

**READING MEMORIAL HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2021-2022**

Vision of Reading Public Schools

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Reading Public Schools' Statement of Equity

The Reading School Committee, Central Office, Directors, Principals and Leadership of the Teacher's Association celebrate the diversity of the Reading Community and beyond by embracing differences to empower every student, staff member and family of the Reading Public Schools. We embrace all members of the community no matter where we live, what we look like, what we believe, what language we speak, who we love, or how we learn, consistent with the human dignity of all. When we are unwavering in our commitment to equity, we support every student and staff member in maximizing individual potential. This requires us to identify, analyze, and confront gaps in opportunities and outcomes for all students.

District-Wide Strategic Objectives

<i>District Focus Area #1 Create Safe, Equitable and Rigorous Learning Environments</i>		<i>District Focus Area #2 Hire, Develop and Retain Talented and Committed Staff</i>	
Develop and communicate common operational systems.	Develop a shared mindset and practice around meeting the needs of all learners.	Develop a value proposition of who we are as an RPS	Develop a plan to improve systems and practices as they relate to staff retention, community and what we value. development, and recruitment.

RMHS Portrait of a Graduate

RPS Graduates are leaders of their own learning journey who demonstrate kindness and empathy towards others and a commitment to wellness. They persevere through challenges, embrace multiple perspectives, and aspire to be their best selves in the service of others to better our community and our world.

Learn - Grow - Teach

RPS Graduates are critical thinkers and creative problem solvers. They take ownership of their learning journey and are open to struggle to foster personal growth. They are confident in their beliefs and consider the thoughts and ideas of others. They embrace collaboration to help teach others and remain curious life-long learners.

Empathize - Consider Perspectives - Practice Communal Care

RPS Graduates show kindness and empathy towards others and a commitment to personal wellness and communal care. They are able to persevere through challenges and demonstrate resilience. They authentically reflect through hearing and understanding the experiences, perspectives, and needs of people around them. To navigate relationships with generosity and patience, they listen actively and compassionately.

Engage - Serve - Thrive

RPS Graduates responsibly shape our world through collaboration with their community. They engage with and communicate multiple perspectives, aspire to be their best selves in the service of others in order to thrive, and bring their skills and knowledge to action for the benefit of each other and our world.

Core Values of Reading Memorial High School

The primary goal of Reading Memorial High School is the preparation of students to be literate, skilled, creative, healthy, competent and informed citizens-appreciative of the arts; capable of critical thinking and problem-solving; and able to function intellectually, emotionally and physically within a complex, interdependent and pluralistic world.

The Core Values that guide all members of the RMHS Community and all of our actions and decisions are:

- ❖ RESPECT
- ❖ RESPONSIBILITY
- ❖ PERSEVERANCE
- ❖ SCHOLARSHIP

As educators, we believe our work centers on the pursuit of knowledge and the cultivation of intellectual, emotional and physical well-being. We help our students enhance their ability to think by teaching the symbols and concepts through which thought, and creativity take place, and by developing the skills for using those symbols and concepts. The uses of intelligence with which we are concerned include critical thinking, observing, information gathering, processing and evaluating, listening, logic, computation, oral and written communication, and the application of these skills in decision-making and problem solving. We help our students by imparting knowledge of their bodies and providing opportunities for physical activity.

School Goals for 2021-22 School Year

During the 2021-22 school year (and continuing in the 2022-2023 school year),

1. Foster a positive, professional, supportive, and collaborative school culture among staff, students, parents and community.
2. Maintain a school-wide focus on equity; including, but not limited to a review of student academic, attendance and conduct data, student access to rigorous programs and opportunities, and support ongoing staff and student efforts to create a learning environment that is challenging, safe and welcoming for all.
3. Create clear and transparent systems for operations and communication; including, but not limited to a review of our graduation pathways and policies for school attendance and credit recovery.
4. Through a more consistent practice of instructional walkthroughs and feedback, focus our instructional work on formative, real-time assessments, monitoring student progress and utilizing the data to inform our instruction and curriculum pacing.

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Strategic Initiatives

<ul style="list-style-type: none"> • Celebrate and acknowledge the work of students and staff as a Reading school community through social media, website, monthly newsletters, articles and public presentations.. • Increase and formalize opportunities for student participation and voice in student government • Increase opportunities for staff leadership and collaboration across departments and grade levels • Examine and implement a professional development structure and use of time to promote professional growth and move forward important initiatives. • Maintain focus on social-emotional health and well-being of staff and students and the implementation of Project Wayfinder curriculum across grades 9 and 10. 	<ul style="list-style-type: none"> • Research, design and launch formalized Tier 2 Intervention Model for regular education students • Begin self-study of RMHS' current schedule and its effectiveness with the intent of implementing a new schedule for the 2023-2024 school year. • Create internal and sustainable systems for student data collection and analysis; including, but not limited to shifting to an effective SIS (student information system) • Support the work of our anti-bias, anti-racism initiatives; including an examination of grade, attendance and conduct data in respect to equity and continue to support professional development in line with meeting the needs of all students. 	<ul style="list-style-type: none"> • Review, define and expand Graduation Requirements to align with MassCore • Further define RMHS academic pathways, opportunities for dual-enrollment and Gateway to College program. • Begin research on the integration of a capstone or senior internship program in partnership with local businesses and the surrounding community. • Review and revise current policy, practices and supports for student attendance and credit recovery. 	<ul style="list-style-type: none"> • Review and possibly implement a revised instructional and curricular leadership structure to increase the role of department chairs in providing 6-12 oversight and supervision and evaluation of their departments. • Through a more consistent practice of instructional walkthroughs and feedback, focus our instructional work on formative, real-time assessments, monitoring student progress and utilizing the data to inform our instruction and curriculum pacing.
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Outcomes

- By celebrating the work of students and staff and increasing our students' and staff's voice in leadership and school governance, we will work towards cultivating a school community and culture that is student-centered, positive, professional and collaborative.
- By increasing the amount of time available to administration and staff for professional development, we will more effectively be able to move forward work around instruction, curriculum, culture-building and inclusion across grade levels and departments.
- By maintaining focus on social-emotional health of students and staff, we will ensure that we are supportive as a community and one that is aware and is preventative when addressing issues of mental health and safety.
- By researching, designing and launching a formalized Tier 2 Intervention Model for regular education students, we will have the structure and program to address the academic and social-emotional needs of all students in a challenging, but well-supported learning environment. Paralleling this initiative, we will implement internal and sustainable systems for student data collection and analysis to identify individual students and cohorts who are struggling and then have the mechanisms to provide intervention.
- Through a comprehensive self-study of RMHS' current schedule, we will embark on a process to analyze our schedule's effectiveness in meeting the expectations as outlined in our Portrait of a Graduate with the intent of adopting a new or revised schedule in the 2023-2024 school year.
- As outlined as a primary need in the recent NEASC recommendations and in order to effectively meet the needs of all students and families, we will continue to support anti-bias and anti-racist initiatives at RMHS to ensure all students have access to, and will be successful, in high-level, rigorous courses and to ensure that our school culture is one that is inclusive, reflective, empathetic and anti-racist.
- By aligning our RMHS graduation requirements with MassCore and further defining and implementing RMHS' academic pathways, opportunities for dual enrollment with Endicott and a partnership with Gateway to College, we will ensure every student is actively engaged and on path to graduate with the skills to be successful in their chosen career path.
- Through a more consistent practice of instructional walkthroughs and feedback, we will focus our instructional work on formative, real-time assessments to monitor student progress and utilize the data to effectively inform our instruction and curriculum pacing as we emerge from this period of disruption of the global pandemic.