

School Improvement Plan 2025-2026

J. Turner Hood Elementary School

298 Haverhill Street

North Reading, MA 01864



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Introduction

The Education Reform Act that was passed in June 1993 is based on the belief that there must be active involvement by teachers, school administrators, parents, and community members in the establishment of goals and standards for the local schools and the school district. These stakeholders in educational improvement are viewed as vital partners in educational reform who must work together to identify and achieve the school community's educational goals for its children.

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

II. North Reading Public School Mission Statement: 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.

III. J. Turner Hood School Mission Statement: As a faculty we believe that “Hand and Hand Together We Can.” We believe that we can accomplish many goals if all the members of the J. Turner Hood School community remain cognizant of our theme and continue to work collaboratively in order to benefit our students.

IV. School Council:

The mission of the J. Turner Hood School Council is to assist the principal in...

- Identifying the Educational Needs of Our Students
- Reviewing our school's annual budget
- Adopting educational goals for our school
- Formulating a school improvement plan for the J. Turner Hood School



Topics Discussed in School Year 2024-2025

The council discussed a variety of topics this school year. Some topics were regular agenda items while others were discussed as issues from the Department of Elementary and Secondary Education. Some of the topics discussed this year included:

School Goals- The shared goals for the J. Turner Hood School are focused in the following domains:

Teaching & Learning

Student Services: MTSS (Massachusetts Tiered System of Supports)

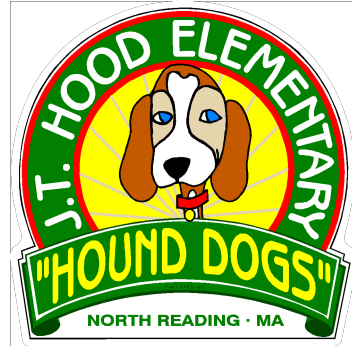
Diversity, Equity and Inclusion: Parent and Family Engagement

- Accountability Data
- Professional Development
- Student Learning Time
- Budget
- Enrollment
- Student Voice
- Specialized Programs
- Class size
- Student Learning
- School Budget
- MCAS Data
- School Climate
- Restorative Practice
- Reading Services
- MTSS
- Student Council
- School Wide Expectations
- Co-teaching
- Social Emotional Learning

School Council Membership	
Mr. Glen S. McKay, Principal	Chair
Mrs. Heffernan, Teacher	Teacher Representative
Mrs. Marcus, Teacher	Teacher Representative
Mrs. Vanessa Adams	Parent Representative
Ms. Stephanie DiPerna	Parent Representative
Mr. Jeremiah Johnston	Community Representative



School Council Meeting Schedule	
November 20, 2024	8:30 AM
December 20, 2024	8:30 AM
January 15, 2025	8:30 AM
March 5, 2025	8:30 AM
April 16, 2025	8:30 AM
May 28, 2025	8:30 AM



V. 2024-2025 School Goal Outcome Summary

The goals of the J. Turner Hood School are grouped by the three “Big Rocks” as outlined in “NRPS 2025 - A strategy for the Future” of the North Reading Public School District:

- Teaching and Learning
- Student Services
- Diversity, Equity, Inclusion & Belonging

Teaching and Learning:

J. Turner Hood School: 2024–2025 School Improvement Goals - Implementation Narrative

In alignment with the North Reading Public School District’s “NRPS 2025 – A Strategy for the Future,” J. Turner Hood School has successfully implemented the outlined goals for the 2024–2025 academic year across the three primary focus areas: Teaching and Learning, Student Services, and Diversity, Equity, Inclusion, and Belonging. Our team has worked collaboratively and strategically to meet each goal with fidelity, fostering a positive, inclusive, and academically rigorous environment for all learners.

Teaching and Learning

Goal 1A: ELA/Literacy Achievement

Although end-of-year data from the iReady ELA/Literacy diagnostic is not yet available, we are on a positive trajectory based on our progress monitoring and mid-year assessments. The data from the September 2024 iReady diagnostic was thoroughly analyzed by grade-level teams, reading specialists, and curriculum leaders to identify trends and determine instructional focus areas. In addition, insights from the 2024 ELA MCAS helped guide adjustments in curriculum and classroom strategies.

We identified and provided targeted reading support to students not meeting grade-level benchmarks and implemented our MTSS framework to close learning gaps. Teachers expanded their use of Universal Design for Learning (UDL) practices, and professional learning time was used to deepen understanding of vocabulary and grammar instruction in grades 2–5. Through collaborative planning, regular data review, and aligned instructional practices, we are confident in our progress toward meeting the end-of-year literacy goal.

INSERT DATA

Goal 1B: Mathematics Achievement

Our school has successfully completed the action steps necessary to strengthen mathematics achievement. Data from the fall iReady diagnostic and 2024 Math MCAS guided us in identifying areas for targeted support and curriculum alignment. Eureka Math units were reviewed and adjusted to address learning loss and reinforce key concepts.

Best practices were shared regularly across grade levels during PLCs and team meetings, while intervention plans were implemented for students in need of additional math support. The collaborative efforts of classroom teachers, special education teachers, specialists as well as the Title I professional have built strong momentum toward improved math outcomes, and initial progress indicators are promising.

INSERT DATA

Student Services

Goal 2: MTSS Framework for Behavior Management

J. Turner Hood School has established and begun implementation of a Multi-Tiered System of Support (MTSS) for behavior. During the first quarter, we developed a comprehensive MTSS framework inclusive of tiered behavioral interventions and began training all school staff on evidence-based practices rooted in positive behavior support and restorative approaches.

Consistent behavior expectations were implemented across all settings, supported by a proactive reinforcement system and regular communication with families to ensure shared understanding of MTSS practices. Data systems are in place to track student behavior trends, and this information is being used to refine our interventions and support student well-being. Staff collaboration through PLCs and professional learning has been instrumental in building capacity and consistency across the school. A pilot was completed with our Kindergarten Team and this will serve as the adopted model for the upcoming school year and a communication has been

designed to notify all stakeholders and the aforementioned communication will be included in our our packet of information for families.

Diversity, Equity, Inclusion & Belonging (DEIB)

Goal 3: Parent and Family Engagement in Inclusive Practices

The school has taken meaningful steps to foster inclusivity by actively engaging the community in shaping culturally responsive practices. These efforts aim to ensure equitable access to education for all students, particularly those from marginalized or underrepresented populations.

