SAFE SCHOOLS

GOAL:
• All students and staff report a safe, comfortable learning environment.

TARGETS:
• The reduction in school discipline referrals between 2015 and 2020
• The reduction in school discipline incidents between 2015 and 2020
• The reduction in serious school discipline incidents between 2015 and 2020
• Reading School District teachers and students are at or above the national average for feeling safe at school (currently 88 percent nationwide)
• Parent Outreach Assistants to assist in creating a welcoming, safe and orderly climate in every school

ACADEMICS

GOAL:
• To implement a common curriculum, based on high standards and evidence-based pedagogy, across the District that closes the achievement gap throughout our schools and student populations while adequately preparing students for college and career opportunities.

TARGETS:
• Percent attendance/participation (the target is 100 percent)
• Percent of graduation or promotion grade
• Percent of third grade students reading at grade level
• Percent of high school students taking AP or advanced courses
• Percent of students scoring three or higher on AP courses
• Percent of students scoring proficient or advanced on state assessments
• Percent of closing of the student achievement gap (over six years)
• Percent of closing the achievement gap for historically underperforming students (over six years)
• ELLs will make .6 gain in their overall English proficiency, as measured by the WIDA ACCESS for ELLs assessment, annually.
• Percent of students who reach proficiency in English (defined as a score greater than or equal to a 4.5 overall proficiency level on the WIDA ACCESS for ELLs assessment) will increase annually.
• ELLs will meet the annual achievement targets in English Language Arts and Math.
• Provide tiered systems of interventions and supports prior to referral for special education
• Revise identification and evaluation process to ensure efficiency and effectiveness
• Provision of a continuum of services for students across all grade levels including appropriate curriculum and instruction to meet individual needs
• Establish system wide special education procedures for all aspects of special education service delivery
• Cultural Competency and Culturally Responsive Teaching PD
• Data monitoring to ensure equity in instruction, assessment, outcomes, discipline, opportunities, and resource allocations
COMMUNICATIONS/ENGAGEMENT

GOAL:
• We deliver effective and timely communication and information to all District stakeholders and we effectively tell our story of success. Our community now knows how much the District contributes to it.

TARGETS:
• Social media metrics
• Website metrics
• Percent of open rates on our emails
• Media/Publicity
• Communication Survey results
• Net Promoter Score for parents, teachers and students

FINANCE/OPERATIONAL EFFECTIVENESS

GOAL:
We fund and support a quality education and fair employment practices, while ensuring the long-term sustainability of the District. We produce a balanced budget with accurate and timely reporting to our varied agencies. We provide leadership, in our areas of expertise, to other departments.

TARGETS:
• Number of/percent of reports submitted to regulatory agencies on time
• Number of/percent of the departments effectively managing their budgets
• Number of findings/comments identified by our auditors
• Number of deficiencies and material weaknesses reported by our auditors
• District performance to budget
• Equity in recruitment, hiring and retention of faculty and staff

PARTNERSHIPS

GOAL:
• We collaborate with key stakeholder-partners to advance/promote academic excellence for all students enrolled in Reading School District’s nineteen schools.

TARGETS:
• Dollars of value contributed/delivered from partners (that we can calculate)
• Dollars of local, non-tax revenue from partners
• Outcomes delivered from partners
• Parental Engagement Score from our School Climate Survey
• Number of parents involved in school activities
• Number of volunteers entering our system
• Number of students engaged in school activities
• Improvement toward established goals for academic achievement by 2020

*Tweed-Weber, Inc. 2015