

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Reading School District

School Building Name

Reading High School

4-Digit School Building Code

8116

School Street Address

801 N. 13<sup>th</sup> Street  
Reading, Pa 19604

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Eric Turman	Principal	Reading High School
Nicole Pagan	Assistant Principal	Reading High School
Angela Rodriguez	Instructional Coach	Reading High School
Christy Hetrick	Instructional Coach	Reading High School
Lisa Comly	Instructional Coach	Reading High School
Nicole Dysart	Instructional Coach	Reading High School
Kara Leibensperrger	ESL Teacher	Reading High School
Jean North	ESL Teacher	Reading High School
Heather Foltz	Special Education Teacher	Reading High School
Wanda Crespo	Director of ESL	Reading School District
Janalyn Ortiz	9 <sup>th</sup> grade student	Reading High School
Alexis Adams Janalyn Ortiz Alexander De Alba	12 <sup>th</sup> grade student 9 <sup>th</sup> Grade, Spec. Ed. Student 10 <sup>th</sup> Grade Spec. Ed. Student	Reading High School
Gloria I. Cosme Torres	Parent of a twelfth grade student	Reading High School

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

The core school improvement committee contains the building principal, the assistant principal of teaching and learning, the building’s instructional coaches, two ESL resource teachers, a special education resource teacher and the ESL program director from central administration. To involve the teaching staff in the creation of the school improvement plan, a survey was sent out to assess the areas of strength and improvement for the building as aligned to the Pennsylvania Essential Practices for Schools. Data from the survey was compiled to determine the school improvement plan’s three greatest challenges. The next month, teachers worked in small professional learning communities during a school-wide professional development session to further drill down, identifying evidence for each of these practices. That data was compiled to assist in the next step of defining the needs and root causes for our challenges. The data was also used to inform the creation of subcommittees; approximately 70 teachers joined the subcommittees and worked to create mission, vision and value statements, as well as other components of the plan. In addition to feedback from the teachers, our school partnered with West Ed, a research and development organization, to create parent focus groups specifically targeting parents of ELs. Student focus groups were also created; students from all grade levels were randomly selected and interviewed to gather more information about the strengths and needs of the school from their perspective. Additionally, we interviewed students from the learning support and autistic support classrooms as part of this process. A month later, students also reviewed the preliminary mission, vision and value statements and offered feedback related to the statements. In regards to the community, we have partnered with Support Ed who conducted community focus groups in order to identify challenges.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

From the onset, the school improvement committee, under the leadership of the building principal, has functioned as facilitators for the school improvement process. Largely, the committees’ tasks have been comprised of creating opportunities to gain input from various stakeholders, as detailed above. This has ranged from interviewing stakeholders in focus groups, creating surveys and also creating and facilitating professional development opportunities. The main vehicle for implementing and monitoring the school improvement plan will be the subcommittees. Each subcommittee focused on a priority statement and was facilitated by members of the SIP team. Not only did the subcommittees select the strategies for each priority statement, they also worked collaboratively to outline the action plan for each of the strategies. The work of monitoring and evaluating the effectiveness of implementation will extend into the next school year, with SIP team members continuing to serve as facilitators for the subcommittees.

## ***B. School Level Vision for Learning***

Long-term Vision and the Measures of Success

<p style="text-align: center;"><b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p style="text-align: center;"><b>Measures of Success</b> <i>How will you know you are on track to achieving your vision or students’?</i></p>
<p>Students will demonstrate college and career readiness.</p>	<p>Using Naviance, we can track the retention rate of college freshman. Using exit surveys, we will track student placement in career pathways. As part of this process, the Transitions Coordinator will contact current and former special ed students to determine their progress with post-secondary goals and their</p>

	transition plans. Using ACT, we will find the proportion of student who are college ready.

## II. School Level Needs Assessment

### *A. Identified School Community Needs:*

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

In addition to the staff survey, the parent focus group and the student focus groups as described above, staff analyzed various pieces of data in the building-wide professional development sessions. This included EL student growth data, graduation rates, absenteeism data, and classroom walkthrough data. The subcommittees, comprised of over 70 staff members, also selected the strategies for each priority statement and developed the action plans for the school improvement plan. The school also participated in district level ESL Community Stakeholder meetings with parents and community members. In addressing the needs of our special education population, the leadership team analyzed PVAAS data and determined that content teachers who co-taught with a special education teacher achieved higher growth than single teachers with a dual certification. This led to the decision to expand this model and staff more co-taught classrooms in grades 9-12. Based on reading and behavioral data, the leadership team decided to restructure the special education classrooms in 9<sup>th</sup> grade to provide supplemental students increased opportunities to participate in core classes taught by a highly qualified special education teacher.

