

**FWHS School Improvement Plan 2019-2020**

**Smart Goal #1: Educators will identify and implement effective instructional strategies for the purpose of increasing student attainment of the skills measured by the standards of the Academic Expectations designated to their assigned courses.**

| <b>Strategies and Activities</b>  | <b>Desired Results</b>   | <b>Monitoring (When and How)</b>   | <b>Results Indicator</b>   | <b>Person Responsible</b>                                   | <b>Timeline (Month/Year)</b>   | <b>Resources Needed</b>   |
|---|--|--|--|---|--|---|
| Developing anchor sets to provide teachers with models to determine student performance on the designated indicators. | Faculty will utilize common assessments and anchor sets to measure student growth on the course-specific Academic Expectations indicators. | Common assessments will be used three times in a full-year course and twice in a semester course. From the assessments, faculty will develop anchor sets throughout the year.                            | Each course will have three common assessments and coordinating anchor sets.<br><br>Should we have only one for electives for this year and then two for each core course? | Educators, Administration, Directors of Curriculum, Liasons | Using the term calendar as a guideline, common assessments and anchor sets will be generated for each course by June 2021. | Coordination between curriculum directors, teacher evaluators and teachers. electronic storage of assessments and anchor sets |
| Improving instructional strategies to lead to student growth on the designated indicators                             | Faculty will improve instructional strategies to increase student performance on the identified indicators.                                | Through goal conferences, observational feedback, and the work of the PLTs. End-of-year conferences will include a review of the student performance on the designated Academic Expectations indicators. | Increased student performance on the designated Academic Expectations indicators.  | Educators, Administration, Directors of Curriculum, Liasons | Goal conferences throughout the year, as well as observational feedback.   | Times in PLTs and scheduled department meetings as well as on an individual basis.  |

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| Strategies and Activities   | Desired Results   | Monitoring (When and How)  | Results Indicator  | Person Responsible     | Timeline (Month/Year)  | Resources Needed                  |
|---|---|--|--|------------------------|--|-----------------------------------|
| Self-reflecting by students on their performance on the designated indicators to increase their understanding of how to improve . | Faculty will provide opportunities for students to self assess using the Academic Expectations rubrics.             | Students will self-reflect on the common assessments three times in a full-year course and twice in a semester course.                                       | Increased student understanding of their placement on the Academic Expectations and how to improve their performance.                            | Educators and students | Using the term calendar as a guideline, students will self reflect on their performance on the common assessments.                               | On an individual classroom basis. |
| Faculty providing timely and targeted feedback will guide students to improve performance on the designated indicators.           | Faculty will provide students timely feedback on the identified indicators using the Academic Expectations rubrics. | Faculty will review student self-reflection on the common assessments and provide feedback three times in a full-year course and twice in a semester course. | Increased communication between faculty and students as to how to improve student performance on the designated Academic Expectation indicators. | Educators              | Using the term calendar as a guideline, faculty will provide feedback on student self reflection on their performance on the common assessments. | On an individual basis.           |

**Smart Goal #2: Professional Learning Teams will develop and implement an instructional plan(s) using innovative strategies assessed by looking at student work to support student achievement on Academic Expectations skills.**

| Strategies and Activities  | Desired Results  | Monitoring (When and How)  | Results Indicator   | Person Responsible        | Timeline (Month/Year)       | Resources Needed  |
|--|--|--|---|---------------------------|-----------------------------|---|
| Review 18-19 PLT success, faculty feedback, and launch 19-20 plan. | A faculty that understands the connection between last year's work and this year's, and understands the purpose of the PLT process to improve student learning and performance on Academic Expectations. | Presentation by members of the SIT. Follow-up survey to faculty asking for initial questions.    | Faculty questions raised through the survey have been answered and PLTs are ready to meet and develop their plan. | Educators, Administration | Late August/Early September | Development of presentation for full faculty and follow-up survey to elicit faculty questions |
| PLTs meet to develop their plans.                                  | A PLT that has reviewed the SIP and designed a PLT plan to increase student achievement.   | PLT groups will set out their plans in a Google form to be made available for the whole faculty. | A proposed draft of a collaboratively developed plan submitted by each PLT in a Google forms spreadsheet.         | PLTs, Administration.     | October                     | PLT time  |

