

READING SHS

801 N 13th St

ATSI Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Reading High School will prepare students for successful futures in a complex and ever-changing global community by providing support, opportunity, and choice.

STEERING COMMITTEE

Name	Position	Building/Group
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
Kara Leibensperger	Instructional Coach	Reading High School
Courtney McCarroll	Instructional Coach	Reading High School
Jean North	ESL Teacher	Reading High School
Heather Ash	Special Education Teacher	Reading High School
Lisa Comly	Library Media Specialist	Reading High School
Sindy Goodhart	Reading Specialist	Reading High School
Alexandra Rhoads	Student	Reading High School
Kiara Cintron	Student	Reading High School
Maria Lester	Parent	Reading High School

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In order to create a positive school environment, we will create a culture of collaboration and respect for the various voices within stakeholder groups.</p>	<p>School climate and culture</p> <p>Regular Attendance</p>
<p>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.</p>	<p>Essential Practices 2: Empower Leadership</p>
<p>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.</p>	<p>Graduation rate</p> <p>Essential Practices 2: Empower Leadership</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
Common Planning (PLCs)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Common Planning	RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Common Planning leads will attend the Leadership Retreat with administration and members of the T&L team (Q1)	2021-07-13 - 2021-07-16	Administration	QTEL Facilitators to lead Professional Learning
Using the three moments template, common Planning leads will facilitate two meetings per six day cycle (Q1)	2021-08-30 - 2021-10-29	Common Planning Leads	Three Moments Template
Common Planning Leads will attend two leadership meetings to provide implementation support and build capacity (Q1)	2021-09-01 - 2021-10-29	Administration	
Instructional Coaches/PDFs will provide ongoing implementation support through collaboration and debriefing sessions. (Q1)	2021-09-01 - 2021-10-29	Instructional Coaches	
Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q1)	2021-09-01 - 2021-10-29	T&L Team and QTEL	QTEL Facilitators
Using the three moments template, common Planning leads will facilitate two meetings per six day cycle (Q2)	2021-11-01 - 2022-01-31	Common Planning Leads	Three Moments Template
Common Planning Leads will attend two leadership meetings to provide	2021-11-01 -	Administration	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
implementation support and build capacity (Q2)	2022-01-31		
Instructional Coaches/PDFs will provide ongoing implementation support through collaboration and debriefing sessions. (Q2)	2021-11-01 - 2022-01-31	Instructional Coaches	
Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q2)	2021-11-01 - 2022-01-31	T&L Team and QTEL	QTEL Facilitators
Using the three moments template, common Planning leads will facilitate two meetings per six day cycle (Q3)	2022-02-01 - 2022-04-29	Common Planning Leads	Three Moments Planning Template
Common Planning Leads will attend two leadership meetings to provide implementation support and build capacity (Q3)	2022-02-01 - 2022-04-29	Administration	
Instructional Coaches/PDFs will provide ongoing implementation support through collaboration and debriefing sessions. (Q3)	2022-02-01 - 2022-04-29	Instructional Coaches	
Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q3)	2022-02-01 - 2022-04-29	T&L Team and QTEL	
Using the three moments template, common Planning leads will facilitate two meetings per six day cycle (Q4)	2022-05-02 - 2022-06-01	Common Planning Leads	Three Moments Planning Template
Common Planning Leads will attend two leadership meetings to provide implementation support and build capacity. Feedback will be collected	2022-05-02 - 2022-06-01	Administration	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
from Common Planning Leads in the final meeting. (Q4)			
Instructional Coaches/PDFs will provide ongoing implementation support through collaboration and debriefing sessions. (Q4)	2022-05-02 - 2022-06-01	Instructional Coaches	
Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q4)	2022-05-02 - 2022-06-01	T&L Team and QTEL	QTEL Facilitators
The steering committee will analyze feedback from the final leadership meeting, the results of the staff PD survey and implementation data from QTEL to adjust implementation for the 2022-2023 school year. (Q4)	2022-05-02 - 2022-06-01	Steering Committee	

Anticipated Outcome

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Monitoring/Evaluation

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.



Evidence-based Strategy

Communication Plan

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Communication Plan

In addition to refining strategies already in place, the communication plan will implement two new strategies to address barriers to communication for both parent and community stakeholders.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Identify Communications Team/Subcommittee members. (Q1)

2021-08-01 -
2021-08-31

SIP Steering
Committee

Revamp and restructure the teacher portal. (Q1)

2021-08-01 -
2021-08-31

T & L Team,
Subcommittee

Google Site

Present handbook to staff. (Q1)

2021-08-22 -
2021-08-31

Administration

Handbook

Develop department agenda template for department meetings. (Q1)

2021-08-01 -
2021-08-30

T & L Team

Review and restructure the RHS website. (Q1)

2021-08-22 -
2021-09-30

Communications
Team,
Subcommittee

Website access

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Add Remind and Google Classroom codes to the RHS website. (Q1)	2021-08-31 - 2021-09-30	Communications Team, T & L Team	Google Classroom Codes, Remind Codes, Website Access, Google Form
The communications team will continue work on a comprehensive communication plan for 2020-2021, and will conduct monthly meetings. (Q1)	2021-08-31 - 2021-10-31	Communications team	
Implement one strategy targeting communication with parent stakeholders. (Q1)	2021-08-30 - 2021-10-31	Subcommittee, SIP Steering Committee	
The communications team will continue work on a comprehensive communication plan for 2020-2021, and will conduct monthly meetings. (Q2)	2021-11-01 - 2022-01-31	Communications Team	
Implement one strategy targeting communication with community stakeholders. (Q2)	2021-11-01 - 2022-01-31	Subcommittee, Steering Committee	
Send out a staff survey to receive feedback on communications. (Q3)	2022-02-01 - 2022-04-30	T & L Team	Survey
Send out a student survey to receive feedback on communications. (Q3)	2022-02-01 - 2022-04-30	T & L Team	Survey
Send out a parent survey to receive feedback on communications.	2022-02-01 -	T & L Team	Survey

