demographics, increasing diversity of student populations, and limited fiscal resources. It is within this broad context that the needs of our most capable youth must be challenged."³

Fourth, only 20% of students who graduate from Reading High School pursue math or science majors in college. We need to do a better job at the middle school level to excite our students about math and science, better prepare them for success in math and science at the high school level, and lay the foundation for increased student commitment to schooling and higher academic aspirations for their future. We need to offer essential courses in computers and engineering technology.

We also need to provide enriched learning opportunities in math, science, and engineering, teachers need increased common planning time to redesign curricula and develop lesson plans. Our research indicates that enriched learning opportunities such as projects, experiential curricula, and exploration deepen school learning and create new interests. "Project-based learning activities embody a philosophy of learning distinct from the merely academic, emphasizing self-direction, exploration, and hands-on experience.... But the actual intentional goals of projects produce many transferable skills, from intention and motivation to flexibility, understanding, and research strategies. These projects can enhance learning preparedness and school attachment, which are widely recognized as two essential ingredients to academic success."⁴

Fifth, current scheduling requirements at the middle schools limit access to enrichment activities. Students are scheduled for music or art, and physical education three periods in a six-day cycle, which equates to less than three periods each week. However, research indicates significant

² Cotton, K., Ibid.

³ Gail E. Hanninen, Ed.D. "Blending Gifted Education and School Reform," Council for Exceptional Children, Reston, Va.; Funded by the U.S. Department of Education Office of Educational Research and Improvement, ERIC Clearinghouse on Disabilities and Gifted Education, Reston, Va.

⁴ Noam, G., Biancarosa, G., Dechausay, N., After School Education: Approaches to an Emerging Field, 2002. Retrieved at <http://gseweb.harvard.edu/%7Ehepg/afterschoolintro.html>.

benefits to students who participate in the arts, music, and sports. Non-academic activities “foster social abilities in young people, provide a balance to the day’s programming for all children, but also are especially important for those who have chronically bad experiences during the school day.”⁵ The Reading Public Schools also feels it is an issue of equity to enable students who are talented in the arts and in athletics the opportunity to develop their innate ability and interest.

Sixth, student lack of physical fitness and at-risk behavior pose a major health concern and impact academic success. Recently, the California Department of Education reported that higher academic achievement correlated strongly with higher levels of fitness in grades five, seven, and nine.⁶ According to the Reading 2000-01 Youth Risk Behavior Survey, fewer than 3% of grade seven and eight students participated in daily aerobic activity and over 67% did not participate in aerobic activity weekly. However, the middle schools only offer three periods of physical education during a six-day cycle or less than three periods per week.

In that same survey, thirty-five percent reported drinking alcohol, and 8.3% had contemplated or had attempted suicide. Studies indicate that most at-risk behavior occurs after school in the afternoon when youths are unsupervised by adults. The correlation between at-risk behaviors and academic performance is high. Clearly, our middle school students have serious health and wellness issues that logically would interfere with learning. Both direct interventions and a supervised setting become feasible with an extended school day, could reduce at-risk behaviors, and would address emotional and social challenges to academic success.

Finally, to implement the school and district improvement plan goals, teachers need common planning time and time for professional development. “Scheduling common planning time for teachers who share responsibility for the same students, grade level, or content area allows them to use this time for professional growth as well as preparation. This strategy is a common practice in a number of other countries.”⁷

Therefore, the Reading Public Schools has concluded that it is imperative to redesign our middle schools to expand learning time to support student success and enable all students to meet and exceed state learning standards.

Relationship of School Redesign Initiative to District Improvement Plan

The vision for the middle school redesign is closely aligned with the stated mission of the Reading Public Schools in the 2005 three-year District Improvement Plan: The Reading Public Schools ensures that all students will have common challenging and meaningful learning experiences in the academics, health and wellness, the arts, community service, co-curricular activities, and athletics. We will lead and manage our school community to reflect the values and culture of the Reading Community, and guide and support our students to develop the appropriate skills, strategies, creativity and knowledge necessary to be productive informed

⁵ Ibid.

⁶ Satcher, David, “Healthy and Ready to Learn”, Educational Leadership (v.63 no.1) Sept. 2005.

⁷ High Quality Professional Development, Northwest Regional Educational Laboratory, 2001. Retrieved from <http://www.nwrel.org/request/june98/article8.html>

independent citizens in a global society. The District Plan identifies three focus areas: climate and culture, teaching and learning, fiscal and human resource management. The chart below illustrates the relationship between the school redesign initiative and the District Improvement Plan.

