

**READING SHS**

801 N 13th St

ATSI Title 1 School Plan | 2023 - 2024

---

**VISION FOR LEARNING**

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

## STEERING COMMITTEE

Name	Position	Building/Group
Jessica DiBlasi Myers	Principal	Reading High School
Christy Hetrick	Other	Reading High School
Heather Foltz	Education Specialist	Reading School District
Sindy Goodhart	Other	Reading High School
Alex Noguerola	Other	Reading School District
Heather Ash	Special Education Teacher	Reading High School
Lisa Comly	Teacher	Reading High School
Michelle Scianna	Other	Reading High School
Robert McDonald	Other	Reading High School
JuliAnne Kline	District Level Leaders	Reading School District
Wanda Gonzalez-Crespo	District Level Leaders	Reading School District
Chris Knechel	Other	Reading High School
Raissa Berger	Other	Reading High School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Christina Foehl	Other	Berks County Intermediate Unit
Carissa Noel	Other	Berks County Intermediate Unit
Eric Acosta	Student	Reading School District
Sara Torres	Parent	Reading School District
Lees Chevere	Community Member	Migrant Education
Jennifer Murray	Chief School Administrator	Reading School District
Jason Schwambach	Other	Reading High School
Sofia Lemus Adame	Student	Reading High School
Megan Tejada	Other	Reading High School
Angel Alvarado	Student	Reading High School
Milta Saturria-Torres	Other	Reading High School
Amanda Helm	Other	Reading High School
Kelly Rupp	Other	Reading High School
Geraldine Sepulveda Torres	Other	Reading School District
Cheryl Davis	Other	Reading High School

Name	Position	Building/Group
Migdalia Garcia	Community Member	Communities in School
Jasiel Ayala	Other	Reading High School
Andrew Altland	Other	Reading High School
Kristel Riegel-Martinez	Teacher	Reading High School
Hope Migliaccio	Other	Reading High School
Adriane Golden	Other	Reading School District
Robin Harris	Other	Reading High School
Christine Schuler	Other	Reading High School
Carrie Thomas	Teacher	Reading High School
Mary-Teresa Quesada	Teacher	Reading High School
Angelica Pagan	Parent	Community Member
Arianna Canelo Santana	Student	Reading High School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If teachers use relevant and interactive instructional practices, then students will be more engaged in learning, more students will attend class, and course passage rates will increase.	Graduation rate
	Graduation rate
If teachers have the time to utilize academic data, then they will be able to address student needs, and student engagement and passage rates will increase.	Essential Practices 1: Focus on Continuous Improvement of Instruction
	Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

Evidence-based Strategy	
School Culture for Quality Interactions and High Expectations	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Increased passage rates for identified student	The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year.

Goal Nickname	Measurable Goal Statement (Smart Goal)			
groups				
Growth or maintain proficiency on the instructional framework rubrics.	70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
The Instructional Framework Team team will attend a summer institute to be trained on the instructional framework, high expectations and quality interactions.	2023-07-19 - 2023-08-31	West Ed & RSD T&L Team - Summer 2023	Instructional Framework, Rubrics	
Look-fors for classroom walk-throughs will be developed by the admin team in conjunction with WestEd to reflect the pillars of high expectations and quality interactions from the instructional framework	2023-07-01 - 2023-07-14	West Ed & RSD Central Admin.	Walkthrough Rubric	
Staff will receive professional development that provides an overview to the instructional framework and an introduction to Quality Interactions.	2023-08-22 - 2023-08-25	RHS Admin and trained RHS lead teachers	Slideshow, Rubric, One Pagers	
Staff will receive professional development on the look-fors for classroom walkthroughs.	2023-08-22 - 2023-08-25	RHS Admin	Slideshow, Rubric, One Pagers	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Baseline data will be collected from classroom walk throughs using the Quality Interactions and/or High Expectation Rubric	2023-09-01 - 2023-10-31	RHS Admin	PA-EETEP, Rubric, One Pagers
Walkthrough data shared quarterly with staff	2023-09-01 - 2024-06-06	RHS Admin	Slideshow, data, rubric, PA-EETEP
Staff will receive professional development that provides an review of the instructional framework and an introduction to High Expectations.	2023-11-01 - 2023-11-30	RHS Admin and RHS Lead Teachers	Slideshow, Rubric, One pagers
Staff will receive professional development that provides an review of the instructional framework (Quality Interactions and High Expectations).	2024-01-01 - 2024-01-31	RHS Admin and RHS Lead Teachers	Slideshow, Rubric, One pagers