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
(Q3)	2022-04-30		
Analyze data from surveys to begin drafting priorities for the 2022-2023 school year. (Q3)	2022-02-01 - 2022-04-30	T & L Team, Steering Committee	Survey Data
The communications team will continue work on a comprehensive communication plan for 2020-2021, and will conduct monthly meetings. (Q3)	2022-02-01 - 2022-04-30	Communications Team	
Implement a second strategy targeting communication with parent stakeholders. (Q3)	2022-02-01 - 2022-04-30	Subcommittee, Steering Committee	
The communications team will continue to work on a comprehensive communication plan for 2020-2021, and will be conducting monthly meetings. (Q4)	2022-05-01 - 2022-06-18	Communications Team	
Implement a second strategy targeting communication with community stakeholders. (Q4)	2022-05-01 - 2022-06-18	Subcommittee, Steering Committee	
Evaluate data and draft a plan for the 2022-2023 school year. (Q4)	2022-05-01 - 2022-06-30	T & L Team, Steering Committee	Survey Data, Remind Data, Social Media Data

Anticipated Outcome

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Monitoring/Evaluation

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

Evidence-based Strategy

Restorative Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	70% of students will attend school at least 90% of the time by the end of the 2022 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop PD plan for Restorative Practices for 2021-2022 (Q1)	2021-06-01 - 2021-08-31	Equity Team/Administration	PD Calendar
Review Staff Handbook and develop suggestions for revision in alignment with a restorative practices approach. (Q1)	2021-06-01 - 2021-08-31	Equity Team/Administration	Staff Handbook

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Meet with RHS administration to discuss suggestions for the revision of the staff handbook. (Q1)	2021-06-01 - 2021-08-31	Equity Team, Administration	Staff Handbook, Revision Suggestions
Develop an implementation plan for 2021-2022 school year including protocols for student supports and interventions outlined in the RHS staff handbook. (Q1)	2021-06-01 - 2021-08-31	Assistant Principals, Social Workers	Staff Handbook, PD Calendar
Introduce restorative practice expectations and protocols to staff for the 2021-2022 school year. (Q1)	2021-08-09 - 2021-09-30	Assistant Principals, Trained trainers	Staff Handbook, Presentation
Through Restorative Practices training, teachers will develop and implement proactive restorative practice protocols in their classrooms. (Q1)	2021-08-23 - 2021-09-30	Trained staff	
Trained staff will begin to implement restorative strategies with students when their learning has been disrupted by absence, a socio-emotional issue, a Tier 1 offense, or a Tier 2 offense. (Q1)	2021-08-23 - 2021-10-31	Trained staff	
Trained staff will begin to record restorative interventions that have been previously implemented when referring a student to administration. (Q1)	2021-08-23 - 2021-10-31	Trained staff	Core Team Referral Form
Review effects of staff's restorative practices on attendance data and suspension rates/referrals for the first marking period. (Q1)	2021-09-30 - 2021-10-31	SIP Steering Committee, Equity Team	Attendance, suspension, and referral data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Trained staff will continue to implement restorative strategies with students when their learning has been disrupted by absence, a socio-emotional issue, a Tier 1 offense, or a Tier 2 offense. (Q2)	2021-11-01 - 2022-01-31	Trained staff	
Review effects of staff's restorative practices on attendance data and suspension rates/referrals for the second marking period. (Q2)	2021-11-01 - 2022-01-31	SIP Steering Committee, Equity Team	Attendance, suspension, and referral data
Trained staff will continue to implement restorative strategies with students when their learning has been disrupted by absence, a socio-emotional issue, a Tier 1 offense, or a Tier 2 offense. (Q3)	2022-01-31 - 2022-04-30	Trained staff	
Review effects of staff's restorative practices on attendance data and suspension rates/referrals for the third marking period. (Q3)	2022-01-31 - 2022-04-30	SIP Steering Committee, Equity Team	Attendance, suspension, and referral data
Trained staff will facilitate student reflection on restorative classroom practices and gather feedback from students on effectiveness. (Q4)	2022-04-30 - 2022-06-30	Trained staff	Process for soliciting feedback
Review effects of teachers' restorative practices on attendance data and suspension rates/referrals for the fourth marking period. (Q4)	2022-04-30 - 2022-06-30	SIP Steering Committee, Equity Team	Attendance, suspension, and referral data
Reflect on implementation of restorative practices and make adjustments for the 2022-2023 school year.	2022-04-30 - 2022-06-30	SIP Steering Committee, Equity Team	Student reflections; Attendance, suspension, and referral data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome
The anticipated output is a reduction in absentee rates.

Monitoring/Evaluation
Attendance, suspension, and referral data will be analyzed quarterly.

