

FHS Goals 2021-2022 Review

Item #9.C.

● 2021-22 Goal #1:

- **District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.**
- **FHS Goal: FHS Strategic Plan Theory of Action: IF FHS develops engaging instruction, purposeful assessments and supports equity and inclusion with strong connections to our community ... THEN, ALL FHS learners will be empowered to learn and grow.**
 - FHS 2021-2026 Strategic Plan and 2021-22 yearly action plan
 - Progress/reflection on selected action steps

● 2021-22 Goal #2

- **District Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.**
- **FHS Goal: We believe that working on the action steps of the FHS Strategic Plan will enhance student learning and achievement, including increasing the total number of students in the 9th, 10th and 11th grade students meeting their individual growth target in both math and reading as measured by the NWEA.**
 - **2021-22 Goal: The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase to 57% for 9th grades and 51% for 10th graders.**
 - **The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA reading test will increase to 64% for 9th grades and 56% for 10th graders.**
- **Instructional practices tied to the goal:**
 - Math teachers engaged in extensive collaborative work to enhance instructional practices in all math classes 9-12
 - FHS math teachers continuously collaborated to design units, lessons and assessments from the Big Ideas Curriculum for Algebra 1, Algebra 2 and Geometry
 - FHS math department meetings, PLD days and PLC meetings all worked to expand instructional strategies used in math classes, such as increasing student mathematical discourse and enhancing cognitive engagement for each and every student during class lessons.
 - Created and utilized reports in PowerSchool to make NWEA data more easily accessible in order to help inform instruction
 - All FHS PLC teams met to learn about data reports in order to analyze student and class data
 - Continued to revise and enhance the math support and literacy intervention classes to give targeted support for 9th and 10th graders below grade level in reading and math; courses will continue this year
- **Challenges with 11th grade testing: same time as AP tests and Science MEA, did not meet participation rates due to opt outs.**

MATH NWEA:

- Spring 2022 ACHIEVEMENT data (MATH):
 - % students at or above state level
 - 9th: 83% (*down 6%, achievement was 89% in spring 2021*)
 - 10th: 85% (*down 1%, achievement was 86% in spring 2021*)

2021-22 MATH NWEA Goal:

The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase to 57% for 9th grades and 51% for 10th graders.

- Student GROWTH data from spring 2021 to spring of 2022 (MATH):
 - Students meeting individual growth goal:
 - 9th: 54% (**goal not met, down 3%*)
 - 10th: 51% (**goal met*)

READING NWEA:

- Spring 2022 ACHIEVEMENT data (READING):
 - % students at or above state level
 - 9th: 84% (*down 10%*)
 - 10th: 85% (*down 3%*)

2021-22 READING NWEA Goal:

- **The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA reading test will increase to 64% for 9th grades and 56% for 10th graders.**

- Student GROWTH data from spring 2021 to spring of 2022 (READING):
 - Students meeting individual growth goal:
 - 42% 9th (*was 59% in spring 2019*) **goal not met*
 - 44% 10th (*was 51% in spring 2019*) **goal not met*

Freeport High School
Empower. Learn. Grow.

**2021 - 2026 Freeport High School
Strategic Plan**

Vision: Empower all students to Learn and Grow

Theory of Action IF FHS develops engaging instruction, purposeful assessments and supports equity and inclusion with strong connections to our community ... THEN, ALL FHS learners will be empowered to learn and grow.

GOAL: Engaging Instruction - Ensure opportunities for the success of all students by providing high-quality, purposeful, skills-based instruction

GOAL: Purposeful Assessments - Increase student engagement through a range of assessment practices that are meaningful and reflective of student learning—using a system of formative assessment and data analysis to reteach and measure student growth and allow opportunities for students to demonstrate complex knowledge and skills.

GOAL: Equity & Inclusion: Provide an equitable educational experience, maximize opportunity and ownership for learning, as well as foster an inclusive school culture that values and seeks out opportunities for continual growth.

GOAL: Community Connections: Foster and maintain community relationships with local businesses, organizations and individuals to strengthen student engagement, student support, and learning through extended learning opportunities

GOAL: Support for learning and growth: Cultivate the social/emotional needs of students and staff to empower all learners to grow, aspire, and achieve.

