

Wachusett Regional School District -WRHS School Improvement Plan 2017-2020

Goal Description			
Goal Number:	1	Goal Title:	Increase student performance on MCAS for the high needs students in science, math, and English.
Rationale for Goal:	Using results from 2016 MCAS, math, science, and English along with final course grades from 2017, we will identify students who are at-risk of not graduating on time and who will need additional supports to be more successful on the 2018 MCAS exams. Our goal is that by providing additional supports for these identified students, they will be able to graduate from WRHS while also potentially moving the high school from Level 2 to Level 1 status.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	<p>2B. Aligned Curriculum-Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades but in particular grades 9 and 10 for this goal while focusing on the content areas (science, math, ELA).</p> <p>3A. Effective Instruction- Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration.</p> <p>3B. Effective Instruction- Systematically measure, analyze, and act upon student learning data</p>
Strategic Initiative(s)	<p>By October 2017, the high school data team will identify students who are at risk of not graduating with their peers by examining prior MCAS scores, previous school year grades, attendance, and any other concerns such as social/emotional issues, discipline, etc.</p> <p>By November 2017, ELA, math, science and SPED staff will identify areas of student underperformance on earlier MCAS administrations and individual improvement plans will be created for all at-risk students.</p> <p>By mid-November, a variety of student supports, such as additional math instruction, focused interventions during the school day, tutoring after school, use of online resources including instructional video clips, and academic support classes, will be provided to at-risk students based on their level of need.</p>

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	<p>Science, math, and ELA teachers will use locally created benchmark assessments to monitor student progress in identified areas of weakness and the success of the instructional interventions for all identified students will be monitored (ongoing).</p> <p>By December, the high school Principal will meet regularly with each department leader to review student progress and adjust instructional practices and supports as needed.</p> <p>Using the October and March department meetings and the September 21st, March 8th, and March 29th professional development time, Department Leaders will further train teachers to use data in order to develop specific student learning goals while engaging staff in focussed discussions and collaborative reflection on the effectiveness of the interventions. As a result, teachers will provide students with on-going, constructive, targeted feedback on how to improve their performance.</p>
Final Outcomes [S.M.A.R.T. Goal(s)] & Progress	Eighty percent of students in the high needs subgroup will have a Student Growth Percentile of at least 51% in the 2018 MCAS administration in ELA and math and, in addition, 85% of students in the high needs subgroup will attain a passing score in the 2018 science/technology MCAS.
Interim Outcomes & Progress	Benchmark assessment results, anecdotal evidence, conversations with guidance, and other factors such as student attendance rates and attendance at extra-help sessions will be used in January to assess progress.

Implementation Benchmarks			
Action	Responsibility	Supports/Resources	Timeline/Frequency
By September of 2017, high school administration will meet with department leaders from the science, math, ELA, ELL (foreign language), special education, and guidance departments to begin the review initial 2017 MCAS data. By October 2017, the high school data team will have identified students who are at risk of not graduating with their peers by examining prior MCAS scores, previous school year grades, attendance, and any other concerns such as social/emotional issues, discipline, etc.	Principal and Data Team consisting of department leaders from math, science, ELA, social studies, SPED, guidance, and two assistant principals	After school meeting time, access to 2017 MCAS results	Initial meeting second week of September 2017 then weekly until October 1
Upon identification of students in the “high needs” category, high school data team will meet to develop individual improvement	Principal and Data Team consisting of	After school meeting time, data resulting	Beginning September 11, 2017 and meeting

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plans for each of the students identified.	Department leaders from math, science, ELA, social studies, SPED, guidance, and two assistant principals	from results of prior year's interventions at the high school, funding for after school extra help (Central Office grant)	weekly until October 1, 2017
Department leaders in math, ELA, SPED, social studies, and science will guide departmental staff on use of developed interventions to support the identified needs on the individual improvement plans for all high needs students.	Department leaders in math, ELA, SPED, science, and social studies	October and November 2017 department meetings after school	October 11, 2017-November 15, 2017, one meeting per month
Department leaders in math, ELA, SPED, social studies, and science will further train/guide teachers on use of data from prior MCAS, local benchmark assessments, and individual interventions on how this data can be used to create targeted feedback while also influencing instruction for these high need students.	Department leaders in math, ELA, SPED, science, and social studies	Department and PD time	Department meetings-Oct 2017, March 2018 PD-Sept 21, 2017, March 8, and 29 2018