Evidence-based Strategy
Advisory

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Credit Obtainment	80% of students will have the appropriate number of credits to be promoted to the next level at the end of the 2022 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All students will be assigned an advisor.	2021-08-01 - 2021-09-30	Administration	Student lists

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Faculty members will contact the parents/guardians of their advisory group students 1-2 times a month, directing them to Home Access Center (HAC) to review missing assignments, grades, and attendance. Advisors will also communicate strengths and areas of growth. (Q1)	2021-08-30 - 2021-10-31	All faculty members (teachers and non-teaching professionals)	Student lists, contact information, eSchool
Faculty members will document parent/guardian contacts. (Q1)	2021-08-30 - 2021-10-31	All faculty members (teachers and non-teaching professionals)	Student lists
The advisory process and credit data will be reviewed, and necessary adjustments will be made. (Q1)	2021-08-30 - 2021-10-31	Administration, subcommittee	Data
Faculty members will contact the parents/guardians of their advisory group students 1-2 times a month, directing them to Home Access Center (HAC) to review missing assignments, grades, and attendance. Advisors will also communicate strengths and areas of growth. (Q2)	2021-11-01 - 2022-01-31	All faculty members (teachers and non-teaching professionals)	Student lists, contact information
Faculty members will document parent/guardian contacts. (Q2)	2021-11-01 - 2022-01-31	All faculty members (teachers and non-teaching professionals)	Student lists

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The advisory process and credit data will be reviewed, and necessary adjustments will be made. (Q2)	2021-11-01 - 2022-01-31	Administration, subcommittee	Data
Collect feedback on the advisory process from various stakeholders. (Q3)	2022-02-01 - 2022-04-30	SIP Steering Committee, T & L Team	Survey
Faculty members will contact the parents/guardians of their advisory group students 1-2 times a month, directing them to Home Access Center (HAC) to review missing assignments, grades, and attendance. Advisors will also communicate strengths and areas of growth. (Q3)	2022-02-01 - 2022-04-30	All faculty members (teachers and non-teaching professionals)	Student lists, contact information
Faculty members will document parent/guardian contacts. (Q3)	2022-02-01 - 2022-04-30	All faculty members (teachers and non-teaching professionals)	Student lists
The advisory process and credit data will be reviewed, and necessary adjustments will be made. (Q3)	2022-02-01 - 2022-04-30	Administration, Subcommittee	Data
Faculty members will contact the parents/guardians of their advisory group students 1-2 times a month, directing them to Home Access Center (HAC) to review missing assignments, grades, and attendance. Advisors will also communicate strengths and areas of growth. (Q4)	2022-05-01 - 2022-06-04	All faculty members (teachers and non-teaching	Student lists, contact information

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Faculty members will document parent/guardian contacts. (Q4)	2022-05-01 - 2022-06-04	All faculty members (teachers and non-teaching professionals)	Student lists
The advisory process, credit data, and feedback from parent surveys will be reviewed, and necessary adjustments will be made for the following year. (Q4)	2022-06-01 - 2022-06-15	Administration, Subcommittee	

Anticipated Outcome

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Monitoring/Evaluation

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

Evidence-based Strategy

Student Achievement Plan

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Student Achievement Plan

Common Planning Teams will analyze data from the Student Achievement Plan and make adjustments to the instructional plan at least two times across the 2021-2022 school year to ensure rigorous outcomes as measured by the Future Ready Index.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Keystone and ELP teams will be identified. Q1

2021-07-31 -
2021-09-15

Administrator

Master Schedule

Keystone and ELP teams will create or identify assessment tools by course to be used to assess mastery of skills. Q1

2021-09-01 -
2021-09-30

Teachers of Keystone and ELP related courses, T&L Team

Curriculum resources

Keystone and ELP teachers will administer baseline assessments. Q2

2021-10-01 -
2021-10-15

Teachers of Keystone and ELP related courses

Baseline Assessment

Baseline data will be analyzed and the Student Achievement Plan website will be updated. Q2

2021-10-15 -
2021-10-30

Teaching and Learning Team & Data Coordinator

Data from the baseline assessment, Student Achievement Plan Website

Keystone and ELP teams will collaboratively analyze local assessment data and create a plan to adjust

2021-10-15 -
2021-10-30

Teachers of Keystone and ELP related courses, Teaching and

Student Achievement Plan Website

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instruction. Q2		Learning Team and Data Coordinator	
The administration will review, give feedback, and/or approve the plan to adjust instruction. Q2	2021-10-15 - 2022-01-31	Administration	Instructional Plan created by Keystone and ELP teams
Keystone and ELP teachers will administer the second round of local assessments. Q3	2022-01-01 - 2022-02-28	Teachers of Keystone and ELP related courses	Local Assessment
Local assessment data will be analyzed and the Student Achievement Plan website will be updated. Q3	2022-01-01 - 2022-03-31	Teaching and Learning Team, Data Coordinator	Local assessment data, Student Achievement Plan
Keystone and ELP teams will collaboratively analyze local assessment data and create a plan to adjust instruction. Q4	2022-03-12 - 2022-04-15	Teachers of Keystone and ELP related courses and Teaching and Learning Team	Student Achievement Plan Website
The administration will review, give feedback, and/or approve the plan to adjust instruction. Q4	2022-04-15 - 2022-04-30	Administration	Instructional Plan
Select Keystone and ELP teachers will administer the third round of local assessments. Q4	2022-04-01 - 2022-05-15	Teachers of Keystone and ELP related courses	Local assessments
Local assessment data will be analyzed and the Student Achievement Plan website will be updated. Q4	0022-04-12 - 2022-05-30	Teaching and Learning Team and Data Coordinator	Local assessment data, Student Achievement Website

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Keystone and ELP teams will collaboratively analyze local assessment data and create a plan to adjust instruction for the 2022-2023 school year. Q4	2022-05-15 - 2022-06-15	Teachers of Keystone and ELP related courses and Teaching and Learning Team	Student Achievement Website
The administration will review, give feedback, and/or approve the plan to adjust instruction for the 2022-2023 school year. Q4	2022-05-15 - 2022-06-30	Administration	Instructional Plan