DISTRICT PLAN TARGET AREA	DISTRICT PLAN 3-YEAR RELATED GOALS	RELATIONSHIP OF SCHOOL REDESIGN
<p>Target 2: ...removes obstacles to learning and promotes positive social, emotional, and physical development.</p>	<p>(1) Plan and begin implementation of a school-based, district wide and community program to address the social, emotional and physical needs of our school community; (2) Determine benchmarks by collecting and interpreting data on indicators that would measure the various obstacles to learning; (3) Based upon data from Goal 2b, identify areas of need in order to develop policies, programs, and guidelines.</p>	<p>A subgoal of the school redesign plan is to identify and address the social, emotional and academic barriers to academic success to raise student academic achievement. This could be addressed by offering an enhanced thirty-minute advisory period in small groups to begin each school day.</p>
<p>Target 4: ...instills personal qualities such as citizenship, leadership, collaboration, risk-taking and effective effort.</p>	<p>(1) Develop and implement a civics curriculum that uses community service as a component; (2) Investigate and develop partnerships with local businesses and civic organizations.</p>	<p>The new two-hour block of time and emphasis on experiential learning will enable students to engage in community service learning as part of their enhanced social studies curriculum. In addition, our community partner(s), including the YMCA, Reading Recreation Department, and the Chamber of Commerce will be active participants in the planning and implementation phases of school redesign.</p>
<p>Target 5: ... holds each student to high standards and expectations for behavior and academic achievement.</p>	<p>(1) Develop and implement a plan to meet the needs of high-performing students; (2) Implement a variety of effective instructional strategies to meet the learning needs of each student.</p>	<p>The school redesign initiative goals focus on identifying and addressing the needs of academically gifted students and providing both extended learning and enriched learning opportunities. As part of our district improvement plan we will be investigating AP Vertical Teaming to examine our mathematics curriculum and instructional practices beginning in Grade 6. The overall goal is to increase the number of students enrolling in AP courses and taking the AP Exams.</p>
<p>Target 7: ...uses student work protocols, intelligently developed benchmark assessments, MCAS results, and authentic assessments to evaluate student achievement.</p>	<p>(1) Investigate and develop local benchmark assessments across grade levels in all curriculum areas; (2) Train staff to use protocols to look at student work; (3) Develop authentic exit</p>	<p>Achieving these goals will be difficult unless the school day is extended to allow teachers common time for planning and training. The trained staff will be able to determine student progress made</p>

	assessments at each level.	with increased school time. Throughout the school year, we will be working with George Ladd from the Data Analysis and Strategic Planning Project at Boston College to analyze data from the mathematics MCAS, and provide professional development to teachers to improve mathematics instruction.
Target 11: ...supports the recruiting, hiring, training, evaluating, and retaining of high quality and diverse professional and support staff.	(1) Investigate and develop partnerships with colleges and universities for ongoing professional development.	We are in conversation with several colleges, including Salem State College and the University of Massachusetts at Lowell, to identify their role as partner in the school redesign initiative. We currently work with Salem State College in an educational collaborative and UMass Lowell in the STEM Pipeline Initiative.

Identified Schools

Rationale for Schools Selected

The Reading Public Schools targeted the two middle schools for the school redesign initiative for several compelling reasons.

1. Students at Parker Middle School have not made adequate yearly progress on the math MCAS and performance at Coolidge Middle School has also not improved at the anticipated rate. It is crucial that we address the math and science achievement gaps and the lack of mastery of required skills before students continue to high school.
2. Passing the science MCAS will be a graduation requirement in 2007. Therefore, we want to take the initiative and begin to prepare our middle school students for success in their high school science classes by providing an extended block of time for experiential learning in science that includes projects and hands-on activities.
3. We know we have a pool of academically gifted students: 42% of sixth graders at Coolidge and 40% at Parker scored in the Advanced category in the 2004 math MCAS. By grade eight, that dips to 28% and 34%, respectively. Four percent of eighth grade students at Coolidge and 11% percent at Parker scored in the Advanced category in the 2004 Science MCAS. MCAS is only one measure, but do we begin to lose our gifted students at the middle school level if they are bored with their classes? Quite often this presents as underachieving or acting out. The middle schools do not offer the equivalent of the high school AP classes and need to give students opportunity to exceed state learning standards and work to their own potential.
4. As middle school students enter adolescence, at-risk behaviors dramatically increase. By providing additional school time, students will be in a safe, supervised setting. They will

have opportunity to engage in additional non-academic courses such as the arts and sports where many can experience success and learn non-academic skills that can be applied in the academic classroom. Our school psychologists and other support staff will have more time to meet with students in need of support services.

5. The current school day does not allow adequate time for electives or enrichment courses. Students take music or art, and physical education three times in a six-day cycle. The amount of time allocated for physical education is well below the recommended 225 minutes per week recommended by the National Association of State Boards of Education. Options are limited for intramural sports, academic and non-academic elective programs. Reading Public Schools was awarded a three-year federal Carol M. White Physical Education grant (PEP) in 2004. We find it difficult to accomplish all the program objectives within three periods in a six-day cycle and underutilize the equipment we have purchased.
6. The current schedule does not allow time for classes in engineering technology and computer applications, resulting in curriculum gaps at our middle schools. Therefore, students are not taught 21st century technology skills and cannot be required to integrate technology skills into classroom learning. In addition, students are not given these hands-on experiences to help them make sound career decisions to enter the math, science, and engineering fields.
7. The Assistant Superintendent is the former Coolidge Middle School principal. Therefore, he has the experience, training, knowledge, and credibility to provide the leadership required to make the school redesign initiative successful. During his tenure, Coolidge Middle School was awarded the 21st Century School of Distinction and New England League of Middle Schools Spotlight Schools as one of the top middle schools in the country. Parker Middle School is a member of the Turning Points National Network for outstanding middle schools.

Student Performance Data and Achievement Gaps

The chart below summarizes the percentage of students who score in the Need Improvement or Warning categories in Coolidge and Parker Middle Schools between 2001 and 2004 in ELA, Math and Science.

