

## 2022-2023 FWHMS School Improvement Plan

**School Name:** Frederick W. Hartnett Middle School

**Members of the Middle School Redesign Team:**

**\*Instructional Leadership Team member**

Patty Bourgerly\*, teacher

Michelle Dextraze, teacher

Norma Laren\*, Teacher

Maureen Rose, Teacher

Linda Dansereau \*, Teacher

Kaylee Tavares, Teacher

Patrick Rosendale, Teacher

Lynne Scott\*, Teacher

Kathie Finnegan, Teacher

Jennifer Solari\*, Teacher

Hannah Howard, Teacher

Sean Sullivan, ELA Interventionist

Jill LeBallister-Dudka \*, Instructional Coach

Sloan Rielly, Guidance Counselor

Emily Turgeon\*, Team Chair

Sara Tasker, Library Paraprofessional

Janis LaPorte, Assistant Principal

Mary Cotillo, Principal

### District Blueprint for Improvement

#### Strategic Area 1: The What (Curriculum)

Leverage high-quality, rigorous, and equitable curricula, assessments, and educator professional development to ensure that all students are able to meet the expectations/demands of the MA Curriculum Frameworks and Portrait of a Graduate.

**Goal 1: Selected curriculum programs will increase student achievement by providing specific, targeted instruction for all students. Additionally, Hartnett Middle School will participate in the development of a plan for selecting and implementing the new History curriculum beginning in the Fall of 2023 that adheres to the measures as mentioned above.**

	<b>Intended Outcome</b> (MOY and EOY outcomes may be modified after status updates)	<b>Status</b>
<b>BOY</b>	<ul style="list-style-type: none"> <li>Launch Into Math and Waggle at all grade levels and demonstrate fidelity of implementation</li> <li>Provide initial professional development for all pertinent K-12 staff on the updated math curricula, programs/platforms, and curriculum materials.</li> <li>Core universal instruction, academic and social emotional, is differentiated and delivered in all areas.</li> <li>Multi Tiered Systems of Support in place</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed MCAS and STAR data</li> <li>Initial Math training complete as of 11/4</li> <li>Team meeting time and Professional Learning Community (PLC) meeting time devoted to identifying students in need of intervention and progress monitoring those students</li> <li>Boys book club and all-boys literacy class taught by a Phys Ed teacher are in the works</li> <li>Two HMS staff are on the SS curriculum committee.</li> </ul>

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	<p>to ensure increased student achievement at all levels.</p> <ul style="list-style-type: none"> <li>• Small group skill-based intervention is designed and delivered to targeted students.</li> <li>• Creative ways of encouraging reading among our boys are identified and implemented.</li> <li>• HMS Staff are participating in the district wide Social Studies Curriculum review.</li> </ul>	
<b>MOY</b>	<ul style="list-style-type: none"> <li>• Into Math and Waggle Professional Development available based on feedback from teachers.</li> <li>• Core instruction re-evaluated and adjusted as needed.</li> <li>• Small group intervention is re-evaluated and adjusted as needed.</li> <li>• MTSS uses teacher assessments and STAR data to ensure the needs of each student are being met.</li> <li>• Boys reading initiatives are re-evaluated and adjusted as needed.</li> <li>• Develop a draft of the district-wide history curriculum map to seek feedback from Instructional Leadership Team and Professional Learning Community</li> </ul>	
<b>EOY</b>	<ul style="list-style-type: none"> <li>• Core Instruction and small-group intervention have successfully met the needs of ALL learners</li> <li>• Data reflects success of the targeted strategies to close the gender gap in Literacy</li> <li>• Recommend to school and district leadership about the adoption of new history curriculum resources</li> <li>• Revise 1-2 curriculum units per grade level aligned to new history curriculum map and materials</li> </ul>	

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### Planning for Impact:

<b>Start Strong (Oct. - Jan.)</b>	<ul style="list-style-type: none"> <li>Teachers use 2021-2022 assessment data along with beginning of year 2022 data to guide lesson creation that are differentiated to meet all students' needs.                             <ul style="list-style-type: none"> <li>Professional Learning Community (PLC) time is leveraged to support teachers in this work.</li> </ul> </li> <li>Schedule and complete IntoMath and Waggle training</li> <li>Adjustments made to the bell schedule that supports Tiered instruction opportunities: addition of Literacy, Writing, Math Intervention, and Academic Skills.</li> <li>All staff are mindful of students' diverse experience to apply in daily instructional practices by participating in Diversity, Equity, Inclusion and Belonging (DEIB) opportunities.</li> <li>Teachers, coaches, and interventionists collaborate to implement tier two and tier three Small-Group interventions.</li> <li>Targeted literacy opportunities for boys launched.</li> </ul>
<b>Stay Strong (Feb. - April)</b>	<ul style="list-style-type: none"> <li>Teachers will use 2022-2023 assessment data along with mid-year data to guide lessons that are differentiated to meet the needs of all students. PLC time continued to be leveraged for this purpose.</li> <li>Teachers continue to seek scaffolding and differentiation strategies in their grade level content</li> <li>Create inclusive environment where students' cultural differences are valued and shared</li> <li>Teachers, coaches, and interventionists continue to collaborate to offer Tier Two interventions.</li> </ul>
<b>Finish Strong (May - June)</b>	<ul style="list-style-type: none"> <li>Celebrate the growth of students and staff</li> <li>Use end of year data to plan for for summer and next school year</li> </ul>

**Goal Two: Provide supported instruction and extension opportunities to maximize all students' writing abilities in all content areas.**

	<b>Intended Outcome</b> <i>(MOY and EOY outcomes may be modified after status updates)</i>	<b>Status</b>
<b>BOY</b>	<ul style="list-style-type: none"> <li>Early writing assignments provide baseline from which to evaluate growth.</li> <li>Targeted writing instruction is offered. When appropriate, opportunities are</li> </ul>	<ul style="list-style-type: none"> <li>Assignment completed. Analysis to begin 10/26.</li> <li>Rubric clarification, using MCAS as a base, has begun.</li> </ul>

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	<p>provided in addition to the existing curriculum.</p> <ul style="list-style-type: none"> <li>Existing rubrics are clarified to provide clear focus areas.</li> </ul>	
<b>MOY</b>	<ul style="list-style-type: none"> <li>Mid-year writing assessments demonstrate growth as a result of targeted instruction for all students.</li> <li>Clarified rubric used and adjustments continue to be made</li> <li>Staff continue to collaborate in PLC to identify areas for growth and instructional strategies.</li> </ul>	
<b>EOY</b>	<ul style="list-style-type: none"> <li>All students demonstrate growth in writing skills across the curriculum.</li> <li>Effective writing rubric</li> </ul>	

### Planning for Impact:

<b>Start Strong (Oct. - Jan.)</b>	<ul style="list-style-type: none"> <li>2021-2022 data and 2022 beginning of year data analyzed to identify areas of growth for students.</li> <li>Assign benchmark assessment.</li> <li>Existing writing rubrics analyzed and adjusted to focus on growth areas</li> <li>Teachers use Looking at Student Work protocol during PLC to identify areas for instruction</li> </ul>
<b>Stay Strong (Feb. - April)</b>	<ul style="list-style-type: none"> <li>Mid-year writing data analyzed to identify growth and areas for improvement.</li> <li>Clarified rubrics and instructional strategies are again adjusted</li> <li>Teachers continue to collaborate in PLCs.</li> </ul>
<b>Finish Strong (May - June)</b>	<ul style="list-style-type: none"> <li>Students and staff celebrate growth</li> <li>End of year data used to plan for next school year.</li> </ul>

### Strategic Area 2: The How (Instruction)

Engage and support all students by providing equitable access to purposeful and relevant learning that allows them to demonstrate their growth in multiple ways.

