

READING SD

800 Washington St

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The Reading School District ignites the infinite potential of its students and transforms that potential into reality.

VISION STATEMENT

The Reading School District empowers all students to recognize and realize their fullest potential. The collective efforts of all adults in the Reading School District are focused on this very ambitious goal through: * establishing a culture of belonging that values the inherent cultural and linguistic assets of our students and families, ensuring that they feel safe, respected, supported, and heard; * exemplifying a culture of high expectations for all students, regardless of their labels or perceived barriers, as well as all staff; * challenging students with rigorous, relevant, and thought-provoking learning experiences through innovative pedagogical practices, both in and outside the classroom; * monitoring, evaluating, and continuously improving systemic practices, infrastructure, and the use of human capital; and * leveraging the unwavering support of our community partners and lawmakers at the federal, state, and local levels to ensure that our schools have the human and material resources to equip our students with the academic and interpersonal skills needed to achieve their dreams. Our students graduate from Reading Senior High School understanding that their education will also improve their quality of life and dramatically improve the Reading community. Whether they go to college, trade school, the military, or straight into the workforce, our graduates go on to become community leaders, healthcare providers, educators, farmers, law enforcement officers, scientists, machine operators, business owners, engineers, builders, retail workers, and social media influencers. In fact, many will work in jobs that don't even exist yet. We all play a role in achieving this vision...

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Reading SD believes that students are their own best advocates. We believe that our students are resilient and capable of high levels of academic achievement. Students in the Reading SD play an essential role in their own education when they: 1. attend school and report to their classes on-time regularly; 2. actively engage in lessons and complete assignments by their expected due dates; 3. interact with their peers, teachers, staff and other members of the school community in a responsible and respectful manner in accordance with the expectations outlined in the Student Code of Conduct; 4. communicate openly and honestly about their needs with their parents and district staff so that arrangements can be made to meet their needs.

STAFF

The Reading SD employs over 1200 professional staff. We believe that our staff have the power to substantially influence the academic and socio-economic outcomes of our students and community. Staff in the Reading SD impact those outcomes in positive ways when they: 1. employ an asset-based mindset to set high expectations and celebrate the diversity ALL students in the school community; 2. actively collaborate with colleagues/peers to plan instruction and/or support services as well as to engage in staff development activities; 3. engage all students in positive relationships that support the whole child and implement restorative practices with students who struggle with their behavior in the classroom; 4. deliver high-quality, rigorous and relevant instruction aligned to the PA State Academic Standards as well as the District's curriculum, using approved resources and employing proven instructional practices; including scaffolded instruction, when necessary. 5. maintain proactive and professional lines of communication with students, families, colleagues and administrators to share successes and address challenges; 6. meet or exceed workplace expectations as outlined in the Reading SD's Employee Handbook, the Danielson Framework for the Evaluation of Classroom Teachers and/or the PA Code of Professional Practice and Conduct for Educators, when applicable.

ADMINISTRATION

The Reading SD believes that consistent, effective leadership is essential for a thriving and successful district. Administrators can lead the District and their schools toward improved student and staff outcomes when they: 1. employ and model an asset-based mindset to set high

expectations, establish a culture of excellence and celebrate the diversity of ALL students and staff in the school community; 2. actively collaborate with all stakeholder groups to plan for systemic improvement of instruction and/or support services as well as to engage in professional development activities; 3. engage all students and families in positive relationships that support the whole child and implement restorative practices with students who struggle with their behavior in the classroom; 4. maintain a laser-like focus on the delivery of high-quality, rigorous and relevant instruction aligned to the PA State Academic Standards as well as the District's curriculum, ensure that approved resources are used and that teachers employ proven instructional practices; including scaffolded instruction, when necessary; 5. maintain proactive and professional lines of communication with colleagues and various stakeholder groups, including students, staff, families and community agencies, to share successes and address challenges; 6. meet or exceed workplace expectations as outlined in the Reading SD's Employee Handbook, the Danielson Framework for Leadership and/or the PA Code of Professional Practice and Conduct for Educators, when applicable.

PARENTS

The Reading SD believes that parents and families are our students' first and most influential teachers. Families who are deeply engaged in the school community have students who persevere to meet their academic goals and are more successful after graduation. Families in the Reading SD can be active participants in their child's education by: 1. monitoring their child's academic progress throughout the school year; 2. ensuring that their child attends school regularly and on time; 3. proactively engaging in positive and respectful two-way communication with school staff , including but not limited to, maintaining current contact information in the main office, enrolling in and/or monitoring the various communication platforms such as ClassDojo, Remind and Reading SD social media (ie. Facebook, Twitter, RSD App, etc.); contacting the school when there are issues/concerns either at home or at school; completing surveys; attending scheduled conferences and meetings. 4. attending family engagement events offered by the school and district; 5. reading and reviewing the expectations outlined in the Reading SD Student Code of Conduct with their child and reinforcing the need to interact with their peers, teachers, staff and other members of the school community in a responsible and respectful manner; 6. ensuring that their child's physical and mental health needs are met and reaching out to school personnel to access resources when they need help in meeting those needs; including, but not limited to: food, clothing, housing, transportation, disabilities, behavioral/mental health services, general health services, immunizations, etc.

COMMUNITY

The Reading SD acknowledges that it truly does take a village to raise a successful child. As such, the District values its partnerships with local

businesses, non-profits, institutions of higher education, youth-serving organizations and other community agencies. Community agencies in the Reading SD are active partners in the education of our students when they: 1. engage in the District's efforts to improve the academic outcomes of its diverse student body by supporting the whole child; 2. collaborate with the District to offer supplemental resources to meet the various needs of the students, families and staff; 3. participate in community engagement events sponsored by the schools and the District throughout the year; 4. maintain proactive, two-way communication with the District to present new opportunities and offer feedback about initiatives; 5. share and celebrate the many opportunities and important initiatives being led by the District with the greater Reading community.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Jennifer Murray	Administrator	School District
Julianne Kline	Administrator	School District
Wanda Gonzalez-Crespo	Administrator	School District
Lauren Kleinman	Administrator	School District
Dr. Yamil Sanchez	Administrator	School District
Waldo Alvarado	Administrator	Reading High School
Anne Fisher	Administrator	School District
Angel Zimmerman	Administrator	ESL Department
Dr. Christine Murrin	Administrator	Special Education
Sarah Melzer	Administrator	Special Education
Jennifer Toledo	Staff Member	13 & Union ES
Sherry Gundersen	Staff Member	Lauer's Park ES
Steven Swan	Staff Member	Southwest MS

Name	Position	Building/Group
Ethan Polczynski	Staff Member	Central MS
Taylor Graham	Staff Member	Reading HS
Michael Toledo	Community Member	Centro Hispano of Reading
Eric Acosta	Student	Reading High School
Evelyn Ayala-Acosta	Parent	Reading High School
Angel Crespo	Parent	Northwest MS
Leslie Hamburger	Other	WestEd
Jared Almonte	Student	Reading HS
Angel Alvarado	Student	Reading HS

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In order to better support our stakeholders, the Reading School District must further enhance its communication systems to ensure consistent, proactive two-way communication by increasing the frequency of stakeholder listening sessions, ensuring that grades and progress reports are more readily accessible to both students and parents, creating more refined systems for staff to communicate with parents and vice versa, and improve our systems for collaborating with community agencies. We must also train teachers and staff on how to interact and communicate more positively and proactively with families.</p>	<p>Parent and family engagement</p> <p>Parent and family engagement</p>
<p>In order to better support our students, the Reading SD needs to identify instructional practices that have been proven to be effective in urban schools, commit those practices to writing through an instructional framework that is then published and implemented with all staff. This includes high leverage practices across all subject areas, especially in English Language Arts/Reading, Mathematics, and Science. At the secondary level, we must also refine our career pathways model to ensure college and career readiness for our students upon graduation.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>Professional learning</p>
<p>In order for our administrators to become instructional leaders, the District must provide stronger support systems, training opportunities and systems of accountability through data summits and evaluations.</p>	<p>Essential Practices 2: Empower Leadership</p>

Priority Statement

Outcome Category

Essential
Practices 2:
Empower
Leadership

In order for the District to coordinate and monitor supports aligned with students' and families' needs, it needs to grow its multi-tiered systems of supports, social services, community partnerships and systems for communicating with students and families about their diverse needs.

Essential
Practices 3:
Provide
Student-
Centered
Support
Systems

Social
emotional
learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Identification and Consistent Implementation of Effective Instructional Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Instructional Framework	The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day.
Admin Evaluation	100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains.
Alignment of Professional Development to the Framework	90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify and contract with a consultant group to develop an instructional framework with a select group of district teachers and administrators.	2022-05-02 - 2022-12-15	Director of Instructional Services and PD	ESSER Funds - pay for an agreement with WestEd Technical Assistance from WestEd
Develop an administrative walk-through template aligned with the instructional framework.	2022-12-15 - 2023-08-30	Director of Instructional Services and PD	ESSER Funds - to pay for an agreement with WestEd Technical Assistance from WestEd
Communicate to Principals and Asst Principals the minimum expectations for classroom walk-throughs and develop a district-wide goal for walk-throughs in administrator evaluations.	2023-02-01 - 2023-08-19	Asst Superintendent for Teaching and Learning	PAETEP

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review drafts of the instructional framework and walk-through template with various stakeholders for feedback and revision.	2022-12-15 - 2023-08-30	Asst Superintendent for Teaching and Learning	Drafts of the Instructional Framework and Walk-through Template
Develop a professional development and implementation plan to effectively roll-out the framework and walkthrough template with administrators and teachers.	2022-12-19 - 2023-01-13	Assistant Superintendent of Teaching and Learning	Technical Assistance from WestEd District Calendar
Run administrator workshops to introduce PreK-12 Principals and Assistant Principals to the Reading SD Instructional Framework and Walkthrough template.	2023-01-26 - 2023-03-30	Assistant Superintendent of School Improvement	Technical Assistance from WestEd Copies of final documents
Form an instructional leadership team comprised of teacher leaders to work with WestEd to develop professional development workshops for teachers on the practices embedded in the instructional framework and walkthrough templates.	2023-03-30 - 2023-04-14	Assistant Superintendent of School Improvement	Technical Assistance from WestEd Copies of all documents
Schedule and deliver professional development sessions with teachers district-wide.	2023-06-05 - 2024-06-07	Director of Professional Development	Federal Funds for teacher extra wages;
Develop and implement an administrative walk-through schedule for district and school-based administrators that prioritizes instructional	2023-06-05 - 2024-06-07	Assistant Superintendent	District Calendar Professional Development