2021 - 2026 Freeport High School Strategic Plan

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GOAL: Engaging Instruction - Ensure opportunities for the success of all students by providing high-quality, purposeful, skills-based instruction

GOAL: Engaging Instruction - Long-term objectives

- Support faculty in learning about and implementing a wide range of **research-based instructional methods** i.e. cognitive engagement strategies, discourse strategies, interdisciplinary strategies, questioning strategies, technology strategies, etc.
- Develop and implement a system to prompt meaningful **reflection** and **revision** on instructional planning, curriculum design, and standards-referenced units of instruction
- Provide a **variety of learning opportunities and programs** for all students based on academic progress and interests in order to expand their educational experiences.
- Support staff in learning about, planning and implementing a range of **differentiation strategies** to enhance access to content skills and knowledge.
- Implement **relearning / reteaching processes** in order to provide students with multiple opportunities to demonstrate skills and knowledge

GOAL: Engaging Instruction - Action Steps for 2021-22

- Administrators will develop a school-wide digital library for curriculum plans and each department will add all course curriculum documents (year-long plans & unit plans).
- Teachers of the same course will begin to create year-long plans for courses in which one doesn't exist (after departments review the digital library for missing year-long plans).
- Faculty will reflect on the use of student engagement strategies through peer observations and Instructional Rounds in order to enhance understanding and use of strong cognitive engagement strategies.
- Department chairs will develop a system to ensure the written curriculum aligns with the taught curriculum.
- Teachers of the same course will discuss and define reassessment versus relearning/reteaching and begin to create plans for both.
 - What comes in between the assessment and the reassessment?
- Special education and general education teachers will strengthen collaboration efforts including co-teaching opportunities in order to enhance instructional support for all students.

GOAL: Purposeful Assessments - Increase student engagement through a range of assessment practices that are meaningful and reflective of student learning—using a system of formative assessment and data analysis to reteach and measure student growth and allow opportunities for students to demonstrate complex knowledge and skills.

GOAL: Purposeful Assessments - Long-term objectives

- Design/revise and implement a wide range of **purposeful assessments**
- Designate time for teachers of the same courses to **review and calibrate scoring of student work** (summative) and plan for next steps for instruction.
- Analyze and use **data from formative, summative and/or state/national assessments** to guide and differentiate instructional practices and reteaching.

GOAL: Purposeful Assessments - Action Steps for 2021-22

- Teachers will plan/revise, implement, and reflect on at least **two** unit plans that include:
 - a summative assessment aligned to standards-based scoring criteria
 - daily/lesson learning goals
 - Recommended—a post-unit written reflection, which may include colleague feedback
- Teachers in each common course in each department will develop and/or revise at least one **common** summative assessment.
- Teachers will individually and/or collaboratively reflect on and share data from at least one assessment with student work with PLC team members.
- Teachers will share at least one lesson plan demonstrating revision based on formative assessment data with department and/or PLC team
 - Here's what I did (formative assessment)
 - Here's what I got (data)
 - Here's what I did as a result (action/support)

GOAL: Equity & Inclusion: Provide an equitable educational experience, maximize opportunity and ownership for learning, as well as foster an inclusive school culture that values and seeks out opportunities for continual growth.

GOAL: Equity & Inclusion- Long-term objectives:

- Provide staff members with a variety of learning resources and activities that support their **professional learning and growth** about diversity, equity and inclusion.
- **Implement a variety of curriculum resources** that highlight diversity, equity and inclusion.
- Plan, implement, and reflect on **school-wide practices** that promote an inclusive school community.

GOAL: Equity & Inclusion- Action Steps for 2021-22

- Creation of an FHS Faculty leader team for supporting diversity, equity and inclusion work with staff and students
 - Team and faculty will work to define terms used as a school community in regard to DEI work in order to support common language, identity and goals.
 - Team will use faculty and student feedback and DEI workshop for staff to determine areas of focus and actions steps for 2021-22 in terms of DEI.
- District and FHS teachers will participate in a formal process to review our FHS Social Studies curriculum beginning in the fall of 2021.
- Teachers will use department time to begin to explore, plan and/or reflect on inclusionary practices and review curriculum with a lens of equity.
- Administrators and faculty members will provide opportunities for students to engage in discussions about diversity, equity and inclusion at FHS through advisory and the Student Leadership Committee.