Anticipated Outcome
Increased student engagement, increased teacher expectations for course rigor and student classroom quality interactions, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students more are on grade level and therefore increased graduation rate, teachers receiving more feedback on their instructional practice

Monitoring/Evaluation
Walkthroughs, administrative team, quarterly

-----

## Evidence-based Strategy

Using data to inform instruction

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Analyzing SRI data to impact student outcomes

The percentage of students reading on grade level will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI during the 2023-2024 school year.

Analyzing CDT data to impact student outcomes

The percentage of students passing the Algebra, Literature, and Biology Keystone trigger courses will increase by 10% over the 2022-2023 percentages.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

The Keystone Data Teams (Algebra I, Literature and Biology teachers) will meet to analyze the 2022-2023 Keystone results, reflect on last year's instruction and plan adjustments to instruction.

2023-08-22 -  
2023-09-30

RHS Admin, RHS  
T/L team,  
Instructional  
coaches,  
Instructional  
Supervisors

data, slideshow, standards,  
anchors, eligible content

The Keystone Data Teams will attend a presentation on CDT administration and application, then create a data plan for the 2023-2024 school year.

2023-09-01 -  
2023-10-31

Dan Richards, RHS  
Admin,  
Instructional  
Supervisors

CDT website, slideshow,  
teachers accounts



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The CDTs will be administered to students in Keystone courses quarterly	2023-09-01 - 2024-06-06	Instructional supervisors, AP, department chairs	Chromebooks, student login information, CDT site
The Keystone Data Teams will meet quarterly to review and modify their instruction based on student data.	2023-09-01 - 2024-06-06	Instructional Supervisors, AP	CDT data, keystone data, instructional assessment data, formative assessment data, standards, anchors, eligible content
ELA and/or Advisory teachers will receive PD on how to administer SRI (Scholastic Reading Inventory)	2023-08-01 - 2023-09-30	Instructional Coach, Instructional Supervisor, RHS Admin	Slideshow, Teacher login information for the SRI data site
ELA and/or Advisory teachers will administer the SRI to all students in their ELA classes in grades 9-12	2023-09-01 - 2023-10-30	ELA and/or Advisory teachers	Teacher and student login information for SRI website
ELA, Social Studies, Science and Reading teachers will analyze SRI data and create an literacy plans	2023-11-01 - 2023-11-10	RHS Admin, Instructional Supervisor, Instructional Coach	SRI data, teacher login information, slideshow
ELA and/or Advisory teachers will administer the SRI to all students in their ELA classes in grades 9-12 who are not reading at or above their grade level based on previous SRI	2024-01-01 - 2024-01-31	ELA and/or Advisory teachers	Teacher and student login information for SRI website