Key actions taken:

- Reviewed a community engagement plan focused on cultural awareness, traditions, celebrations, and customs.
- Initiated family conversations following staff consultations, incorporating the input of a dedicated PLC (Professional Learning Community) study group.
- The PLC created a culture-focused cookbook celebrating diverse family traditions and promoting cultural sharing within the school.
- Continued alignment with NRPS 2025 DEIB goals and collaboration with the SEEM Coordinator of Equity, Diversity, and Inclusion.
- Conducted equity walks and facilitated discussions on culturally responsive teaching during faculty meetings.
- Launched resource review groups centered on Family Engagement & Communication and Culturally Responsive Practices.
- Designed a survey on cultural traditions, to be included in the school's opening packet, aimed at informing inclusive school practices.
- The PLC presented this work to the school committee and received positive feedback.

Staff continued professional learning through equity-focused study groups and consultation with the SEEM Coordinator of Equity, Diversity, and Inclusion. Equity walk criteria were reviewed during faculty meetings, and culturally responsive teaching strategies have been integrated into daily instruction. These actions have fostered a more inclusive school culture where all students feel seen, valued, and supported.

The progress made this year represents the collective commitment of our entire school community. While we await final outcome data, especially for literacy and math goals, our implementation efforts provide strong evidence that we are on a positive path toward continuous improvement.



VI. School Goals & Action Plans

SCHOOL GOALS (2025-2026)

Goal 1A – ELA/Literacy: Improve achievement for all students in ELA/Literacy, with enrichment included for the top 20% of Tier 1 students.

Action Steps	Responsible Parties	Expected Outcome
Identify Tier 1 students and determine top 20% using iReady ELA diagnostic data.	Literacy Leaders, Data Team, Classroom Teachers	Accurate identification of high-performing students for targeted enrichment.
Implement enrichment activities (TBD)	Teachers, Literacy Leaders	Improved literacy, creativity, and critical thinking among top 20% of ELA students.
Integrate enrichment into weekly ELA lesson plans.	Teachers, Literacy Leaders, Grade-Level Teams	Enrichment becomes a routine part of ELA instruction.
Provide professional development on differentiated ELA strategies.	Administration, Literacy Leader	Teachers are equipped to challenge and support high-performing ELA students.

Monitor student progress with formative assessments and iReady diagnostics.	Teachers, Literacy Leaders, Data Leader and Data Team	Instruction and enrichment are adapted based on student performance.
Publish student work for the larger community	Literacy Leaders, Teachers, Media Specialist	Increased motivation and authentic audience for enriched student work.
Research, pilot, and document specific ELA enrichment activities. Suggestions TBD.	Teaching Team, Curriculum Leaders, Literacy Leaders	Defined, replicable strategies for high-performing students that can be expanded across grade levels.

Goal 1B – Math: Improve achievement for all students in Math, with enrichment for the top 20% of Tier 1 students.

Action Steps	Responsible Parties	Expected Outcome
Identify Tier 1 students and determine top 20% using iReady Math diagnostic data.	Math Leader, Data Team, Classroom Teachers	Accurate identification of high-performing students for targeted enrichment.
Implement enrichment activities (TBD).	Teachers, Math Leader	Strengthened math reasoning, problem-solving, and engagement among top 20% math students.
Integrate enrichment into weekly math lesson plans.	Teachers, Math Leader, Grade-Level Teams	Enrichment becomes a routine part of math instruction.
Provide professional development on math differentiation and enrichment.	Admin Team, Math Leader	Teachers effectively challenge and support high-performing math students.
Monitor student progress with formative assessments and iReady diagnostics.	Teachers, Math Leader, Data Team	Instruction and enrichment are adapted based on student performance.
Research, pilot, and document specific math enrichment activities. Suggestions TBD.	Teaching Team, Curriculum Leaders, Math Leader	Defined, replicable strategies for high-performing students that can be expanded across grade levels.

Goal 2 - Student Services: Implementing Restorative Practices to Address Unwanted Behaviors

Action Steps	Responsible Parties	Expected Outcome
Provide comprehensive training for all staff on restorative practices, including restorative circles, conflict resolution, and conferencing.	School Leadership, Counselors, External Trainers	Staff equipped with knowledge and skills to implement restorative practices effectively.
Schedule quarterly professional development sessions to refine strategies and share best practices.	Professional Development Coordinator, Admin Team	Ongoing improvement and alignment in restorative practices across staff.
Introduce and facilitate monthly restorative circles in classrooms.	Classroom Teachers, Counselors	Improved classroom relationships and proactive conflict prevention.
Track student participation and outcomes from restorative circles.	Teachers, Data Leader	Monitor effectiveness and ensure consistent implementation.
Educate students on restorative practices through age-appropriate lessons and role-play.	Teachers, Counselors, SEL Specialists	Students develop empathy, communication, and problem-solving skills.
Respond to behavioral incidents using restorative conversations and conferencing.	Teachers, School Adjustment Counselor, School Psychologist, School Leadership	Reduced reliance on punitive measures; increased accountability and resolution.
Encourage students to reflect on actions and propose harm repair solutions.	Teachers, Support Staff	Students take responsibility and build emotional intelligence.
Track behavioral incidents and use of restorative interventions.	School Adjustment Counselor, School Psychologist, School Leadership	Evaluate practice consistency and measure behavior outcomes.
Host one virtual parent workshop on restorative practices.	School Adjustment Counselor, School Psychologist, School Leadership	Increased parent understanding and support for school discipline practices.
Share regular communication with	School Adjustment Counselor, School	Strengthened school-home connection and

families about restorative practices.	Psychologist, School Leadership	reinforcement of positive behavior.
Collect data on behavior incidents, student surveys, and conflict resolution outcomes.	School Adjustment Counselor, School Psychologist, School Leadership	Assess effectiveness of restorative approaches through data.
Review data quarterly and adjust implementation as needed.	Leadership Team, Counselors	Continuous improvement in restorative practice implementation.