Anticipated Outcome

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Monitoring/Evaluation

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	Common Planning leads will attend the Leadership Retreat with administration and members of the T&L team (Q1)	07/13/2021 - 07/16/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q1)	09/01/2021 - 10/29/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q2)	11/01/2021 - 01/31/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q3)	02/01/2022 - 04/29/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q4)	05/02/2022 - 06/01/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
70% of students will attend school at least 90% of the time by the end of the 2022 school year. (Attendance)	Restorative Practices	Introduce restorative practice expectations and protocols to staff for the 2021-2022 school year. (Q1)	08/09/2021 - 09/30/2021

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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 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**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Identify professional learning needs through analysis of a variety of data

Use multiple professional learning designs to support the learning needs of staff

Academic Growth Expectations in English Language Arts/Literature: English Learner and Student with Disabilities

Academic Growth Expectations in Mathematics/Algebra 1: English Learner and Student with Disabilities

Academic Growth Expectations & Percent Proficient/Advanced in Science/Biology: Student with Disabilities

Percent Regular Attendance: English Learner and Student with Disabilities

High School Graduation Rate Four-Year Cohort: English Learner

In special education in the 2020-2021 school year, there was increased growth in 3 of the 4 grade levels in SMI scores as compared to last year. MI scores are being used to monitor growth in special education and algebra readiness.

Challenges

Foster a culture of high expectations for success for all students, educators, families, and community members *

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *

Align curricular materials and lesson plans to the PA Standards *

Percent English Language Growth and Attainment (ALL)

Percent Four-Year Cohort Graduation (ALL)

Percent Proficient/Advanced in English Language Arts/Literature (ALL, EL and Students with Disabilities)

Academic Growth Expectations & Percent Proficient/Advanced in Science/Biology

Percent Regular Attendance (ALL)

Strengths

2020-2021: The number of newly reclassified English learners continues to grow annually.

SRI- The SRI test is being used to track the students reading levels and growth. The ninth and tenth grade special education and EL teachers examined their students' SRI scores in literacy meetings. They are using the SRI results to plan instruction.

SRI- There was a 4% decrease in the number of special education students who tested below basic from September to May. 9th grade special education students had 2% growth in Lexile levels from September to May. 10th grade special education students had 6% growth in Lexile levels from September to May. 11th grade special education students had 5% growth in Lexile levels from September to May. 12th grade special education students had 5% growth in Lexile levels from September to May.

SRI- There was a 3% decrease in the number of EL students who tested below basic from September to May. 9th grade EL students had 4-5% growth in exile levels from September to May. 10th grade EL students had 2% growth in Lexile levels from September to May.

SRI- The SRI test is being used to track the students reading levels and growth. The ninth and tenth grade teachers examined their students' SRI scores during literacy meetings. Ninth and tenth grade teachers used the SRI results to plan instruction.

Challenges

SMI, SRI, and WIDA data showed little growth in reading, math, and English language skills among 9th grade and students with disabilities.

2020-2021: The number of ELs showing growth has declined over the past 3 years to a mere 8%. Supports need to be put in place to improve ELP growth across the school.

SRI- 94% of 9th and 10th grade EL students are reading below grade level. 70% of ELs are not meeting their growth goals for reading.

SRI- 90% of the special education students are reading below grade level. 69% of special education students are not meeting their growth goals for reading.

SMI - In special education, in the 2020-2021 school year there is a decrease in the average SMI score in 11th grade as compared to the 2019-2020 school year.

SRI-73% of the students tested are reading below grade level.

SRI- 74% of the 9th grade students are reading below grade level. 56% of 9th graders are not meeting their growth goals for reading.

SRI- 66% of the 10th grade students are reading grade level. 52% of 10th graders are not meeting their growth goals for reading.

Strengths

SRI- Overall, there was a 2% decrease in the number of students who are below basic in reading and a 2% increase in the number of students who are advanced in reading.

SRI- There was a 3% increase in the number of 9th grade students who tested advanced from September to May.

Common assessments for Algebra 1, Integrated Math 1, and Geometry are aligned to standards and written at an appropriate level of rigor.

SMI - In Special Education, there was increased growth in 3 of the 4 grade levels as compared to last year. MI scores are being used to monitor growth in special education and algebra readiness.

Power Teaching - The Power Teaching math framework is a tool to promote best practices in the learning cycle in a cooperative classroom. All math teachers are required to use it and continue to improve, moving toward the rating of “refined” usage, through the consultant coaching cycles, learning walks, and class visits.

There was no local assessment data this year due to the pandemic; the school decided not to administer CDTs

Reading School District implemented the use of the Naviance database in grades K-12 to collect data on career readiness.

Challenges

There is a lack of data from the 2020-2021 school year due to the limitations of data collection in the distance learning environment.

Standards-aligned common assessments were only implemented in Algebra 1, Integrated Math 1, and Geometry with no defined protocol for analyzing results and using the results to drive instruction.

SMI - In special education, there is a decrease in the average SMI score in 11th grade as compared to the 2019-2020 school year. In 8th grade, 78/1135 students are demonstrating algebra readiness on the SMI, with the highest percentage coming from Northeast Middle School. The average SMI score for incoming 9th graders is 805 (an increase from 2019-2020's 743) which is a 5th-grade proficiency.

Power Teaching - In the 2020-2021 school year, the new teachers have rapidly adopted the Power Teaching framework and are all rated as routine. Experienced teachers have maintained or improved their levels of implementation.

There is a lack of data from the 2020-2021 school year due to the limitations of data collection in the distance learning environment.