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
data			
ELA, Social Studies, Science and Reading teachers will analyze SRI growth data and create and reflect and review their student's literacy plans	2024-04-20 - 2024-04-30	RHS Admin, Instructional Supervisor, Instructional Coach	SRI data, teacher login information, slideshow
ELA and/or Advisory teachers will administer the SRI to all students in their ELA classes in grades 9-12 who are not reading at or above their grade level based on previous SRI data	2024-05-01 - 2024-05-11	ELA and/or Advisory teachers	Teacher and student login information for SRI website
ELA, Social Studies, Science and Reading teachers will analyze SRI growth data and create and reflect and review student literacy plans on Keystone testing days	2024-05-12 - 2024-05-21	RHS Admin, Instructional Supervisor, Instructional Coach	SRI data, teacher login information, slideshow
<b>Anticipated Outcome</b>			
Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades			
<b>Monitoring/Evaluation</b>			
Walkthroughs, administrative team, ongoing/quarterly data review during the school			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)	School Culture for Quality Interactions and High Expectations	The Instructional Framework Team will attend a summer institute to be trained on the instructional framework, high expectations and quality interactions.	07/19/2023 - 08/31/2023
70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)	School Culture for Quality Interactions and High Expectations	Look-fors for classroom walk-throughs will be developed by the admin team in conjunction with WestEd to reflect the pillars of high expectations and quality interactions from the instructional framework	07/01/2023 - 07/14/2023
70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)	School Culture for Quality Interactions and High Expectations	Staff will receive professional development that provides an overview to the instructional framework and an introduction to Quality Interactions.	08/22/2023 - 08/25/2023
70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)	School Culture for Quality Interactions and High Expectations	Staff will receive professional development on the look-fors for classroom walkthroughs.	08/22/2023 - 08/25/2023
70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)	School Culture for Quality Interactions and High Expectations	Staff will receive professional development that provides an review of the instructional framework and an introduction to High Expectations.	11/01/2023 - 11/30/2023
70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )			



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)	School Culture for Quality Interactions and High Expectations	Staff will receive professional development that provides an review of the instructional framework (Quality Interactions and High Expectations).	01/01/2024 - 01/31/2024
70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students reading on grade level will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI during the 2023-2024 school year. (Analyzing SRI data to impact student outcomes)	Using data to inform instruction	The Keystone Data Teams will attend a presentation on CDT administration and application, then create a data plan for the 2023-2024 school year.	09/01/2023 - 10/31/2023
The percentage of students passing the Algebra, Literature, and Biology Keystone trigger courses will increase by 10% over the 2022-2023 percentages. (Analyzing CDT data to impact student outcomes)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students reading on grade level will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI during the 2023-2024 school year. (Analyzing SRI data to impact student outcomes)	Using data to inform instruction	ELA and/or Advisory teachers will receive PD on how to administer SRI (Scholastic Reading Inventory)	08/01/2023 - 09/30/2023
The percentage of students passing the Algebra, Literature, and Biology Keystone trigger courses will increase by 10% over the 2022-2023 percentages. (Analyzing CDT data to impact student outcomes)			

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

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

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

\_\_\_\_\_  
Chief School Administrator

\_\_\_\_\_  
School Improvement Facilitator Signature

\_\_\_\_\_  
Building Principal Signature

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Academic Growth Expectations in English Language Arts/Literature: The percent of students proficient or advanced for the following groups (Hispanic, and economically disadvantaged) increased from the prior school year.

Academic Growth Expectations in Mathematics/Algebra 1: The percent of students proficient or advanced for the following groups (Black, Hispanic, and economically disadvantaged) increased from the prior school year.

Percent Proficient/Advanced in English Language Arts/Literature score was 28.8%. The school grew the score by increase of 104% from the previous years score of 14.1%.

ELA Strength 1 : SRI- The SRI test is being used to track the students reading levels and growth. The teachers examined their students' SRI scores during literacy meetings. Ninth-twelfth grade teachers used the SRI results to plan instruction.

ELA Strength 2: Overall, there was a 4% increase in the number of students who are advanced in reading and a 2% decrease in the number of students who are basic in reading and a 1% decrease in the number of students who are below basic in reading.

### Challenges

Percent English Language (WIDA) Growth and Attainment (ALL); Hispanic, economically disadvantaged, English learners, and students with disabilities all decreased from the previous school year.

Percent Four-Year Cohort Graduation for students with disabilities and English learners

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

For the 2022-2023, the SMI was only utilized with students with disabilities. 99.82% of these students were assessed as either basic or below basic which means they are below their grade level proficiency target.

ELA Challenge 1: 73% of 9th students are reading below grade level as of January 2023 based on SRI data

ELA Challenge 2: The SRI was not mandated for all students (9-12) to test as teachers were given the option of utilizing Zinc with grade levels 10-12. As a school, we do not have consistent data to assess where all grade levels are from a reading level perspective.

## Strengths

In the 2021-2022 school year, 28.9% of the white student group scored proficient or advanced on the Keystone Biology exam which was higher than the all student group score of 17.7%.