Goal 3 – Diversity, Equity, Inclusion, and Belonging (DEIB): Enhancing Inclusive Practices through Community Engagement

Action Steps	Responsible Parties	Expected Outcome
Develop and administer a culturally responsive family traditions survey, including dietary and non-dietary practices.	School Leadership	Collected input from families on cultural traditions to inform inclusive practices.
Ensure equitable participation by offering the survey in multiple languages and formats.	Equity Team	Increased accessibility and representation of all families' voices.
Organize workshops and presentations using survey results, featuring internal and external guest speakers.	DEIB Coordinator, Community Partners	Deeper understanding of diverse traditions among the school community.
Implement age-appropriate classroom activities to explore diverse cultural traditions and dietary practices.	Teachers, Curriculum Leaders, School Nurse & School Dietician	Students build appreciation and understanding of cultural differences.
Develop lesson plans that integrate cultural, historical, and health perspectives on traditions into the curriculum.	Curriculum Team, Subject Area Leaders	Expanded and inclusive curriculum reflecting diverse values and practices.
Provide professional development on culturally responsive teaching and inclusive practices.	Professional Development Coordinator, DEIB Specialist	Staff better equipped to teach and support diverse student needs.

Adjust school meal planning and event menus to reflect diverse dietary needs, such as halal and kosher.	Nutrition Services, Event Coordinators (PA)	Increased inclusivity in school meals and activities.
Celebrate cultural traditions through school-wide events and displays.	Teachers, Curriculum Leaders, Equity Team	Stronger sense of belonging and community representation.
Gather feedback on initiative impact through follow-up surveys and discussions.	School Leadership, Curriculum Leaders, Equity Team	Assessment of initiative effectiveness and areas for growth.

VII. 2024 Standardized Test Results

We are proud to report that the state accountability report indicated that the J. Turner Hood School achieved an accountability percentile ranking of 95.

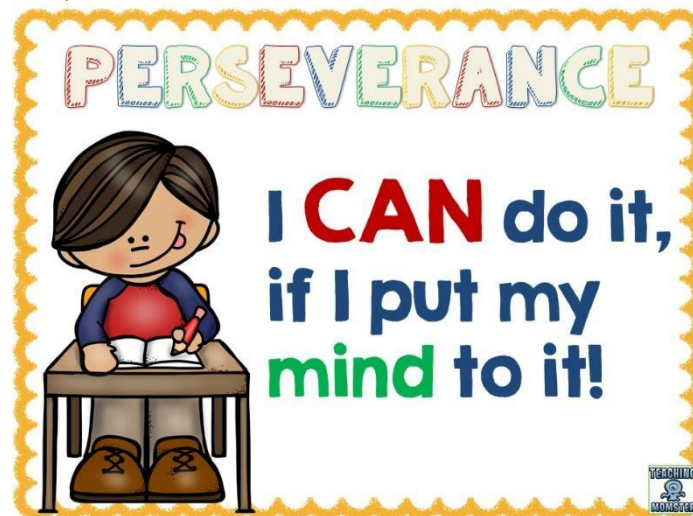
2024 Official Accountability Report - J Turner Hood

Organization Information	
DISTRICT NAME North Reading (02170000)	TITLE I STATUS Title I School
SCHOOL J Turner Hood (02170010)	GRADES SERVED PK,K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention	
Reason for classification Meeting or exceeding targets	
Progress toward improvement targets 89% - Meeting or exceeding targets	Accountability percentile 95

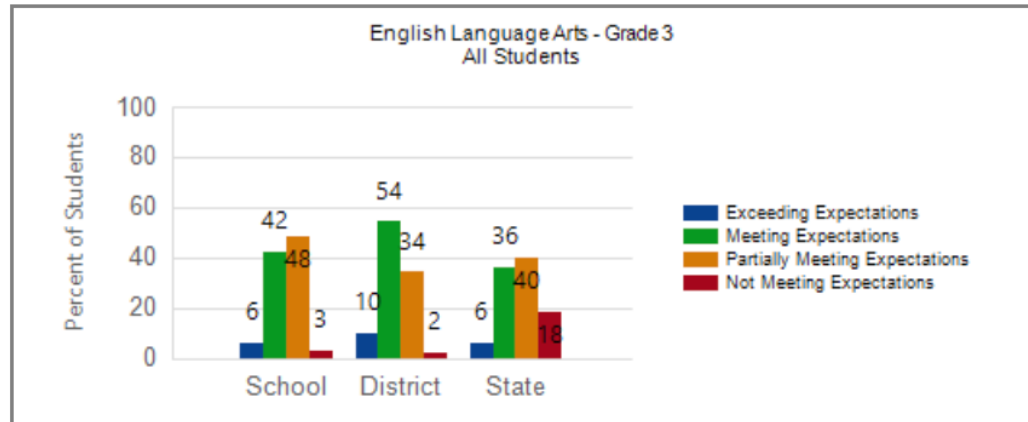
We are very proud of this accomplishment. As a school we continue to focus on high achievement across all assessed domains. Our students continue to achieve consistent result in the exceeding and meeting expectations as measured by the Massachusetts Comprehensive Assessment System (MCAS).



All Students

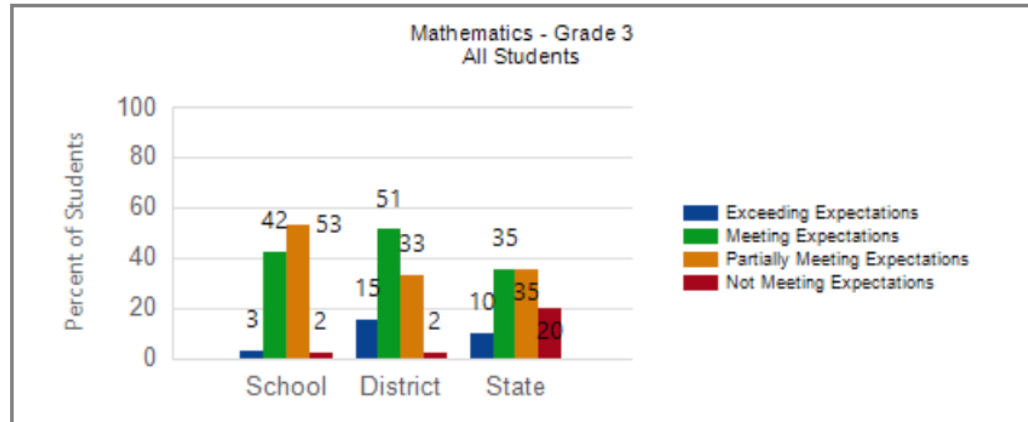
Participation Rate: 98%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	4	6	10	6
Meeting Expectations	26	42	54	36
Partially Meeting Expectations	30	48	34	40
Not Meeting Expectations	2	3	2	18
Total Included	62			



