

Reading Public Schools

School Improvement Plan for Reading Memorial High School 2016-17

District Goals for 2016-17 are:

1. Use balanced approach to literacy skill development
2. Use effective math practices
3. Promote Social/Emotional Learning
4. Close the achievement gap

Building Goal #1: Increase the number of Tier 1 and Tier 2 Academic Interventions to improve student achievement (District Goal/Focus Area Alignment: Reducing the Achievement Gap)

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status	Next Steps 2017-18
Modify the daily bell schedule to create more time for supports	Bakr	8/16	Met	COMPLETED
Develop a guidance curriculum to implement as a Tier 1 support	L. Williams	8/16	Met	COMPLETED
Work with Department Heads/MTSS Leadership Team to provide Tier 1 and 2 supports during Office Hours and Flex Block	Bakr/ Dept Heads	Quarter 1 2016	In Progress	<ul style="list-style-type: none"> • Identify key teachers from each department to schedule as intervention teachers during Flex blocks and office hours; provide coverage of flex block/homeroom by department heads or other teachers/subs not assigned a flex block
Implement a more data-driven SST process to more accurately identify supports that struggling students may need	Admin Team/ Guidance/ Dept Heads	Quarter 1 2016	In progress	<ul style="list-style-type: none"> • Will begin the year with students identified as students in academic need during the 2016-17 school year by counselors, admin, and teachers as being directly scheduled into flex block and possibly office hours with teachers/counselors identified as intervention teachers • Weekly or bi-monthly check-ins with guidance counselors and admin to gauge effectiveness of intervention • Utilize School Psychologist more directly at SST meetings to improve data analysis and data-driven decision making
Implement DCAP with greater effectiveness and consistency; do more to promote the DCAP with parents and students	Admin/ Department Heads	Quarter 1 2016	In progress	<ul style="list-style-type: none"> • Review and Revise a BCAP and provide an electronic copy to all staff

				<ul style="list-style-type: none"> Identify specific accommodations that require clarification or PD support Post BCAP on the website
Utilize data more regularly to better monitor and inform progress in programs/teaching and to identify priorities	Admin/Dept heads/ CASE/ Courtney Fogarty	2016-17	In progress	<ul style="list-style-type: none"> Bi-Monthly meetings with Data Analyst and Admin to examine school-wide data Monthly meeting with CASE team to determine the effectiveness of interventions Monthly meeting with Leadership Team to determine the effectiveness of academic interventions

Building Goal #2: Increase in Tier 1 and Tier 2 Social/Emotional Interventions to improve student achievement (District Goal/Focus Area Alignment: Reducing the Achievement Gap & Improving Social/Emotional Learning)

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Modify the daily bell schedule to create more time for supports	Bakr	8/16	Met
Improve the transition activities for incoming freshman to feel more prepared and connected	Admin/Guidance	8/16	Met
Develop a guidance curriculum to implement as a Tier 1 support	Guidance	8/16	Met
Work with Department Heads/MTSS Leadership Team and CASE Team to identify Tier 1 and 2 social emotional supports during Office Hours and Flex Block	CASE Team/Admin	In progress	<ul style="list-style-type: none"> School Psychologists developing and delivering executive functioning support to identified tier 2 groups of students in need of that support Groups of students identified as needing tier 2 level group counseling support Groups of students identified in grade 9 as needing upper connector mentors who will assist with social emotional goals Groups of students 9-12 identified who would benefit from tier 2 social intervention of lunch buddy teacher volunteers
Implement a more data-driven SST process to more accurately identify	CASE Team/Admin	In progress	<ul style="list-style-type: none"> Will begin the year with students identified as students in need of social emotional supports during the

supports that struggling students may need			<p>2016-17 school year by counselors, admin, and teachers as being directly scheduled into flex block and possibly office hours with teachers/counselors identified as intervention teachers</p> <ul style="list-style-type: none"> • Weekly or bi-monthly check-ins with guidance counselors and admin to gauge effectiveness of intervention • Utilize School Psychologist more directly at SST meetings to improve data analysis and data-driven decision making
Utilize data more regularly to better monitor and inform progress in programs/teaching and to identify priorities	CASE Team/Admin/MTSS Team/Courtney	In progress	<ul style="list-style-type: none"> • Bi-Monthly meetings with Data Analyst and Admin to examine school-wide data • Monthly meeting with CASE team to determine the effectiveness of interventions • Monthly meeting with Leadership Team to determine the effectiveness of academic interventions
Meeting more consistently with TSP Staff to evaluate programming and effective strategies for our at-risk students	Admin/Behavior Health coach/TSP Staff	In progress	<ul style="list-style-type: none"> • Continue weekly meetings with TSP to analyze progress/effectiveness of interventions and program • Data Analyst to assist with bi-monthly evaluation • Re-Structure the Program to reflect more of a "Push-In" philosophy

Building Goal #3: Increase Home-School Communication (District Goal/Focus Area Alignment: Reducing the achievement Gap & Improving Social/emotional Learning)

Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Implement and train on enhanced student information system, Plus Portals	Admin/Staff	IN progress	<ul style="list-style-type: none"> • Continue training on additional features of Plus Portals such as attendance and lesson planner • Hold regular educamps during staff meeting days to allow educators to exchange ideas on how to utilize plus portals to enhance communication
Increase the amount of quarterly report outs to parents	Admin/Staff	2016-17	MET
Begin developing common quarterly assessments in each department	Departments/Admin	In progress 2016-18	<ul style="list-style-type: none"> • Developed common mid-term and final assessments • Collecting assessment portfolio to gauge our school level of PD

			<p>need regarding assessment design and level calibration</p> <ul style="list-style-type: none"> • Continuing Department alignment to curriculum standards • Continuing developing more frequent formative and summative assessments • Developing differentiated assessments
Increase the frequency of evaluation to provide regular instructional feedback	Admin/Department Heads	In progress	<ul style="list-style-type: none"> • More equitable delineation of admin responsibilities to increase time in the role of instructional leader • Weekly admin check-ins on evaluation to calibrate evaluation and observations • Increase the role of department head as coach and check in monthly—conducting department walk-throughs, assessment evaluations, etc • Provide leadership team with texts and professional development to further enhance their leadership and coaching capacity
Provide Differentiated Instruction/ Assessment Training to Department Heads	Depart heads/Admin	In progress	<ul style="list-style-type: none"> • Provide PD on Differentiated Instruction and Assessment • Identify additional teachers in each department who have excelled in DI and could serve as teacher leaders for ongoing PD in DI • Establish recurring agenda item on department head meetings dedicated to Coaching and Facilitating Differentiated Instruction/Assessment • Visiting Other Schools and attending conferences who exemplify CCL/PLC and DI