In the 2021-2022 school year, 19.4% of the black student group scored proficient or advanced on the Keystone Biology exam which was an increase from 13.3% from the 2020-2021 school year.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

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

Most students at Reading High School have met the career readiness standards through processes put in place from 2022-2023 in the Freshman Seminar course, Junior Achievement, BBEC field trips, internships and co-ops, partnering with Visions Credit Union, and many of our community and business connections.

76% of 11th grade students met the career readiness benchmark in 11th grade for the 2022-2023 school year. During the 2021-2022, 59.5% of 11th grade students completed the career readiness benchmark.

## Challenges

In the 2021-2022 school year, 5.5% of students with disabilities scored Proficient or Advanced on the Biology Keystone Assessment, 3.6% of English Learners scored Proficient or Advanced and 16.5% of Hispanic students and 9.3% scored Proficient or Advanced.

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

Only 9.6% of ELs met the WIDA ACCESS growth.

17% of the special education students in rigorous course of students.

Percent Regular Attendance (ALL)

ELA Challenge 3: The Zinc reading assessment has not been as successful at the implementation level in classrooms with teachers and students as the test time needed is longer as not as many students are completing the assessment.

Students with disabilities 4-year cohort graduation rate is 43.2%.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

## Strengths

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

67% of ELs received Industry Credentials compared to 19.6% of all students.

16% of our special education students received Industry Credentials.

RHS recognizes that there is a lack of local math assessment to help assist students meet their academic needs.

2021-2022, 106 of 108 students who took the CLEP scored 50 or higher on the CLEP exam which is 98%

## Challenges

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

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

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

16% of the ELs engages in rigorous course of studies.

Implement an evidence-based system of schoolwide positive behavior interventions and supports

PSAT results were below both the state and national average for meeting the benchmark for both math and reading and writing. The number of students not reaching a benchmark was higher than the state and national average.

RHS recognizes that there is a lack of local math assessment to help assist students meet their academic needs.

RHS recognizes that there is a lack of Local Science assessment to help assist students meet their academic needs.

---



### **Most Notable Observations/Patterns**

---

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

---

-----

Challenges	Discussion Point	Priority for Planning
Percent English Language (WIDA) Growth and Attainment (ALL); Hispanic, economically disadvantaged, English learners, and students with disabilities all decreased from the previous school year.		
Percent Four-Year Cohort Graduation for students with disabilities and English learners		✓
Percent Proficient/Advanced in English Language Arts/Literature (ALL, EL and Students with Disabilities)		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		✓
ELA Challenge 1: 73% of 9th students are reading below grade level as of January 2023 based on SRI data		
Only 9.6% of ELs met the WIDA ACCESS growth.		
In the 2021-2022 school year, 5.5% of students with disabilities scored Proficient or Advanced on the Biology Keystone Assessment, 3.6% of English Learners scored Proficient or Advanced and 16.5% of Hispanic students and 9.3% scored Proficient or Advanced.		
Students with disabilities 4-year cohort graduation rate is 43.2%.		
RHS recognizes that there is a lack of local math assessment to help assist students meet their academic needs.		
RHS recognizes that there is a lack of Local Science assessment to help assist students meet their academic needs.		

# ADDENDUM B: ACTION PLAN

## Action Plan: School Culture for Quality Interactions and High Expectations

Action Steps	Anticipated Start/Completion Date
The Instructional Framework Team team will attend a summer institute to be trained on the instructional framework, high expectations and quality interactions.	07/19/2023 - 08/31/2023

Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, quarterly	Increased student engagement, increased teacher expectations for course rigor and student classroom quality interactions, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students more are on grade level and therefore increased graduation rate, teachers receiving more feedback on their instructional practice

Material/Resources/Supports Needed	PD Step
Instructional Framework, Rubrics	yes

-----

Action Steps	Anticipated Start/Completion Date
Look-fors for classroom walk-throughs will be developed by the admin team in conjunction with WestEd to reflect the pillars of high expectations and quality interactions from the instructional framework	07/01/2023 - 07/14/2023
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, quarterly	Increased student engagement, increased teacher expectations for course rigor and student classroom quality interactions, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students more are on grade level and therefore increased graduation rate, teachers receiving more feedback on their instructional practice
Material/Resources/Supports Needed	PD Step
Walkthrough Rubric	yes