Participation Rate: 98%

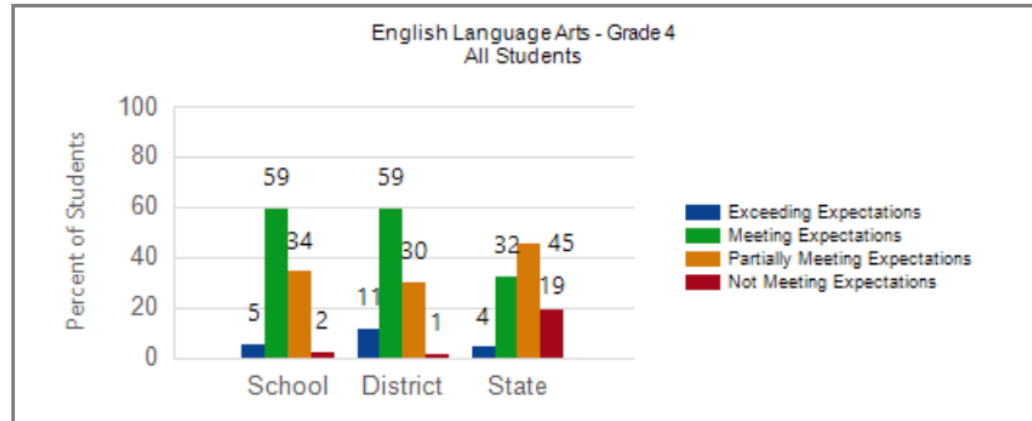
Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	2	3	15	10
Meeting Expectations	26	42	51	35
Partially Meeting Expectations	33	53	33	35
Not Meeting Expectations	1	2	2	20
Total Included	62			



All Students

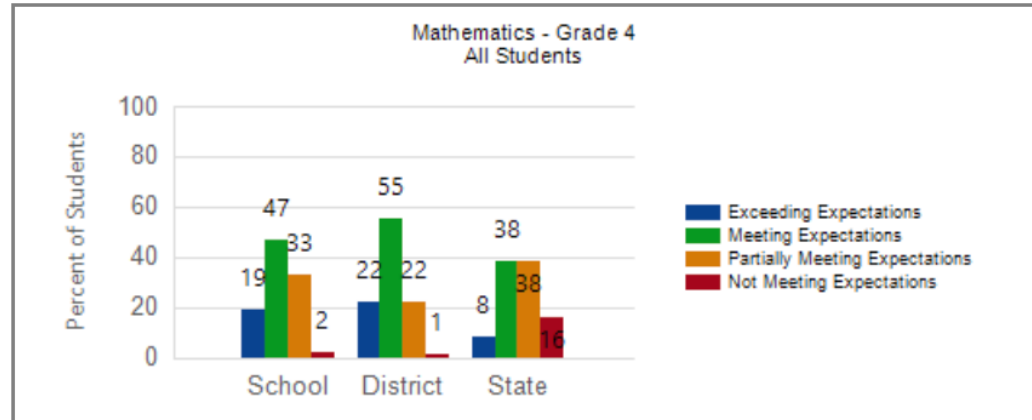
Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	3	5	11	4
Meeting Expectations	34	59	59	32
Partially Meeting Expectations	20	34	30	45
Not Meeting Expectations	1	2	1	19
Total Included	58			



Participation Rate: 100%

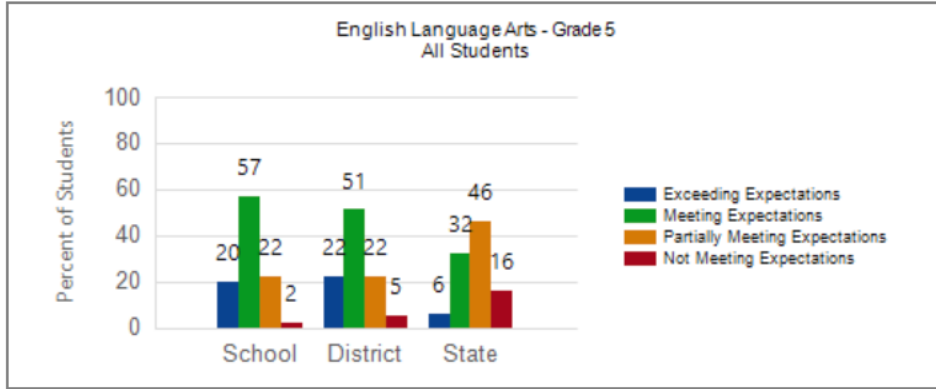
Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	11	19	22	8
Meeting Expectations	27	47	55	38
Partially Meeting Expectations	19	33	22	38
Not Meeting Expectations	1	2	1	16
Total Included	58			



All Students

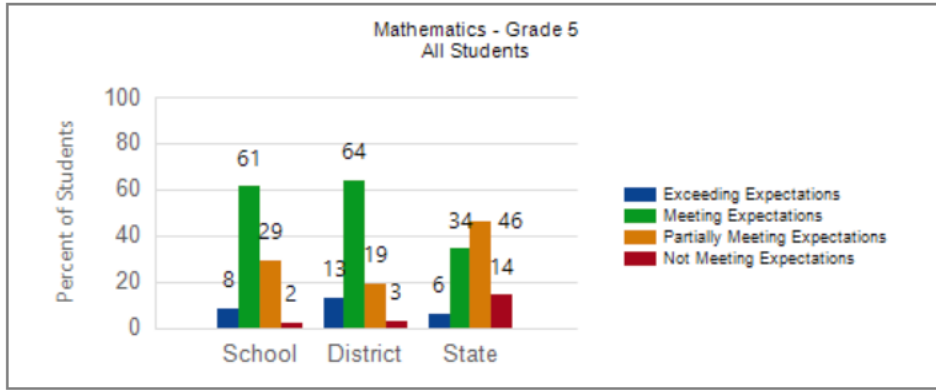
Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	10	20	22	6
Meeting Expectations	29	57	51	32
Partially Meeting Expectations	11	22	22	46
Not Meeting Expectations	1	2	5	16
Total Included	51			