- Faculty members will have the opportunity to attend a school visit, a conference and/or workshop during the year to enhance their teaching practices regarding diversity, equity, and inclusion.
- Administrators and advisory coordinators will plan enrichment opportunities that celebrate varied cultural differences.
- Administrators will continue to discuss access for all students to participate in cocurricular activities with district leaders.

GOAL: Community Connections: Foster and maintain community relationships with local businesses, organizations and individuals to strengthen student engagement, student support, and learning through extended learning opportunities

GOAL: Community Connections - Long-term objectives

- Provide **extended learning opportunities** for students that take place in a structured environment outside of the typical school day experience, such as before, during, or after school; during vacations or the summer; and on weekends.
- **Engage community members** by showcasing student work and including them in school programming such as internship and job shadow programs, guest speakers, professional visits, career fairs, whole-school assembly, adult mentorship programs, event sponsorships, and/or volunteering.
- Develop and support a sustainable **internship and job shadowing program** for students that serves as an opportunity for learning and growth.
- Work to **eliminate potential obstacles to student access** to community involvement, such as funding or transportation.

GOAL: Community Connections - Action Steps for 2021-22

- Administrators will plan for three guest speakers from the community who can address a whole school, grade-level or small group assembly.
- Outreach coordinator will implement career exploration workshops and lessons during advisory time, explore job shadow opportunities for juniors that would commence in Spring 2022, inform students about the internship program benefits and opportunities, and explore funding opportunities for an Internship and Senior Project Support Fund.
- Faculty will plan, support and/or promote opportunities for community connections such as field trips, career fairs, virtual or in-person guest speakers, showcasing student work, etc. during the 2021-22 school year.
- The Student Assist Team will identify students in need who could benefit from community support, and initiate a process for providing them with that support (monetary, resources, etc.)

GOAL: Support for learning and growth: Cultivate the social/emotional needs of students and staff to empower all learners to grow, aspire, and achieve.

GOAL: Support for Learning and Growth - Long-term objectives

- Structure an **Advisory program** to support academic and personal growth, social/emotional needs and understand and celebrate student individuality & differences.
- Provide support for staff to **develop their skills in supporting social/emotional needs of students**
- Implement strategies to **support student and staff wellness**

- Utilize a **comprehensive and equitable system of support**, such as RTI and SAT, to ensure all learners meet academic goals, exhibit regular attendance and have access to social/emotional support resources.

GOAL: Support for Learning and Growth - Action Steps for 2021-22

- Expand the availability and use of the Zen room for students and staff by moving it next to the library
- Provide opportunities for staff wellness at least twice per semester.
- Continue to revise system for Targeted Student Support meetings and action steps
- Re-dedicate Wednesdays in advisory to whole advisory activities or school-wide events (no callbacks or club meetings as we did in 2019-2020)
 - Dedicate Wednesdays to focusing on connections with advisees as well as school-wide events.
 - Use faculty meeting and PLC meeting time as needed to support faculty in preparing for Wednesday activities dedicated to SEL or DEI.
 - Begin to develop a system for staff members to become co-advisors (pilot with freshman class and additional volunteers on Wednesdays)
 - Begin to develop a system of peer-led round-table discussions in advisory with groups such as the Civil Rights Team, Student Leadership Committee members, etc.
- Begin to explore logistics needed for systemic changes to advisory such as teacher course load and staffing

FHS Strategic Plan Action Steps: 2021-22

Action Step progress/status: *FHS worked on all action steps and these are some highlights of progress/areas of focus*

<p><u>Engaging Instruction</u></p> <ul style="list-style-type: none">● Faculty will reflect on the use of student engagement strategies through peer observations and Instructional Rounds in order to enhance understanding and use of strong cognitive engagement strategies.● Special education and general education teachers will strengthen collaboration efforts including co-teaching opportunities in order to enhance instructional support for all students.	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none">● Continued work on curriculum documents including year-long plans and an organization system for documents on Google drive.● Extensive work on cognitive engagement strategies:<ul style="list-style-type: none">○ Summer workshop○ Full faculty workshop #1 in December○ Full faculty workshop #2 in February○ Peer observations in April● Co-taught classes for ELA 9 and Global Studies (9th grade Social Studies course) with a General Ed and Special Education teacher together full time
<p><u>Purposeful Assessments</u></p> <ul style="list-style-type: none">● Teachers in each common course in each department will develop and/or revise at least one <u>common</u> summative assessment.● Teachers will share at least one lesson plan demonstrating revision based on formative assessment data with department and/or PLC team<ul style="list-style-type: none">○ Here's what I did (formative assessment)○ Here's what I got (data)○ Here's what I did as a result (action/support)	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none">● Continued work on curriculum documents including common assessments and unit plans.● All teachers shared formative assessment in PLC meetings: reflection on data and feedback from colleagues
<p><u>Equity & Inclusion-</u></p> <ul style="list-style-type: none">● Creation of an FHS Faculty leader team for supporting diversity, equity and inclusion work with staff and students● District and FHS teachers will participate in a formal process to review our FHS Social Studies curriculum beginning in the fall of 2021.	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none">● Creation of and monthly meetings with FHS Equity team<ul style="list-style-type: none">○ Designed and implemented lessons in advisory tied to personal identity○ Reviewed data from District Scorecard with a lens of equity to inform action steps for faculty● FHS team met and will continue to meet with district team to review Social Studies curriculum and work on units with a lens of equity.