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
practices as they are presented during professional development to ensure that teachers are given feedback as they implement those practices.		of School Improvement	Calendar PAETEP - evaluation system
Contract with SupportEd and WestEd to collaborate with the ESL Department to deliver professional development and coaching to teachers who work with English Learners district-wide. This training should provide teachers with effective instructional strategies for scaffolding and supporting ELs within the context of the instructional framework.	2021-08-01 - 2024-12-31	ESL Program Director	Federal Funds, Impact Aid Funds
Develop and implement a plan to train general ed teachers and administrators on how to best meet the needs of students with disabilities.	2023-07-03 - 2024-06-05	SpEd Director	IDEA, Federal Funds
Members of the T&L team will collaboratively develop a needs assessment to administer with various stakeholders to review current assessment and grading practices.	2023-08-21 - 2023-11-30	Asst Superintendents of T&L and SI	Google Forms, research on grading and assessment practices
Administer the needs assessment with teachers, students, administrators and families to gather data on our current assessment and grading practices.	2023-12-01 - 2023-12-22	Asst Superintendent of T&L and SI	Needs assessments for each stakeholder group
Analyze the needs assessment data to identify areas of success and areas for growth.	2024-01-03 - 2024-01-31	Asst Superintendent of T&L and SI	Needs assessment data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Members of the T&L Team will collaborate to design an action plan outlining the steps for revamping the assessment and grading systems in response to the systemic challenges identified in the needs assessment to be implemented in the next phase of comprehensive planning.	2024-02-01 - 2024-03-29	Asst Superintendents of T&L and SI	Analysis of needs assessment data

Anticipated Outcome

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

Monitoring/Evaluation

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

Evidence-based Strategy

Implement Evidence-Based Programs Proven Effective in Urban Schools

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Instructional Framework	The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day.
Data Summits	The District will hold 3 data summits per year with District and School leadership teams.
Alignment of Professional Development to the Framework	90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Request and review proposals from multiple vendors for evidence-based PreK-8 math programs in order to select 3-5 programs for consideration.	2021-09-01 - 2021-10-29	Supervisor of Curriculum	RFP
Design an evaluation tool/rubric based on the needs of our students and current best practices in mathematics instruction.	2021-09-01 - 2021-10-29	Supervisor of Curriculum	District-rubric template Current research in math instruction District math data
Send out an invitation to schools in grades PreK-8 for administrators and staff to participate in program reviews and evaluations.	2021-09-01 - 2021-10-29	Supervisor of Curriculum	District email
Develop and share a schedule for initial training on the use of the	2021-11-01 -	Supervisor of	District email

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
program evaluation rubric and then for program review with vendors and program review team.	2021-11-30	Curriculum	
Implement program review sessions and gather data after each session.	2021-12-01 - 2022-03-30	Supervisor of Curriculum	Evaluation rubrics
Use review data to select and recommend a new math program for adoption.	2022-03-30 - 2022-04-05	Supervisor of Curriculum	Proposal/quotes for Board agenda
Order materials and professional development services from the vendor.	2022-04-25 - 2022-05-15	Supervisor of Curriculum	Federal Funds - for one-time upgrade of curriculum materials
Collaborate with vendor and various Teaching and Learning Departments to develop a district-wide professional development plan, including a vendor-developed walk-through template, for the implementation of the new math program.	2022-05-01 - 2022-05-30	Supervisor of Curriculum	Federal Funds District calendar
Implement professional development and monitor instruction through ongoing walk-throughs providing feedback to teachers through PAETEP.	2022-06-01 - 2023-12-31	Supervisor of Curriculum	PAETEP Math walkthrough templates provided by the vendor
Develop and implement a PreK-8 math assessment plan to allow for at least three benchmark assessments per year. Conduct data summits/meetings after each benchmark to determine the effectiveness of the program.	2022-06-01 - 2023-12-31	Director of Instructional Services and PD	District Assessment Calendar

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Participate in professional development on the STEEL standards in preparation for revision of the science curriculum.	2023-08-07 - 2023-12-29	Director of Curriculum	PDE sponsored PD
Plan and implement training for science teachers K-12 on the STEEL standards.	2023-08-21 - 2024-01-31	Director/Supervisor of Curriculum	PD resources available for PDE
Convene a team of science teachers K-12 to begin the early stages of the curriculum review cycle for science.	2024-02-01 - 2024-06-05	Supervisor of Curriculum	Guidance documents on the implementation of the STEEL standards from the SAS website

Anticipated Outcome

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

Monitoring/Evaluation

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.



Evidence-based Strategy

Expand Career Pathways for College and Career Readiness

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Instructional Framework The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day.

Alignment of Professional Development to the Framework 90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Evaluate the current career pathways model at Reading High School in relation to the overall district-wide College and Career Readiness Plan.	2021-09-01 - 2021-12-01	Assistant Superintendent for Teaching and Learning	Course of studies Naviance Data
Evaluate student feedback in Naviance to determine which pathways are of the most interest.	2021-09-01 - 2021-09-30	Supervisor of Curriculum	Naviance data
Engage community stakeholders and employers in informing career pathways.	2022-09-01 - 2023-05-31	Assistant Superintendent	Technical Assistance from BCIU Access to community

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		of School Improvement	stakeholders
Create and hire for a position called Supervisor of College and Career Readiness who will oversee all college and career readiness initiatives.	2022-01-01 - 2022-05-31	Assistant Superintendent for Teaching and Learning	Job description Board approval Funding source
Create a system to communicate career readiness opportunities to all students, including internships, jobs, apprenticeships, industry credentials, dual enrollment, early college, Job Corp, etc	2022-10-01 - 2023-03-01	Supervisor of College and Career Readiness	College and Career Website MOUs with community partners and employers Technical Assistance from BCIU
Engaging in planning to redefine the satellite campuses as potential sites for career pathways instead of credit recovery.	2021-09-01 - 2024-08-30	Assistant Superintendent of School Improvement	Community Partners Technical Assistance from the BCIU Ongoing meetings with the Career Pathways Team.
Allocate federal funds to each school PreK - 12 to support college and career readiness efforts through experiences such as field trips, guest speakers, Total Experience Learning and special assemblies.	2022-08-22 - 2024-07-31	Assistant Superintendent of Teaching and Learning	Federal Funds Transportation

Anticipated Outcome

It is expected that Reading Senior High School will have a structured program for College and Career Readiness, including but not limited to: 1. a designated Supervisor of College and Career Readiness, 2. a college and career readiness website listing opportunities for students, 3. a plan for rolling out career pathways at the high school level.

Monitoring/Evaluation

The Assistant Superintendent of School Improvement will collaborate with the Department of Teaching and Learning, the high school administration and the Supervisor of College and Career Readiness to collaborate with community partners on a bi-weekly basis to meet and discuss the steps needed to roll out an enhanced college and career readiness plan at RHS.

Evidence-based Strategy

Job-Embedded Professional Development/Coaching

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Instructional Framework	The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day.
Alignment of Professional Development to the Framework	90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework.

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

Contract with WestEd and SupportEd to deliver professional development and coaching support for administrators and teachers who work with English learners.	2020-07-01 - 2024-08-01	ESL Program Director	Title III funds ESSER funds Impact Aid Funds
Provide teachers with training and coaching in structured literacy as per PDE mandate.	2023-08-01 - 2024-07-31	Director of Professional Development	Federal Funds Technical Assistance and Consultation
Plan and implement training in anticipation of the curriculum review cycle for Science.	2023-08-02 - 2023-12-29	Director of Curriculum and Instruction	Federal Funds
Plan and implement professional development and coaching for administrators and teachers related to standards-based grading and assessment.	2023-06-12 - 2023-05-26	Supervisor for Data and Assessment	Federal Funds, Agreement with a Consultant
Develop and implement training for administrators, teachers and paraprofessionals specific to supporting students with disabilities.	2023-03-01 - 2024-05-31	Director of Professional Development and Director of SpEd	IDEA Funds, Federal Funds

Anticipated Outcome

If the professional development and coaching listed are implemented, we would expect to see improved practices in meeting the needs of ELs and students with disabilities. We would also expect to see improved literacy instruction in all classrooms district-wide. Teacher teams working on science curriculum and grading guidelines will be prepared to engage in deep work around those topics.

Monitoring/Evaluation

Both District and School administrators will monitor implementation of PD practices through daily walkthroughs and collection of participation data, Data will be reviewed during SI planning meetings.

Evidence-based Strategy

Family and Community Engagement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Feedback through Surveys/Listening Sessions	The District will engage in stakeholder feedback sessions on a quarterly basis through surveys and/or small-group listening sessions with families, staff and community members.
Use of Home Access Center	95% of parents surveyed in grades PreK-12 will report that they are able to access their child's grades and other indicators of student progress on the Home Access Center.
Family Engagement Programming	95% of parents surveyed in grades PreK-12 will report that they have participated in or were aware of meaningful family engagement activities offered at the school and/or district level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District-wide Family Engagement Specialists and Parent Outreach Assistants will conduct listening sessions with families and/or parent advisory councils on a quarterly basis to determine needs and gather	2023-04-03 - 2024-06-14	District Family Engagement Specialist	Access to communications platforms, Google Meets

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
feedback from families.			
Design family engagement workshops and resources to support the needs identified during the listening sessions, including resources to support Home Access Center and other progress monitoring tools for parents as well as Class Dojo, Remind and other communication tools in the District.	2023-04-03 - 2024-06-14	District Family Engagement Specialist	Access to communications platforms, Google Meets, Home Access Center
Advertise workshops and resources to parents using various communications platforms.	2023-04-03 - 2024-06-14	Communications Director	Access to communications platforms, translations
Hold workshops for families in person and virtually scheduled based on the feedback gathered from parents. Conduct evaluations at each event.	2023-04-03 - 2024-06-14	District Family Engagement Specialist	Access to meeting spaces, Google Meet access
Develop a research-based guidance document outlining the District's expectations for parent-teacher conferences at the elementary, middle and high school levels.	2023-07-30 - 2023-09-30	Assistant Superintendent for School Improvement	Access to research from WestEd's Academic Parent-Teacher Partnerships and the What Works Clearinghouse
Design asynchronous PD modules for teachers and administrators based on the parent-teacher conferences guidance document.	2023-10-01 - 2023-11-03	Assistant Superintendent for School Improvement	Google Classroom and Screencastify
Develop and implement a survey to be implemented with parents to	2023-07-30 -	District Family	Google Forms

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
gather feedback from parents about the effectiveness of parent-teacher conferences.	2023-09-30	Engagement Specialists	
Collaborate with community partners to develop a plan to adopt and/or expand specialized family engagement programs across all schools in the District. Specialized programs include, but are not limited to: Academic Parent-Teacher Teams (APTT), Parent academies, adult ESL classes, Opening Doors and Family Literacy	2023-08-30 - 2024-01-30	District Family Engagement Specialists	Access to community partners: Centro Hispano, Literacy Council, RACC, MAEC, etc.

Anticipated Outcome

If the action steps above are implemented, we should see an increase in the utilization of Home Access Center by parents. We should also see an increase in the number of parents who state that they have access to their child's progress reports and know how to communicate with the school when they have concerns.

Monitoring/Evaluation

1. Parent surveys will be conducted annually to gather data on the district's family engagement programming. 2. Parents will complete evaluations at the parental engagement events to provide feedback on their effectiveness throughout the year. 3. Data gathered at quarterly listening sessions will be organized and reviewed by the family engagement specialists and administration to determine whether we are achieving our goal.

Evidence-based Strategy

Implementation of the PA Framework for Leadership

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Admin Evaluation	100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains.