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|--|---|---|--|---------------------------|-----------------------|---|
| Interdisciplinary collaboration and feedback session on plan | <p>PLTs receive purposeful feedback from colleagues as to how to better align their plan to the SIP, the NEASC Priority Areas of Growth, and student achievement.</p> <p>New collaborative relationships forged to propel interdisciplinary work.</p> | PLTs finalize plans as displayed on the Google platform available for the full faculty. | Finalized plans available for full faculty use.                        | Educators, Administration | Early October         | Further work on the Google form spreadsheet to compile PLT plans  |
| PLTs collaborate with Housemasters to finalize plan          | A PLT committed to a plan and knowledgeable of how that plan connects to the SIP and the NEASC Priority Areas of Growth.  | Collaborative meeting and draft of plan available on Google platform.                   | PLT shows clarity in the articulation of their PLT goals for the year. | PLTs, Administration      | October               | Housemaster time to review and collaboratively solidify PLT plans |

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|---|--|---|--|---------------------------|------------------------------|--|
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| PLTs implement plan(s)  | PLT meetings held every fourth day of the cycle for each PLT.  | Collaborative meeting and implementation of plan; progress available on Google platform.              | Record of PLT created notes in Google.                                       | PLTs, Educators           | October - January            | Access to Google for recording progress for each PLT |
| Interdisciplinary mid-year feedback session   | PLT develops a description of their work and its impact on student achievement for sharing with the faculty in interdisciplinary groups. | Faculty will be asked to complete a short survey on the value of this full-faculty share of PLT work. | Results of short survey from faculty on the value of this share of PLT work. | Educators, Administration | Late January/Early February  | Full faculty meeting time for PLT share              |
| PLTs collaborate with Housemasters to review progress   | PLTs assess feedback and make adjustments to continue their work.  | PLTs will collaborate with Housemasters.  | Completion of collaborative meeting.   | PLTs, Administration      | February                     | Housemaster time to review PLT progress              |

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|--|---|---|--|---------------------------------|-----------------------|---|
| PLTs present their year's work to colleagues | Faculty engages in a sharing and learning event to culminate the year's PLT work in ongoing efforts to increase instructional capacity and to become more reflective professionals. | Collection of reflections available for full faculty and SIT for future planning and continued improvement. | PLT members reflect on PLT process, improvements made to teaching practice, and student achievement on Academic Expectations. All work will be housed in a comprehensive folder available for continued teacher use housed on the Google platform. | PLTs, Educators, Administration | May                   | Full faculty meeting time for PLT share |

| <b>Smart Goal #3: By June of 2020 all staff will actively engage in SRBI to positively impact student achievement.</b>   |  |  |   |  |   |   |
|--|--|--|---|--|---|---|
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| Faculty will participate in professional development on the role of the classroom teacher in implementing Tier 1 & Tier 2 interventions in the classroom.        | Faculty will have a clear understanding of the role of classroom teachers in implementing Tier 1 & Tier 2 interventions to support struggling students.                | Multiple dates within the Professional Development Plan. | Faculty will have knowledge of Tier 1 and Tier 2 Interventions.                             | Educators, SRBI Team, Directors of Curriculum, Administration, School Improvement Team | Throughout 2019-2020                    | Time for research and planning, dedicated Professional Development time. Dedicated resources to support intervention efforts (SRBI consultant. SRBI Interventionist). |
| Educate staff on utilizing data available from assessments (i.e. STAR, PSAT/SAT and Common Assessments) to guide instructional planning for struggling students. | Faculty will understand how assessment data can represent thematic strengths and weaknesses aligned to FWHS transferable skills measured on the Academic Expectations. | Department and faculty meeting time.                     | Faculty will have knowledge of PSAT/SAT data and make connections to classroom instruction. | Directors of Curriculum, Administration, School Improvement Team                       | Throughout 2019-2020                    | Time for research and planning, dedicated Professional Development time   |
| SRBI team will review school-wide data to identify struggling learners.  | Consistently use data in the SRBI process to identify struggling students.   | Progress data will be monitored at the end of each Term. | Struggling students will be identified and support plans created.                           | SRBI Team, Administration, Directors of Curriculum                                     | November 2019; January 2020; April 2020 | Data, participant input and time, support from IT representatives.  |