### *B. Based on your data analysis, what are your data-supported strengths?*

Strengths	Supporting Evidence from Needs Assessment
15. Partner with local businesses, community organizations, and other agencies to meet the needs of the school	<ul style="list-style-type: none"> <li>- RHS Staff Survey results for feedback concerning PD and the school improvement plan</li> <li>- Weekly Bulletin</li> <li>- Community based internships</li> </ul>

	<ul style="list-style-type: none"> <li>- Student focus groups to identify needs</li> <li>- Student focus group to receive feedback on SIP</li> <li>- Parent and community focus groups to gain feedback</li> </ul>
3. Use a variety of assessments (Diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	<ul style="list-style-type: none"> <li>- Assessment schedule</li> <li>- CDT reflection protocol</li> <li>- Keystone Data Summits</li> <li>- Educator Survey</li> <li>- SRI data on all SPED students</li> </ul>
1. Align curriculum, assessments, and instruction to the PA standards	<ul style="list-style-type: none"> <li>- Lesson plans (lesson plans for IEPs and ELs reflect alignment to grade level standards)</li> <li>- Educator survey</li> </ul>

**C. *Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.***

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
6. Foster a culture of high expectations of success for all students, educators, families, and community members	<ul style="list-style-type: none"> <li>- Walkthrough data</li> <li>- Lack of vision</li> <li>- Lesson planning</li> <li>- ELD plans</li> <li>- Staff survey</li> <li>- Graduation rate</li> <li>- AP data</li> <li>- Keystone scores</li> <li>- ELP data</li> </ul>	Yes	No clear articulation of vision or expectations for teaching and learning, parental and community involvement. In addition, there is no plan to train and provide support for various stakeholders to achieve this vision.

11. Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	<ul style="list-style-type: none"> <li>- Lack of vision</li> <li>- Current school plan</li> <li>- Staff survey</li> <li>- Student survey</li> <li>- Parent survey</li> <li>- PD plan</li> <li>- Student/staff attendance data</li> <li>- Parent outreach event attendance</li> </ul>	Yes	Stakeholders feel a lack of belonging and ownership due to lack of communication and collaboration.
8. Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff and the school	<ul style="list-style-type: none"> <li>- Lack of vision</li> <li>- Staff survey</li> <li>- Development of a differentiated PD plan</li> <li>- Lack of SIP team and subcommittees</li> </ul>	Yes	Structures do not exist for staff to engage in shared decision making and problem solving to build their leadership capacities.
		Choose an item.	
		Choose an item.	

#### ***D. Established Priorities and Aligned Outcome Categories***

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
1. In order to foster high expectations, we will develop vision and value statements for all stakeholders; in addition, we will create plans to support each stakeholder to achieve this vision (Essential Practice 6).	Stakeholders have not been able to achieve high expectations because the expectations have not been clearly articulated.	Essential Practices Condition 2 - Empower Leadership
2. In order to create a positive school environment, we will create a culture of collaboration and respect for the various voices within stakeholder groups (Essential Practice 11).	Increasing collaboration and voice will help to build relationships and increase feelings of efficacy for stakeholders.	Essential Practices Condition 3 - Provide Student-Centered Support Systems
3. In order to empower staff and build their leadership capacity, we will restructure the decision making	These opportunities will build future leaders and help them reach their highest potential	Essential Practices Condition 2 - Empower Leadership

process to gain input from stakeholders and create open opportunities for staff to serve in leadership positions (Essential Practice 8).	which will positively affect student success.	
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### III. Measurable Goal Statements

**Measurable Goals:** Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

**Priority Statement #1:** In order to foster high expectations, we will develop vision and value statements for all stakeholders; in addition, we will create plans to support each stakeholder to achieve this vision.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
80% of students will have the appropriate number of credits to be promoted to the next level at the end of the 2020 school year.	80% or more students have passing grades in 5-6 courses by October 31st.	80% or more students have passing grades in 5-6 courses by January 28th.	80% or more students have passing grades in 5-6 courses by April 2nd.
A Student Achievement Plan will be created in order to support all students that will ensure rigorous outcomes by the end of the 2020 school year.	Staff Mission, Vision, and Value Statements are created within the Student Achievement Plan for Reading High School by September 2019.	Goals, targets, and action steps are developed within the Student Achievement Plan for Reading High School by January 2020.	The Student Achievement Plan will be completed by April 2020.