Data Summits	The District will hold 3 data summits per year with District and School leadership teams.
--------------	---

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Schedule 3 administrative data summits for principals to share and reflect on their academic and behavioral data with their colleagues in an effort to brainstorm solutions to issues and share ideas.	2021-08-30 - 2024-06-30	Assistant Superintendent for T&L	Data from all pertinent sources
Schedule monthly principal workshops to allow principals time to collaborate on developing consistent systems for instructional and operational leadership. Principal workshops will focus on development of leadership capacity as they relate to School Improvement, instruction, and the Framework for Effective Teaching.	2021-08-30 - 2024-06-30	Assistant Superintendents	
Convene a team of administrators to plan the implementation of the PA Framework for Leadership (FFL)	2022-01-05 - 2022-01-30	Superintendent	Access to the Framework for Leadership on SAS
Contract with a professional development facilitator to provide training to the team as well as to facilitate the development of the	2022-02-01 - 2022-06-30	Superintendent	Contract with facilitator, General Funds

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
protocols and related tools to implement the FFL.			
Review and finalize all tools and templates designed by the team. Invite more administrators to provide feedback on final templates.	2022-06-15 - 2022-06-30	Superintendent	Final drafts of the templates
Schedule professional development sessions during the annual leadership retreat.	2022-07-15 - 2022-07-15	Superintendent	Contract PD Facilitator
Schedule and implement beginning of year, mid year and end of year meetings to review goals, offer feedback and related evidence for administrator evaluations.	2022-08-15 - 2023-07-30	Assistant Superintendents for T&L and SI	PAETEP, Evaluation Templates
Gather administrators to reflect on and refine processes related to the administrative evaluation system to make revisions to the process in 2023-24.	2023-07-12 - 2023-07-12	Assistant Superintendent of T&L and Assistant Superintendent of SI	Access to evaluations

Anticipated Outcome

If the steps above are implemented, we should see 1. evidence of data-driven decision-making among administrators in all schools and 2. consistent implementation of administrator evaluation protocols

Monitoring/Evaluation

The Assistant Superintendents of Teaching and Learning and School Improvement will meet with school principals individuals three times a

year to discuss their evaluations and to review the data shared at their data summits.

Evidence-based Strategy

School-Based SEL Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL Programs	By the end of the 2023-24 school year, the District will implement socio-emotional learning programs and related mental health services at every grade band (K-4, 5-8, & 9-12) district-wide.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop and implement a plan to create and fill more social workers and school counselor positions district-wide to support socio-emotional learning and mental health.	2021-09-01 - 2024-08-21	Director of Student Services	General and Federal Funds
Have the Student Services Department staff research and approve the purchase of an SEL curriculum in grades PreK-8.	2021-02-01 - 2021-06-30	Director of Student Services	Federal Funds
Work with school principals to ensure that their master schedules include a time for socio-emotional learning to take place.	2021-07-01 - 2021-08-30	Director of PD and Instructional	none

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Services	
Develop and communicate guidance for schools to implement SEL curriculum.	2021-07-01 - 2021-08-30	Director of PD and Instructional Services	none
Provide teachers and administrators with training in the implementation of the SEL curriculum and continue to provide support, as needed, to new staff.	2021-07-01 - 2024-06-30	Director of PD and Instructional Services	Federal Funds
Implement and monitor the instructional delivery of the SEL curriculum in PreK-8 classrooms, making adjustments as needed.	2021-09-01 - 2024-06-30	Director of PD and Instructional Services	none
Revise the high school schedule to create time for SEL instruction, trauma-informed and restorative practices and advisement in the master schedule.	2022-01-03 - 2022-08-01	Supervisor of Curriculum	Master Scheduler in SIS
Convene a team of high school staff to design a plan for the implementation of the "advisory period" at high school to allow for SEL, trauma-informed and restorative practices and advisement to occur.	2022-07-01 - 2022-07-31	Supervisor of Curriculum	Federal funds for extra wages
Provide PD to teachers about the new advisory period.	2022-08-01 - 2022-08-30	Supervisor of Curriculum	none

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement and monitor the advisory period at the high school.	2022-09-01 - 2024-06-05	High School Principal	Support from Central Office will be offered to the principal for monitoring the advisory period.
Support the SEL programming with training for teachers on restorative practices and trauma-informed practices.	2021-08-30 - 2024-06-30	Director of Student Services	Federal Funds

Anticipated Outcome

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

Monitoring/Evaluation

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Communicate to Principals and Asst Principals the minimum expectations for classroom walk-throughs and develop a district-wide goal for walk-throughs in administrator evaluations.</p>	<p>02/01/2023</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>			<p>-</p>
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			<p>08/19/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Develop a professional development and implementation plan to effectively roll-out the framework and walkthrough template with administrators and teachers.</p>	<p>12/19/2022 - 01/13/2023</p>
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Run administrator workshops to introduce PreK-12</p>	<p>01/26/2023 -</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>		<p>Principals and Assistant Principals to the Reading SD</p>	<p>03/30/2023</p>
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>		<p>Instructional Framework and Walkthrough template.</p>	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Form an instructional leadership team comprised of teacher leaders to work with WestEd to develop professional development workshops for teachers on the practices embedded in the instructional framework and walkthrough templates.</p>	<p>03/30/2023 - 04/14/2023</p>
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Schedule and deliver</p>	<p>06/05/2023</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>		<p>professional development sessions with teachers district-wide.</p>	<p>-</p>
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>		<p>06/07/2024</p>	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Contract with SupportEd and WestEd to collaborate with the ESL Department to deliver professional development and coaching to teachers who work with English Learners district-wide. This training should provide teachers with effective instructional strategies for scaffolding and supporting ELs within the context</p>	<p>08/01/2021 - 12/31/2024</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

of the
instructional
framework.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Develop and implement a plan to train general ed teachers and administrators on how to best meet the needs of students with disabilities.</p>	<p>07/03/2023 - 06/05/2024</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	<p>Implement Evidence-Based Programs Proven Effective in Urban Schools</p>	<p>Collaborate with vendor and various Teaching and Learning Departments to develop a district-wide professional development plan, including a vendor-developed walk-through template, for the implementation of the new math program.</p>	<p>05/01/2022 - 05/30/2022</p>
<p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p>	<p>Implement Evidence-Based Programs Proven Effective in Urban Schools</p>	<p>Implement professional development and monitor instruction through ongoing walk-throughs providing feedback to teachers through PAETEP.</p>	<p>06/01/2022 - 12/31/2023</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p>	<p>Implement Evidence-Based Programs Proven Effective in Urban Schools</p>	<p>Participate in professional development on the STEEL standards in preparation for revision of the science curriculum.</p>	<p>08/07/2023 - 12/29/2023</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)	Implement Evidence-Based Programs Proven Effective in Urban Schools	Plan and implement training for science teachers K-12 on the STEEL standards.	08/21/2023 - 01/31/2024
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)			
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	<p>Job-Embedded Professional Development/Coaching</p>	<p>Contract with WestEd and SupportEd to deliver professional development and coaching support for administrators and teachers who work with English learners.</p>	<p>07/01/2020 - 08/01/2024</p>
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)	Job-Embedded Professional Development/Coaching	Provide teachers with training and coaching in structured literacy as per PDE mandate.	08/01/2023 - 07/31/2024
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)	Job-Embedded Professional Development/Coaching	Plan and implement training in anticipation of the curriculum review cycle for Science.	08/02/2023 - 12/29/2023
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	<p>Job-Embedded Professional Development/Coaching</p>	<p>Plan and implement professional development and coaching for administrators and teachers related to standards-based grading and assessment.</p>	<p>06/12/2023 - 05/26/2023</p>
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	<p>Job-Embedded Professional Development/Coaching</p>	<p>Develop and implement training for administrators, teachers and paraprofessionals specific to supporting students with disabilities.</p>	<p>03/01/2023 - 05/31/2024</p>
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will engage in stakeholder feedback sessions on a quarterly basis through surveys and/or small-group listening sessions with families, staff and community members. (Feedback through Surveys/Listening Sessions)</p>	<p>Family and Community Engagement</p>	<p>Design asynchronous PD modules for teachers and administrators based on the parent-teacher conferences guidance document.</p>	<p>10/01/2023 - 11/03/2023</p>
<p>95% of parents surveyed in grades PreK-12 will report that they are able to access their child's grades and other indicators of student progress on the Home Access Center. (Use of Home Access Center)</p>			
<p>95% of parents surveyed in grades PreK-12 will report that they have participated in or were aware of meaningful family engagement activities offered at the school and/or district level. (Family Engagement Programming)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p> <p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p>	<p>Implementation of the PA Framework for Leadership</p>	<p>Contract with a professional development facilitator to provide training to the team as well as to facilitate the development of the protocols and related tools to implement the FFL.</p>	<p>02/01/2022 - 06/30/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation) The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)	Implementation of the PA Framework for Leadership	Schedule professional development sessions during the annual leadership retreat.	07/15/2022 - 07/15/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p> <p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p>	<p>Implementation of the PA Framework for Leadership</p>	<p>Schedule monthly principal workshops to allow principals time to collaborate on developing consistent systems for instructional and operational leadership. Principal workshops will focus on development of leadership capacity as they relate to School Improvement, instruction, and the Framework for</p>	<p>08/30/2021 - 06/30/2024</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