**Goal 1:** *Implement and continually evaluate curriculum programs and instructional supports that are used throughout the school year to ensure that all students have equitable access to learning opportunities that will accelerate their growth and achievement*

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	<b><i>Intended Outcome</i></b> <i>(MOY and EOY outcomes may be modified after status updates)</i>	<b><i>Status</i></b>
<b>BOY</b>	<ul style="list-style-type: none"> <li>• Math curriculum is being taught with fidelity in grades 6-8 by engaging and exploring all components</li> <li>• Teachers are utilizing skills attained from their training in the newly adopted research based math program in their instruction</li> <li>• Students receive additional writing opportunities to complement the current ELA curriculum</li> <li>• Small groups of students are identified to receive targeted, skill-based, intervention in reading, writing, and math.</li> <li>• Literacy class launch provides time and space for students to collaborate with each other around grade level literature-.</li> <li>• Literacy instructional strategies employed with the goal of engaging all students and closing the gender gap.</li> </ul>	<ul style="list-style-type: none"> <li>• Many teachers write SMARTIE goals around writing instruction</li> <li>• Initial math training to be complete as of 11/4. Additional opportunities can be provided as needed.</li> <li>• Intervention has begun in ELA.</li> <li>• Math Interventionist hired late October; services to begin soon.</li> <li>• Literacy class to launch 11/4.</li> </ul>
<b>MOY</b>	<ul style="list-style-type: none"> <li>• Teachers continue to explore and engage all components of the Math curriculum, employing the skills learned in PD.</li> <li>• Students continue to engage in a variety of writing opportunities.</li> <li>• Progress monitoring allows for fluid adjustments to rosters of small group skills-based instruction in reading, writing, and math.</li> <li>• Literacy instructional strategies continue to be employed, along with new high-interest texts, to engage all students in reading.</li> </ul>	
<b>EOY</b>	<ul style="list-style-type: none"> <li>• Students and Staff celebrate growth</li> <li>• Social Studies Committee Members to pilot the newly adopted program</li> <li>• Staff will receive access to the new program for summer planning and provide feedback</li> </ul>	

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### Planning for Impact:

<ul style="list-style-type: none"> <li><b>Start Strong (Oct. - Jan.)</b></li> </ul>	<ul style="list-style-type: none"> <li>Teachers, coaches and interventionists utilize data such as MCAS scores, STAR, Growth Measure, writing samples, and classroom assessment and observation to guide planning and instruction.</li> <li>Staff meetings will be focused on adjustments to practice to achieve intended student outcomes, such as literacy instructions strategies, effective student collaboration, and sheltered English immersion best practices.</li> <li>Frequent Learning Walks to ensure high quality instruction and evidence based best practices</li> <li>Feedback will be provided to all staff to drive high quality instruction.</li> </ul>
<ul style="list-style-type: none"> <li><b>Stay Strong (Feb. - April)</b></li> </ul>	<ul style="list-style-type: none"> <li>Staff continue to use data to inform instruction</li> <li>Staff meetings will focus on areas of opportunity that support best practices</li> <li>Teachers, Coaches, and Interventionists continue to collaborate to support achievement of all students</li> </ul>
<ul style="list-style-type: none"> <li><b>Finish Strong (May - June)</b></li> </ul>	<ul style="list-style-type: none"> <li>Celebrate the success of students and staff.</li> <li>Use end of year assessment data to plan for summer and 23-24 school year</li> </ul>

**Goal 2: Evidence based strategies such as quick writes and student feedback will be used to support students' writing and critical thinking in all content areas.**

	<b>Intended Outcome</b> (MOY and EOY outcomes may be modified after status updates)	<b>Status</b>
<b>BOY</b>	<ul style="list-style-type: none"> <li>Student achievement data drives instruction.</li> <li>Teachers are actively seeking out opportunities to incorporate quick writes across all content areas.</li> <li>On-demand writing opportunities are increased to build student writing stamina.</li> <li>Teachers provide meaningful, actionable feedback to students after</li> <li>Teachers provide direct instruction on how to use a rubric as a pre-writing tool</li> </ul>	<ul style="list-style-type: none"> <li>Many teachers write SMARTIE goals around writing instruction</li> <li>Rubric clarification, using MCAS rubric as a base, is underway</li> <li>Baseline writing assignments administered</li> </ul>
<b>MOY</b>	<ul style="list-style-type: none"> <li>Data continues to drive instruction</li> </ul>	

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	<ul style="list-style-type: none"> <li>Teachers continue to provide opportunities for quick writes and on-demand writing.</li> <li>Teachers continue to share feedback with students about their writing.</li> <li>Students begin to use the rubric as a pre-writing tool.</li> </ul>	
<b>EOY</b>	<ul style="list-style-type: none"> <li>Students are independently using the rubric as a pre-writing tool.</li> <li>Students demonstrate greater comfort and confidence with writing tasks.</li> <li>Students achievement as measured by the rubric demonstrate growth from the start of the year.</li> </ul>	