**Priority Statement #2:** In order to create a positive school environment, we will create a culture of collaboration and respect for the various voices within stakeholder groups.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
A comprehensive communication structure will be developed for all stakeholders and will be ready for implementation by the end of the 2020 school year.	Develop list of needs and priority action steps for communication at RHS by September 2019.	Reading High School will assess and reevaluate the action steps for communication at RHS by January 2020.	Completion of the comprehensive communication structure by April 2020.
70% of students will attend school at least 90% of the time by the end of the 2020 school year.	According to E-school attendance reports, 85% of students will have at least a 90%	According to E-school attendance reports, 75% of students will have at least a 90%	According to E-school attendance reports, 70% of students will have at least a 90%

	attendance rate on October 31 <sup>st</sup> .	attendance rate on January 28 <sup>th</sup> .	attendance rate on April 2 <sup>nd</sup> .
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**Priority Statement #3: In order to empower staff and build their leadership capacity, we will restructure the decision making process to gain input from stakeholders and create open opportunities for staff to serve in leadership positions.**

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By the end of the 2020 school year, the proficient use of instructional strategies will increase by 25% as measured by walkthroughs.	Collect baseline data by October 31 <sup>st</sup> .	The proficient use of instructional strategies will increase by 15% as measured by walkthroughs by January 28 <sup>th</sup> .	The proficient use of instructional strategies will increase by 25% as measured by walkthroughs by April 2 <sup>nd</sup> .
All staff will develop a professional growth goal and implement a personal learning plan by the end of the 2020 school year.	All staff will develop a growth goal and implement a personal learning plan by October 2019.	All staff will have the opportunity to participate in "choice" PD sessions and coaching cycles to increase personal learning. Staff will also complete a mid-year survey and reflection by January 31 <sup>st</sup> .	All staff will have participated in multiple "choice" PD sessions and at least one coaching cycle to increase personal learning by April 30 <sup>th</sup> . Staff will also complete a final survey and reflection.

## IV. Action Plans

### A. *Evidence-Based Strategies*

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

**Priority Statement #1: In order to foster high expectations, we will develop vision and value statements for all stakeholders; in addition, we will create plans to support each stakeholder to achieve this vision.**

Measurable Goals	Evidence-Based Strategy
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80% of students will have the appropriate number of credits to be promoted to the next level at the end of the 2020 school year.	Increase relevancy of instruction through career pathways (Referred to as "career academies" on <i>Social Programs that Work</i> which rated it a having the "top tier" level of evidence)
A Student Achievement Plan will be created in order to support all students that will ensure rigorous outcomes by the end of the 2020 school year.	A student achievement plan which includes Reading Apprenticeship ("Strong" evidence rating from <i>Evidence for ESSA</i> ), Power Teaching, Collins Writing and Stanford University's Understanding Language and West Ed's Leading for ELLs Framework

**Priority Statement #2: In order to create a positive school environment, we will create a culture of collaboration and respect for the various voices within stakeholder groups.**

Measurable Goals	Evidence-Based Strategy
A comprehensive communication structure will be developed for all stakeholders and be ready for implementation by the end of the 2020 school year.	A comprehensive communication plan to ensure proper channels of information and feedback loops for all stakeholders (a "self-selected" strategy with no available rating)
70% of students will attend school at least 90% of the time by the end of the 2020 school year.	A self-designed peer mentoring program for freshman students (Tier 3 rating as "Monitors or Mentors" from <i>Pennsylvania Evidence Resource Center</i> )

**Priority Statement #3: In order to empower staff and build their leadership capacity, we will restructure the decision making process to gain input from stakeholders and create open opportunities for staff to serve in leadership positions.**

Measurable Goals	Evidence-Based Strategy
By the end of the 2020 school year, the proficient use of instructional strategies will increase by 25% as measured by walkthroughs.	Leadership walkthroughs focusing on the core instructional practices defined in the walkthrough rubric (modification of "Instructional Rounds," rated as having Tier 4 evidence from <i>Pennsylvania Evidence Resource Center</i> )