There was no local assessment data this year due to the pandemic; the school decided not to administer CDTs

Strengths

Most students at Reading High School have met the career readiness standards through processes put in place from 2017-2021 in the Freshman Seminar course, Junior Achievement, BBEC field trips, internships and co-ops, partnering with Visions Credit Union, and many of our community and business connections.

There has been an increase in students with disabilities enrolled in RMCTC programs from 2019 to 2021. The special education department continues to make this an area of focus.

There has been a great increase in the number of students enrolled in rigorous courses of study, as an increasing number of students entered AP courses, CTC programs, and work-based learning experiences.

Most Notable Observations/Patterns

School mission and vision have been created but needs to be widely shared, portions of the EL Achievement plan are in place, special education compliance has been increased, standards-aligned curriculum is in place for some courses, lesson plans include standards but may not be teaching to the rigor of the grade level, strategies are in place to match students to needed resources. Supporting our subgroups of English Learners and Students with Disabilities must continue to be a priority in the 2021-2022 school year.

Challenges

ELs and students with disabilities complete career readiness indicators in Naviance at a lower rate than the rest of the school population.

College course enrollment decreased greatly this year due to the COVID-19 pandemic. We hope that these numbers will stabilize next school year.

Challenges	Discussion Point	Priority for Planning
<p>Percent English Language Growth and Attainment (ALL)</p>		
<p>Percent Four-Year Cohort Graduation (ALL)</p>		
<p>Percent Proficient/Advanced in English Language Arts/Literature (ALL, EL and Students with Disabilities)</p>		
<p>Academic Growth Expectations & Percent Proficient/Advanced in Science/Biology</p>		
<p>Percent Regular Attendance (ALL)</p>		
<p>Foster a culture of high expectations for success for all students, educators, families, and community members *</p>	<p>Feedback from West Ed class visits in 2019-2020 indicated the need to teach to grade-level standards (across all content areas). Although lesson plans contained standards, the standards were often not aligned to the objective and assessments. The SIP Steering committee discussed the need to continue working to communicate high expectations to all stakeholder groups and to better communicate our mission, vision</p>	

Challenges	Discussion Point	Priority for Planning
	and value statements.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	The responses in the PD survey indicated a positive response to the changes made in the PD structure throughout the past two years, including the roles of teacher leaders and PD session leaders. The staff felt very supported through the various PD structures this year including daily mini-PDs offered by the instructional coaches and the common planning period. We are looking to capitalize on this by providing more structure and leadership to the common planning period.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	Student surveys indicated positive relationships between staff and students; the vast majority of students feel respected by their teachers and most said they feel "safe and comfortable with my teachers at my school." The pandemic has presented many challenges to the social-emotional well-being of students which will continue to be a need in the upcoming school year.	
Align curricular materials and lesson plans to the PA Standards *	The discussion points were similar to the notes for the first challenge. Objectives and assessments (formative and summative) are not tightly aligned to the PA Standards. Topics and activities often drive instruction. Discussions in the administrator and staff school improvement workshops also noted the lack of curriculum for some courses at the high school. The partnership between RSD and DCIU should help to provide standards-aligned curricula and resources to all core subjects within the next two years.	
2020-2021: The number of		

Challenges**Discussion Point****Priority for Planning**

ELs showing growth has declined over the past 3 years to a mere 8%. Supports need to be put in place to improve ELP growth across the school.

SRI-73% of the students tested are reading below grade level.

ADDENDUM B: ACTION PLAN

Action Plan: Common Planning (PLCs)

Action Steps	Anticipated Start/Completion Date
Common Planning leads will attend the Leadership Retreat with administration and members of the T&L team (Q1)	07/13/2021 - 07/16/2021
Monitoring/Evaluation	Anticipated Output
Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.	The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.
Material/Resources/Supports Needed	PD Step
QTEL Facilitators to lead Professional Learning	yes

Action Steps**Anticipated Start/Completion Date**

Using the three moments template, common Planning leads will facilitate two meetings per six day cycle (Q1)

08/30/2021 - 10/29/2021

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

Three Moments Template

no



Action Steps**Anticipated Start/Completion Date**

Common Planning Leads will attend two leadership meetings to provide implementation support and build capacity (Q1)

09/01/2021 - 10/29/2021

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Instructional Coaches/PDFs will provide ongoing implementation support through collaboration and debriefing sessions. (Q1)

09/01/2021 - 10/29/2021

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q1)

09/01/2021 - 10/29/2021

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

QTEL Facilitators

yes



Action Steps**Anticipated Start/Completion Date**

Using the three moments template, common Planning leads will facilitate two meetings per six day cycle (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

Three Moments Template

no



Action Steps**Anticipated Start/Completion Date**

Common Planning Leads will attend two leadership meetings to provide implementation support and build capacity (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Instructional Coaches/PDFs will provide ongoing implementation support through collaboration and debriefing sessions. (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

QTEL Facilitators

yes



Action Steps**Anticipated Start/Completion Date**

Using the three moments template, common Planning leads will facilitate two meetings per six day cycle (Q3)

02/01/2022 - 04/29/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

Three Moments Planning Template

no



Action Steps**Anticipated Start/Completion Date**

Common Planning Leads will attend two leadership meetings to provide implementation support and build capacity (Q3)

02/01/2022 - 04/29/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Instructional Coaches/PDFs will provide ongoing implementation support through collaboration and debriefing sessions. (Q3)

02/01/2022 - 04/29/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q3)

02/01/2022 - 04/29/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

yes



Action Steps**Anticipated Start/Completion Date**

Using the three moments template, common Planning leads will facilitate two meetings per six day cycle (Q4)