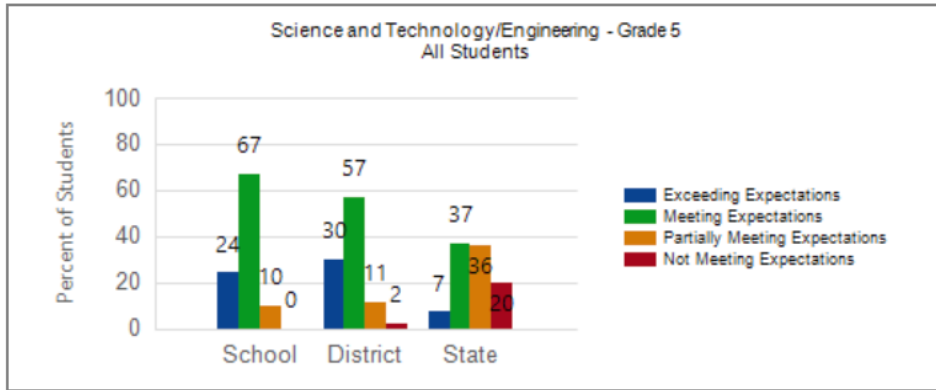
Participation Rate: 100%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	4	8	13	6
Meeting Expectations	31	61	64	34
Partially Meeting Expectations	15	29	19	46
Not Meeting Expectations	1	2	3	14
Total Included	51			



Participation Rate: 100%

Science	N Students Included	% School	% District	% State
Exceeding Expectations	12	24	30	7
Meeting Expectations	34	67	57	37
Partially Meeting Expectations	5	10	11	36
Not Meeting Expectations	0	0	2	20
Total Included	51			



VIII. Time on Learning Plan

Under Massachusetts Regulation 603CMR 27.00, school districts are responsible to establish a school calendar, including length of day, to meet minimum requirements. Time on Learning is reviewed annually.

School Year Requirements as highlighted by Department of Elementary and Secondary Education:

- Every school committee shall schedule a school year which includes at least 185 school days at all levels.
- Every school committee shall operate the schools within its district at least 180 school days in a year.
- A school committee may establish a separate school year and school day schedule for kindergarten programs, so long as it provides a minimum of 425 annual hours of structured learning time.
- Elementary schools shall offer to all enrolled students a minimum of 900 hours per school year of learning time.

The Principals’ Student Learning Time Worksheet has been included in our school improvement plan. The hours are based upon the school calendar for **2025-2026** approved by the North Reading School Committee.

Grades	Total Days	Full Days	Early Release Days	Total Hours/Total Minutes
Kindergarten	178	166	12	1079.50 Hours/64,770 Minutes
1 -5	180	168	12	1092.00 Hours/65, 520 Minutes

The Hood School Day is 8:00 A.M. to 2:15 P.M

Children are engaged in before school classroom activities from 7:50 A.M. – 8:00 A.M.

Kindergarten – Grade 5: 6 hours 15 Minutes per day (8:00 A.M. – 2:15 P.M.)

Early Release Days for Kindergarten – Grade 5 = 3 Hours 30 Minutes (Dismissal is 11:30 A.M.)

These include: 4 days for conferences, 1 for a holiday, 6 for professional development, and 1 for the last day of school.

Non-instructional activities that are not connected to the standards/frameworks have been kept to a minimum. Time taken out of regular instructional time for activities such as mandated state testing and the taking of school pictures, etc. do not approach the core requirement of 900 instructional hours per year at grades 1-5.

IX. School Profile

A. Facility

- The J. Turner Hood School is located on 16.30 acres in North Reading
- The building is 55,000 square feet including 4 modular classrooms.
- This fully operational, elementary school was originally built in 1959 (upper wing) with a 1969 (lower wing) addition. In 1998, library, art and music rooms were added, and the administration area was expanded, and most classrooms were renovated with all new unit ventilators to improve indoor air quality. Four modular classrooms were added in 2003 at the west end of the 1969 wing. The school is all on one floor with a stair lift connecting the upper and lower wings and is ADA compliant and is fully sprinklered.
- The projected enrollment of the J. Turner Hood School for the 2025-2026 school year is 417 students. This represents an increase from our pre-2024-2025 school years levels. The physical plant houses three Grade One classes, four Grade Two classes, three Grade Three classes, three Grade Four classrooms as well as three classes for Grade Five. We host three full day kindergarten classes. We are home to several specialized programs that are outlined in this document. These include a program for students with language-based learning disabilities as well as a program for students diagnosed with Autism and/or a related disability, the symptoms of which impact his or her ability to make progress in the general education curriculum. During the 2020-2021 school year we added an additional pre-school classroom which continues to run with a morning and afternoon sessions.

The school is named after Joseph Turner (J.T.) Hood. Joseph Turner Hood was a contributor, educator, and a leader. He showed those around him what it meant to be selfless yet accomplished. J.T. achieved this as: a veteran of World War 1, a teacher of science, a coach of football, basketball, and baseball, a principal, and superintendent. He loved learning and cherished the idea of helping others attain the goal in life; success. Joseph Turner Hood was born on December 25, 1894, in Missouri. Throughout his life, J.T. Hood moved to many different places within the United States. He was a graduate of Oswego High School in Illinois, and after being awarded an academic scholarship Hood enrolled at Olivet College in Michigan. He graduated in the spring of 1916 after completing his study in chemistry, history, and physics. As a true example of American pride, Hood took a time out from education to voluntarily enlist in the United States Air Force during World War I. The military eventually led him to Boston, MA. While in Boston, J.T. Hood went back to the field of education, and after completing work at both Harvard and Boston University, he received his master's degree in education. The decision to return to education eventually led him to be recognized as one of the outstanding educators of Massachusetts. He was principal of Hopkinton High School from 1924 to 1928, principal of Wilmington High School from 1928 to 1948, and superintendent of North Reading Public Schools from 1948 to 1960. During his career he worked closely with the Massachusetts Teachers Association and was elected president (of the association) in 1950. In addition to his career, many of Hood's written articles were published in *The Nation's School* and *The Massachusetts Teacher*. J.T. Hood worked diligently to increase the growth of education in North Reading at the elementary and secondary levels. As a community member he also became president of the North Reading Rotary Club.



School Committee: Daniel Shay, Malcolm Stevens, Ruth Russell, Vivian Eisenhaure, Secy.; J. Turner Hood, Principal.

Original Photo of Mr. J. Turner Hood meeting with the North Reading School Committee in 1953 with Mr. J. Turner Hood at the right.