### Planning for Impact:

<b>Start Strong (Oct. - Jan.)</b>	<ul style="list-style-type: none"> <li>Start of year writing assignments are created, administered, and analyzed.</li> <li>Looking at Student Work protocol will be used to review student writing and identify students for intervention.</li> <li>Existing rubrics (Amplify/MCAS) are adjusted/augmented to reinforce focus areas and measure student growth and progress.</li> <li>Evidence based strategies will be identified and decided upon to guide school wide focus on writing.</li> <li>The Instructional Leadership Team will identify best writing practices to look for in learning walks. A guide will be created and shared with staff.</li> <li>Learning walks will look for best practices. Feedback provided to staff.</li> </ul>
<b>Stay Strong (Feb. - April)</b>	<ul style="list-style-type: none"> <li>Mid-year writing assignment is administered.</li> <li>Looking at Student Work protocol is used in PLC to identify areas of opportunity. These areas of opportunity drive staff meeting agendas</li> <li>Direct instruction in rubric use provided to students.</li> <li>Learning walks and feedback continue.</li> </ul>
<b>Finish Strong (May - June)</b>	<ul style="list-style-type: none"> <li>Celebrate growth of students and staff.</li> <li>Use end of year data to plan for summer and the 23-24 school year.</li> </ul>

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**Goal 3: Review existing access to learning. Redesign schedule as needed to ensure alignment with academic goals.**

	<b>Intended Outcome</b> (MOY and EOY outcomes may be modified after status updates)	<b>Status</b>
<b>BOY</b>	<ul style="list-style-type: none"> <li>Schedule adjusted to capitalize time on learning.</li> <li>Volunteers identified to help build new middle school bell schedule for 23-24</li> </ul>	<ul style="list-style-type: none"> <li>Replacing Directed Study with Literacy in grades 6 and 7.</li> <li>Replacing Directed Study with Spanish in grade 8.</li> <li>Adding rotation classes focused on writing and math literacy.</li> <li>Providing Academic Intervention rotation as a way to support students returning from an extended absence, or those in need of extra academic support</li> </ul>
<b>MOY</b>	<ul style="list-style-type: none"> <li>Potential bell schedules identified and shared with staff and community.</li> <li>Feedback from staff and community solicited and received.</li> </ul>	
<b>EOY</b>	<ul style="list-style-type: none"> <li>New bell schedule identified to be implemented in the fall of 2023..</li> </ul>	

### Planning for Impact:

<b>Start Strong (Oct. - Jan.)</b>	<ul style="list-style-type: none"> <li>Use MCAS and STAR data to drive adjustments to schedule.</li> <li>Implement a new bell schedule at the start of Quarter 2.</li> <li>Request additional staff to support student learning. <ul style="list-style-type: none"> <li>Spanish to provide exposure to language via rotation in 6th and 7th grades</li> <li>STEM to ensure implementation of Engineering standards</li> </ul> </li> </ul>
<b>Stay Strong (Feb. - April)</b>	<ul style="list-style-type: none"> <li>Progress monitor student performance in new courses: Literacy, Writing, Intervention, and Academic Intervention</li> <li>Solicit schedules from MA middle schools with population and demographics similar to FWHMS.</li> <li>Study schedules with volunteers, identify top contenders, and seek feedback</li> </ul>
<b>Finish Strong (May - June)</b>	<ul style="list-style-type: none"> <li>Identify new schedule</li> <li>Request any additional staff needed</li> </ul>



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### Strategic Area 3: The Whole Child

*With the support of faculty, families, and community members, and our commitment to creating a welcoming and inclusive environment where everyone belongs, all students will be equipped with developmentally appropriate social emotional skills and empowered to use those skills to persevere so they may learn at their optimum ability.*

### The Whole Child

**Goal One :** *All students are engaged and active learners who demonstrate courage, gratitude, forgiveness, and compassion. Educators, students, families, and community members work together to support the healthy development of all students.*