05/02/2022 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

Three Moments Planning Template

no



Action Steps**Anticipated Start/Completion Date**

Common Planning Leads will attend two leadership meetings to provide implementation support and build capacity. Feedback will be collected from Common Planning Leads in the final meeting. (Q4)

05/02/2022 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Instructional Coaches/PDFs will provide ongoing implementation support through collaboration and debriefing sessions. (Q4)

05/02/2022 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q4)

05/02/2022 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed**PD Step**

QTEL Facilitators

yes



Action Steps

Anticipated Start/Completion Date

The steering committee will analyze feedback from the final leadership meeting, the results of the staff PD survey and implementation data from QTEL to adjust implementation for the 2022-2023 school year. (Q4)

05/02/2022 - 06/01/2022

Monitoring/Evaluation

Anticipated Output

Three Moments Templates will be housed in department shared drives and will be accessible to administration. QTEL collaborative coaching cycles and implementation walks will help to provide feedback surrounding the effectiveness of implementation.

The purpose of common planning is to raise student achievement. Specifically, by implementing the Three Moments Template, our staff will be building in scaffolds for all students to achieve rigorous, grade-appropriate objectives. Additionally, we are hoping to build positive relationships in common planning teams.

Material/Resources/Supports Needed

PD Step

no

Action Plan: Communication Plan

Action Steps**Anticipated Start/Completion Date**

Identify Communications Team/Subcommittee members. (Q1)

08/01/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Revamp and restructure the teacher portal. (Q1)

08/01/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

Google Site

no

Action Steps**Anticipated Start/Completion Date**

Present handbook to staff. (Q1)

08/22/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

Handbook

no

Action Steps**Anticipated Start/Completion Date**

Develop department agenda template for department meetings. (Q1)

08/01/2021 - 08/30/2021

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Review and restructure the RHS website. (Q1)

08/22/2021 - 09/30/2021

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

Website access

no



Action Steps**Anticipated Start/Completion Date**

Add Remind and Google Classroom codes to the RHS website. (Q1)

08/31/2021 - 09/30/2021

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

Google Classroom Codes, Remind Codes, Website Access, Google Form

no



Action Steps**Anticipated Start/Completion Date**

The communications team will continue work on a comprehensive communication plan for 2020-2021, and will conduct monthly meetings. (Q1)

08/31/2021 - 10/31/2021

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Implement one strategy targeting communication with parent stakeholders. (Q1)

08/30/2021 - 10/31/2021

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

The communications team will continue work on a comprehensive communication plan for 2020-2021, and will conduct monthly meetings. (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Implement one strategy targeting communication with community stakeholders. (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Send out a staff survey to receive feedback on communications. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

Survey

no



Action Steps**Anticipated Start/Completion Date**

Send out a student survey to receive feedback on communications. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

Survey

no



Action Steps**Anticipated Start/Completion Date**

Send out a parent survey to receive feedback on communications. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

Survey

no



Action Steps**Anticipated Start/Completion Date**

Analyze data from surveys to begin drafting priorities for the 2022-2023 school year. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

Survey Data

no



Action Steps**Anticipated Start/Completion Date**

The communications team will continue work on a comprehensive communication plan for 2020-2021, and will conduct monthly meetings. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Implement a second strategy targeting communication with parent stakeholders. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

The communications team will continue to work on a comprehensive communication plan for 2020-2021, and will be conducting monthly meetings. (Q4)

05/01/2022 - 06/18/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Implement a second strategy targeting communication with community stakeholders. (Q4)

05/01/2022 - 06/18/2022

Monitoring/Evaluation**Anticipated Output**

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed**PD Step**

no



Action Steps

Anticipated Start/Completion Date

Evaluate data and draft a plan for the 2022-2023 school year. (Q4)

05/01/2022 - 06/30/2022

Monitoring/Evaluation

Anticipated Output

Various surveys will be sent to stakeholder groups in order to evaluate the various strategies implemented. The communications team and steering committee will continue to monitor implementation through the pulling of data from websites, social media, etc.

The anticipated output is to refine current communication strategies while targeting community and parent stakeholder groups with two new strategies each.

Material/Resources/Supports Needed

PD Step

Survey Data, Remind Data, Social Media Data

no

Action Plan: Restorative Practices

Action Steps**Anticipated Start/Completion Date**

Develop PD plan for Restorative Practices for 2021-2022 (Q1)

06/01/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

PD Calendar

no



Action Steps**Anticipated Start/Completion Date**

Review Staff Handbook and develop suggestions for revision in alignment with a restorative practices approach. (Q1)

06/01/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Staff Handbook

no



Action Steps**Anticipated Start/Completion Date**

Meet with RHS administration to discuss suggestions for the revision of the staff handbook. (Q1)

06/01/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Staff Handbook, Revision Suggestions

no



Action Steps**Anticipated Start/Completion Date**

Develop an implementation plan for 2021-2022 school year including protocols for student supports and interventions outlined in the RHS staff handbook. (Q1)

06/01/2021 - 08/31/2021

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Staff Handbook, PD Calendar

no



Action Steps**Anticipated Start/Completion Date**

Introduce restorative practice expectations and protocols to staff for the 2021-2022 school year. (Q1)

08/09/2021 - 09/30/2021

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Staff Handbook, Presentation

yes



Action Steps**Anticipated Start/Completion Date**

Through Restorative Practices training, teachers will develop and implement proactive restorative practice protocols in their classrooms. (Q1)

08/23/2021 - 09/30/2021

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Trained staff will begin to implement restorative strategies with students when their learning has been disrupted by absence, a socio-emotional issue, a Tier 1 offense, or a Tier 2 offense. (Q1)