**“
DREAM BIG
WORK HARD
make it happen
”**

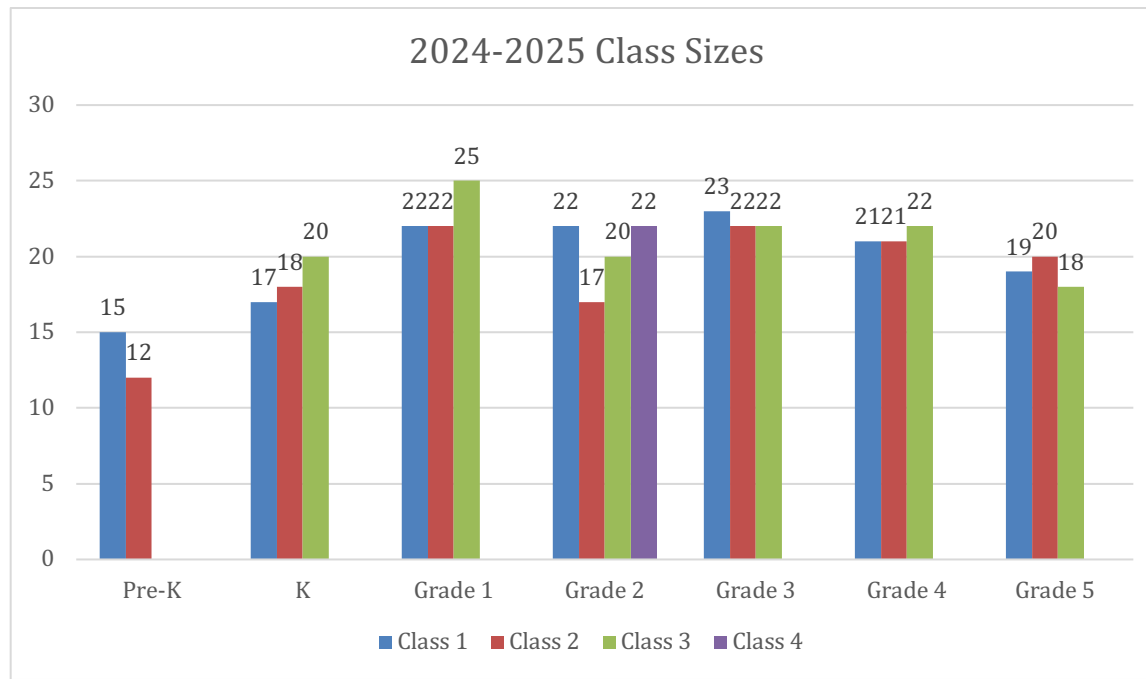
B. Class Size 2024-2025

For the North Reading Public Schools Elementary Leadership team, low class size has consistently been our number one priority. Each year, as we develop our individual school improvement plans and gather data, student-teacher ratios are always the number one concern. Class size continues to be a priority for the J. Turner Hood Elementary. We firmly believe that the single best way to provide a quality education is by maintaining small class size. The community's expectations of teachers, students, and schools have increased steadily in many ways. Some of the increased expectations are created through changes in the law, such as No Child Left Behind and Massachusetts Education Reform Act while others have been necessitated by the increased complexity of the world in which we live. Meeting these expectations requires the increased teacher attention to students that a small class size allows.

Hood Elementary School			
GRADE	STUDENTS 2024-25	CLASSES 2024-25	CLASS SIZE 2024-25
PK	26	1	Half Day 13,13
K	55	3	18,18,19
1	69	3	23,23,23

2	82	4	20,20,21,21
3	66	3	22,22,22
4	64	3	21,21,22
5	55	3	18,18,19
Total: K-5	391	19	AVG 20
Total: PK-5	417	20	AVG 20

C. Enrollment 2024-2025 (June 2025)



D. Staffing (As of the end of the 2024 & 2025 School Year)

Assignment/ Grade		Name		
Principal		Glen McKay		
Secretary		Mary Mastascusa		
School Psychologist		Jaclyn Dowd		
School Nurse		Jessica Blanchette		
School Adjustment Counselor		Alexandra Aleksa		
	Name	Name	Name	Name
Pre-School	Audra Mayuski			
Kindergarten	Sarah Liekweg	Jennifer Belanger	Shannon Kelley	
Grade 1	Ann Marie Wright	Rebecca Doherty	Andrea Arone	
Grade 2	Lori Magrath	Alicia Valdez	Sadie Sherman	Kathleen DiCato
Grade 3	Kelly Costa	Ali Marcus	Katherine Gauvain	
Grade 4	Rebecca Moscariello	Paul Larsen	Heidi Hogan	
Grade 5	Whitney Cleary	Michelle Heffernan	Michael Quinn	
Reading	Paula Crosby	Amy Fleming/ .5 Special Education/ .5 Reading		
Digital Learning	Helen Kelley	Jim Sgroi		
Music	Janna Comeau	Daniel Muse (Instrumental)		
Art	Julia Pintzopoulos			
Physical Education	Matthew Quinlan			
Speech Therapy	Desma Kuras	Lauren Hinchion		
Occupational Therapist	Mara LaCava			
Physical Therapy	Katherine Finocchiaro			
ELL	Jannine Fraser			
Special Education Teacher	Lee Ann Mahoney	Yvette Pacheco	Joyce Lorton	Carrie Pauletti
Special Education Teacher	Rachel Anastasia			
Special Education Teacher (RISE)	Ashley Zinchuk	Laurie Blake	Brittany Joyce	Errin Day
Special Education Teacher (LBC)	Karly Ronan			
Title I Math	Danielle O'Heir			
General Education Teacher RISE	Samantha Campbell			
BCBA	Katrina Bridges			
Paraprofessionals:	Name	Name	Name	
Language-Based	Lyn Hannan			

RISE	Kevin Callahan	Vacant	Vacant	
	Alyssa Martinez	Caitlin Piskadlo	Theresa Gwozdz	
Pre-School	Ruth Ellakkis			
Digital Learning	Kathy Danis			
Kindergarten General		Mary Shannon	Kaitlyn O'Connell	
General	Gretchen Daley	Nancy Sexton	Nicole Zimmerman	
Cafeteria	Susan Rynne	Dana Rodgers		
Custodians	Anthony Benham	Mike Fitzpatrick		

E. Programs

Inclusive Philosophy

Our school embraces an inclusive approach to education. We believe all students benefit from being part of a diverse and welcoming learning community. Every adult in our school shares the responsibility of ensuring all students can participate meaningfully in high-quality learning experiences. We celebrate each student's unique contributions and support them in reaching their full potential.