Coolidge Middle School (473 students in 2004-05)

	Grade 7 ELA	2001	2002	2003	2004
NI		16	9	4	7
Warning		1	0	1	2
	Grade 6 Math				
NI		26	18	18	15
Warning		6	2	5	5
	Grade 8 Science				
NI				43	42
Warning				10	10

Parker Middle School (532 students in 2004-05)

	Grade 7 ELA	2001	2002	2003	2004
NI		16	12	11	10
Warning		2	1	1	1
	Grade 6 Math				
NI		22	18	24	20
Warning		11	10	5	8
	Grade 8 Science				
NI				31	36
Warning				8	14

The data indicates that between 2002 and 2004, that there has been no improvement in the percentage of grade six math students in Parker who score in the Needs Improvement and Warning categories. Scores have remained stagnant ranging from an annual total between 28% and 29% of students. Coolidge also has not made adequate progress since with total math scores at 20% in the Needs Improvement and Warning categories in 2002 and again in 2004. In both schools, performance in the grade 8 science MCAS was disappointing—50% or more scored in the Needs Improvement or Warning categories. Moreover, at Parker, more students scored in the Needs Improvement and Warning categories in 2004 (50%) than in 2003 (39%). Although the ELA MCAS scores are significantly better, we have not been able to reduce the percentage of students who score in the Needs Improvement and Warning categories.

Redesigned Schools Goals and Objectives

The expanded learning time will help the two middle schools achieve the following goals and objectives for our students in grades six to eight.

Goal One: Raise the achievement of students academically at-risk in math and science by (1) providing extended learning (tutoring, homework assistance, targeted skill development), and (2) identifying and addressing the social, emotional and academic barriers to academic success.

Objective One: Using current student data, identify students who would benefit from individual and small group tutoring in math and science.

Objective Two: In cooperation with the classroom teacher, identify the specific skill areas in math and science to remediate for targeted students.

not a tutor?

Objective Three: Design a feedback system between students receiving tutoring, homework assistance, and targeted skill development and their classroom teachers to ensure coordination and program effectiveness.

Objective Four: Provide appropriate social and emotional interventions for students at-risk and high-risk for poor academic achievement.

Goal Two: Enable gifted students who need additional challenges to develop their full potential by providing access to challenging courses and opportunity to work with their intellectual peers.

Objective One: Develop a plan to identify academically gifted students.

Objective Two: Research various models to address the educational needs of gifted children.

Objective Three: Implement a model that provides challenging courses and instruction.

Objective Four: Provide professional development to staff in issues related to identifying and meeting the academic, social, and emotional needs of academically gifted students.

Objective Five: Train teachers to adapt differentiated classroom curriculum and instructional strategies to meet the needs of gifted children.

Goal Three: Enable all students to develop greater, self-direction, exploration, and hands-on experiences by increasing enriched learning opportunities in arts, sports, projects, and experiential curricula.

Objective One: Develop and implement a comprehensive intramural sports program in coordination with the Reading Recreation Department and YMCA.

Objective Two: Design and implement music and art electives that extend and enhance the current art and music program.

Objective Three: Design and implement project-based math, science, and engineering electives that extends and enhance the current math and science program.

Objective Four: Design and implement community service and experiential learning opportunities in coordination with community partners, including the Chamber of Commerce and Council on Aging.

Objective Five: Provide math and science teachers professional development in project-based learning.

Goal Four: Increase common planning time and professional development opportunity for middle school staff and school administrators to acquire knowledge and skills to access and analyze student test performance data, including assessments required under NCLB, to plan courses, inform classroom decisions, and improve their teaching to maximize student learning and increase student performance.

Objective One: Develop a professional development program for math, science and special needs staff to use student data to inform curriculum design and instruction.

Objective Two: Use common planning time to develop differentiated instruction based on analysis of student data and to provide ongoing coordination between new programs and courses and core programs.

Objective Three: Provide new staff that will teach in the expanded program ongoing professional development and training in student evaluation and performance assessment, instructional strategies, and strategies for coordinating and communicating with students' classroom teachers.

Objective Four: Enable teachers and curriculum coordinators to examine results across classes and schools in advance of the MCAS and develop improvements for student learning, for instructional strategies, for assessment improvement, and for curriculum/content improvement.

Objective Five: Increase staff use of technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.

The middle schools have been unable to accomplish the following four key objectives because of the current schedule:

Objective 1: Close the achievement gaps and increase the number of students in the proficient category in math and science on MCAS.

Objective 2: Provide challenging curriculum, diverse instructional strategies, and enrichment opportunities to prepare a greater number of high school students to take AP courses and AP exams.

Objective 3: Implement a technology education program, other new enrichment and elective opportunities, and expand the art, music and physical education programs.

Objective 4: Provide adequate time for training and professional development for staff to implement school and district goals.

Changes in Learning and Teaching Experiences

In the first year of the extended school program, the focus will be on programs related to math, science, engineering, technology; electives in music, the arts, and intramural sports; programs for both students academically at-risk and students identified as academically gifted; addressing social and emotional obstacles to learning; common planning time to effectively integrate new courses and programs; and staff and administrator training in data-driven decision-making for curriculum development, assessment, and instructional practice. We anticipate modification and changes in course programs and courses in subsequent years.

With more time in the school day, our middle schools will be able to offer students (1) extended learning, i.e., individual and small group homework help and tutoring for targeted math, literacy,

and science skills attainment aligned to classroom learning; (2) enriched learning, i.e., projects, experiential curricula, and exploration that enriches students' experiences of education; (3) intentional learning and programming, i.e., nonacademic activities that promote learning in social, emotional and extra-curricular ways; (4) expanded psycho-social support services, i.e., guidance, counseling, health, and social services to remove obstacles to learning.