08/23/2021 - 10/31/2021

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Trained staff will begin to record restorative interventions that have been previously implemented when referring a student to administration. (Q1)

08/23/2021 - 10/31/2021

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Core Team Referral Form

no



Action Steps**Anticipated Start/Completion Date**

Review effects of staff's restorative practices on attendance data and suspension rates/referrals for the first marking period. (Q1)

09/30/2021 - 10/31/2021

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Attendance, suspension, and referral data

no



Action Steps**Anticipated Start/Completion Date**

Trained staff will continue to implement restorative strategies with students when their learning has been disrupted by absence, a socio-emotional issue, a Tier 1 offense, or a Tier 2 offense. (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Review effects of staff's restorative practices on attendance data and suspension rates/referrals for the second marking period. (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Attendance, suspension, and referral data

no



Action Steps**Anticipated Start/Completion Date**

Trained staff will continue to implement restorative strategies with students when their learning has been disrupted by absence, a socio-emotional issue, a Tier 1 offense, or a Tier 2 offense. (Q3)

01/31/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

Review effects of staff's restorative practices on attendance data and suspension rates/referrals for the third marking period. (Q3)

01/31/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Attendance, suspension, and referral data

no



Action Steps**Anticipated Start/Completion Date**

Trained staff will facilitate student reflection on restorative classroom practices and gather feedback from students on effectiveness. (Q4)

04/30/2022 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Process for soliciting feedback

no



Action Steps**Anticipated Start/Completion Date**

Review effects of teachers' restorative practices on attendance data and suspension rates/referrals for the fourth marking period. (Q4)

04/30/2022 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Attendance, suspension, and referral data

no



Action Steps**Anticipated Start/Completion Date**

Reflect on implementation of restorative practices and make adjustments for the 2022-2023 school year.

04/30/2022 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Attendance, suspension, and referral data will be analyzed quarterly.

The anticipated output is a reduction in absentee rates.

Material/Resources/Supports Needed**PD Step**

Student reflections; Attendance, suspension, and referral data

no

Action Plan: Advisory

Action Steps**Anticipated Start/Completion Date**

All students will be assigned an advisor.

08/01/2021 - 09/30/2021

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Student lists

no



Action Steps**Anticipated Start/Completion Date**

Faculty members will contact the parents/guardians of their advisory group students 1-2 times a month, directing them to Home Access Center (HAC) to review missing assignments, grades, and attendance. Advisors will also communicate strengths and areas of growth. (Q1)

08/30/2021 - 10/31/2021

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Student lists, contact information, eSchool

no

Action Steps**Anticipated Start/Completion Date**

Faculty members will document parent/guardian contacts. (Q1)

08/30/2021 - 10/31/2021

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Student lists

no



Action Steps**Anticipated Start/Completion Date**

The advisory process and credit data will be reviewed, and necessary adjustments will be made. (Q1)

08/30/2021 - 10/31/2021

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Data

no



Action Steps**Anticipated Start/Completion Date**

Faculty members will contact the parents/guardians of their advisory group students 1-2 times a month, directing them to Home Access Center (HAC) to review missing assignments, grades, and attendance. Advisors will also communicate strengths and areas of growth. (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Student lists, contact information

no



Action Steps**Anticipated Start/Completion Date**

Faculty members will document parent/guardian contacts. (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Student lists

no



Action Steps**Anticipated Start/Completion Date**

The advisory process and credit data will be reviewed, and necessary adjustments will be made. (Q2)

11/01/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Data

no



Action Steps**Anticipated Start/Completion Date**

Collect feedback on the advisory process from various stakeholders. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Survey

no



Action Steps**Anticipated Start/Completion Date**

Faculty members will contact the parents/guardians of their advisory group students 1-2 times a month, directing them to Home Access Center (HAC) to review missing assignments, grades, and attendance. Advisors will also communicate strengths and areas of growth. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Student lists, contact information

no

Action Steps**Anticipated Start/Completion Date**

Faculty members will document parent/guardian contacts. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Student lists

no



Action Steps**Anticipated Start/Completion Date**

The advisory process and credit data will be reviewed, and necessary adjustments will be made. (Q3)

02/01/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Data

no



Action Steps**Anticipated Start/Completion Date**

Faculty members will contact the parents/guardians of their advisory group students 1-2 times a month, directing them to Home Access Center (HAC) to review missing assignments, grades, and attendance. Advisors will also communicate strengths and areas of growth. (Q4)

05/01/2022 - 06/04/2022

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Student lists, contact information

no

Action Steps**Anticipated Start/Completion Date**

Faculty members will document parent/guardian contacts. (Q4)

05/01/2022 - 06/04/2022

Monitoring/Evaluation**Anticipated Output**

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed**PD Step**

Student lists

no



Action Steps

Anticipated Start/Completion Date

The advisory process, credit data, and feedback from parent surveys will be reviewed, and necessary adjustments will be made for the following year. (Q4)

06/01/2022 - 06/15/2022

Monitoring/Evaluation

Anticipated Output

To monitor this plan, advisors will be looking at and tracking students' grades in eSchool 1-2 times per month. The Advisory Subcommittee and Steering Committee will also be monitoring the process on a quarterly basis. Finally, the credit obtainment data is reported out each quarter and can be used to evaluate effectiveness.

The intended output is to reduce the number of Fs in course grades. Additionally, advisors will build relationships with both students and parents through establishing direct, consistent lines of communication.