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Goal Description			
Goal Number:	2	Goal Title:	Provide students with the knowledge and resources to cope and adjust to a variety of social and emotional challenges in their lives.
Rationale for Goal:	As a result of the increasing number of students struggling with social emotional issues at the high school, we will use Freshman Seminar and Health classes to provide specific content and lessons regarding identification strategies, coping strategies, and available supports that can be accessed by our students.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	<p>5A. Students’ social emotional and health needs- build an understanding of social, emotional and physical health as factors affecting learning.</p> <p>5.B Engage families and the community in a partnership to increase the district’s capacity to address students’ social, and emotional health needs.</p>
Strategic Initiative(s)	<p>By October 15, 2017, the principal, head of guidance, school psychologists, adjustment counselor, and Freshman Seminar teachers will complete an implementation plan for Signs of Suicide (SOS) curriculum for all Freshman Seminar classes.</p> <p>By January 25, 2018 the principal, head of guidance, school psychologists, adjustment counselor, and all health teachers will meet in order to develop a plan to implement the Lifelines curriculum in all Health classes.</p> <p>By June 1, 2018, Lifelines implementation will be completed in all Health classes.</p> <p>Upon completion of 2017-2018 social emotional programming and prior to the end of the 2018 school year, the principal, assistant principals, head of guidance and guidance staff will meet to evaluate the successes and failures of the 2017-18 program and planning for 2018-2019 school year.</p>

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	<p>By June 1, 2019, the principal and members of the guidance department will develop a plan to expand the lessons from grade 9 and 10 to the upper grades.</p> <p>By June 1, 2020, complete implementation of lessons across grade 11-12.</p>
Final Outcomes [S.M.A.R.T. Goal(s)] & Progress	<p>By June of 2019, there will be 20% reduction in students needing emergency services as compared to 2016-17 data while 90% of all graduating students in June of 2020 will have experienced a minimum of three separate units/lessons regarding identification strategies for students who may be in crisis or somewhere on the continuum, as well as how to access supports.</p>
Interim Outcomes & Progress	<p>Head of guidance will record data as to the number of students accessing emergency services during the school day, while also meeting with the principal on a monthly basis to monitor this data.</p> <p>Surveys will be given to students at the end each SOS lesson, Lifelines Unit, and the unit(s) to be determined for upper classmen in order to measure student opinion on effectiveness of presentation, etc.</p> <p>Upon conclusion of SOS and Lifelines programming and subsequent student surveys, the principal, head of guidance, adjustment counselor, school psychologists, and guidance counselors, will meet to analyze student survey responses and determine next steps.</p> <p>Upon conclusion of upper school (grades 11-12) program/presentation and subsequent student survey, the principal, head of guidance, adjustment counselor, and representation from school psychologists and guidance counselors, will meet to analyze student survey responses and determine next steps.</p> <p>Guidance counselors will monitor student needs and program participation across multiple grades.</p>

Implementation Benchmarks			
Action	Responsibility	Supports/Resources	Timeline/Frequency
Development of SOS implementation plan for the 2017-18 school year for Freshman Seminar Classes.	Principal, head of guidance, school psychologist, adjustment counselor,	Use of two prep periods	One prep period in September of 2017 and a second in October of 2017

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	and Freshman Seminar teachers		
Development of Lifelines implementation plan for the 2017-18 school year for Health classes.	Principal, head of guidance, school psychologist, adjustment counselor, and Health teachers	Use of after school meeting time	Department Meetings in November, December of 2017 and January 2018
Head of guidance, adjustment counselor, and representation from school psychologists and guidance counselors, will meet with Freshman Seminar and Health teachers within two weeks of completion of programming in order to gather feedback regarding collected data including assessment results and student survey responses.	Principal, head of guidance, guidance staff, Freshman Seminar and Health teachers	Use of one prep period for Freshman Seminar teachers and an after school meeting for Health teachers	This will take place within two weeks of the conclusion of each program (Winter 2018 for Freshman Seminar and Spring 2018 for Health)
Creation of social/emotional program for upper school students.	Principal, head of guidance, guidance staff, assistant principals	This may include adopting a program, bringing in a speaker, or adding content to an existing course or program. The exact details will depend on student survey results and staff input.	This will be a topic at high school administrative meeting in Spring of 2018 (March) with a “subcommittee” from the admin team meeting monthly from April 2018-May of 2019.