<ul style="list-style-type: none"> ● Administrators and faculty members will provide opportunities for students to engage in discussions about diversity, equity and inclusion at FHS through advisory and the Student Leadership Committee. 	<ul style="list-style-type: none"> ● Student Leadership Committee partners with Cortico from MIT to train student facilitators and support students leading student-led discussions about school culture. Data from discussions led to action steps for spring 2022 and school year 2022-23. ● Staff PD: <ul style="list-style-type: none"> ○ October workshop with Karmen from MAEC ○ Crucial Conversations training with Integrative Inquiry (Equity Committee members) ○ April: Faculty meeting, led by Equity Committee ○ May: GSA presenting in Faculty meeting
<p><u>Community Connections</u></p> <ul style="list-style-type: none"> ● Outreach coordinator will implement career exploration workshops and lessons during advisory time, explore job shadow opportunities for juniors that would commence in Spring 2022, inform students about the internship program benefits and opportunities, and explore funding opportunities for an Internship and Senior Project Support Fund. ● The Student Assist Team will identify students in need who could benefit from community support, and initiate a process for providing them with that support (monetary, resources, etc.) 	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none"> ● Expanded career exploration with students through advisory meetings; Internships limited by Covid and work will continue in 2022-23 school year. ● SAT Team: led monthly Targeted Student Support meetings with all faculty, connected with BOOST (dropout prevention committee) ● Added "Success Block" at the end of the day, 2:20-2:30 so all students have access to teacher support before buses depart
<p><u>GOAL: Support for Learning and Growth - Action Steps for 2021-22</u></p> <ul style="list-style-type: none"> ● Expand the availability and use of the Zen room for students and staff by moving it next to the library ● Provide opportunities for staff wellness at least twice per semester. ● Continue to revise system for Targeted Student Support meetings and action steps 	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none"> ● Moved the Zen room, expanded use ● Offered staff wellness workshops both semesters in 2021-22 ● TSS meetings (see above) <ul style="list-style-type: none"> ○ Positive impact to students with failing grades & social/emotional challenges ● Wednesday advisory planning: advisory-wide, grade level-wide or school wide events, social/emotional topics,

- **Continue to revise system for Targeted Student Support meetings and action steps**
- **Re-dedicate Wednesdays in advisory to whole advisory activities or school-wide events (no callbacks or club meetings as we did in 2019-2020)**

equity, college & career preparation, school spirit

- **Anxiety/mental health support**
 - **October: Lynn Lyons PD workshop**
 - **January: Guidance Counselors training with Lynn Lyons**
 - **February: Faculty meeting to prepare for Lynn Lyons Feb. follow up workshop**
 - **February: Lynn Lyons FHS only workshop**

FHS Goals 2022-2023

District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

FHS 2022-23 Goal #1: We believe that focusing on our FHS Strategic Plan will enable us to provide meaningful learning opportunities for our students while supporting both their academic and personal, social-emotional growth. Our FHS Goal is to make significant progress and/or meet the goals of the 2022-23 Action Steps of the FHS Strategic Plan.

FHS Strategic Plan: Theory of Action IF FHS develops engaging instruction, purposeful assessments and supports equity and inclusion with strong connections to our community ... THEN, ALL FHS learners will be empowered to learn and grow.

- [FHS 2021-2026 Strategic Plan](#)
 - [2022-23 yearly action plan](#)

District Goal : All RSU 5 students regularly engage in meaningful student centered learning.