Effective
Teaching.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 school year, the District will implement socio-emotional learning programs and related mental health services at every grade band (K-4, 5-8, & 9-12) district-wide. (SEL Programs)	School-Based SEL Program	Provide teachers and administrators with training in the implementation of the SEL curriculum and continue to provide support, as needed, to new staff.	07/01/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 school year, the District will implement socio-emotional learning programs and related mental health services at every grade band (K-4, 5-8, & 9-12) district-wide. (SEL Programs)	School-Based SEL Program	Provide PD to teachers about the new advisory period.	08/01/2022 - 08/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 school year, the District will implement socio-emotional learning programs and related mental health services at every grade band (K-4, 5-8, & 9-12) district-wide. (SEL Programs)	School-Based SEL Program	Support the SEL programming with training for teachers on restorative practices and trauma-informed practices.	08/30/2021 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)	Identification and Consistent Implementation of Effective Instructional Practices	Communicate to Principals and Asst Principals the minimum expectations for classroom walk-throughs and	02/01/2023
100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)		develop a district-wide goal for walk-throughs in administrator evaluations.	-
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)			08/19/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Develop a professional development and implementation plan to effectively roll-out the framework and walkthrough template with administrators and teachers.</p>	<p>12/19/2022 - 01/13/2023</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Develop and implement an administrative walk-through schedule for district and school-based administrators that prioritizes instructional practices as they are presented during professional development to ensure that teachers are given feedback as they implement those practices.</p>	<p>06/05/2023 - 06/07/2024</p>
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p>	<p>Implement Evidence-Based Programs Proven Effective in Urban Schools</p>	<p>Request and review proposals from multiple vendors for evidence-based PreK-8 math programs in order to select 3-5 programs for consideration.</p>	<p>09/01/2021 - 10/29/2021</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)	Implement Evidence-Based Programs Proven Effective in Urban Schools	Send out an invitation to schools in grades PreK-8 for administrators and staff to participate in program reviews and evaluations.	09/01/2021 - 10/29/2021
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)			
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	<p>Implement Evidence-Based Programs Proven Effective in Urban Schools</p>	<p>Implement professional development and monitor instruction through ongoing walk-throughs providing feedback to teachers through PAETEP.</p>	<p>06/01/2022 - 12/31/2023</p>
<p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p>			
<p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	<p>Expand Career Pathways for College and Career Readiness</p>	<p>Create a system to communicate career readiness opportunities to all students, including internships, jobs, apprenticeships, industry credentials, dual enrollment, early college, Job Corp, etc</p>	<p>10/01/2022 - 03/01/2023</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will engage in stakeholder feedback sessions on a quarterly basis through surveys and/or small-group listening sessions with families, staff and community members. (Feedback through Surveys/Listening Sessions)</p>	<p>Family and Community Engagement</p>	<p>The District-wide Family Engagement</p>	<p>04/03/2023 - 06/14/2024</p>
<p>95% of parents surveyed in grades PreK-12 will report that they are able to access their child's grades and other indicators of student progress on the Home Access Center. (Use of Home Access Center)</p>		<p>Specialists and Parent Outreach Assistants will conduct listening sessions with families and/or parent advisory councils on a quarterly basis to determine needs and gather feedback from families.</p>	
<p>95% of parents surveyed in grades PreK-12 will report that they have participated in or were aware of meaningful family engagement activities offered at the school and/or district level. (Family Engagement Programming)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>95% of parents surveyed in grades PreK-12 will report that they are able to access their child's grades and other indicators of student progress on the Home Access Center. (Use of Home Access Center)</p> <p>The District will engage in stakeholder feedback sessions on a quarterly basis through surveys and/or small-group listening sessions with families, staff and community members. (Feedback through Surveys/Listening Sessions)</p> <p>95% of parents surveyed in grades PreK-12 will report that they have participated in or were aware of meaningful family engagement activities offered at the school and/or district level. (Family Engagement Programming)</p>	<p>Family and Community Engagement</p>	<p>Advertise workshops and resources to parents using various communications platforms.</p>	<p>04/03/2023 - 06/14/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will engage in stakeholder feedback sessions on a quarterly basis through surveys and/or small-group listening sessions with families, staff and community members. (Feedback through Surveys/Listening Sessions)</p>	<p>Family and Community Engagement</p>	<p>Develop and implement a survey to be</p>	<p>07/30/2023 - 09/30/2023</p>
<p>95% of parents surveyed in grades PreK-12 will report that they are able to access their child's grades and other indicators of student progress on the Home Access Center. (Use of Home Access Center)</p>		<p>implemented with parents to gather feedback from</p>	
<p>95% of parents surveyed in grades PreK-12 will report that they have participated in or were aware of meaningful family engagement activities offered at the school and/or district level. (Family Engagement Programming)</p>		<p>parents about the effectiveness of parent-teacher conferences.</p>	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2023-24 school year, the District will implement socio-emotional learning programs and related mental health services at every grade band (K-4, 5-8, & 9-12) district-wide. (SEL Programs)	School-Based SEL Program	Develop and communicate guidance for schools to implement SEL curriculum.	07/01/2021 - 08/30/2021

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

Chief School Administrator

Dr. Jennifer Murray

2022-08-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Increase in the Graduation Rates 4 year- 71.8% (71.5%) 5 year- 76.6% (70.8%)

75.2% Graduates 41.8% Post Secondary Education 10.4% Enlisted in Military 51.7% Entered PA Workforce

8 of the 14 Elementary buildings met the Performance Standard for Regular Attendance.

PVAAS - ELA: The majority of grade levels perform at or above expected growth. (All except for 5th)

Acadience Kindergarten - Kindergarten Acadience was making progress prior to COVID, then there was a decline. Kindergarten made the more significant gains from 20-21 to 21-22. EOY data: 17 - 18 51% 18-19 59% 19 - 20 NA 20 - 21 19% 21 - 22 40%

Spring 2019 - 22.2% proficient/advanced Spring 2021 - 27.0% proficient/advanced (only tested 796) Spring 2022 - 24.4% proficient/advanced

PVAAS - The majority of grade levels perform at or above expected growth. (All except for 5th)

Challenges

CSI- Southern Middle, Central Middle ATSI- Reading High School TSI-NWMS,NEMS,SWMS, 13/Union, 12/Marion,10/Green, 10/Penn, Amanda Stout, Tyson Schoener, Millmont, Lauer's Park, Riverside, Northwest Elem, non designated- Glenside, 13/Green, 16th Haak

In 2021 - 2022, 6th, 7th and 8th Grade math scores: 6th Grade: 1.1% 7th Grade: 1.8% 8th Grade: 1.6%

CSI- Southern Middle, Central Middle ATSI- Reading High School TSI-NWMS,NEMS,SWMS, 13/Union, 12/Marion,10/Green, 10/Penn, Amanda Stout, Tyson Schoener, Millmont, Lauer's Park, Riverside, Northwest Elem, non designated- Glenside, 13/Green, 16th Haak

PVAAS -The district shows a concerning trend of underperformance of All 5th grade students in ELA. groups and students with IEPs in 5th grade ELA.

PSSA - ELA 3rd Grade 4th 5th 6th 7th 8th 2017 - 27.8 26.3 21.2 24.1 26.2 19.9 2019 - 27.8 26.5 24.8 23.8 23.9 18.5 2021 - 17.1 17.2 13.6 15.6 14.8 17.8 Prior to COVID the Reading PSSA were consistent among grade levels except for 8th grade.

2nd Grade Acadience EOY between 17-18 and 18-19 have very

Strengths

Keystone - Biology

English Learner Graduation Rates are increasing each year: 4 Year 19 - 20 67.4% 20 - 21 67.5% 5 year 19 - 20 63.5% 20 - 21 72.4%

PVAAS - The district growth remains well above in 8th grade and Biology.

PSSA - District scores have risen over the last three years for an average proficiency rate of 34% 4th - 49.0 8th - 18.7 Prior Covid

17.8% earned an Industry-Recognized Credential

32.1% Reading High School students completed the Career Standards Benchmark for the 20 - 21 school year.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

In 2020 - 2021, of the 4567 ELs, 4519 home language in Spanish. 13 other languages were spoken.

The percentage of students in special education is similar to makeup of the district except for White. For example, 84.4% of

Challenges

little difference. There was an increase in scores between 20-21 and 21-22. The most significant increase was in Retell. EOY Scores: 17 - 18 35% 18-19 34% 19 - 20 NA 20 - 21 22% 21 - 22 26%

Keystone - Algebra 1 Spring 2019 - 7.6% proficient/advanced Spring 2021 - 18.5% proficient/advanced (only tested 335) Spring 2022 - 6.6% proficient/advanced

PSSA - Math 3rd Grade 4th 5th 6th 7th 8th 2017 - 17.4 8.1 12.2 6.9 8.0 2.5 2019 - 19.4 12.0 9.6 6.2 8.7 2.9 2021 - 6.5 4.1 2.6 1.1 1.8 1.6 Reading School District math scores are significantly lower in middle grades than in elementary.

Keystone Data: Spring 2019 - 10.8% proficient/advanced Spring 2021 - 15.9% proficient/advanced (only tested 672) Spring 2022 - 13.2% proficient/advanced

32.1% Reading High School students completed the Career Standards Benchmark for the 20 - 21 school year.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Strengths

Hispanic students in special education and 85.6% overall in Reading School District. 6.4% of white students in special education and 5.2% of white students in Reading School District.

Since 2018 - 2019, the SE Inside Regular Class 80% or More has increased from 41.7% to 50.9%.

Challenges

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Coordinate and monitor supports aligned with students' and families' needs

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

1 of the 5 middle school met the College and Career Standards Benchmark.

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

Provide frequent, timely, and systematic feedback and support on instructional practices

Since 2018 - 2019, there has been an increase of students scoring at the Entering and Beginning Levels and a decrease at the Developing and Expanding. There was a slight trend upwards at the Expanding level in 21 -22. This is a result of Covid.

23.2% of Reading School District enrollment are students with disabilities.

Challenges

95% of Reading School District is Economically Disadvantaged.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

While the District has made great strides in improving its communications platforms through technology like Blackboard mass notifications, Class Dojo and social media, there are still gaps in our attempts to engage stakeholders in two way communication. We still have parents, students and teachers who report that communication of important information is not reaching them. This is particularly true at the high school level where many parents report not knowing what programs are offered to high school students. The District also needs to more effectively engage community organizations to support our academic and SEL initiatives district-wide.

✓

Support schools in implementing

The District is in the process of working with various stakeholders to create an instructional framework that clearly identifies the practices that we need to see occurring in all classes on a

✓

Challenges	Discussion Point	Priority for Planning
evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	consistent basis so that all students can grow and learn. This plan will cover the development and implementation of that framework in the hope of significantly improving student performance in all subjects, but especially in Literacy, Math and Science. At the high school level, there is also a need to rethink and realign programming to career pathways so that students graduate ready for college or career. The District's curriculum review cycle indicates that our math program needs to be updated and that we need to start thinking about updating our science curriculum. Along with instructional updates, the District must consider the revision of assessment and grading practices.	
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	The District has not implemented a strong administrative support and evaluation system. Our administrators are focused on management and operations, but have not been able to focus on instruction. The District is shifting its priorities to address the development of our administrator's capacity as instructional leaders. There is a need for a systemic approach to administrative professional development and support systems for ensuring the success of our school leaders.	✓
Coordinate and	While we are working to engage families more readily by way of 2 district-level family engagement	✓

Challenges	Discussion Point	Priority for Planning
<p>monitor supports aligned with students' and families' needs</p>	<p>specialists and our Parent Outreach Assistants, we are still not engaging our families and their children in meaningful partnerships with our schools. We are also not providing sufficient supports to meet our students' needs. The District must partner with community agencies to bolster our resources for meeting the behavioral and mental health needs of our students. The District must also engage families in programs that meet their needs such as connection to community resources, adult ESL classes and family literacy programs. The District is also eager to provide training opportunities to families with limited English proficiency in an attempt to obtain full-time employment in the District.</p>	
<p>Recruit and retain fully credentialed, experienced and high-quality leaders and teachers</p>	<p>The District needs to fill critical positions in the District. There are schools with overwhelming staffing shortages that make it difficult to meet students' needs.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Identification and Consistent Implementation of Effective Instructional Practices

Action Steps**Anticipated Start/Completion Date**

Identify and contract with a consultant group to develop an instructional framework with a select group of district teachers and administrators.

05/02/2022 - 12/15/2022

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

ESSER Funds - pay for an agreement with WestEd Technical Assistance from WestEd

no

no



Action Steps	Anticipated Start/Completion Date
Develop an administrative walk-through template aligned with the instructional framework.	12/15/2022 - 08/30/2023

Monitoring/Evaluation	Anticipated Output
<p>Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.</p>	<p>We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.</p>

Material/Resources/Supports Needed	PD Step	Comm Step
ESSER Funds - to pay for an agreement with WestEd Technical Assistance from WestEd	no	no



Action Steps**Anticipated Start/Completion Date**

Communicate to Principals and Asst Principals the minimum expectations for classroom walk-throughs and develop a district-wide goal for walk-throughs in administrator evaluations.

02/01/2023 - 08/19/2023

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

PAETEP

yes

yes



Action Steps**Anticipated Start/Completion Date**

Review drafts of the instructional framework and walk-through template with various stakeholders for feedback and revision.

12/15/2022 - 08/30/2023

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

Drafts of the Instructional Framework and Walk-through Template

no

no



Action Steps**Anticipated Start/Completion Date**

Develop a professional development and implementation plan to effectively roll-out the framework and walkthrough template with administrators and teachers.