Co-Teaching

We use a co-teaching model in many of our classrooms. In this approach, a general education teacher and a special education teacher work together in the same classroom to support all learners. This partnership allows us to better meet the needs of students with different learning styles and abilities. During the 2024–2025 school year, we successfully reestablished co-teaching with fidelity, ensuring our students benefit from this collaborative model.

Specialized Programming

Language-Based Program

At this time, the Language-Based Program is located at the J. Turner Hood Elementary School and serves students from across the district who require structured, individualized instruction in reading and language. Due to rising enrollment at J. Turner Hood and the growing need for classroom space, this program is being considered for relocation to another school within the district in the near future. The move will help ensure both the continuity of specialized services and sufficient space for all students.

RISE (Reaching Independence through Structured Education)

The RISE program at J. Turner Hood serves students in Pre-K through Grade 5 who benefit from highly structured instruction. Each classroom is designed to meet the needs of students with Autism or related learning differences. Using evidence-based teaching methods like Applied Behavior Analysis, students receive individualized instruction that builds foundational skills. As students grow more independent, they participate in small groups and, when appropriate, join general education classrooms for part of the school day. This model helps students practice their skills in a variety of settings while feeling part of the larger school community.

F. Curriculum and Instruction

J. Turner Hood Elementary School | 2024–2025

A major focus across the entire school district continues to be the alignment of our curriculum with the Massachusetts State Standards. Our administrators, curriculum leaders, and faculty work collaboratively to design assessments, rubrics, and pacing guides that support high-quality teaching and learning. Data from ongoing assessments is reviewed regularly to make informed, data-driven decisions that support student growth and achievement.

Our district remains committed to inclusive practices, ensuring that all students have access to a supportive, engaging, and equitable learning environment. Differentiated instruction and Universal Design for Learning (UDL) are key components of our classroom teaching. We continuously review and refine our staffing models and resources to best integrate services that benefit all learners.

Collaboration time for teachers remains a priority, with a growing emphasis on implementing targeted instructional strategies that respond to student needs.

Multi-Tiered System of Supports (MTSS)

Since 2021, our school has been formally aligning our practices with the **Multi-Tiered System of Supports (MTSS)** framework. MTSS is a proactive, research-based approach designed to ensure that all students receive the academic, behavioral, and social-emotional support they need to succeed. This work has continued through the 2024–2025 school year.

The MTSS framework allows schools to:

- Identify each child’s needs early and provide timely support.
- Use evidence-based strategies and interventions aligned with student needs.
- Monitor student progress regularly.
- Adjust instruction and supports based on data.

MTSS Tiers of Support:

- **Tier I:** High-quality instruction and support for all students.
- **Tier II:** Additional small-group instruction for students needing more support.
- **Tier III:** Intensive, individualized support for students with greater needs.

Student progress is reviewed multiple times throughout the year to ensure supports are effective and responsive.

Literacy Instruction

Our literacy program continues to be grounded in the **structured literacy approach** within the MTSS framework. This approach emphasizes explicit, systematic instruction that supports reading and writing success for all students.

- **K–3 Literacy Block:** Provides instruction in foundational skills, vocabulary, reading comprehension, and writing.
- **Heggerty Phonemic Awareness** is used in Grades K–2 to build early literacy foundations.
- **Foundations (K–3)** supports phonics, handwriting, and spelling instruction.
- **Wit & Wisdom (K–2)** is our core literacy curriculum. This program uses high-quality texts to build content knowledge and deepen comprehension. Writing instruction is integrated and directly connected to the literature, vocabulary, and content being studied. Grammar and sentence structure are also taught directly.

Mathematics Instruction

The Hood School continues to implement the **Eureka Math** program in all grades. Teachers participate in ongoing professional development to ensure the program is delivered with fidelity. We continue to enhance our school-wide math culture through math-focused visuals and interactive activities designed to build a strong foundation in mathematical thinking and problem-solving.

History and Social Science

In response to the revised **MA History and Social Science Frameworks**, we are currently piloting the **Investigating History** curriculum, developed by the Department of Elementary and Secondary Education. This updated curriculum helps students build historical thinking skills and engage in inquiry-based learning.

Science Instruction

- **Grades 3–5** continue to use **Know Atom**, a program aligned with the state’s Science, Technology, and Engineering (STE) standards. This curriculum emphasizes hands-on learning and real-world problem-solving.
- **Grades K–2** have fully implemented **FOSS Kits**, which provide engaging, inquiry-based science experiences tailored to young learners.

Data Use and Collaboration

The **Hood School Data Warehouse**, created eight years ago, is a centralized platform that houses up-to-date MCAS and iReady data. This resource supports data-driven instruction and is used by staff during grade-level collaboration and professional learning sessions.

- Grade-level teams meet every five to six weeks with the Data Leader to review iReady data and identify instructional focus areas.
- Trimester data reports are reviewed collaboratively to assess progress and plan next steps.
- Select staff meetings each year are led by the Data Leader to analyze trends, celebrate growth, and plan interventions.

Through this continuous reflection and review process, we ensure that every student is supported in a way that promotes success, confidence, and a love for learning.

G. J. Turner Hood School Student Behavioral Expectations

The J. Turner Hood School's framework for student behavioral expectations is built upon the pillars of being Safe, Responsible, Respectful, and Kind. The goal of this framework is to help create a positive, caring atmosphere where all children and adults feel respected and valued as members of our school community. The desired result is to have a safe, nurturing, and creative environment where both the students and the staff feel enthusiastic about learning and sharing ideas. We need to set and maintain high expectations for all students both academically and behaviorally. Children will do what they think we expect them to do. We not only need to educate our children academically, but we need to prepare them with listening and positive communication skills. In addition, we need to educate students on how to be compassionate and caring individuals who we are proud to have in our school community.

The words Safe, Responsible, Respectful, and Kind were carefully selected as the pillars of our behavior program.

- First and foremost, students must feel physically and emotionally **SAFE** in order to focus on learning.
- Learning to be **RESPONSIBLE** for actions ensures accountability and fosters responsible decision making.
- Students show **RESPECT** by being considerate and honoring the feelings, opinions, and property of others.
- **KINDNESS** is defined as the quality of being friendly, generous, and considerate. It can be shown through empathy, acceptance, kind gestures, and thoughtfulness.