Specifically, we anticipate the following changes in learning and teaching experiences in the first year of school redesign.

New Courses and Programs: Computer classes, courses in art, music, theater, courses for gifted students, science labs, daily homework assistance, and individual and small group tutoring for students who have not mastered grade level math and science skills, and community-service learning will be added.

Curriculum Review: Math and science curricula will be reviewed to incorporate higher level thinking and creative skills.

Assessment and Demonstration of Content Mastery: Math, science, music and art staff will investigate and develop local benchmark assessments in grades six to eight; staff will be trained to use protocols to look at student work and develop authentic exit assessments at each level.

Instructional Practices: Math and science teachers and newly hired extended day staff will incorporate project-based and experiential learning experiences, researching, writing, problem solving, and technology into their courses. Instruction in new enrichment and experiential learning programs and classroom instructional practices will be coordinated to allow seamless continuum of learning.

Data-driven Decisionmaking for Continuous Improvement Planning: Math and science teachers and special needs staff will be trained and then implement skills to use assessments to make changes in curriculum, lesson plans and instructional practice to close achievement gaps. Administrators will be trained to use data and provide leadership in effective assessment and evaluation of student performance, curriculum, instruction, and administrative and operational systems for continuous improvement planning.

Common Planning Time and Professional Development: We will build in more opportunities for teachers to collaborate during the school day so they can plan lessons together, develop higher quality curriculum, and use data more effectively to improve learning. One model we would consider is designating one two-hour day per week for common planning time and professional development.

Mental Health Services: Guidance staff, school psychologists, counselors, school nurse, and Wellness program staff will have common planning time to coordinate services for at-risk students and to provide extended direct services.

Schools' Readiness and Capacity

The middle school principals and the central administration have discussed the potential to expand the school day for the past year in response to the inability of the schools to meet key objectives as listed on page eight of this proposal, to close student achievement gaps in math and science, and to provide essential courses and educational experiences not currently available during the regular school day. The appointment of John Doherty, who has been the Coolidge Middle School principal for eleven years to the position of Assistant Superintendent in July 2005, has provided the district the necessary leadership to move forward with this initiative.

School and central administration have cooperatively designed a three-year district plan that identifies target areas, goals, objectives and professional activities. The administrators recognize the need for resources of time, money and personnel to realistically implement the work plan in the middle schools, and they have consequently committed to school redesign as essential to district plan implementation.

A key component of our proposed school redesign initiative is expanded common planning time, which will include opportunities for both interdisciplinary teams and departments to meet on a regular basis. Currently, the middle school staff is organized in interdisciplinary teams that meet daily for common planning time. Department time is less frequent and should be increased to promote subject specific collaboration and professional development. Therefore, the prerequisite staffing structure is in place.

Transportation is a non-issue. The district has the capacity to reschedule the school buses as required.

We do not anticipate major changes in school enrollment as a result of school redesign. Current total enrollment in the two schools is 1,005. We currently do not offer school choice, however, we may investigate this option if we feel that this is in the best interest of the Reading Public Schools. We do anticipate the need to hire more staff: a Project Coordinator in each middle school to oversee implementation of the initiative, paraprofessional staff to provide tutoring and homework assistance, professional and nonprofessional staff to offer music, art, intramural, and other elective programs, and staff to implement an identified program model for gifted students. We anticipate that we will provide flexible work schedules for present staff to not exceed the contractual daily seven hours unless they receive appropriate reimbursement. We understand that the initiative will impact student scheduling as well.

Data Profile

Please see attached Data Profile (Attachment A) for each school.

2. SUMMARY OF PLANNING PROCESS (November 2005 and January 2006)

Implementation Plan Development Process

Pre-November

In anticipation of a potential November start date, the district has begun the process of identifying participants for the School Redesign Committee and will continue to do so through October. The Assistant Superintendent has discussed the proposal with the president of the Reading Teacher's Association and with the Y.M.C.A., the Reading Recreation Department, the Reading School Committee and the Chamber of Commerce. The middle school principals will identify five representative teachers in each of their building who represent the core academic subjects and the art, music and physical education programs. They will also discuss the proposal with chairpersons of several school parent organizations to outreach parents to serve on the committee. In addition, they will introduce the proposal to staff at the weekly interdisciplinary team meetings during common planning team.

November

In November, the School Redesign Committee will meet consisting of the Assistant Superintendent, two middle school principals, president of the Reading Teacher's Association, two to four parents, ten teachers, two guidance staff, two SPED staff, and representatives from our community partners—the YMCA, the Reading Recreation Department, Council of Aging, the Reading School Committee and the Reading Chamber of Commerce.

Ongoing

The Assistant Superintendent will chair the School Redesign Committee. Between November and January, the School Redesign Committee will meet weekly either in its entirety or in subcommittees to conduct research to answer the questions listed on page thirteen, consider subcommittee reports, attend DOE training, design an Implementation Plan based on DOE guidelines, and submit to DOE by January 13. The Committee and subcommittees will contact MASS2020 to provide technical assistance as needed.

November-MidDecember

The School Redesign Committee will form the following subcommittees: extended school day research subcommittee, gifted and talented subcommittee, programming subcommittee, and staff support subcommittee. Each subcommittee will conduct research and prepare a report that answers relevant questions listed below. The extended school day research subcommittee will initially review the MASS 2020 case studies of schools with extended school days: Roxbury Preparatory Charter School (Roxbury, MA Charter School), KIPP Academy (Lynn, MA Charter School), KIPP Academy of New York (NYC Charter School), Young Achievers (Boston Pilot School), Timilty Middle School (Boston Public School), University Park Campus School (Worcester Public School), Community Day Charter School (Lawrence Charter School), Murphy K-8 School (Boston Public School). Members may decide to conduct site visits or invite representatives to meet with the subcommittee and/or the School Redesign Committee in its entirety. The subcommittee will present its summary findings, conclusions, and subsequent feedback from the School Redesign Committee by late November.