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Goal Description			
Goal Number:	3	Goal Title:	Increase the effective use of technology in the educational process for all students.
Rationale for Goal:	To provide teachers and students with access to current technology (hardware, software, and connectivity) in order to enhance the educational experience while increasing student engagement and learning in order to better prepare them for success in competitive post high school environments.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	<p>3. Effective Instruction- Staff regularly use technology to support student learning enhance student engagement, and work toward developing innovative instructional practices.</p> <p>4 B. Professional Development and Structures for Collaboration- Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instruction practices.</p>
Strategic Initiative(s)	<p>By September 8, 2017 ensure that all freshmen will have access to a district provided chromebook.</p> <p>On September 11, 2017 hold first meeting of high school Technology Committee comprised of principal, one assistant principal, high school technology coordinator, six high school teachers, Deputy Superintendent, and district technology staff in order to assist with implementation of 1:1 initiative, professional development, classroom integration, and all components of enhancing technology usage at the high school. This committee will meet bi-weekly in the Fall of 2017 and will meet monthly starting in December and throughout the remainder of the 2017-2018 school year.</p> <p>A minimum of one time per month, the high school principal and assistant principals will cover classes for one period to facilitate the peer observations focused on effective use of technology in the classroom.</p> <p>By mid-Oct. 2017, survey staff regarding their technology professional development needs.</p> <p>On November 9, as a result of information provided via the staff technology survey, provide high school</p>

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	<p>staff with a variety of professional development opportunities to self-select from in the area of technology integration.</p> <p>In February 2018, faculty meeting time will be used as a Technology Ed Camp where staff will share technology skills and tools they have used successfully in their classrooms. Staff will be able to attend two half-hour offerings.</p> <p>Department heads will use portions of the professional development time on Sept 21, Jan 25, Mar 8, March 29, and May 25 release days to share best practices on effective use of technology in their content areas. Teachers will share examples of how technology has enhanced their instruction, student engagement, and student learning.</p> <p>The May 14th district-wide professional development day will provide many options for staff to further enhance their technology skills while having the availability to see how technology is being used throughout the district and, in addition, gain a better understanding of what other schools/grades are doing to prepare students for success at the high school.</p>
<p>Final Outcomes [S.M.A.R.T. Goal(s)] & Progress</p>	<p>For the 2017-18 school year, technology will be used in 70% of grade 9 classes on a daily basis as measured by an end of the year student survey.</p> <p>For the 2018-19 school year, technology will be used in 75% of grade 9 and 10 classes on a daily basis as measured by an end of the year student survey.</p> <p>For the 2019-20 school year, technology will be used in 80% of grade 9, 10, and 11 classes on a daily basis as measured by an end of the year student survey.</p>
<p>Interim Outcomes & Progress</p>	<p>Survey of staff in September regarding their perceived technology needs with a follow up evaluation of what will be offered as a result of this survey on the professional development day on Nov 9, 2017.</p> <p>Development of high school Technology Committee that will serve as liaisons for staff while also offering support and guidance with ultimate responsibility in the planning and carrying out of all technology initiatives at the high school.</p> <p>Use of November 9 full PD Day, portions of all PD half days throughout the course of the year and the February Faculty Meeting in order to enhance staff knowledge and comfortability around technology.</p> <p>Survey students and parents on frequency of technology usage and to assess effectiveness of the school's use of technology.</p>

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Implementation Benchmarks			
Action	Responsibility	Supports/Resources	Timeline/Frequency
Dissemination of chromebooks to all members of the Freshman Class while also holding a meeting for parents to discuss expectations of usage and care.	Principal, assistant principal, high school and district technology staff	Purchase of approximately 650 chromebooks by local budget, availability of district technology staff, student support for the first few weeks of school	August 23-25 for parent meetings and dissemination of chromebooks with additional support needed from August 29-September 8.
Survey staff on professional development needs. Use the results to define PD offerings. Evaluate all PD offerings and share results with staff.	Principal, Technology Committee, department heads	Technology Committee meeting time in September and November of 2017, follow up meetings with administration after each outlined technology presentation/workshop	Will use portion of bi-weekly Admin meetings in September, October, November, January, February, March, and May
Creation of Technology Committee consisting of various members of the WRHS staff in addition to district level staff. Continue to refine and develop the HS 1-1 Plan.	Principal, Deputy Superintendent	Need to potentially free up some members of committee to do site visits or professional development opportunities.	Meetings will begin early September 2017 and meet bi-weekly until December, whereupon meeting will take place monthly for remainder of school year. At wrap up meeting in June 2018 committee will decide on role and meeting needs for 2018-19.