	<i>Intended Outcome</i>	<i>Status</i>
<b>BOY</b>	<ul style="list-style-type: none"> <li>Choose Love and Second Step lessons are taught and supported by classroom teachers.</li> <li>Students are given numerous opportunities to become a part of the FWHMS community.</li> <li>The Building Based Support Team (BBST) process is clear to all teachers and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Choose Love and Second Step are built into the schedule; off and running.</li> <li>Numerous clubs are currently meeting, including Lego Club and Movie Making Club. There are three opportunities for students to be student leaders: NJHS, Student Council, and Chargers for Change.</li> <li>A small group of 8th grade students will form the Principal's Advisory Council. (PAC) This group will serve two primary functions:               <ol style="list-style-type: none"> <li>1. Help Ms. Cotillo with making the Portrait of a Graduate (POG) come alive in middle school.</li> <li>2. Providing a venue for all student voices to be heard by facilitating surveys and small group conversations.</li> </ol> </li> <li>A boys book club is in the works as a way for young men to engage with readers their age and with older role model readers.</li> </ul>
<b>MOY</b>	<ul style="list-style-type: none"> <li>Choose Love and Second Step continue to be implemented.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• New clubs will provide new opportunities each term.</li> <li>• Student feedback received via surveys and small group conversations.</li> <li>• BBST monitors the implementation of interventions and provides teachers with feedback on how to support students.</li> </ul>	
<b>EOY</b>	<ul style="list-style-type: none"> <li>• Every student feels as though they belong.</li> <li>• Every student can identify at least one adult they can talk to at FWHMS.</li> <li>• Celebrate the success and growth of students and staff.</li> <li>• Use end of year data to plan for the 23-24 school year.</li> </ul>	

### Planning for Impact:

<b>Start Strong (Oct. - Jan.)</b>	<ul style="list-style-type: none"> <li>• Build time into the schedule for Second Step and Choose Love.</li> <li>• Clarify BBST expectations and process with staff.</li> <li>• Academic teams build in a regular review of students: which ones do they know, and how well do they know them. Teachers make explicit plans to get to know more students each term.</li> <li>• Solicit new and varied after school clubs.</li> <li>• Identify staff and volunteers for the boys book club.</li> <li>• Meet with PAC to draft Middle School (POG)</li> <li>• Share Middle School POG with stakeholders</li> </ul>
<b>Stay Strong (Feb. - April)</b>	<ul style="list-style-type: none"> <li>• Work with PAC to identify ways students can engage with POG</li> <li>• Work with PAC to solicit student voice via surveys and small group meetings.</li> <li>• Teachers continue with deliberate relationship building efforts.</li> <li>• BBST continues to meet as needed.</li> <li>• Second Step and Choose Love continue to be implemented.</li> </ul>
<b>Finish Strong (May - June)</b>	<ul style="list-style-type: none"> <li>• Celebrate staff and student success.</li> <li>• Reflect and plan for next year.</li> </ul>

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### Strategic Area 4: The Community

*Cultivate a shared responsibility for all students' growth by strengthening partnerships across the Blackstone and Millville communities, seeking feedback from stakeholders, and encouraging active engagement between home, school, and community.*

### Goal Four: The Community

**Goal One :** *Working together as full partners (educators, families, community) to foster a caring and sensitive school climate that respects and responds to students' differences as well as similarities.*

	<i>Intended Outcome</i>	<i>Status</i>
<b>BOY</b>	<ul style="list-style-type: none"> <li>• Staff begin to build relationships with families in order to increase student engagement</li> <li>• Staff are beginning to recognize their own unconscious bias.</li> <li>• Staff acknowledge students' cultural identities and begin taking a culturally responsive approach to teaching</li> <li>• A Community Outreach and Public Relations team is in place</li> <li>• Opportunities for family involvement begin</li> <li>• Staff identify and explore opportunities to engage with the greater Blackstone/Millville community.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet the teacher night 9/28</li> <li>• Conferences 11/16</li> <li>• STAR night 11/9</li> <li>• ADL training 11/4</li> <li>• Library paraprofessional met with Blackstone Public Library Children's librarian to discuss opportunities for collaboration</li> </ul>
<b>MOY</b>	<ul style="list-style-type: none"> <li>• Staff continue to build and strengthen relationships with families.</li> <li>• Staff anticipate their own unconscious bias and take proactive steps to counteract it.</li> <li>• Culturally responsive teaching practices are evident during learning walks.</li> <li>• The Community Outreach and Public Relations team meets to identify potential</li> </ul>	