12/19/2022 - 01/13/2023

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

Technical Assistance from WestEd District Calendar

yes

yes

Action Steps**Anticipated Start/Completion Date**

Run administrator workshops to introduce PreK-12 Principals and Assistant Principals to the Reading SD Instructional Framework and Walkthrough template.

01/26/2023 - 03/30/2023

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

Technical Assistance from WestEd Copies of final documents

yes

no



Action Steps**Anticipated Start/Completion Date**

Form an instructional leadership team comprised of teacher leaders to work with WestEd to develop professional development workshops for teachers on the practices embedded in the instructional framework and walkthrough templates.

03/30/2023 - 04/14/2023

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

Technical Assistance from WestEd Copies of all documents

yes

no



Action Steps**Anticipated Start/Completion Date**

Schedule and deliver professional development sessions with teachers district-wide.

06/05/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

Federal Funds for teacher extra wages;

yes

no

Action Steps	Anticipated Start/Completion Date
Develop and implement an administrative walk-through schedule for district and school-based administrators that prioritizes instructional practices as they are presented during professional development to ensure that teachers are given feedback as they implement those practices.	06/05/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.	We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
District Calendar Professional Development Calendar PAETEP - evaluation system	no	yes

Action Steps**Anticipated Start/Completion Date**

Contract with SupportEd and WestEd to collaborate with the ESL Department to deliver professional development and coaching to teachers who work with English Learners district-wide. This training should provide teachers with effective instructional strategies for scaffolding and supporting ELs within the context of the instructional framework.

08/01/2021 - 12/31/2024

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

Material/Resources/Supports Needed

PD Step

Comm Step

Federal Funds, Impact Aid Funds

yes

no



Action Steps**Anticipated Start/Completion Date**

Develop and implement a plan to train general ed teachers and administrators on how to best meet the needs of students with disabilities.

07/03/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

IDEA, Federal Funds

yes

no



Action Steps**Anticipated Start/Completion Date**

Members of the T&L team will collaboratively develop a needs assessment to administer with various stakeholders to review current assessment and grading practices.

08/21/2023 - 11/30/2023

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

Google Forms, research on grading and assessment practices

no

no



Action Steps**Anticipated Start/Completion Date**

Administer the needs assessment with teachers, students, administrators and families to gather data on our current assessment and grading practices.

12/01/2023 - 12/22/2023

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

Needs assessments for each stakeholder group

no

no



Action Steps**Anticipated Start/Completion Date**

Analyze the needs assessment data to identify areas of success and areas for growth.

01/03/2024 - 01/31/2024

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

Needs assessment data

no

no



Action Steps**Anticipated Start/Completion Date**

Members of the T&L Team will collaborate to design an action plan outlining the steps for revamping the assessment and grading systems in response to the systemic challenges identified in the needs assessment to be implemented in the next phase of comprehensive planning.

02/01/2024 - 03/29/2024

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP.

We expect that all administrators and teachers district-wide will be able to 1. articulate the instructional priorities of the district; 2. consistently implement evidence-based instructional practices aligned to the instructional priorities in all subjects and in all grade levels as documented in teacher walk-throughs and evaluations; 3. demonstrate evidence of effectiveness through increased student achievement on district and state assessments.

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

Analysis of needs assessment data

no

no

Action Plan: Implement Evidence-Based Programs Proven Effective in Urban Schools

Action Steps

Anticipated Start/Completion Date

Request and review proposals from multiple vendors for evidence-based PreK-8 math programs in order to select 3-5 programs for consideration.

09/01/2021 - 10/29/2021

Monitoring/Evaluation

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

Anticipated Output

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

Material/Resources/Supports Needed

PD Step

Comm Step

RFP

no

yes



Action Steps**Anticipated Start/Completion Date**

Design an evaluation tool/rubric based on the needs of our students and current best practices in mathematics instruction.

09/01/2021 - 10/29/2021

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

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

District-rubric template Current research in math instruction District math data

no

no

Action Steps**Anticipated Start/Completion Date**

Send out an invitation to schools in grades PreK-8 for administrators and staff to participate in program reviews and evaluations.

09/01/2021 - 10/29/2021

Monitoring/Evaluation

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

Anticipated Output

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

Material/Resources/Supports Needed

PD Step

Comm Step

District email

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop and share a schedule for initial training on the use of the program evaluation rubric and then for program review with vendors and program review team.

11/01/2021 - 11/30/2021

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

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

District email

no

no

Action Steps**Anticipated Start/Completion Date**

Implement program review sessions and gather data after each session.

12/01/2021 - 03/30/2022

Monitoring/Evaluation

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

Anticipated Output

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

Material/Resources/Supports Needed

PD Step

Comm Step

Evaluation rubrics

no

no



Action Steps	Anticipated Start/Completion Date
Use review data to select and recommend a new math program for adoption.	03/30/2022 - 04/05/2022

Monitoring/Evaluation	Anticipated Output
<p>Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.</p>	<p>The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.</p>

Material/Resources/Supports Needed	PD Step	Comm Step
Proposal/quotes for Board agenda	no	no

Action Steps**Anticipated Start/Completion Date**

Order materials and professional development services from the vendor.

04/25/2022 - 05/15/2022

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

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

Federal Funds - for one-time upgrade of curriculum materials

no

no

Action Steps**Anticipated Start/Completion Date**

Collaborate with vendor and various Teaching and Learning Departments to develop a district-wide professional development plan, including a vendor-developed walk-through template, for the implementation of the new math program.

05/01/2022 - 05/30/2022

Monitoring/Evaluation

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

Anticipated Output

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

Material/Resources/Supports Needed

PD Step

Comm Step

Federal Funds District calendar

yes

no



Action Steps**Anticipated Start/Completion Date**

Implement professional development and monitor instruction through ongoing walk-throughs providing feedback to teachers through PAETEP.

06/01/2022 - 12/31/2023

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

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

PAETEP Math walkthrough templates provided by the vendor

yes

yes

Action Steps**Anticipated Start/Completion Date**

Develop and implement a PreK-8 math assessment plan to allow for at least three benchmark assessments per year. Conduct data summits/meetings after each benchmark to determine the effectiveness of the program.

06/01/2022 - 12/31/2023

Monitoring/Evaluation

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

Anticipated Output

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

Material/Resources/Supports Needed

PD Step

Comm Step

District Assessment Calendar

no

no



Action Steps**Anticipated Start/Completion Date**

Participate in professional development on the STEEL standards in preparation for revision of the science curriculum.

08/07/2023 - 12/29/2023

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

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

PDE sponsored PD

yes

no

Action Steps**Anticipated Start/Completion Date**Plan and implement training for science teachers K-12
on the STEEL standards.

08/21/2023 - 01/31/2024

Monitoring/Evaluation

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

Anticipated Output

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

Material/Resources/Supports Needed

PD resources available for PDE

PD Step

yes

Comm Step

no



Action Steps**Anticipated Start/Completion Date**

Convene a team of science teachers K-12 to begin the early stages of the curriculum review cycle for science.

02/01/2024 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Members of the Central Office Teaching and Learning Team will schedule monthly walkthroughs with the administrators at their assigned schools to check in on classroom practice and monitor the implementation of the walkthrough feedback cycle. School Administrators will schedule and implement a minimum number of instructional walkthroughs on a weekly basis and provide teachers feedback on their practice using the walkthrough template. Teachers will engage in two-way communication with their administrators about their instructional practices through PAETEP. All stakeholders will engage in on-going review of student benchmark data for the purpose of evaluating effectiveness of programming and instruction as well as to identify and address student needs.

The implementation of evidence-based programs that are shown to be effective in urban environments should 1. lead teachers to offer more rigorous and challenging grade level curriculum to all students, 2. increase the use of effective instructional practices aligned to the district's instructional framework, 3. increase overall student achievement for all student groups.

Material/Resources/Supports Needed

PD Step

Comm Step

Guidance documents on the implementation of the STEEL standards from the SAS website

no

no

Action Plan: Expand Career Pathways for College and Career Readiness

Action Steps**Anticipated Start/Completion Date**

Evaluate the current career pathways model at Reading High School in relation to the overall district-wide College and Career Readiness Plan.

09/01/2021 - 12/01/2021

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendent of School Improvement will collaborate with the Department of Teaching and Learning, the high school administration and the Supervisor of College and Career Readiness to collaborate with community partners on a bi-weekly basis to meet and discuss the steps needed to roll out an enhanced college and career readiness plan at RHS.

It is expected that Reading Senior High School will have a structured program for College and Career Readiness, including but not limited to: 1. a designated Supervisor of College and Career Readiness, 2. a college and career readiness website listing opportunities for students, 3. a plan for rolling out career pathways at the high school level.

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

Course of studies Naviance Data

no

no

Action Steps**Anticipated Start/Completion Date**

Evaluate student feedback in Naviance to determine which pathways are of the most interest.

09/01/2021 - 09/30/2021

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendent of School Improvement will collaborate with the Department of Teaching and Learning, the high school administration and the Supervisor of College and Career Readiness to collaborate with community partners on a bi-weekly basis to meet and discuss the steps needed to roll out an enhanced college and career readiness plan at RHS.

It is expected that Reading Senior High School will have a structured program for College and Career Readiness, including but not limited to: 1. a designated Supervisor of College and Career Readiness, 2. a college and career readiness website listing opportunities for students, 3. a plan for rolling out career pathways at the high school level.

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

Naviance data

no

no

Action Steps**Anticipated Start/Completion Date**

Engage community stakeholders and employers in informing career pathways.

09/01/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendent of School Improvement will collaborate with the Department of Teaching and Learning, the high school administration and the Supervisor of College and Career Readiness to collaborate with community partners on a bi-weekly basis to meet and discuss the steps needed to roll out an enhanced college and career readiness plan at RHS.

It is expected that Reading Senior High School will have a structured program for College and Career Readiness, including but not limited to: 1. a designated Supervisor of College and Career Readiness, 2. a college and career readiness website listing opportunities for students, 3. a plan for rolling out career pathways at the high school level.

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

Technical Assistance from BCIU Access to community stakeholders

no

no

Action Steps**Anticipated Start/Completion Date**

Create and hire for a position called Supervisor of College and Career Readiness who will oversee all college and career readiness initiatives.

01/01/2022 - 05/31/2022

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendent of School Improvement will collaborate with the Department of Teaching and Learning, the high school administration and the Supervisor of College and Career Readiness to collaborate with community partners on a bi-weekly basis to meet and discuss the steps needed to roll out an enhanced college and career readiness plan at RHS.

It is expected that Reading Senior High School will have a structured program for College and Career Readiness, including but not limited to: 1. a designated Supervisor of College and Career Readiness, 2. a college and career readiness website listing opportunities for students, 3. a plan for rolling out career pathways at the high school level.

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

Job description Board approval Funding source

no

no

Action Steps**Anticipated Start/Completion Date**

Create a system to communicate career readiness opportunities to all students, including internships, jobs, apprenticeships, industry credentials, dual enrollment, early college, Job Corp, etc

10/01/2022 - 03/01/2023

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendent of School Improvement will collaborate with the Department of Teaching and Learning, the high school administration and the Supervisor of College and Career Readiness to collaborate with community partners on a bi-weekly basis to meet and discuss the steps needed to roll out an enhanced college and career readiness plan at RHS.