<p>All staff will develop a professional growth goal and implement a personal learning plan by the end of the 2020 school year.</p>	<p>Differentiated professional development based on teacher needs and interests as reflected in his or her personal learning plan (incorporates "Action Research" with Tier 4 evidence and "Instructional Coaching" with Tier 3-4 evidence from <i>Pennsylvania Evidence Resource Center</i>)</p>
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## ***B. Action Plan Steps***

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

### **Expenditures:**

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

### **Professional Learning Opportunities:**

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

## School Level Action Plans

**Priority #1 – Measurable Goal #1: 80% of students will have the appropriate number of credits to be promoted to the next level at the end of the 2020 school year.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Research Pathways activities	Internet and time to work collaboratively	Pathway summer planning team	August 2019
Research Pathways activities	Internet and time to work collaboratively	Pathway summer planning team	August 2019
Create PLC PD schedule	PD schedule	Mr. Turman/Mrs. Pagan	August 2019
Plan a field trip for Pathway staff members to visit CTC by October	Contact at CTC	Pathway summer planning team	August-October 2019
Create the student reflection tool and staff reflection tool to evaluate th effectiveness of Pathway activities	Google Forms	Pathway summer planning team	August-October 2019
Coordinate potential speakers, activities, virtual field trips, and events for each pathway	Summer research/model planning,	Mr. Turman/Mrs. Pagan	October 2019
Have Pathways model, speakers, virtual field trips, activities, and events approved	Pathways model, speakers, virtual field trips, activities, and events	Pathway summer planning team	October 2019
Staff will collaborate during PLC/PD time throughout the school year	Act 80 days/PD	Mr. Turman/Mrs. Pagan	September 2019-October 2019

Pathways teaching team will implement their quarterly Pathway activity	Varies according to activity	Pathways staff	November 2019
Students and staff will submit their feedback on the quarterly Pathway activity	Google Form Reflection Tool	SIP Steering committee, Pathways students and staff	November 2019
Staff will collaborate during PLC/PD time throughout the year	Act 80 days/PD	Mr. Turman, Mrs. Pagan and Pathways staff	November 2019-January 2020
Pathways teaching team will implement their quarterly Pathway activity	Varies according to activity	Pathways staff	January 2020
Students and staff will submit their feedback on the quarterly Pathway activity	Google Form Reflection Tool	SIP Steering committee, Pathways students and staff	January 2020
Staff will collaborate during PLC/PD time throughout the year	Act 80 days/PD	Mr. Turman, Mrs. Pagan and Pathways staff	February 2020-April 2020
Pathways teaching team will implement their quarterly Pathway activity	Varies according to activity	Pathways staff	April 2020
Students and staff will submit their feedback on the quarterly Pathway activity	Google Form Reflection Tool	SIP Steering committee, Pathways students and staff	April 2020
Students and staff will complete their end of the year reflection for feedback on implementation of the Pathways	End of year Reflection Form	SIP Steering committee, Pathways students and staff	May 2020
<b>Anticipated Outputs:</b>			
Student work related to a career pathway, students making connections between a career pathway and curriculum as evidenced by the student			

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
<b>Professional Learning Goal: Pathway teachers will research and implement pathways activities</b>	
Audience	Pathway Teachers
Topics to be Included	Pathway models, plan of execution, plan for reflection and correction
Evidence of Learning	Cross-curricular lessons and/or activities with a career pathway connection
Anticipated Timeframe	Enter Start Date:June 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Pathway summer planning team
reflection tool	
<b>Monitoring/Evaluation Plan:</b>	
<b>Reflection submitted to team leaders quarterly, agenda for PD days submitted to the administration for approval, meeting notes and questions will be submitted to administration for feedback, summer planning time for team teachers</b>	

*Expenditures:* Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Planning time for team teachers	Title 1	\$10,000
Cost of speakers, events, activities in alignment with each pathway	Title 1, General Fund	\$5000

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #1- Measurable Goal #2: \_A Student Achievement Plan will be created in order to support all students that will ensure rigorous outcomes by the end of the 2020 school year.**