-----

Action Steps	Anticipated Start/Completion Date
Staff will receive professional development that provides an overview to the instructional framework and an introduction to Quality Interactions.	08/22/2023 - 08/25/2023
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, quarterly	Increased student engagement, increased teacher expectations for course rigor and student classroom quality interactions, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students more are on grade level and therefore increased graduation rate, teachers receiving more feedback on their instructional practice
Material/Resources/Supports Needed	PD Step
Slideshow, Rubric, One Pagers	yes

-----

**Action Steps****Anticipated Start/Completion Date**

Staff will receive professional development on the look-fors for classroom walkthroughs.

08/22/2023 - 08/25/2023

**Monitoring/Evaluation****Anticipated Output**

Walkthroughs, administrative team, quarterly

Increased student engagement, increased teacher expectations for course rigor and student classroom quality interactions, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students more are on grade level and therefore increased graduation rate, teachers receiving more feedback on their instructional practice

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

Slideshow, Rubric, One Pagers

yes

-----

Action Steps	Anticipated Start/Completion Date
Baseline data will be collected from classroom walk throughs using the Quality Interactions and/or High Expectation Rubric	09/01/2023 - 10/31/2023
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, quarterly	Increased student engagement, increased teacher expectations for course rigor and student classroom quality interactions, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students more are on grade level and therefore increased graduation rate, teachers receiving more feedback on their instructional practice
Material/Resources/Supports Needed	PD Step
PA-Etep, Rubric, One Pagers	no

-----

Action Steps	Anticipated Start/Completion Date
Walkthrough data shared quarterly with staff	09/01/2023 - 06/06/2024
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, quarterly	Increased student engagement, increased teacher expectations for course rigor and student classroom quality interactions, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students more are on grade level and therefore increased graduation rate, teachers receiving more feedback on their instructional practice
Material/Resources/Supports Needed	PD Step
Slideshow, data, rubric, PA-EETP	no

-----



Action Steps	Anticipated Start/Completion Date
Staff will receive professional development that provides an review of the instructional framework and an introduction to High Expectations.	11/01/2023 - 11/30/2023
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, quarterly	Increased student engagement, increased teacher expectations for course rigor and student classroom quality interactions, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students more are on grade level and therefore increased graduation rate, teachers receiving more feedback on their instructional practice
Material/Resources/Supports Needed	PD Step
Slideshow, Rubric, One pagers	yes

-----

Action Steps	Anticipated Start/Completion Date
Staff will receive professional development that provides an review of the instructional framework (Quality Interactions and High Expectations).	01/01/2024 - 01/31/2024

Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, quarterly	Increased student engagement, increased teacher expectations for course rigor and student classroom quality interactions, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students more are on grade level and therefore increased graduation rate, teachers receiving more feedback on their instructional practice

Material/Resources/Supports Needed	PD Step
Slideshow, Rubric, One pagers	yes

**Action Plan: Using data to inform instruction**

Action Steps	Anticipated Start/Completion Date
The Keystone Data Teams (Algebra I, Literature and Biology teachers) will meet to analyze the 2022-2023 Keystone results, reflect on last year's instruction and plan adjustments to instruction.	08/22/2023 - 09/30/2023
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, ongoing/quarterly data review during the school	Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades
Material/Resources/Supports Needed	PD Step
data, slideshow, standards, anchors, eligible content	no

-----

Action Steps	Anticipated Start/Completion Date
The Keystone Data Teams will attend a presentation on CDT administration and application, then create a data plan for the 2023-2024 school year.	09/01/2023 - 10/31/2023
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, ongoing/quarterly data review during the school	Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades
Material/Resources/Supports Needed	PD Step
CDT website, slideshow, teachers accounts	yes

-----

**Action Steps****Anticipated Start/Completion Date**

The CDTs will be administered to students in  
Keystone courses quarterly

09/01/2023 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Walkthroughs, administrative team, ongoing/quarterly  
data review during the school