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	<p>partnerships.</p> <ul style="list-style-type: none"> <li>Families have multiple opportunities to engage with the school beyond the traditional Meet the Teacher and Conference nights.</li> <li>Staff provide opportunities for students to engage with the greater Blackstone/Millville community.</li> </ul>	
<b>EOY</b>	<ul style="list-style-type: none"> <li>Hartnett Students have been provided with multiple opportunities to be engaged citizens of the greater Blackstone-Millville community.</li> <li>Families have had multiple opportunities to be engaged members of the FWHMS community.</li> <li>All families feel welcomed into the FWHMS community.</li> </ul>	

### Planning for Impact:

<b>Start Strong (Oct. - Jan.)</b>	<ul style="list-style-type: none"> <li>Plan for establishing a Community Outreach and Public Relations team, which will include teachers, students, leadership, and family/community members</li> <li>The Community Outreach and Public Relations team will create an initial list of potential community partners.</li> <li>Administration and staff engage in ADL training in identifying unconscious bias.</li> <li>Administration and staff identify ways to promote DEIB in the form of culturally responsive teaching practices.</li> <li>Begin to explore opportunities for engagement with the larger community - libraries and senior living, for example.</li> <li>Plan and implement opportunities for families to engage with school. (A Night with the STARs - STEM, Technology, Art, and Reading)</li> </ul>
<b>Stay Strong (Feb. - April)</b>	<ul style="list-style-type: none"> <li>The Community Outreach and Public Relations team will create promotional materials with information about opportunities for community members and businesses to join BMR efforts including volunteering, sponsoring scholarships, creating partnerships, and other initiatives. This document will be printed and distributed throughout the community to raise awareness of our community goals and encourage participation</li> <li>Administration and Staff continue to identify ways to embed culturally responsive teaching into our practices.</li> </ul>

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	<ul style="list-style-type: none"><li>• Provide families with additional opportunities to engage with school. (Knowledge Bowl)</li></ul>
<b>Finish Strong (May - June)</b>	<ul style="list-style-type: none"><li>• The Community Outreach and Public Relations team will meet with identified community members/businesses to discuss potential mutually beneficial partnerships and develop plans for initiating partnerships in the fall of 2023.</li><li>• Celebrate the growth and successes of both staff and students</li><li>• Reflect and to plan for the 2023-2024 school year</li></ul>

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## Professional Development Plan Aligned to SIP

### Directions:

*After completing your SIP updates for 2020-2021, please work in collaboration with your ILT to develop your targeted PD plan. Begin with the end in mind and then work backwards to ensure that staff are equipped and empowered to support the goals outlined in your SIP.*

### Staff PD Goal

*By the end of the 2021-2022 school year, all staff will be equipped with the strategies, skills, and resources to provide high quality teaching and learning opportunities for every student.*

### BOY PD Plan

	September 2021	October 2021	November 2021	December 2021
<b>ILT</b>	Commitment of team leaders to serve as ILT.	Meet to calibrate.	Monitor progress of redesign work and SIP.	Monitor progress of redesign work and SIP.
<b>PLC</b>	MCAS and STAR data analysis  Identification of students in need of intervention.	MCAS and STAR data analysis.  Into Math - backwards planning  Supplemental writing development and implementation	Progress monitoring of intervention.  Into Math - backwards planning  Supplemental writing development and implementation	Progress monitoring of intervention.  Into Math - backwards planning  Supplemental writing development and implementation
<b>PD</b>	IntoMath Training	Waggle Training STEMScopes training	Literature circle PD Into Math Training Waggle Training  ADL training  Staff meeting - Using quick writes to support critical thinking	EL best practices reminders during staff meeting