Material/Resources/Supports Needed

PD Step

no

Action Plan: Student Achievement Plan

Action Steps**Anticipated Start/Completion Date**

Keystone and ELP teams will be identified. Q1

07/31/2021 - 09/15/2021

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Master Schedule

no



Action Steps**Anticipated Start/Completion Date**

Keystone and ELP teams will create or identify assessment tools by course to be used to assess mastery of skills. Q1

09/01/2021 - 09/30/2021

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Curriculum resources

no



Action Steps**Anticipated Start/Completion Date**

Keystone and ELP teachers will administer baseline assessments. Q2

10/01/2021 - 10/15/2021

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Baseline Assessment

no



Action Steps**Anticipated Start/Completion Date**

Baseline data will be analyzed and the Student Achievement Plan website will be updated. Q2

10/15/2021 - 10/30/2021

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Data from the baseline assessment, Student Achievement Plan Website

no



Action Steps**Anticipated Start/Completion Date**

Keystone and ELP teams will collaboratively analyze local assessment data and create a plan to adjust instruction. Q2

10/15/2021 - 10/30/2021

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Student Achievement Plan Website

no



Action Steps**Anticipated Start/Completion Date**

The administration will review, give feedback, and/or approve the plan to adjust instruction. Q2

10/15/2021 - 01/31/2022

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Instructional Plan created by Keystone and ELP teams

no



Action Steps**Anticipated Start/Completion Date**

Keystone and ELP teachers will administer the second round of local assessments. Q3

01/01/2022 - 02/28/2022

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Local Assessment

no



Action Steps**Anticipated Start/Completion Date**

Local assessment data will be analyzed and the Student Achievement Plan website will be updated.
Q3

01/01/2022 - 03/31/2022

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Local assessment data, Student Achievement Plan

no



Action Steps**Anticipated Start/Completion Date**

Keystone and ELP teams will collaboratively analyze local assessment data and create a plan to adjust instruction. Q4

03/12/2022 - 04/15/2022

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Student Achievement Plan Website

no



Action Steps**Anticipated Start/Completion Date**

The administration will review, give feedback, and/or approve the plan to adjust instruction. Q4

04/15/2022 - 04/30/2022

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Instructional Plan

no



Action Steps**Anticipated Start/Completion Date**

Select Keystone and ELP teachers will administer the third round of local assessments. Q4

04/01/2022 - 05/15/2022

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Local assessments

no



Action Steps**Anticipated Start/Completion Date**

Local assessment data will be analyzed and the Student Achievement Plan website will be updated.
Q4

04/12/0022 - 05/30/2022

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Local assessment data, Student Achievement Website

no



Action Steps**Anticipated Start/Completion Date**

Keystone and ELP teams will collaboratively analyze local assessment data and create a plan to adjust instruction for the 2022-2023 school year. Q4

05/15/2022 - 06/15/2022

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Student Achievement Website

no



Action Steps**Anticipated Start/Completion Date**

The administration will review, give feedback, and/or approve the plan to adjust instruction for the 2022-2023 school year. Q4

05/15/2022 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

The monitoring procedures will include quarterly monitoring as indicated in the action steps above. The results of the local assessments will be used to adjust instruction and adjust implementation steps of the student achievement plan.

The goal is to raise student achievement in Keystone-related courses as well as ELP growth schoolwide.

Material/Resources/Supports Needed**PD Step**

Instructional Plan

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	Common Planning leads will attend the Leadership Retreat with administration and members of the T&L team (Q1)	07/13/2021 - 07/16/2021
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q1)	09/01/2021 - 10/29/2021
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	Common Planning Leads will engage in one collaborative coaching cycle facilitated by	11/01/2021 - 01/31/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	QTEL (Q2) Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q3)	02/01/2022 - 04/29/2022
RHS will expand staff leadership opportunities by 50% by creating roles for Common Planning Leads who will have built-in PL support on an ongoing basis. (Common Planning)	Common Planning (PLCs)	Common Planning Leads will engage in one collaborative coaching cycle facilitated by QTEL (Q4)	05/02/2022 - 06/01/2022
70% of students will attend school at least 90% of the time by the end of the 2022 school year. (Attendance)	Restorative Practices	Introduce restorative practice expectations and protocols to staff for the 2021-2022 school year. (Q1)	08/09/2021 - 09/30/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
QTEL Leadership Retreat	Administration, T&L team and Common Planning Leads	Principles of QTEL and the Three Moments Template

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Common Planning Leads will be facilitating planning around the Three Moments Template	07/13/2021 - 07/16/2021	QTEL

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
QTEL Collaborative Coaching Cycles for Common Planning Leads	Common Planning Leads	Planning using the Three Moments; how to effectively facilitate PLCs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Common Planning Leads will facilitate planning using the Three Moments Template	09/01/2021 - 06/01/2022	QTEL

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practices	RHS Staff	Restorative Practices Expectations and Protocols

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will develop and implement proactive restorative practices protocols in their classrooms	08/09/2021 - 09/30/2021	Administration, Social Workers and Equity Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Parent and Student Review	Pulling from parent and student focus group members, we will reconvene in the beginning of the school year to share the finalized plan for the 2021-2022 school year. We would hope to recruit a "parent advisory" and "student advisory" group at that time as well.	In-person Workshop	Parents and students	8/15/2021-10/30/2021
SIP Overview for Staff during June PD	Giving an update as to the finalized SIP for the 2021-2022 school year	Professional Development Session	All Staff	6/8/2021
Community Update Newsletter	Give updates to action steps carried out in the 2021-2022 school year	Newsletter	Community Partners	3/1/2021-6/1/2022
Stakeholder Review	Finalized Plan will be posted to the website for all stakeholders to review	Website	All stakeholders	6/1/2021-7/1/2021