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Goal Description			
Goal Number:	4	Goal Title:	Develop and implement Power Standards for all core academic courses.
Rationale for Goal:	Development of Power Standards will further enhance the already developed curriculum maps by further outlining main areas of focus for lessons and assessments. This will support pacing in classes while ensuring all students in like classes will benefit from consistent focus of power standards and having common learning outcomes while also allowing for “flexibility” in teacher autonomy.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	<p>1C. Leadership, Governance and Communication- Ensure that relevant information is communicated out to community stakeholders and is easily understood.</p> <p>2B. Aligned Curriculum-Develop common, well defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.</p>
Strategic Initiative(s)	<p>By November 1, 2017 present and discuss goal, purpose, and expectations for Power Standards with all department heads ending with the expectation that initial work in this area with their departments will take place during part of the November 9, 2017 full professional development day.</p> <p>By February 15, 2018 all department heads will submit an action plan for the 2018, 2019, and 2020 school years outlining meeting dates and strategies for accomplishing the goals of ensuring the implementation of Power Standards in 75% of courses with that increasing to 100% by the end of the 2019-2020 school year.</p> <p>Along with approval of action plans in February 2018, principal will meet with department heads at a minimum of twice per year to formally discuss progress on this goal. These progress meetings will be part of the traditional evaluation meeting process taking place in December and June of each school year.</p>
Final Outcomes [S.M.A.R.T. Goal(s)] & Progress	By the end of the 2018-19 school year, each core academic department (math, English, science, and social studies) will adjust their common curriculum to ensure the implementation of Power Standards in 75% of

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	<p>courses with that increasing to 100% by the end of the 2019-2020 school year.</p>
Interim Outcomes & Progress	<p>Meet with assistant principals and department heads explaining the goal regarding Power Standards along with the purpose and expectations of implementation.</p> <p>At an administrative meeting in February of 2018 department heads will present and share their action plan for attaining the intended goal for power standard implementation.</p> <p>At the March, April, and May, administrative meeting power standard implementation will be included on the agenda where department heads will give feedback on progress. By June 2018, the principal will meet with department heads for a formal check-in on progress made while also developing an action plan for the next year.</p> <p>In the 2019-2020 school year, informal check-ins at administrative meetings will take place, with the principal will do formal check-ins in December and January of 2018-19 and 2019-20 with final completion discussions by June of 2020 meetings with individual department heads.</p> <p>During this process from February 2018-Spring 2020 staff will be using department meeting and professional development time to do work within their departments on power standards. Exact dates will be determined when action plans are submitted by department heads in February of 2018.</p>

Implementation Benchmarks			
Action	Responsibility	Supports/Resources	Timeline/Frequency
<p>Training on power standards and their use in lesson development and building assessments led by the principal at the November administrative meeting with department heads.</p>	<p>Principal will present with support from assistant principals</p>	<p>Further discussion and support with central office staff such as curriculum staff and Deputy Superintendent. Resources can be provided including potential professional development</p>	<p>Meeting will take place by the second week of November.</p>

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		opportunities around power standard development.	
Department Heads will present action plans in February 2018.	Department leaders will develop plans, work with department staff to implement while being supported by the principal and assistant principal and additionally central office curriculum staff/Deputy Superintendent as needed	Provide department meeting time to develop power standards; department leaders have a work schedule that is conducive to having the flexibility to meet with central office staff and high school administration as needed	Department leaders will use some of the November 9 PD Day and a portion of the Jan 25, 2018 half day pd along with portions of department meetings in December 2017 and January 2018 to work on action plan development
Departments meet in PLC's to develop power standards as a result of the action plan that has been developed by department leaders.	Principal and assistant principal will support throughout the process while the department leaders will lead the work within departments on the development of power standards	Continued access to professional development time as well as potentially needing access to any professional development opportunities that may be able to support this work	Departments will consistently meet and do this work during portions of allotted professional development time from Feb 2018-June 2020 with dates and times will be made firm once action plans are submitted in February 2018