Increased reading score growth and proficiency, Increased student engagement,  
increased teacher expectations for course, administration is seeing an increase in  
student classroom participation, increase in administration in classrooms, increase  
in student attendance, increase in student course passage rates and increase in  
students who are at or above grade level for reading and therefore increased  
graduation rate, increased student passing grades

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

Chromebooks, student login information, CDT site

no

-----

Action Steps	Anticipated Start/Completion Date
The Keystone Data Teams will meet quarterly to review and modify their instruction based on student data.	09/01/2023 - 06/06/2024
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, ongoing/quarterly data review during the school	Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades
Material/Resources/Supports Needed	PD Step
CDT data, keystone data, instructional assessment data, formative assessment data, standards, anchors, eligible content	

-----

Action Steps	Anticipated Start/Completion Date
ELA and/or Advisory teachers will receive PD on how to administer SRI (Scholastic Reading Inventory)	08/01/2023 - 09/30/2023
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, ongoing/quarterly data review during the school	Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades
Material/Resources/Supports Needed	PD Step
Slideshow, Teacher login information for the SRI data site	yes
-----	

Action Steps	Anticipated Start/Completion Date
ELA and/or Advisory teachers will administer the SRI to all students in their ELA classes in grades 9-12	09/01/2023 - 10/30/2023
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, ongoing/quarterly data review during the school	Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades
Material/Resources/Supports Needed	PD Step
Teacher and student login information for SRI website	no

-----



Action Steps	Anticipated Start/Completion Date
ELA, Social Studies, Science and Reading teachers will analyze SRI data and create an literacy plans	11/01/2023 - 11/10/2023
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, ongoing/quarterly data review during the school	Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades
Material/Resources/Supports Needed	PD Step
SRI data, teacher login information, slideshow	no

-----

Action Steps	Anticipated Start/Completion Date
ELA and/or Advisory teachers will administer the SRI to all students in their ELA classes in grades 9-12 who are not reading at or above their grade level based on previous SRI data	01/01/2024 - 01/31/2024
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, ongoing/quarterly data review during the school	Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades
Material/Resources/Supports Needed	PD Step
Teacher and student login information for SRI website	no

-----

Action Steps	Anticipated Start/Completion Date
ELA, Social Studies, Science and Reading teachers will analyze SRI growth data and create and reflect and review their student's literacy plans	04/20/2024 - 04/30/2024
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, ongoing/quarterly data review during the school	Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades
Material/Resources/Supports Needed	PD Step
SRI data, teacher login information, slideshow	no

-----

Action Steps	Anticipated Start/Completion Date
ELA and/or Advisory teachers will administer the SRI to all students in their ELA classes in grades 9-12 who are not reading at or above their grade level based on previous SRI data	05/01/2024 - 05/11/2024
Monitoring/Evaluation	Anticipated Output
Walkthroughs, administrative team, ongoing/quarterly data review during the school	Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades
Material/Resources/Supports Needed	PD Step
Teacher and student login information for SRI website	no

-----

**Action Steps****Anticipated Start/Completion Date**

ELA, Social Studies, Science and Reading teachers will analyze SRI growth data and create and reflect and review student literacy plans on Keystone testing days

05/12/2024 - 05/21/2024

**Monitoring/Evaluation****Anticipated Output**

Walkthroughs, administrative team, ongoing/quarterly data review during the school

Increased reading score growth and proficiency, Increased student engagement, increased teacher expectations for course, administration is seeing an increase in student classroom participation, increase in administration in classrooms, increase in student attendance, increase in student course passage rates and increase in students who are at or above grade level for reading and therefore increased graduation rate, increased student passing grades