A consultant from Turning Points or the New England League of Middle Schools specializing in gifted and talented education will meet with the School Redesign Committee to present the learning styles and needs of academically gifted students and model academic programs. The Gifted and Talented Subcommittee will research existing programs, including distance learning, and report its findings to the School Redesign Committee in December.

The programming subcommittee, including community partners, will research courses and programs consistent with the goals of this proposal. Examples of programs include an intramural program cooperatively managed by the YMCA and the Reading Recreation Department, a community service program and/or tutoring program managed by Council of Aging, and a technology program jointly developed by members of the Reading Chamber of Commerce and the schools.

The staff support subcommittee will identify needed support, training and professional development, and resources required by new and current staff as discussed in this proposal.

Subcommittees will consider the questions on staffing, scheduling, budget, programming, communication, and staff support as these relate to the subcommittee focus area. They will complete their research by midDecember and present their findings and recommendations to the School Redesign Committee in its entirety.

MidDecember-January 13

Based on the subcommittee reports and DOE training, the School Redesign Committee will meet weekly to design an Implementation Plan to submit to DOE by January 13, 2006.

The planning process budget is as follows:

Fourteen teachers/staff will receive \$27 per hour to participate in each of the two-hour eight School Redesign Committee meetings for a total cost of \$6,048. (14 teachers x 8 meetings x 2 hours x \$27 per hour = \$6,048)

Ten teachers/staff will receive \$27 per hour to participate in one or more subcommittees that will meet for an average of 8 hours and report their findings to the School Redesign Committee for a total cost of \$2,160. (10 teachers x 8 hours x \$27 per hour = \$2,160)

We will hire ten substitutes at \$85 each to enable ten teachers to attend the DOE training for a total of \$850. (10 substitutes x \$85 per day = \$850)

We will hire five substitutes at \$85 each to enable five teachers to do a site visit for a total of \$425. (5 substitutes x \$85 per day = \$425)

We will allocate \$300 for travel costs for the DOE training and to reimburse travel by representatives from the case study districts.

We will allocate \$1200 for the consultant for gifted and talented students to meet with the Committee (\$300 per hour x 4 hours = \$1200)

Total Preplanning Budget \$10,983

Participants

The following describes the School Redesign Committee participants and their roles.

Assistant Superintendent: He is the Committee chairperson and liaison to the Superintendent and the School Committee. He will oversee the planning and early implementation phase of the initiative and recruit the community partners and the president of the Reading Teachers Association. As the Associate Superintendent, he assumes the role of the district Technology Director and Professional Development Coordinator.

Two middle school principals: They will be responsible for recruiting staff and parents to the School Redesign Committee, support and expedite committee activities, address logistical issues such as scheduling, room availability, staffing, program implementation in their schools, and act as liaisons between their school staff and the School Redesign Committee, and provide leadership within the schools for this initiative. Each principal will report at the weekly interdisciplinary team meetings the School Redesign Committee and subcommittee activities and solicit staff feedback.

Ten teachers: Five teachers representative of the core academic subjects, art, music, physical education and special needs from each middle school will be recruited. They will present ideas for extended, enrichment, and experiential learning programs, coordination between new courses and programs and core courses, a process to review curriculum, instructional strategies and assessments for student expanded learning opportunities, and integration of new staff into the school day.

Two SPED and two guidance staff: They will present insight to how they can expand and coordinate services to at-risk youth.

Two to four parents: They will provide insight to the parent culture, suggest course offerings, and identify potential challenges and communication issues from the parent's perspective.

Reading Teachers' Association President or representative: He will ensure contractual compliance during the entire planning process.

Community partners: The YMCA, the Reading Recreation Department, the Reading Chamber of Commerce, and the Council on Aging will propose programs that meet the stated goals and objectives of the initiative.

Reading School Committee Representative: Will represent the Reading School Committee and be a liaison between the School Committee and the Redesign Committee.

Questions and Challenges

The School Redesign Committee will address questions related to staffing, scheduling, budget, programming, communication, and staff support during the planning stage to prepare for implementation.

Staffing: What additional staff do we need to hire for the proposed courses? Can current aides, paraprofessionals and teachers staff proposed courses? What kind of training do we provide new staff?

Scheduling: How do we implement flex scheduling and meet contractual obligations? Should we consider block scheduling and increase regular class time or should we set-aside the last two hours of each day for new and extended programs, courses, and activities? Do we investigate extending the school year, as well as, extending the school day? How will students be scheduled into new programming?

Budget: What are the costs for additional staff, supplies, materials, and professional development?

Programming: What programs will we implement for gifted—on-line distance learning? Pullout? Course enrichment? Independent study? Combination of these? How will we coordinate programs offered with and/or by community partners?

Communication: How can we communicate effectively with parents, staff and students about the school redesign initiative?

Staff Support: What professional development and training does the staff need to prepare for the expanded school day? How do we sustain a culture of a professional learning community to help implement this plan? How can the school administrators and the central office administrators support staff to ensure the transition to a longer school day will be workable and a positive experience?