It is expected that Reading Senior High School will have a structured program for College and Career Readiness, including but not limited to: 1. a designated Supervisor of College and Career Readiness, 2. a college and career readiness website listing opportunities for students, 3. a plan for rolling out career pathways at the high school level.

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

College and Career Website MOUs with community partners and employers Technical Assistance from BCIU

no

yes

Action Steps**Anticipated Start/Completion Date**

Engaging in planning to redefine the satellite campuses as potential sites for career pathways instead of credit recovery.

09/01/2021 - 08/30/2024

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendent of School Improvement will collaborate with the Department of Teaching and Learning, the high school administration and the Supervisor of College and Career Readiness to collaborate with community partners on a bi-weekly basis to meet and discuss the steps needed to roll out an enhanced college and career readiness plan at RHS.

It is expected that Reading Senior High School will have a structured program for College and Career Readiness, including but not limited to: 1. a designated Supervisor of College and Career Readiness, 2. a college and career readiness website listing opportunities for students, 3. a plan for rolling out career pathways at the high school level.

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

Community Partners Technical Assistance from the BCIU Ongoing meetings with the Career Pathways Team.

no

no

Action Steps**Anticipated Start/Completion Date**

Allocate federal funds to each school PreK - 12 to support college and career readiness efforts through experiences such as field trips, guest speakers, Total Experience Learning and special assemblies.

08/22/2022 - 07/31/2024

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendent of School Improvement will collaborate with the Department of Teaching and Learning, the high school administration and the Supervisor of College and Career Readiness to collaborate with community partners on a bi-weekly basis to meet and discuss the steps needed to roll out an enhanced college and career readiness plan at RHS.

It is expected that Reading Senior High School will have a structured program for College and Career Readiness, including but not limited to: 1. a designated Supervisor of College and Career Readiness, 2. a college and career readiness website listing opportunities for students, 3. a plan for rolling out career pathways at the high school level.

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

Federal Funds Transportation

no

no

Action Plan: Job-Embedded Professional Development/Coaching

Action Steps**Anticipated Start/Completion Date**

Contract with WestEd and SupportEd to deliver professional development and coaching support for administrators and teachers who work with English learners.

07/01/2020 - 08/01/2024

Monitoring/Evaluation**Anticipated Output**

Both District and School administrators will monitor implementation of PD practices through daily walkthroughs and collection of participation data, Data will be reviewed during SI planning meetings.

If the professional development and coaching listed are implemented, we would expect to see improved practices in meeting the needs of ELs and students with disabilities. We would also expect to see improved literacy instruction in all classrooms district-wide. Teacher teams working on science curriculum and grading guidelines will be prepared to engage in deep work around those topics.

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

Title III funds ESSER funds Impact Aid Funds

yes

no



Action Steps**Anticipated Start/Completion Date**

Provide teachers with training and coaching in structured literacy as per PDE mandate.

08/01/2023 - 07/31/2024

Monitoring/Evaluation**Anticipated Output**

Both District and School administrators will monitor implementation of PD practices through daily walkthroughs and collection of participation data, Data will be reviewed during SI planning meetings.

If the professional development and coaching listed are implemented, we would expect to see improved practices in meeting the needs of ELs and students with disabilities. We would also expect to see improved literacy instruction in all classrooms district-wide. Teacher teams working on science curriculum and grading guidelines will be prepared to engage in deep work around those topics.

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

Federal Funds Technical Assistance and Consultation

yes

no

Action Steps**Anticipated Start/Completion Date**

Plan and implement training in anticipation of the curriculum review cycle for Science.

08/02/2023 - 12/29/2023

Monitoring/Evaluation**Anticipated Output**

Both District and School administrators will monitor implementation of PD practices through daily walkthroughs and collection of participation data, Data will be reviewed during SI planning meetings.

If the professional development and coaching listed are implemented, we would expect to see improved practices in meeting the needs of ELs and students with disabilities. We would also expect to see improved literacy instruction in all classrooms district-wide. Teacher teams working on science curriculum and grading guidelines will be prepared to engage in deep work around those topics.

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

Federal Funds

yes

no



Action Steps**Anticipated Start/Completion Date**

Plan and implement professional development and coaching for administrators and teachers related to standards-based grading and assessment.

06/12/2023 - 05/26/2023

Monitoring/Evaluation**Anticipated Output**

Both District and School administrators will monitor implementation of PD practices through daily walkthroughs and collection of participation data, Data will be reviewed during SI planning meetings.

If the professional development and coaching listed are implemented, we would expect to see improved practices in meeting the needs of ELs and students with disabilities. We would also expect to see improved literacy instruction in all classrooms district-wide. Teacher teams working on science curriculum and grading guidelines will be prepared to engage in deep work around those topics.

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

Federal Funds, Agreement with a Consultant

yes

no



Action Steps**Anticipated Start/Completion Date**

Develop and implement training for administrators, teachers and paraprofessionals specific to supporting students with disabilities.

03/01/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Both District and School administrators will monitor implementation of PD practices through daily walkthroughs and collection of participation data, Data will be reviewed during SI planning meetings.

If the professional development and coaching listed are implemented, we would expect to see improved practices in meeting the needs of ELs and students with disabilities. We would also expect to see improved literacy instruction in all classrooms district-wide. Teacher teams working on science curriculum and grading guidelines will be prepared to engage in deep work around those topics.

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

IDEA Funds, Federal Funds

yes

no

Action Plan: Family and Community Engagement

Action Steps**Anticipated Start/Completion Date**

The District-wide Family Engagement Specialists and Parent Outreach Assistants will conduct listening sessions with families and/or parent advisory councils on a quarterly basis to determine needs and gather feedback from families.

04/03/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

1. Parent surveys will be conducted annually to gather data on the district's family engagement programming.
 2. Parents will complete evaluations at the parental engagement events to provide feedback on their effectiveness throughout the year.
 3. Data gathered at quarterly listening sessions will be organized and reviewed by the family engagement specialists and administration to determine whether we are achieving our goal.

If the action steps above are implemented, we should see an increase in the utilization of Home Access Center by parents. We should also see an increase in the number of parents who state that they have access to their child's progress reports and know how to communicate with the school when they have concerns.

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

Access to communications platforms, Google Meets

no

yes



Action Steps**Anticipated Start/Completion Date**

Design family engagement workshops and resources to support the needs identified during the listening sessions, including resources to support Home Access Center and other progress monitoring tools for parents as well as Class Dojo, Remind and other communication tools in the District.

04/03/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

1. Parent surveys will be conducted annually to gather data on the district's family engagement programming.
 2. Parents will complete evaluations at the parental engagement events to provide feedback on their effectiveness throughout the year.
 3. Data gathered at quarterly listening sessions will be organized and reviewed by the family engagement specialists and administration to determine whether we are achieving our goal.

If the action steps above are implemented, we should see an increase in the utilization of Home Access Center by parents. We should also see an increase in the number of parents who state that they have access to their child's progress reports and know how to communicate with the school when they have concerns.

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

Access to communications platforms, Google Meets, Home Access Center

no

no



Action Steps**Anticipated Start/Completion Date**

Advertise workshops and resources to parents using various communications platforms.

04/03/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

1. Parent surveys will be conducted annually to gather data on the district's family engagement programming.
 2. Parents will complete evaluations at the parental engagement events to provide feedback on their effectiveness throughout the year.
 3. Data gathered at quarterly listening sessions will be organized and reviewed by the family engagement specialists and administration to determine whether we are achieving our goal.

If the action steps above are implemented, we should see an increase in the utilization of Home Access Center by parents. We should also see an increase in the number of parents who state that they have access to their child's progress reports and know how to communicate with the school when they have concerns.

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

Access to communications platforms, translations

no

yes



Action Steps**Anticipated Start/Completion Date**

Hold workshops for families in person and virtually scheduled based on the feedback gathered from parents. Conduct evaluations at each event.

04/03/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

1. Parent surveys will be conducted annually to gather data on the district's family engagement programming.
 2. Parents will complete evaluations at the parental engagement events to provide feedback on their effectiveness throughout the year.
 3. Data gathered at quarterly listening sessions will be organized and reviewed by the family engagement specialists and administration to determine whether we are achieving our goal.

If the action steps above are implemented, we should see an increase in the utilization of Home Access Center by parents. We should also see an increase in the number of parents who state that they have access to their child's progress reports and know how to communicate with the school when they have concerns.

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

Access to meeting spaces, Google Meet access

no

no



Action Steps**Anticipated Start/Completion Date**

Develop a research-based guidance document outlining the District's expectations for parent-teacher conferences at the elementary, middle and high school levels.

07/30/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output**

1. Parent surveys will be conducted annually to gather data on the district's family engagement programming.
 2. Parents will complete evaluations at the parental engagement events to provide feedback on their effectiveness throughout the year.
 3. Data gathered at quarterly listening sessions will be organized and reviewed by the family engagement specialists and administration to determine whether we are achieving our goal.

If the action steps above are implemented, we should see an increase in the utilization of Home Access Center by parents. We should also see an increase in the number of parents who state that they have access to their child's progress reports and know how to communicate with the school when they have concerns.

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

Access to research from WestEd's Academic Parent-Teacher Partnerships and the What Works Clearinghouse

no

no



Action Steps**Anticipated Start/Completion Date**

Design asynchronous PD modules for teachers and administrators based on the parent-teacher conferences guidance document.

10/01/2023 - 11/03/2023

Monitoring/Evaluation**Anticipated Output**

1. Parent surveys will be conducted annually to gather data on the district's family engagement programming.
 2. Parents will complete evaluations at the parental engagement events to provide feedback on their effectiveness throughout the year.
 3. Data gathered at quarterly listening sessions will be organized and reviewed by the family engagement specialists and administration to determine whether we are achieving our goal.

If the action steps above are implemented, we should see an increase in the utilization of Home Access Center by parents. We should also see an increase in the number of parents who state that they have access to their child's progress reports and know how to communicate with the school when they have concerns.

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

Google Classroom and Screencastify

yes

no



Action Steps**Anticipated Start/Completion Date**

Develop and implement a survey to be implemented with parents to gather feedback from parents about the effectiveness of parent-teacher conferences.

07/30/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output**

1. Parent surveys will be conducted annually to gather data on the district's family engagement programming.
 2. Parents will complete evaluations at the parental engagement events to provide feedback on their effectiveness throughout the year.
 3. Data gathered at quarterly listening sessions will be organized and reviewed by the family engagement specialists and administration to determine whether we are achieving our goal.

If the action steps above are implemented, we should see an increase in the utilization of Home Access Center by parents. We should also see an increase in the number of parents who state that they have access to their child's progress reports and know how to communicate with the school when they have concerns.

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

Google Forms

no

yes



Action Steps**Anticipated Start/Completion Date**

Collaborate with community partners to develop a plan to adopt and/or expand specialized family engagement programs across all schools in the District. Specialized programs include, but are not limited to: Academic Parent-Teacher Teams (APTT), Parent academies, adult ESL classes, Opening Doors and Family Literacy

08/30/2023 - 01/30/2024

Monitoring/Evaluation**Anticipated Output**

1. Parent surveys will be conducted annually to gather data on the district's family engagement programming.
 2. Parents will complete evaluations at the parental engagement events to provide feedback on their effectiveness throughout the year.
 3. Data gathered at quarterly listening sessions will be organized and reviewed by the family engagement specialists and administration to determine whether we are achieving our goal.

