Reading Public Schools

School Improvement Plan

Reading Memorial High School

2019-2021

<p style="text-align:center; color:red; font-weight:bold;">Reading Memorial High School Improvement Plan
Strategy and Goals for Improvement of Student Outcomes 2019-2021</p>

Strategic Objective A *Portrait of the Graduate*	Strategic Objective B *Coherent Instructional Systems*	Strategic Objective C *Supportive and Safe Learning Environment*
We will create a shared mission and vision for our work together as a school community and for our students in the development of our Portrait of the Graduate	We will improve student achievement in all content areas, grades and levels through the implementation of common inclusive instructional practices and strategies that meet the needs of diverse learners in our classrooms.	We will develop a positive, sustainable and healthy school culture and climate that supports the social emotional learning and well-being of all students and staff members.

Strategic Initiatives

- In coordination with the superintendent, create a Portrait of a Graduate Design Team which includes multiple stakeholders to build a sense of urgency and create excitement across the community - Implement Portrait of the Graduate visioning protocol with RMHS staff in January of 2020 - Host community wide events to introduce the work on the Portrait of the Graduate in January of 2020 - Draft a prioritized set of competencies, including 21st century skills, mindsets, and literacies - Reach consensus about a selected visual to share with the broader community - Continue to discuss this work in the broader community and elicit their ideas - Collect feedback from the community and share with the Portrait Design Team as they draft the Portrait - Publish and leverage the adopted Portrait as the Compass for the development of the next school improvement plan, RMHS NEASC visit and the design of educational experiences for students	- Develop Curriculum Guides for all courses to publish on the website and share with the community - Develop common learning expectations for all students by course and grade level - Implement the practice of "Praise Walks" classroom visits to foster a professional learning culture - Improve implementation of Tier I math interventions through Math Lab drop in center - Improve continuity and consistency of student learning experience in academic lab as part of the SST process - Establish building-based equity and excellence team to use data to propose targeted interventions designed to close achievement/opportunity gaps - Plan and schedule professional development focused on equity, diversity and courageous conversations - Provide professional development for teachers through Landmark Outreach on inclusive instructional practices - Provide professional development for Department Heads with Gene Thompson-Grove around instructional coaching - Use data analysis protocols to examine student data with RMHS Leadership Team, Department Meetings and Faculty Meetings to better inform instruction and interventions - Pilot RMHS Tenacity Challenge Team to participate in Academic Scholarship Competition	- Expand our work with the Stepping Stone transition program to support students coming back from long term absences - Provide training to all staff in Youth Mental Health First Aid - Use SEL grant funding to pilot initiatives that promote best practices with social emotional learning in the classroom - Work towards classroom implementation of strategies to support social emotional learning - Refine data driven Intervention Team and SST process to more effectively identify students in need of supports - Implement building-based crisis team to better prepare for and respond to crisis situations - Organize and implement Reading Leads mandatory leadership training program for all RMHS team captains and club/activity officers - Develop an explicit decision-making process for determining student access to Tier 2/3 interventions for behavioral health through CASEL (collaborative approach to social emotional learning) - Use restorative justice practices to build a more supportive and inclusionary school climate to reduce the use of exclusionary discipline while promoting a positive school culture

Outcomes

- A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students. As a baseline use the first year of the next generation MCAS for each test.
- An improvement in state and local assessments including Next Generation MCAS state assessments (% meeting/exceeding and growth), SAT scores (using 2017 as baseline), AP Scores (% student participation and scores), and local assessments
- A decrease in the average number/month of discipline referrals, including suspensions for all students, with special attention to different subgroups.
- An increased positive overall response in student learning environment scores as evidenced by the PRIDE survey and other student data.
- A decrease in the proportion of students who have 10 more absences as compared to the average of the last three years.
- An increased positive overall response in school leadership, shared decision-making, and school climate as evidenced by the PRIDE survey.
- Development of our Portrait of the Graduate
- Increased teacher efficacy as evidenced by PRIDE survey results
- An increased positive overall response in adult school culture scores as evidenced by the PRIDE Survey and other staff/teacher data