The School Redesign Committee will consider these questions as it does its research on districts that have extended day programs and as it designs the implementation plan. The work of the Committee will be done in smaller subcommittees that will make programmatic and operational recommendations to the Committee. Consultants may be hired to work with a subcommittee. For example, a consultant will meet with Gifted and Talented Subcommittee to present best practices and program design options. Subcommittee reports and recommendations will enable the Committee to plan implementation activities in preparation for the 2006-07 school year.

3. SUMMARY OF EARLY IMPLEMENTATION ACTIVITIES

Between January and August 2006, the School Redesign Committee and the two middle schools will begin early implementation activities to prepare for a September 2006 start-up. The focus will be on staff support through training and professional development, new course design and development, course sequencing, community and parent education, designing programs for

academic support and for gifted students, community partner collaboration, and staffing the new program. A detailed Implementation Plan will be submitted to DOE by January 13.

The School Redesign Committee will meet biweekly during this phase and the majority of work will occur in subcommittees and study groups. This process is consistent with our philosophy that the greater number of stakeholders involved with a project from its inception, the greater the “buy-in.” At biweekly meetings, subcommittees and study groups will report their findings and progress, receive feedback from the Committee members, and ensure coordination among these different working groups.

A new survey subcommittee will prepare and survey parents, students, and staff to identify the needs, interests, perceptions, and concerns of families, individual students, and staff about the expanded learning time initiative.

Based on the recommended program model for grades seven and eight gifted students, the gifted and talented subcommittee will design and adapt the program for the Reading middle schools and develop guidelines for identifying and outreaching gifted math and science students for the 2006-07 school year. (Please note the program focus in its first year is on math and science for grades seven and eight.) Targeted students will be notified and scheduled for classes by June 2006 for the next school year.

The programming subcommittee will develop and make its final recommendations for programming in collaboration with community partners, including staffing, budget, training and scheduling requirements.

A study group of two math and two science teachers at each middle school will meet for twenty hours to reassess the math and science curriculum and design programs that incorporate best practices, experiential learning, and authentic assessments.

George Ladd, a consultant from the Data Analysis and Strategic Planning Project at Boston College will analyze data from the mathematics MCAS and will provide five hours of professional development during in-service days to middle school math teachers in using data to improve mathematics instruction.

The music and art teacher in each middle school will also meet for twenty hours reassess the art and music curriculum and design an art and music enrichment program.

The school psychologists and special education departments will provide a plan for how they can extend their services and programs to address students’ social and emotional issues that may interfere with their learning.

The chairperson of each subcommittee and study group will regularly report their activities and progress to the School Redesign Committee. The middle school principals, in turn, will regularly report progress in the implementation plan phase to staff at weekly interdisciplinary meetings and continue to report their feedback to the Committee and relevant subcommittees.

The principals and staff will present the school redesign plan at a parent meeting in each middle school for current sixth and seventh grade parents, and at an orientation meeting for parents of incoming sixth graders. Written notices describing the new school redesign and courses and programs will be mailed to all the families of incoming and current students. We will send press releases to the media, initiate a local cable interview, and provide information on our website to further inform parents and the community.

The principal at each middle school will create a budget for anticipated staffing and materials and supplies, schedule and staff programs, including homework assistance and tutoring, based on the research and recommendations provided by subcommittees and study groups, and schedule students.

By June 2006, each middle school will have its 2006-07 schedule completed, including the list of new courses and programs. Principals will recruit current and new staff for programs and courses as needed, including staffing for tutorials and homework assistance.

The following is the proposed budget for early implementation activities.

Ten teachers will receive \$27 per hour to participate in Committee meetings for ten hours for a total cost of \$2700. (10 teachers x \$27 x 10 hours = \$2,700)

Ten teachers will receive \$27 per hour to participate in one or more subcommittees that will meet for an average of 10 hours and report their findings to the School Redesign Committee for a total cost of \$2,700. (10 teachers x 10 hours x \$27 per hour = \$2,700)

A total of fourteen math, science, music and art teachers from both middle schools will receive \$27 per hour to participate in a 20-hour study team to reassess curricula and design new programs for science, math, art, music and engineering. (14 teachers x 20 hours x \$27 per hour = \$7,560)

George Ladd, a consultant from the Data Analysis and Strategic Planning Project at Boston College will receive \$5,000 for MCAS math data analysis and provide five hours of professional development during in-service days to middle school math teachers in using data to improve mathematics instruction.

Parent and student survey mailing cost is \$500.

One office staff person in each middle school will receive \$19 per hour for twenty hours to mail, collate and process the surveys for a total cost of \$760. (\$19 x 2 staff x 20 hours = \$760)

Total Early Implementation Budget: \$19,220

TOTAL BUDGET REQUEST: \$30,203

Name of Grant Program: School Redesign: Expanding Learning Time to Support Student Success –
Planning and Early Implementation Grants **Fund Code:** 222-B

ATTACHMENT A – DATA PROFILE

Submit with Planning and Early Implementation Grant Application

Directions: Complete one form for each identified school (forms are expandable)

Applicant District:	Reading Public Schools
School Name:	Arthur W. Coolidge Middle School
School Address:	89 Birch Meadow Drive, Reading, MA 01867