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

SRI data, teacher login information, slideshow

no

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)</p> <p>70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )</p>	School Culture for Quality Interactions and High Expectations	The Instructional Framework Team will attend a summer institute to be trained on the instructional framework, high expectations and quality interactions.	07/19/2023 - 08/31/2023
<p>The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)</p> <p>70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )</p>	School Culture for Quality Interactions and High Expectations	Look-fors for classroom walk-throughs will be developed by the admin team in conjunction with WestEd to reflect the pillars of high expectations and quality interactions from	07/01/2023 - 07/14/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		the instructional framework	
<p>The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)</p> <p>70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )</p>	School Culture for Quality Interactions and High Expectations	Staff will receive professional development that provides an overview to the instructional framework and an introduction to Quality Interactions.	08/22/2023 - 08/25/2023
<p>The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)</p> <p>70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )</p>	School Culture for Quality Interactions and High Expectations	Staff will receive professional development on the look-fors for classroom walkthroughs.	08/22/2023 - 08/25/2023
<p>The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)</p>	School Culture for Quality	Staff will receive professional development that	11/01/2023 - 11/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )	Interactions and High Expectations	provides an review of the instructional framework and an introduction to High Expectations.	
<p>The percentage of passing grades will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI compared to the 2022-2023 school year. (Increased passage rates for identified student groups)</p> <p>70% of classrooms will demonstrate growth or maintain proficiency on the instructional framework rubrics. (Growth or maintain proficiency on the instructional framework rubrics. )</p>	School Culture for Quality Interactions and High Expectations	Staff will receive professional development that provides an review of the instructional framework (Quality Interactions and High Expectations).	01/01/2024 - 01/31/2024
<p>The percentage of students reading on grade level will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI during the 2023-2024 school year. (Analyzing SRI data to impact student outcomes)</p> <p>The percentage of students passing the Algebra, Literature, and Biology Keystone trigger courses will increase by 10% over the 2022-2023 percentages. (Analyzing CDT</p>	Using data to inform instruction	The Keystone Data Teams will attend a presentation on CDT administration and	09/01/2023 - 10/31/2023



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
data to impact student outcomes)		application, then create a data plan for the 2023-2024 school year.	
<p>The percentage of students reading on grade level will increase by 10% for the whole school as well as for identified student groups within TSI and A-TSI during the 2023-2024 school year. (Analyzing SRI data to impact student outcomes)</p> <p>The percentage of students passing the Algebra, Literature, and Biology Keystone trigger courses will increase by 10% over the 2022-2023 percentages. (Analyzing CDT data to impact student outcomes)</p>	Using data to inform instruction	ELA and/or Advisory teachers will receive PD on how to administer SRI (Scholastic Reading Inventory)	<p>08/01/2023</p> <p>-</p> <p>09/30/2023</p>

-----

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Framework PD	Lead Teachers and selecting building administration	Introduction to the instructional framework and quality interactions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lead Teachers will present professional development to RHS teaching staff on introduction to the instructional framework and quality interactions	07/19/2023 - 08/10/2023	West Ed and Central Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4a: Reflecting on Teaching	
3d: Using Assessment in Instruction	
2b: Establishing a Culture for Learning	
1c: Setting Instructional Outcomes	
2a: Creating an Environment of Respect and Rapport	
3c: Engaging Students in Learning	

---

Professional Development Step	Audience	Topics of Prof. Dev
High school staff will receive training on 2 focus areas/pillars of the instructional framework.	Teaching staff	Instructional framework training: Quality interactions and high expectations

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teaching staff will implement instructional tools in practice and the implementation level will be observed during learning walks, observations and walkthroughs	08/22/2023 - 06/06/2024	Lead Teachers and selected administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	
2b: Establishing a Culture for Learning	
4a: Reflecting on Teaching	
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	

---

Professional Development Step	Audience	Topics of Prof. Dev
SRI and CDT training and implementation	Keystone Course teachers and ELA teachers	Training on CDT; Training on SRI

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be implementing CDT and SRI with their students. Assessment data will be collected and reviewed to support instructional practices	08/22/2023 - 06/06/2024	Dan Richards (BCIU), Sindy Goodhart, RHS Admin

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3a: Communicating with Students	
3d: Using Assessment in Instruction	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	

-----

**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post 28 days	Asking stakeholders to provide feedback on the SIP plan	District Website	Community members and stakeholders	7/21 -8/21/23
Share plan with staff at the start and throughout the school year	Overview and review of progress on SIP plan	Staff meetings	High school staff	8/22/23-6/6/2024

-----