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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Collect school data from the Future Ready Index	Internet, Google Sheets template, Future Index	High Expectations subcommittee	July 2019 & October 2019
Construct the achievement plan: each indicator of the Future Ready index will comprise a subset of the plan which will contain current implementation strategies, tools to evaluate the strategies and possible next steps to improve student achievement across all areas	Future Ready Index Data	SIP Steering Committee	October 2019
Review the Future Ready Index with the staff	Google Slides presentation	Mr. Turman & Teaching and Learning Team	October 2019-November 2019
Staff will review the achievement plan, identify connections to their classroom instruction and offer general input	Draft Student Achievement Plan 2019-20	Mr. Turman, Mrs. Pagan, Instructional Coaches & Teacher Leaders	December 2019
Leadership will share departmental targets and goals as connected to the Student Achievement Plan	Final Student Achievement Plan 2019-2020	Mr. Turman, Mrs. Pagan, Instructional Coaches & Teacher Leaders	March 2020
Staff will reflect on the Student Achievement Plan's targets and goals in conjunction with data from the Future Ready Index	Student Achievement Plan 2019-2020	Mr. Turman, Mrs. Pagan, Instructional Coaches & Teacher Leaders	June 2020

**Anticipated Outputs:**

Students will make growth toward goals set in the Student Achievement Plan

**Monitoring/Evaluation Plan:**

**Student Achievement Plan will be assessed and re-evaluated based on student achievement at the end of the 2019-20 school year.**

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Subcommittee Work	Title 1	\$3000

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

**Professional Learning Goal 1:N/A**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:N/A**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #1: A comprehensive communication plan will be developed for all stakeholders and ready for implementation by the end of the 2020 school year.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Creation of comprehensive Communication plan outline		Turman, administrators, coaches,	July 2019
Course of Studies Available in 2 languages, on school website and in print	Course of Studies Book (Spanish also)	Director of Curriculum	June 30, 2019
Create parent outreach structure		SIP Subcommittee	Summer 2019
Create social media communication structure	Social media accounts	Media person (Hughes) and SIP subcommittee, Kristin Boyd	Summer 2019
Presentation of plan to stakeholder groups for feedback and restructuring (if necessary)	Completed parent outreach and social media plans, stakeholder groups	Turman, Pagan, coaches	July 2019
Roll out of social media and parent outreach communication plan	Social media accounts	Media person (Hughes), Turman, Administrators, and coaches, teachers	September 3, 2019
SIP subcommittee continuing work on comprehensive communication plan for 2020-2021		SIP subcommittee members	October 2019-August 2020
Gather and analyze data: hits on website and social media accounts & attendance of parent outreach events	Frequency and attendance data	Parent Engagement Team	Dec 2019

Evaluation of social media and parent outreach communication plan	Survey of social media and parent outreach effectiveness for stakeholder groups	SIP Steering Committee, stakeholders	Dec 2019
Gather and analyze data: hits on website and social media accounts & attendance of parent outreach events	Frequency and attendance data	Parent Engagement Team	March 2020
Gather and analyze data: hits on website and social media accounts & attendance of parent outreach events	Frequency and attendance data	Parent Engagement Team	May 2020
Restructure (if needed) of social media and parent outreach communication plan	Feedback from survey from stakeholder groups	SIP Steering Committee	May/June 2020
<b>Anticipated Outputs:</b>			
Frequent communication to parents and community stakeholders. Positive and timely social media presence.			
<b>Monitoring/Evaluation Plan:</b>			
<b>The SIP Steering committee will meet in Dec of 2019 to assess the effectiveness of the program using a stakeholder survey. Reassessment may lead to restructuring of the communication plan for the following school year in June of 2020.</b>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Subcommittee work	Title 1	\$3000

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #2: 70% of students will attend school at least 90% of the time by the end of the 2020 school year..**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Recruit possible mentors from current 10th and 11th grade	Interest survey/flyer	SIP Steering Committee	May - June 2019
Creation of Peer Mentoring structure	Training for students	Social Workers	June-September 2019
Peer mentoring "Squire to Knight" student mentoring training	Ignite peer mentoring booklet, students, mentor checklist, Ignite training material	Students (juniors/seniors and freshman), Social workers	July-September 2019
Teacher/social worker/counselor recommendation for students to be mentored (9 <sup>th</sup> grade focus)	Template of recommendation	Coaches - to make the template, teachers, counselors, social workers and APs	September-October 2019
Mentoring of students	Peer mentoring booklet/handbook	Social Workers	October-November 2019
Gather and analyze student data (mentees): grades, attendance and teacher/parent feedback	Progress monitoring tool & eSchool	Social Workers, teachers and parents	November 2019
Mentoring of students	Peer mentoring booklet/handbook	Social Workers	November 2019-February 2020
Gather and analyze student data (mentees): grades, attendance and teacher/parent feedback	Progress monitoring tool & eSchool	Social Workers, teachers and parents	February 2020
Mentoring of students	Peer mentoring booklet/handbook	Social Workers	February 2020-April 2020
Gather and analyze student data (mentees): grades, attendance and teacher/parent feedback	Progress monitoring tool & eSchool	Social worker, teachers and parents	April 2020