I. School Schedule/Student Enrollment

	Current SY2005-2006	Proposed SY2006-2007¹
Total # Hours/Year	1160 hours/year	² 1508 hours/year
Total # of Hours/Week	33 hours/week	43 hours/week
Total # of Days/Year	181 days/year	181 to 190 days/year
(Number of Full School Days)	171 full school days	171 to 180 days/year
(Number of Early Release Days)	10 (includes day before Thanksgiving and last day of school)	10
School Day Start Time	7:50 a.m.	7:50 a.m.
School Day End Time	2:25 p.m.	4:30 p.m.
School Enrollment	442	³ 460
Grades served	6, 7, 8	6, 7, 8

II. School Staffing

	Current School Staffing	Proposed School Staffing
# Full Time Teachers	40.73 F.T.E. (Includes Special Education, Educational Technology, Art, Music, Library-Media, and Physical Education Teachers)	43.73 F.T.E. (Includes Special Education, Educational Technology, Art, Music, Library-Media, and Physical Education Teachers)
# Teaching Assistants	18.78 F.T.E. Special Education and Regular Education Assistants	21.78 F.T.E. Special Education and Regular Education Assistants
# Administrators (identify titles and roles)	1.0 Principal 1.0 Assistant Principal	2.0 Principal 1.0 Assistant Principal
# Instructional Coaches, curriculum leaders, etc. (Identify titles and roles.)	0	.3 F.T.E. Project Coordinator
# of Other (Please describe.)	1.0 School Nurse 2.75 Custodians 1.0 Secretary 2.93 Cafeteria 1.0 School Psychologist 1.0 School Adjustment Counselor	1.3 School Nurse 2.75 Custodians 1.0 Secretary 2.93 Cafeteria 1.0 School Psychologist 1.0 School Adjustment Counselor

¹ This information is preliminary and may be changed during the Implementation Planning process

² Note: This must be 30% more than current schedule

³ Note: This number will be used for Preliminary FY2007 budget request

III. Current Extended Hours or After School Schedule (if applicable, i.e. 21st Century Programs)

Type of Extended Day Program	After School Activities
Days of Week in operation	Monday through Friday
Hours of operation	2:45 p.m.-3:45 p.m.
Number of Students participating	150 students
Grades Served	6, 7, 8
Average # Hours/Student/Year	30 hours/student/year
Funding Sources	Tuition based
External Partners (if any)	None

Repeat this table if there are currently multiple programs in the school

III. Current Extended Hours or After School Schedule (if applicable, i.e. 21st Century Programs)

Type of Extended Day Program	Science Olympiad Team
Days of Week in operation	Monday through Saturday
Hours of operation	3:00 p.m.-5:30 p.m. (Monday-Friday); 8:00 a.m.-12:00 (Sat.)
Number of Students participating	25 students
Grades Served	6, 7, 8
Average # Hours/Student/Year	300 hours/student/year
Funding Sources	Fund Raising, Donations
External Partners (if any)	None

Repeat this table if there are currently multiple programs in the school

Name of Grant Program: School Redesign: Expanding Learning Time to Support Student Success – <i>Planning and Early Implementation Grants</i>	Fund Code: 222-B
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ATTACHMENT A – DATA PROFILE

Submit with Planning and Early Implementation Grant Application

Directions: Complete one form for each identified school (forms are expandable)

Applicant District:	Reading Public Schools
School Name:	Walter S. Parker Middle School
School Address:	45 Temple Street, Reading, Massachusetts 01867

I. School Schedule/Student Enrollment

	Current SY2005-2006	Proposed SY2006-2007 ¹
Total # Hours/Year	1160 hours/year	² 1508 hours/year
Total # of Hours/Week	33 hours/week	43 hours/week
Total # of Days/Year	181 days/year	181-190 days/year
(Number of Full School Days)	171 full school days	171-180 full school days
(Number of Early Release Days)	10 (includes day before Thanksgiving and last day of school)	10 (includes day before Thanksgiving and last day of school)
School Day Start Time	7:50 a.m.	7:50 a.m.
School Day End Time	2:25 p.m.	4:30 p.m.
School Enrollment	528	³ 540
Grades served	6, 7, 8	6, 7, 8

¹ This information is preliminary and may be changed during the Implementation Planning process.

² Note: This must be 30% more than current schedule

³ Note: This number will be used for Preliminary FY2007 budget request

II. School Staffing

	Current School Staffing	Proposed School Staffing
# Full Time Teachers	45.9 F.T.E. (Includes Special Education, Educational Technology, Art, Music, Library-Media, and Physical Education Teachers)	50.9 F.T.E. (Includes Special Education, Educational Technology, Art, Music, Library-Media, and Physical Education Teachers)
# Teaching Assistants	10.51 F.T.E. Special Education and Regular Education Assistants	14.51 F.T.E. Special Education and Regular Education Assistants
# Administrators (identify titles and roles)	1.0 Principal, 1.0 Assistant Principal	1.0 Principal, 1.0 Assistant Principal
# Instructional Coaches, curriculum leaders, etc. (Identify titles and roles.)	0	.3 F.T.E. Project Coordinator
# of Other (Please describe.)	1.0 School Nurse 3.0 Custodians 1.0 Secretary 2.93 Cafeteria Workers 2.0 School Psychologists	1.3 School Nurse 3.0 Custodians 1.0 Secretary 2.93 Cafeteria Workers 2.0 School Psychologists

III. Current Extended Hours or After School Schedule (if applicable, i.e. 21st Century Programs)

Type of Extended Day Program	After School Activities
Days of Week in operation	Monday through Thursday
Hours of operation	2:45-3:45 p.m.
Number of Students participating	150 students
Grades Served	6, 7, 8
Average # Hours/Student/Year	30 hours/student/year
Funding Sources	Tuition based, some grant funding
External Partners (if any)	Blue Cross Blue Shield Healthy Choice Grant