If the action steps above are implemented, we should see an increase in the utilization of Home Access Center by parents. We should also see an increase in the number of parents who state that they have access to their child's progress reports and know how to communicate with the school when they have concerns.

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

Access to community partners: Centro Hispano, Literacy Council, RACC, MAEC, etc.

no

no



Action Plan: Implementation of the PA Framework for Leadership

Action Steps

Anticipated Start/Completion Date

Schedule 3 administrative data summits for principals to share and reflect on their academic and behavioral data with their colleagues in an effort to brainstorm solutions to issues and share ideas.

08/30/2021 - 06/30/2024

Monitoring/Evaluation

Anticipated Output

The Assistant Superintendents of Teaching and Learning and School Improvement will meet with school principals individuals three times a year to discuss their evaluations and to review the data shared at their data summits.

If the steps above are implemented, we should see 1. evidence of data-driven decision-making among administrators in all schools and 2. consistent implementation of administrator evaluation protocols

Material/Resources/Supports Needed

PD Step

Comm Step

Data from all pertinent sources

no

no

Action Steps**Anticipated Start/Completion Date**

Schedule monthly principal workshops to allow principals time to collaborate on developing consistent systems for instructional and operational leadership. Principal workshops will focus on development of leadership capacity as they relate to School Improvement, instruction, and the Framework for Effective Teaching.

08/30/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendents of Teaching and Learning and School Improvement will meet with school principals individuals three times a year to discuss their evaluations and to review the data shared at their data summits.

If the steps above are implemented, we should see 1. evidence of data-driven decision-making among administrators in all schools and 2. consistent implementation of administrator evaluation protocols

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

yes

no



Action Steps**Anticipated Start/Completion Date**

Convene a team of administrators to plan the implementation of the PA Framework for Leadership (FFL)

01/05/2022 - 01/30/2022

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendents of Teaching and Learning and School Improvement will meet with school principals individuals three times a year to discuss their evaluations and to review the data shared at their data summits.

If the steps above are implemented, we should see 1. evidence of data-driven decision-making among administrators in all schools and 2. consistent implementation of administrator evaluation protocols

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

Access to the Framework for Leadership on SAS

no

no

Action Steps**Anticipated Start/Completion Date**

Contract with a professional development facilitator to provide training to the team as well as to facilitate the development of the protocols and related tools to implement the FFL.

02/01/2022 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendents of Teaching and Learning and School Improvement will meet with school principals individuals three times a year to discuss their evaluations and to review the data shared at their data summits.

If the steps above are implemented, we should see 1. evidence of data-driven decision-making among administrators in all schools and 2. consistent implementation of administrator evaluation protocols

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

Contract with facilitator, General Funds

yes

no



Action Steps**Anticipated Start/Completion Date**

Review and finalize all tools and templates designed by the team. Invite more administrators to provide feedback on final templates.

06/15/2022 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendents of Teaching and Learning and School Improvement will meet with school principals individuals three times a year to discuss their evaluations and to review the data shared at their data summits.

If the steps above are implemented, we should see 1. evidence of data-driven decision-making among administrators in all schools and 2. consistent implementation of administrator evaluation protocols

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

Final drafts of the templates

no

no



Action Steps**Anticipated Start/Completion Date**

Schedule professional development sessions during the annual leadership retreat.

07/15/2022 - 07/15/2022

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendents of Teaching and Learning and School Improvement will meet with school principals individuals three times a year to discuss their evaluations and to review the data shared at their data summits.

If the steps above are implemented, we should see 1. evidence of data-driven decision-making among administrators in all schools and 2. consistent implementation of administrator evaluation protocols

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

Contract PD Facilitator

yes

no



Action Steps**Anticipated Start/Completion Date**

Schedule and implement beginning of year, mid year and end of year meetings to review goals, offer feedback and related evidence for administrator evaluations.

08/15/2022 - 07/30/2023

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendents of Teaching and Learning and School Improvement will meet with school principals individuals three times a year to discuss their evaluations and to review the data shared at their data summits.

If the steps above are implemented, we should see 1. evidence of data-driven decision-making among administrators in all schools and 2. consistent implementation of administrator evaluation protocols

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

PAETEP, Evaluation Templates

no

no



Action Steps**Anticipated Start/Completion Date**

Gather administrators to reflect on and refine processes related to the administrative evaluation system to make revisions to the process in 2023-24.

07/12/2023 - 07/12/2023

Monitoring/Evaluation**Anticipated Output**

The Assistant Superintendents of Teaching and Learning and School Improvement will meet with school principals individuals three times a year to discuss their evaluations and to review the data shared at their data summits.

If the steps above are implemented, we should see 1. evidence of data-driven decision-making among administrators in all schools and 2. consistent implementation of administrator evaluation protocols

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

Access to evaluations

no

no

Action Plan: School-Based SEL Program

Action Steps**Anticipated Start/Completion Date**

Develop and implement a plan to create and fill more social workers and school counselor positions district-wide to support socio-emotional learning and mental health.

09/01/2021 - 08/21/2024

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

General and Federal Funds

no

no



Action Steps**Anticipated Start/Completion Date**

Have the Student Services Department staff research and approve the purchase of an SEL curriculum in grades PreK-8.

02/01/2021 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

Federal Funds

no

no

Action Steps**Anticipated Start/Completion Date**

Work with school principals to ensure that their master schedules include a time for socio-emotional learning to take place.

07/01/2021 - 08/30/2021

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

none

no

no



Action Steps**Anticipated Start/Completion Date**

Develop and communicate guidance for schools to implement SEL curriculum.

07/01/2021 - 08/30/2021

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

none

no

yes

Action Steps**Anticipated Start/Completion Date**

Provide teachers and administrators with training in the implementation of the SEL curriculum and continue to provide support, as needed, to new staff.

07/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

Federal Funds

yes

no

Action Steps**Anticipated Start/Completion Date**

Implement and monitor the instructional delivery of the SEL curriculum in PreK-8 classrooms, making adjustments as needed.

09/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

none

no

no

Action Steps**Anticipated Start/Completion Date**

Revise the high school schedule to create time for SEL instruction, trauma-informed and restorative practices and advisement in the master schedule.

01/03/2022 - 08/01/2022

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

Master Scheduler in SIS

no

no

Action Steps**Anticipated Start/Completion Date**

Convene a team of high school staff to design a plan for the implementation of the "advisory period" at high school to allow for SEL, trauma-informed and restorative practices and advisement to occur.

07/01/2022 - 07/31/2022

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

Federal funds for extra wages

no

no



Action Steps**Anticipated Start/Completion Date**

Provide PD to teachers about the new advisory period. 08/01/2022 - 08/30/2022

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

none

yes

no

Action Steps**Anticipated Start/Completion Date**

Implement and monitor the advisory period at the high school.

09/01/2022 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

Support from Central Office will be offered to the principal for monitoring the advisory period.

no

no



Action Steps**Anticipated Start/Completion Date**

Support the SEL programming with training for teachers on restorative practices and trauma-informed practices.

08/30/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

School administrators will collect data regarding student behaviors as well as the data from their school improvement surveys that will be shared with the Assistant Superintendents three times a year,

If the steps above are implemented, we should see 1. a decrease in the number of students engaging in violent or disruptive behaviors in schools district-wide, 2. an increase in the number of students who report feeling safe and supported in school on the annual school improvement surveys.

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

Federal Funds

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Communicate to Principals and Asst Principals the minimum expectations for classroom walk-throughs and develop a district-wide goal for walk-throughs in administrator evaluations.</p>	<p>02/01/2023 - 08/19/2023</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Develop a professional development and implementation plan to effectively roll-out the framework and</p>	<p>12/19/2022 - 01/13/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)		walkthrough template with administrators and teachers.	
100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)	Identification and Consistent Implementation of Effective Instructional Practices	Run administrator workshops to	01/26/2023
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)		introduce PreK-12 Principals and Assistant Principals to the Reading SD Instructional Framework and Walkthrough template.	-
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)			03/30/2023
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)	Identification and Consistent Implementation of Effective Instructional Practices	Form an instructional leadership team	03/30/2023
100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)		comprised of teacher leaders to work with WestEd to develop	-
			04/14/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)		professional development workshops for teachers on the practices embedded in the instructional framework and walkthrough templates.	
100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)	Identification and Consistent	Schedule and deliver	06/05/2023 -
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)	Implementation of Effective Instructional Practices	professional development sessions with teachers district-wide.	06/07/2024
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)			
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)	Identification and Consistent Implementation of	Contract with SupportEd and WestEd to	08/01/2021 - 12/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Effective Instructional Practices	<p>collaborate with the ESL Department to deliver professional development and coaching to teachers who work with English Learners district-wide. This training should provide teachers with effective instructional strategies for scaffolding and supporting ELs within the context of the instructional framework.</p>	<p>07/03/2023 - 06/05/2024</p>
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>	<p>Identification and Consistent Implementation of</p>	<p>Develop and implement a plan to train general ed</p>	<p>07/03/2023 - 06/05/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Effective Instructional Practices	teachers and administrators on how to best meet the needs of students with disabilities.	
<p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p> <p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Implement Evidence-Based Programs Proven Effective in Urban Schools	Collaborate with vendor and various Teaching and Learning Departments to develop a district-wide professional development plan, including a vendor-developed walk-through template, for the implementation of the new math program.	05/01/2022 - 05/30/2022
The administration will monitor the implementation of research-proven	Implement Evidence-	Implement	06/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Based Programs Proven Effective in Urban Schools	professional development and monitor instruction through ongoing walk-throughs providing feedback to teachers through PAETEP.	- 12/31/2023
<p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p> <p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Implement Evidence-Based Programs Proven Effective in Urban Schools	Participate in professional development on the STEEL standards in preparation for revision of the science curriculum.	08/07/2023 - 12/29/2023
The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)	Implement Evidence-Based Programs Proven	Plan and implement	08/21/2023 - 01/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Effective in Urban Schools	training for science teachers K-12 on the STEEL standards.	
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Job-Embedded Professional Development/Coaching	Contract with WestEd and SupportEd to deliver professional development and coaching support for administrators and teachers who work with English learners.	07/01/2020 - 08/01/2024
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	Job-Embedded Professional Development/Coaching	Provide teachers with training and coaching in	08/01/2023 - 07/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)		structured literacy as per PDE mandate.	
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Job-Embedded Professional Development/Coaching	Plan and implement training in anticipation of the curriculum review cycle for Science.	08/02/2023 - 12/29/2023
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Job-Embedded Professional Development/Coaching	Plan and implement professional development and coaching for administrators and teachers related to standards-based grading and assessment.	06/12/2023 - 05/26/2023
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of	Job-Embedded Professional	Develop and implement	03/01/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	Development/Coaching	training for administrators, teachers and paraprofessionals specific to supporting students with disabilities.	05/31/2024
<p>The District will engage in stakeholder feedback sessions on a quarterly basis through surveys and/or small-group listening sessions with families, staff and community members. (Feedback through Surveys/Listening Sessions)</p> <p>95% of parents surveyed in grades PreK-12 will report that they are able to access their child's grades and other indicators of student progress on the Home Access Center. (Use of Home Access Center)</p> <p>95% of parents surveyed in grades PreK-12 will report that they have participated in or were aware of meaningful family engagement activities offered at the school and/or district level. (Family Engagement Programming)</p>	Family and Community Engagement	Design asynchronous PD modules for teachers and administrators based on the parent-teacher conferences guidance document.	10/01/2023 - 11/03/2023
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>	Implementation of the PA Framework for Leadership	Contract with a professional development	02/01/2022 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)		facilitator to provide training to the team as well as to facilitate the development of the protocols and related tools to implement the FFL.	
100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)	Implementation of the PA Framework for Leadership	Schedule professional development sessions during the annual leadership retreat.	07/15/2022 - 07/15/2022
The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)	Implementation of the PA Framework for Leadership	Schedule monthly principal workshops to allow principals time to collaborate on developing consistent systems for	08/30/2021 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		instructional and operational leadership. Principal workshops will focus on development of leadership capacity as they relate to School Improvement, instruction, and the Framework for Effective Teaching.	
By the end of the 2023-24 school year, the District will implement socio-emotional learning programs and related mental health services at every grade band (K-4, 5-8, & 9-12) district-wide. (SEL Programs)	School-Based SEL Program	Provide teachers and administrators with training in the implementation of the SEL curriculum and continue to provide support, as needed, to new	07/01/2021 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 school year, the District will implement socio-emotional learning programs and related mental health services at every grade band (K-4, 5-8, & 9-12) district-wide. (SEL Programs)	School-Based SEL Program	staff. Provide PD to teachers about the new advisory period.	08/01/2022 - 08/30/2022
By the end of the 2023-24 school year, the District will implement socio-emotional learning programs and related mental health services at every grade band (K-4, 5-8, & 9-12) district-wide. (SEL Programs)	School-Based SEL Program	Support the SEL programming with training for teachers on restorative practices and trauma-informed practices.	08/30/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Framework	All school administrators, teachers and paraprofessionals district-wide	Effective Instruction in Diverse Urban Schools; Leading the Roll-out and Implementation of an Instructional Framework to Meet the Needs of Diverse Learners; Planning Effective PD for Teachers and Staff; An Intro to the Pillars in the Instructional Framework; Deep Dive into Quality Interactions; Deep Dive into High Expectations; Monitoring Implementation through Classroom Walk-throughs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Session evaluations, teacher observations, instructional walk-throughs	08/30/2021 - 06/30/2024	Assistant Superintendents of T&L and SI