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<b>Coach Support</b>	Onboarding of new principal	Onboarding of new Science teacher	(Hopefully!) onboarding new Math Interventionist	Facilitation of PLC meetings
	Development of PLC planning document	Hiring committees	Facilitation of PLC meetings	Collaboration with Special education
	Lead STAR and MCAS data analysis	Facilitation of Academic PLC Meetings	Collaboration with Special education	Supporting interventionists with data analysis and targeted instruction
		Collaboration with Special education	Supporting interventionists with data analysis and targeted instruction	Differentiated coaching for staff based on individual needs
		Differentiated coaching for staff based on individual needs	Differentiated coaching for staff based on individual needs	Facilitate Science department analysis/review of STEMScopes

### MOY PD Plan

	January 2023	February 2023	March 2023
<b>ILT</b>	Analyze impact of SIP goals to determine BOY outcomes	Monitor progress and implementation of SIP	Monitor progress and implementation of SIP
<b>PLC</b>	<p>Progress monitoring of intervention. Identify new students.</p> <p>Into Math - backwards planning. Reflect on start of year implementation. Adjust as needed.</p> <p>Measure effectiveness of supplemental writing strategies. Adjust and implement.</p>	<p>Progress monitoring of intervention.</p> <p>Into Math - backwards planning</p> <p>Supplemental writing development and implementation</p> <p>Plan for instruction of test-taking strategies.</p>	<p>Progress monitoring of intervention.</p> <p>Into Math - backwards planning</p> <p>Supplemental writing development and implementation</p> <p>Plan/share/reflect on direct instruction of test-taking strategies.</p>
<b>PD</b>	Staff meeting - effective student collaboration	Staff meeting - explicitly planning to build student relationships	Staff meeting - sharing potential schedules for next year
<b>Coach</b>	Facilitation of PLC meetings	Facilitation of PLC meetings	Facilitation of PLC meetings

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<b>Support</b>	<p>Collaboration with Special education</p> <p>Supporting interventionists with data analysis and targeted instruction</p> <p>Support Math teachers with implementation of Into Math.</p> <p>Support ELA and Social Studies teachers with development and implementation of supplemental writing work.</p> <p>Differentiated coaching for staff based on individual needs</p> <p>Support Science teachers with STEMscopes</p>	<p>Supporting interventionists with data analysis and targeted instruction</p> <p>Differentiated coaching for staff based on individual needs .</p> <p>Support Math teachers with implementation of Into Math.</p> <p>Support ELA and Social Studies teachers with development and implementation of supplemental writing work.</p> <p>Support Science teachers with STEMscopes implementation.</p>	<p>Supporting interventionists with data analysis and targeted instruction</p> <p>Differentiated coaching for staff based on individual needs.</p> <p>Support Math teachers with implementation of Into Math.</p> <p>Support ELA and Social Studies teachers with development and implementation of supplemental writing work.</p> <p>Differentiated coaching for staff based on individual needs</p> <p>Support Science teachers with STEMscopes</p>
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### EOY PD Plan

	April 2023	May 2023	June 2023
<b>ILT</b>	Analyze impact of SIP goals to determine MOY outcomes	Monitor progress and implementation of SIP and EOY Outcomes	Use analysis of SIP goals to develop a plan for fall
<b>PLC</b>	<p>Progress monitoring of intervention. Identify new students.</p> <p>Into Math - backwards planning. Reflect on the start of year implementation. Adjust as needed.</p> <p>Measure effectiveness of supplemental writing strategies. Adjust and implement.</p>	<p>Reflect on the effectiveness of intervention. Plan for next year.</p> <p>Reflect on Into Math. Analyze STAR data. Plan for next year.</p> <p>Reflect on supplemental writing work. Plan for next year.</p>	<p>Reflect on the effectiveness of intervention. Plan for next year.</p> <p>Reflect on Into Math. Analyze STAR data. Plan for next year.</p> <p>Reflect on supplemental writing work. Plan for next year.</p>
<b>PD</b>	Staff Meeting - PBIS	Staff meeting - reflect and plan for next year	Staff Meeting - celebrate
<b>Coach Support</b>	Analyze impact of differentiated coaching and make necessary modifications as needed.	<p>Support interventionists in reflection using pre and post assessment data. Plan for start of next year.</p> <p>Analyze impact of differentiated coaching and make necessary modifications as needed.</p>	<p>Support interventionists in reflection using pre and post assessment data. Plan for start of next year.</p> <p>Analyze impact of differentiated coaching and make necessary modifications as needed.</p>