Repeat this table if there are currently multiple programs in the school



**READING PUBLIC SCHOOLS
ADMINISTRATION OFFICES**

82 Oakland Road, Post Office Box 180
Reading, MA 01867-0280

Telephone 781 944-5800
Fax 781 942-9149

Patrick A. Schettini, Jr.
Superintendent

John F. Doherty
Assistant Superintendent

Mary C. DeLai
*Director of Human Resources
and Finance*

September 30, 2005

Massachusetts Department of Education
350 Main Street
Malden, MA 02148

Dear Sir or Madam:

This letter is to certify that the Reading School Committee supports the planning process grant as outlined in Fund Code 222-B, *School Redesign: Expanding Learning Time to Support Student Success*. We understand that this grant is for planning and early implementation only and does not obligate the Reading School Department, bargaining units associated with the Reading School Department, or external partners associated with the planning process to any further commitment at this time.

We look forward to this opportunity to redesign our middle schools and expand learning time to support student success.

Sincerely,

Robert Spadafora
Chair, Reading School Committee

Reading Teachers Association, Inc., #00298

161 ASH STREET SUITE E, READING, MASSACHUSETTS 01867-3115 (781) 944-6451

September 30, 2005

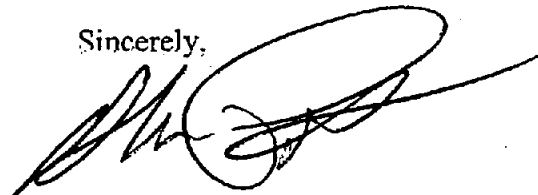
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

Dear Sir or Madam:

This letter is to certify that the Reading Teachers' Association supports the planning process grant as outlined in Fund Code 222-B, *School Redesign: Expanding Learning Time to Support Student Success*. We understand that this grant is for planning and early implementation only and does not obligate the Reading School Department, bargaining units associated with the Reading School Department, or external partners associated with the planning process to any further commitment.

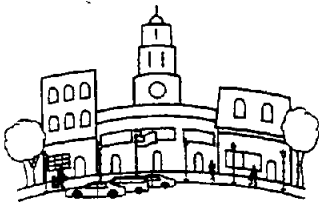
We look forward to this opportunity to redesign our middle schools and expand learning time to support student success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alec Porter', with a large, stylized flourish at the end.

Alec Porter

President, Reading Teachers' Association



Reading - North Reading Chamber of Commerce

P.O. Box 771 • Reading, Massachusetts 01867

President

Anthony Cota, Jr.
781-944-1765

1st Vice President

Helen Lanagan
781-942-9808

2nd Vice President

Michael Linnane
978-664-2000

Treasurer

Michael Spurr, CPA
781-944-4960

Secretary

Debby Small
781-640-9951

Exec. Director

Carol Hughes
781-944-8824

Board of Directors

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978-664-6500

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781-944-4200

Pete Smargon
781-942-9622

Julie Thurlow
781-942-5000

Tony Trofimow
781-944-8702

Past President

Mark Favalaro, Esq.
978-664-1000

September 27, 2005


Massachusetts Department of Education
350 Main Street
Malden, MA 02148

Dear Sir or Madam:

This letter is to certify that the Reading-North Reading Chamber of Commerce supports the planning process grant as outlined in Fund Code 222-B, *School Redesign: Expanding Learning Time to Support Student Success*. We understand this grant is for planning and early implementation only and does not obligate the Chamber of Commerce to any further commitment at this time.

We look forward to this opportunity to redesign our middle schools and expand learning time to support student success.

Sincerely,


Carol Hughes
Executive Director



Town of Reading
16 Lowell Street
Reading, MA 01867-2685

FAX: (781) 942 - 5441

RECREATION DIVISION: (781) 942 - 9075

Massachusetts Department of Education
350 Main Street
Malden, MA 02148

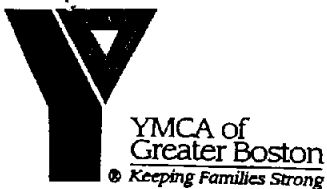
Dear Sir or Madam:

This letter is to certify that the Reading Recreation Division supports the planning process grant as outlined in Fund Code 222-B, *School Redesign: Expanding Learning Time to Support Student Success*. We understand that this grant is for planning and early implementation only and does not obligate the Reading School Department, bargaining units associated with the Reading School Department, or external partners associated with the planning process to any further commitment at this time.

We look forward to this opportunity to redesign our middle schools and expand learning time to support student success.

Sincerely,

John A. Feudo
Recreation Administrator
Reading Recreation Division



September 27, 2005

Massachusetts Department of Education
350 Main Street
Malden, MA 02148

Dear Sir or Madam:

This letter is to Certify the Burbank YMCA supports the planning process grant as outlined in Fund Code 222-B, *School Redesign: Expanding Learning Time to Support Student Success*.

We understand this grant is for planning and early implementation only and does not obligate the Burbank YMCA to any further commitment at this time.

We look forward to this opportunity to redesign our middle schools and expand learning time to support student success.

Sincerely,



A. Peter Smargon
Executive Director

Burbank Branch-Reading

36 Arthur B. Lord Drive, Reading, MA 01867 • 781-944-9622 • 781-942-1130 Fax • www.ymcaboston.org

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