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3b: Using Questioning and Discussion Techniques	Teaching Diverse Learners in Inclusive Settings
1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings
4a: Reflecting on Teaching	Teaching Diverse Learners in Inclusive Settings
1e: Designing Coherent Instruction	
3e: Demonstrating Flexibility and Responsiveness	

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

2b: Establishing a Culture for Learning

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

1a: Demonstrating Knowledge of Content and Pedagogy

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

3b: Using Questioning and Discussion Techniques

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

Professional Development Step

Audience

Topics of Prof. Dev

Trauma Informed Care & Socio-Emotional Learning

Teachers, Administrators and Paraprofessionals

Trauma-informed care (ACES); Safe and Supportive Positive Relationships; Sense of Belonging; Self-Care, Ensuring Emotional Safety; Socio-Emotional Learning; Restorative Practices

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Belonging Surveys, Session Evaluations

08/01/2020 - 06/30/2024

Director of Equity and Director of Student Services

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating an Environment of Respect and Rapport

At Least 1-hour of Trauma-informed Care Training for All Staff

1b: Demonstrating Knowledge of Students

2d: Managing Student Behavior

4e: Growing and Developing Professionally

Professional Development Step

Audience

Topics of Prof. Dev

Language and Literacy

Administrators, Teachers,
Paraprofessionals

Structure Literacy; Effective Scaffolding Techniques for
Struggling Readers and ELs; Quality Teaching for
English Learners

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Session evaluations, classroom walkthroughs and
teacher observations

08/30/2021 - 06/30/2024

Director of Professional Development;
Director of ESL

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Language and Literacy Acquisition for All Students

1c: Setting Instructional Outcomes

Language and Literacy Acquisition for All Students

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

1e: Designing Coherent Instruction

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

3e: Demonstrating Flexibility and Responsiveness

1f: Designing Student Assessments



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p> <p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Communicate to Principals and Asst Principals the minimum expectations for classroom walk-throughs and develop a district-wide goal for walk-throughs in administrator evaluations.</p>	<p>2023-02-01 - 2023-08-19</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)</p>	<p>Identification and Consistent Implementation of Effective Instructional Practices</p>	<p>Develop a professional development and implementation plan to effectively roll-out the framework and</p>	<p>2022-12-19 - 2023-01-13</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)		walkthrough template with administrators and teachers.	
The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)	Identification and Consistent Implementation of Effective Instructional Practices	Develop and implement an administrative walk-through schedule for district and school-based administrators that prioritizes instructional practices as they are presented during professional development to ensure that teachers are given feedback as they implement those practices.	2023-06-05 - 2024-06-07
100% of the District and School administrators evaluated with the RSD Framework for Evaluation will receive a rating of Proficient or Distinguished in all four domains. (Admin Evaluation)			
90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	<p>Implement Evidence-Based Programs Proven Effective in Urban Schools</p>	<p>Request and review proposals from multiple vendors for evidence-based PreK-8 math programs in order to select 3-5 programs for consideration.</p>	<p>2021-09-01 - 2021-10-29</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	<p>Implement Evidence-Based Programs Proven Effective in Urban Schools</p>	<p>Send out an invitation to schools in grades PreK-8 for administrators and staff to participate in program reviews and evaluations.</p>	<p>2021-09-01 - 2021-10-29</p>
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p>	<p>Implement Evidence-Based</p>	<p>Implement professional development and</p>	<p>2022-06-01 - 2023-12-31</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will hold 3 data summits per year with District and School leadership teams. (Data Summits)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	<p>Programs Proven Effective in Urban Schools</p>	<p>monitor instruction through ongoing walk-throughs providing feedback to teachers through PAETEP.</p>	
<p>The administration will monitor the implementation of research-proven practices as outlined in a PreK-12 instructional framework for a minimum of one hour per day. (Instructional Framework)</p> <p>90% of the professional development offered to teachers in the District will align to the research-proven practices identified in the instructional framework. (Alignment of Professional Development to the Framework)</p>	<p>Expand Career Pathways for College and Career Readiness</p>	<p>Create a system to communicate career readiness opportunities to all students, including internships, jobs, apprenticeships, industry credentials, dual enrollment, early college, Job Corp, etc</p>	<p>2022-10-01 - 2023-03-01</p>
<p>The District will engage in stakeholder feedback sessions on a quarterly basis through surveys and/or small-group listening sessions with families, staff and community members. (Feedback through Surveys/Listening Sessions)</p>	<p>Family and Community Engagement</p>	<p>The District-wide Family Engagement</p>	<p>2023-04-03 - 2024-06-14</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>95% of parents surveyed in grades PreK-12 will report that they are able to access their child's grades and other indicators of student progress on the Home Access Center. (Use of Home Access Center)</p> <p>95% of parents surveyed in grades PreK-12 will report that they have participated in or were aware of meaningful family engagement activities offered at the school and/or district level. (Family Engagement Programming)</p>		<p>Specialists and Parent Outreach Assistants will conduct listening sessions with families and/or parent advisory councils on a quarterly basis to determine needs and gather feedback from families.</p>	
<p>The District will engage in stakeholder feedback sessions on a quarterly basis through surveys and/or small-group listening sessions with families, staff and community members. (Feedback through Surveys/Listening Sessions)</p> <p>95% of parents surveyed in grades PreK-12 will report that they are able to access their child's grades and other indicators of student progress on the Home Access Center. (Use of Home Access Center)</p> <p>95% of parents surveyed in grades PreK-12 will report that they have participated in or were aware of meaningful family engagement activities offered at the school and/or district level. (Family Engagement Programming)</p>	<p>Family and Community Engagement</p>	<p>Advertise workshops and resources to parents using various communications platforms.</p>	<p>2023-04-03 - 2024-06-14</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will engage in stakeholder feedback sessions on a quarterly basis through surveys and/or small-group listening sessions with families, staff and community members. (Feedback through Surveys/Listening Sessions)</p>	<p>Family and Community Engagement</p>	<p>Develop and implement a survey to be implemented with parents to gather feedback from parents about the effectiveness of parent-teacher conferences.</p>	<p>2023-07-30 - 2023-09-30</p>
<p>95% of parents surveyed in grades PreK-12 will report that they are able to access their child's grades and other indicators of student progress on the Home Access Center. (Use of Home Access Center)</p>			
<p>95% of parents surveyed in grades PreK-12 will report that they have participated in or were aware of meaningful family engagement activities offered at the school and/or district level. (Family Engagement Programming)</p>			
<p>By the end of the 2023-24 school year, the District will implement socio-emotional learning programs and related mental health services at every grade band (K-4, 5-8, & 9-12) district-wide. (SEL Programs)</p>	<p>School-Based SEL Program</p>	<p>Develop and communicate guidance for schools to implement SEL curriculum.</p>	<p>2021-07-01 - 2021-08-30</p>

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Instructional Framework and Classroom Walkthroughs	Administrators, Teachers and Paraprofessionals	Goals and Procedures for Classroom Walkthroughs, Introduction of the Instructional Framework; Instructional Walk-through Schedule

Anticipated Timeframe	Frequency	Delivery Method
08/30/2021 - 06/30/2024	Annually	Email Presentation

Lead Person/Position
Assistant Superintendents of T&L and SI

Communication Step	Audience	Topics/Message of Communication
Program Adoption	Publishing companies; Administrators and teachers	Requests for bids for new textbooks; Invitations for staff to join resource adoption and curriculum review teams

Anticipated Timeframe

08/30/2021 - 06/30/2024

Frequency

At the start of each curriculum review cycle

Delivery MethodPublic service announcement
Email**Lead Person/Position**

Director of Curriculum

Communication Step

College and Career Readiness/Act 158

Audience

Students, families, and staff

Topics/Message of Communication

College and Career Readiness Opportunities, Internships, Jobs, and Act 158 requirements

Anticipated Timeframe

08/30/2022 - 06/30/2024

Frequency

Throughout the year on its own dedicated area of our website

Delivery MethodPosting on district website
Other**Lead Person/Position**

Supervisor of College and Career Readiness

Communication Step	Audience	Topics/Message of Communication
Family and Community Engagement	Families and community members	Title I Meetings, Family Listening Sessions, Roles and responsibilities of parents, Parent Engagement Opportunities, Parent-Teacher Conferences

Anticipated Timeframe	Frequency	Delivery Method
08/30/2021 - 06/30/2024	Monthly	Email Newsletter Posting on district website

Lead Person/Position
Family Engagement Specialists

Communication Step	Audience	Topics/Message of Communication
School-based SEL Program	Administrators and Teachers	Guidance on the District-adopted SEL Programs to be implemented at each school

Anticipated Timeframe**Frequency****Delivery Method**

08/30/2021 - 06/30/2024

Annually

Email
Presentation

Lead Person/Position

Director of Student Services



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