Evaluation of mentoring program	Grades, attendance, credit totals, Mentor and Mentee Survey	Social worker, teachers, parents, mentors and mentees	June 2020
<b>Anticipated Outputs:</b>			
Increased grades, attendance and sense of belonging and ownership			
<b>Monitoring/Evaluation Plan:</b>			
Grades, attendance, credit totals, Mentor and Mentee Survey results			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Subcommittee Planning	Title 1	\$3000

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

**Professional Learning Goal 1:**

Students will learn how to effectively mentor a peer and act as a role model.

Audience	Student Mentors
Topics to be Included	Peer mentoring program
Evidence of Learning	Effectiveness of student to student mentoring program; retention of students, less absenteeism, increase in grades and credit attainment

Anticipated Timeframe	Enter Start Date:Summer 2019 Anticipated Completion Date:September 2019
Lead Person/Position	Social Workers Peer mentor facilitator

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

N/A

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #3 – Measurable Goal #1: \_\_\_By the end of the 2020 school year, the proficient use of instructional strategies will increase by 25% as measured by walkthroughs.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Subcommittee will be formed	Staff Survey	SIP Steering Committee	April 2019
Subcommittee will identify the building’s essential instructional practices	SIP Development Session facilitated	Subcommittee Facilitators (part of the SIP Steering Committee)	April 2019-May 2019
Walkthrough Tool will be developed	SIP Development Session facilitated	Subcommittee Facilitators (part of the SIP Steering Committee)	Sept 2019
Feedback on walkthrough process and protocol will be gathered	SIP Development Session facilitated	Subcommittee Facilitators (part of the SIP Steering Committee)	Sept 2019
Steering committee will finalize the walkthrough tool and protocols	Steering Committee Meeting	Steering Committee	Oct 2019
Procedures incorporated into Staff Handbook	Meeting with Teaching and Learning Team	Teaching and Learning Team	Oct 2019
Walkthrough Tool and Protocols will be introduced to staff	PD Sessions	SIP Steering Committee	Oct 2019
Weekly walkthroughs will be conducted	N/A	Leadership Team	September 2019-October 2019
Baseline Data will be established	Meeting with Teaching and Learning Team	Teaching and Learning Team	September 2019-October 2019
Weekly walkthroughs will be conducted	N/A	Leadership Team	November 2019-January 2020

Benchmark 2: Data analyzed for 15% growth	Meeting with Teaching and Learning Team	Teaching and Learning Team	January 2020
Weekly walkthroughs will be conducted	N/A	Leadership Team	February 2020- April 2020
Benchmark 3: Data analyzed for 25% growth	Meeting with Teaching and Learning Team	Teaching and Learning Team	April 2020
Reflection and Reevaluation of Walkthrough protocol; reassess PD needs according to walkthrough data	Meeting with Teaching and Learning Team	Teaching and Learning Team	May 2020
<b>Anticipated Outputs:</b>			
Instructional practices will become more consistent throughout the building; the building will demonstrate a 25% level of growth in staff members scoring proficient			
<b>Monitoring/Evaluation Plan:</b>			
The benchmarks and end of year reflection, as mentioned in the action plan steps above.			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Subcommittee Work	Title 1	\$5000

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**  
Professional Learning Goal: Understanding the Walkthrough Process

Audience	Staff
Topics to be Included	An overview of the the practices contained within the walkthrough rubric and the walkthrough protocols.
Evidence of Learning	Data from benchmarks
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:October 2019
Lead Person/Position	Instructional Coaches

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**  
Essential Instructional Practices at RHS

Audience	Staff
Topics to be Included	Components of the Walkthrough Rubric
Evidence of Learning	Data from benchmarks
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:May 2020
Lead Person/Position	Instructional Coaches