Recess Expectations



Safe

- Use equipment properly
- Be aware of activities around you



Responsible

- Check for your belongings
- Clean up and line up at the whistle



Respectful

- Include everyone
- Invite new friends
- Listen to all adults



Kind

- If you see someone playing alone, ask them to join you
 - Be a helpful friend
-

H. Parent Involvement

Parent Involvement: Our Parents' Association has worked collaboratively with the school to improve the student learning environment in many ways this year. Throughout the school year, parents have been excited to be involved in our school community by volunteering. Our Parents' Association hosted its second Fun Run in November and it was a huge success. Lately, parents have been returning to our classrooms and offering their support to teachers. We welcomed this parental support and we're very thankful to accept it! Throughout the past year, we have been excited to work with the Parents' Association and community to make this the best place for children – a place where we focus on children, we focus on learning, and we work together in a supportive relationship. We are so appreciative of our school-parent relationships.



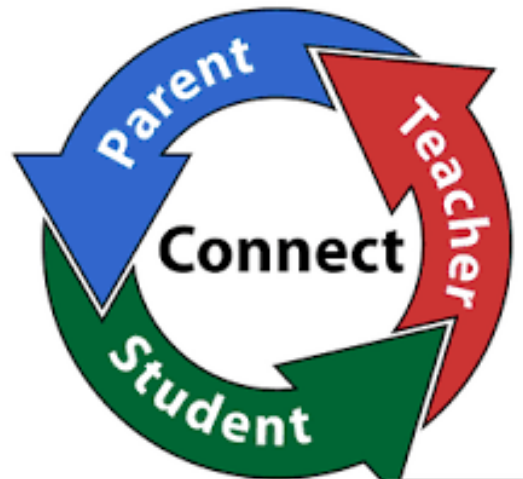
Co-Presidents: Jenn Burnham & Mariann Arena
Secretary: Stephanie Palmer & Kristen Gill
Treasurer: Tommy Fiorentino
Social & Hospitality: Erin Carlson and Jen Cavanaugh
Enrichment: Timmery Fitzpatrick, Stephanie DiPerna, Shuchi Bhatia
Fundraising: Alisha Johnson and Rachel Cheng
Communications: Steph Alimonti, Jessica Roden and Stephanie Reynolds
Teacher Liason: Sarah Liekweg

2024-2025 School Year Parent Association Social/Fundraising Events

Social:

Pizza/ice cream social
Sip Sip Hooray Kindergarten parents
First day of school staff breakfast
Boo Bash
Parents Night Out
Teacher Luncheons (3)
Holiday Coffee Cart and Treats (staff)

Sweetheart Slush
Spring Family Event: Wamesit Bowling
Teacher Appreciation Week
Various staff appreciation days throughout the year: custodian, administrative assistant, nurse, lunch hero
Field Day
Fundraising:
Apparel (ongoing)
Fun Run
Pies and cookie Sale
Holiday Shop
Supply Boxes



X. Professional Development

With a commitment to professional growth, teachers continue to meet weekly in grade level groups in what we call Collaboration Sessions. During these sessions, teachers plan together and share successful ideas and strategies. Teachers and therapists work together to share work samples, discuss common assessments, and share their ways of thinking and expertise in order to best meet the needs of all students.

In September of 2009, the teaching faculty at the J. Turner Hood Elementary School became actively engaged in the study of effective learning and teaching practices as a collective unit. Learning Communities were established and meet on a regular basis. Our Learning Communities are small groups of faculty and/or staff members who meet regularly in order to identify new programs or

topics to investigate, gather research and studies on new approaches, or implement and study the effectiveness of new practices and share these results with other faculty in the school. J. Turner Hood teachers benefit from Learning Communities as they enable them to integrate new learning into their classroom practices, reduce professional and social isolation, address specific and relevant concerns and allow for in-depth learning over a period of time. The benefits for schools include improving student performance, tying professional development to student achievement and school reform, and improving teacher job satisfaction. The Learning Communities for this school year were:

- Chronic Absenteeism
- Family Engagement & Communication- Culturally Responsive Practices/ Cultural Awareness
- STEAM Days
- Science of Reading (Distributed Leadership)
- Supporting the Village- Peer Observations
- Social Emotional Processes (Meta Moment Room, Paws, etc.)

Professional development is embedded throughout the school year in the form of bi-weekly faculty/staff meetings, system wide in-service days, attending various workshops and in-services.

Teachers are encouraged to attend professional conferences which are matched with the school goals as outlined in the school plan, as well as to develop their own curriculum projects in areas of personal interest which support their Professional Growth and Evaluation Plan. The school system continues to refine its professional development program so that it meets the requirements for professional development established by the Department of Education.

XI. School Safety

Section 363 of the General Laws of the Commonwealth of Massachusetts states that, "... the superintendent of each school district shall, prior to the beginning of the school year, meet with the fire chief and police chief of the city, town or district to formulate a school specific "Multi-hazard evacuation plan" for each school under the superintendent's supervision. Said multi-hazard evacuation plan shall encompass, but not be limited to, evacuations for fires, hurricanes and other hazardous storms or disasters in which serious bodily injury might occur, shootings and other terrorist activities, and bomb threats. Said plan shall be designed for each school building after review of each building. Said plan shall include, but not be limited to: (1) establishment of a crisis response team; (2) a designation as to who is in charge of such team and designated substitutes; (3) a communications plan; (4) crisis procedures for safe entrance to and exit from the school of students, parents and employees; and (5) policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis. Each district, with the assistance of the local police and fire departments, shall annually review and update as appropriate said plan. At the beginning of each school year, students at each school shall be instructed as to the plan that is developed."

In response to this law the North Reading Public Schools Administrative Council, along with school representatives, met with the local police and fire departments for an initial day long overview of the School Threat Assessment and Response System (STARS)

presented by the Northeastern Massachusetts Law Enforcement Council (NEMLEC). A memorandum of agreement has been signed between the council and the school system to coordinate their violence prevention and response efforts through STARS in order to provide a safe, orderly, and secure school environment conducive to learning.

XII. Faculty Photo

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JT Hood Elementary School



2024

“Hand In Hand Together We Can”

2025

XIII. Council Members' Signature Page

The 2025-2026 J. Turner Hood School Improvement Plan is submitted by the following members:

Mr. McKay, Principal

Mrs. Marcus, Faculty Representative

Mrs. Heffernan, Faculty Representative

Ms. Diperna, Parent Representative

Mrs. Adams, Parent Representative

Mr. Johnston, Community Representative