FHS 2022-23 Goal #2: We believe that working on the action steps of the FHS Strategic Plan will enhance student learning and achievement, including increasing the total number of students in the 9th and 10th grade students meeting their individual growth target in both math and reading as measured by the NWEA.

2022-23 Goal:

- **The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase to 59% for 9th grades and 56% for 10th graders.**
- **The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA reading test will increase to 50% for 9th grades and 52% for 10th graders.**

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GOAL: Engaging Instruction - Long-term objectives

- Support faculty in learning about and implementing a wide range of research-based instructional methods i.e. cognitive engagement strategies, discourse strategies, interdisciplinary strategies, questioning strategies, technology strategies, etc.
- Develop and implement a system to prompt meaningful reflection and revision on instructional planning, curriculum design, and standards-referenced units of instruction
- Provide a variety of learning opportunities and programs for all students based on academic progress and interests in order to expand their educational experiences.
- Support staff in learning about, planning and implementing a range of differentiation strategies to enhance access to content skills and knowledge.
- Implement relearning / reteaching processes in order to provide students with multiple opportunities to demonstrate skills and knowledge

GOAL: Purposeful Assessments - Increase student engagement through a range of assessment practices that are meaningful and reflective of student learning—using a system of formative assessment and data analysis to reteach and measure student growth and allow opportunities for students to demonstrate complex knowledge and skills.

GOAL: Purposeful Assessments - Long-term objectives

- Design/revise and implement a wide range of purposeful assessments
- Designate time for teachers of the same courses to review and calibrate scoring of student work (summative) and plan for next steps for instruction.
- Analyze and use data from formative, summative and/or state/national assessments to guide and differentiate instructional practices and reteaching.

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GOAL: Equity & Inclusion- Long-term objectives:

- Provide staff members with a variety of learning resources and activities that support their professional learning and growth about diversity, equity and inclusion.
- Implement a variety of curriculum resources that highlight diversity, equity and inclusion.
- Plan, implement, and reflect on school-wide practices that promote an inclusive school community.

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GOAL: Community Connections - Long-term objectives

- Provide **extended learning opportunities** for students that take place in a structured environment outside of the typical school day experience, such as before, during, or after school; during vacations or the summer; and on weekends.
- **Engage community members** by showcasing student work and including them in school programming such as internship and job shadow programs, guest speakers, professional visits, career fairs, whole-school assembly, adult mentorship programs, event sponsorships, and/or volunteering.
- Develop and support a sustainable **internship and job shadowing program** for students that serves as an opportunity for learning and growth.
- Work to **eliminate potential obstacles to student access** to community involvement, such as funding or transportation.

GOAL: Support for learning and growth: Cultivate the social/emotional needs of students and staff to empower all learners to grow, aspire, and achieve.

GOAL: Support for Learning and Growth - Long-term objectives

- Structure an **Advisory program** to support academic and personal growth, social/emotional needs and understand and celebrate student individuality & differences.
- Provide support for staff to **develop their skills in supporting social/emotional needs** of students
- Implement strategies to **support student and staff wellness**
- Utilize a **comprehensive and equitable system of support**, such as RTI and SAT, to ensure all learners meet academic goals, exhibit regular attendance and have access to social/emotional support resources.

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SUPPORT FOR LEARNING AND GROWTH

GOAL 1: Engaging Instruction - Ensure opportunities for the success of all students by providing high-quality, purposeful, skills-based instruction

GOAL 2: Purposeful Assessments - Increase student engagement through a range of assessment practices that are meaningful and reflective of student learning—using a system of formative assessment and data analysis to reteach and measure student growth and allow opportunities for students to demonstrate complex knowledge and skills.

GOAL 3: Equity & Inclusion: Provide an equitable educational experience, maximize opportunity and ownership for learning, as well as foster an inclusive school culture that values and seeks out opportunities for continual growth.

GOAL 4: Community Connections: Foster and maintain community relationships with local businesses, organizations and individuals to strengthen student engagement, student support, and learning through extended learning opportunities

GOAL 5: Support For Learning and Growth: Support the social/emotional needs of students and staff to empower all learners to grow, aspire, and achieve.

FHS 2022-23 Strategic Plan Action Steps

1. GOAL 1: Engaging Instruction Action Steps

- Teachers will update/revise YLPs and/or create year-long plans for courses in which one doesn't exist (after departments review the digital library for missing year-long plans).
 - Teachers will put all curriculum documents in the shared drive folders for the FHS digital curriculum library.
 - Time in PLC (monthly) will be allocated for YLP revision work in 2022-23.
 - Department chairs will collaborate with department members to ensure the written curriculum aligns with the taught curriculum using the digital curriculum library (i.e. classroom teaching matches the curriculum documents)
- Faculty will increase equity of instruction for all students by using and reflecting on **differentiation** strategies to enhance access to instruction.
 - Faculty members will share at least one strategy for differentiation with colleagues that they have used and/or learned about during each semester (in PLC and Department meetings)
- Faculty will reflect on the use of student engagement strategies through peer observations in order to enhance understanding and use of strong cognitive engagement strategies.
 - All faculty will participate in at least 2 peer observations during the school year with a focus on student engagement strategies (Peer observations will be completed during PLC time).
- Faculty will begin learning about & discussing instructional and grading practices with a lens of equity
 - Reassessment vs. relearning
 - Habits of Work
 - Equitable grading policies and practices (common assessments)
 - Reflect on common practices within departments and school-wide with the goal of alignment of practices and equity for all students

2. GOAL 2: Purposeful Assessment

- Teachers in common courses in each department will continue to develop and/or revise **common** summative assessments.
 - Teachers of common courses will identify which common assessments have been created for each unit and which still need to be created.
 - Teachers will add existing common assessments to the digital curriculum library
 - PLC and Department meeting time will be allocated to making common assessments
- Teachers of common courses will collaboratively score and reflect on data from at least one common assessment in order to inform instruction.
 - PLC and/or Department meetings will be used for this reflection
 - Teachers of "singleton" courses will share and reflect on assessment data with colleagues in the department and/or PLC team members
- Teachers will share at least one lesson plan demonstrating revision based on formative assessment data with department and/or PLC team
 - *Here's what I did (formative assessment) *Here's what I got (data)
 - Here's what I will do (or did) as a result (action/support)

GOAL 3: Equity & Inclusion Action Steps

- The Equity Team and faculty will work to define and clarify terms used as a school community and areas of focus in regard to DEI work in order to support common language, identity and goals.
 - Access/Data review
 - Student Voice
 - PD
- Faculty and staff will participate in professional development during the 2022-23 school year to support English Language Learners in all classrooms.
- District and FHS teachers will continue to participate in a formal process to review and revise our FHS Social Studies curriculum.
- Faculty will use department time to learn about and/or reflect on inclusionary practices and review curriculum with a lens of equity.
 - Grading practices (tied to Engaging Instruction action step)
 - Supporting all student identities
- Administration and faculty will create opportunities for student leaders to participate in and/or lead discussions about school culture, policies and practices in order to support efforts to promote an inclusive school community.
- Administrators will continue to discuss access for all students to participate in cocurricular activities with district leaders:
 - *Transportation
 - *Eligibility process

4. GOAL 4: Community Connections Action Steps

- Outreach coordinator will implement career exploration workshops and lessons during advisory time, explore job shadow opportunities for juniors that would commence in Spring 2023 and begin planning an FHS Internship program to pilot in fall 2023.
- Faculty will plan, support and/or promote opportunities for community connections such as field trips, virtual or in-person guest speakers, showcasing student work, etc. during the 2022-23 school year.
 - Collaborate with Outreach Coordinator to help with planning these opportunities
- Volunteer faculty members will begin planning an in-school Senior Project/Senior Seminar opportunity for the last month of school for Seniors.

5. GOAL: Support For Learning And Growth

- Expand availability of spaces for students to use during advisory (library, open track, open gym)
 - Increasing awareness for students of opportunities for clubs and sign out spaces
- Continue to revise system for Targeted Student Support meetings and action steps (SAT team leading the planning)
- Use faculty meeting and PLC meeting time as needed to support faculty in preparing for activities dedicated to SEL or DEI.
- Provide opportunities for staff wellness at least twice per semester.
- Continue to learn about and implement strategies to proactively support students with anxiety
 - Action steps from 2021-22 work
 - "Reset" posters in specific locations around school
 - Anxiety posters in each classroom
 - Explicit conversations with classes prior to assessments about normalizing anxiety and anticipating anxiety to show up
- Administrators will begin to explore logistics needed for systemic changes to advisory such as teacher course load and staffing