**Priority #3 – Measurable Goal #2: All staff will develop a professional growth goal and implement a personal learning plan by the end of the 2020 school year.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Needs and Interest PD Survey will be completed by 95%	Google Form: PD Survey	Subcommittee facilitator	May 2019
Staff needs and interests will be analyzed: priorities and topics will be identified for building’s PD plan	PD Survey	Subcommittee	August 2019
Subcommittee will create a personal learning plan template	Information about current supervision requirements	Subcommittee facilitator	August 2019
PD Session will introduce personal learning plan to staff		Instructional Coaches, Subcommittee members and Teacher Leaders	August - September 2019
To support implementation of PLPs, building-level PD will incorporate “choice” sessions as suggested in PD Survey		Teacher leaders and Instructional Coaches	September 2019-June 2020
To support implementation of PLPs, building-level PD will offer “targeted” sessions based on need or interests		Teacher leaders and Instructional Coaches	September 2019-June 2020
To support implementation of PLPs, building-level PD will offer consistent, sustained PD sessions on SIP priorities, including ELD and SPED instruction		Teacher leaders, Instructional Coaches and West Ed	September 2019-June 2020
		Instructional coaches	September 2019-June 2020

<p>To support implementation of PLPs, instructional coaches will meet with staff to “check in” on personal goals. Staff will also complete the mid-year reflection and survey.</p> <p>Teachers will meet with APs to reflect on their Personal Learning Plan goals</p> <p>Professional Development Reflection Survey will be sent out to staff</p>	<p>2019-2020 PD Reflection Survey</p>	<p>Administrative team</p> <p>Teaching &amp; Learning Team</p>	<p>May 2020</p> <p>May 2020</p>
<p><b>Anticipated Outputs:</b></p>			
<p>The building will demonstrate a 25% level of growth in staff members scoring proficient on the building-wide walkthrough rubric; teachers will feel a higher sense of ownership and motivation in their professional learning</p>			
<p><b>Monitoring/Evaluation Plan:</b></p>			
<p><b>Coaching “check-ins”</b>  <b>PD Participant Reflections/Assessments</b></p>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Subcommittee Work	Title 1	\$5000

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

<b>Professional Learning Goal 1: To introduce the Personal Learning Plan</b>	
Audience	Staff
Topics to be Included	Components of the PLP; process of implementing a PLP
Evidence of Learning	Building level walkthrough data Coaching cycles End of year meetings with Admin PD Reflection Surveys
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: October 2019
Lead Person/Position	Instructional Coaches & Subcommittee Members

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

<b>Professional Learning Goal 2: Implementation of the Personal Learning Plan</b>	
Audience	Staff
Topics to be Included	Individualized topics according to coaching cycles
Evidence of Learning	Coaching Cycle “Before” of “After” conversations; Coaching Cycle visits
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: May 2020
Lead Person/Position	Instructional Coaches

## V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

### Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Launch RHS "Brand" (includes mission, vision and value statements)	All stakeholders	To share RHS mission, vision, and values	August 2019
Publish materials (brand) through website, social media, posters, hand-outs	All stakeholders	To share RHS mission vision and values	August 2019
English course syllabus and classroom activity	students	To share RHS mission, vision and values	October 2019
Review SIP goals and progress	Teachers and staff	To share data and components of the School Improvement Plan	November 2019, February 2020 and April 2020
Determine what data from SIP goals will be shared with different stakeholder groups	All stakeholders	To communicate SIP goals and data with various stakeholders	October-November 2019
Student and Parent Focus groups will provide feedback on SIP goals	Parents and students	To receive input from students and parents	November 2019, February 2020, April 2020 and June 2020

## VI. Plan Submission

### Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Meets **ESSA requirements**
  - Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
  - Has a **high probability of improving student achievement**
  - Has sufficient **LEA leadership and support to ensure successful implementation**
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**With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (*School Name*) \_\_\_\_\_ for the \_\_\_\_\_ - \_\_\_\_\_ school year.**

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**Board Approval:** *Date of Board Meeting:* \_\_\_\_\_

**Board President:**

<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

**Superintendent of Schools/Chief Executive Officer:**

<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

**Building Administrator:**

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*Name (printed)*

*Signature*

*Date*

**School Improvement Facilitator:**

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*Name (printed)*

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*Signature*

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*Date*

Scan and insert the signed Assurances Page: