2021-2022 FWHMS School Improvement Plan

School Name: Frederick W. Hartnett Middle School
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District Blueprint for Improvement

Strategic Area 1: The What (Curriculum)
We will develop and align curriculum, assessments, and educator professional development to the demands of the MA Curriculum Frameworks.

Goal One: The What

The Humanities and ELA department will implement with fidelity our core literacy program, Amplify, along with its support curriculum, Amplify Reading and Amplify Close Read to provide "just in time" support for students needing intervention.

	Intended Outcome *(MOY and EOY outcomes may be modified after status updates)*	*Status*
BOY	- Implement the full 100 Day Amplify program to continue to strengthen core instruction - Begin to implement Amplify Reading or Close Read to meet the needs of all students - Use of student data (Looking At Student Work and data cycle protocols) to drive both core (tier 1) and tier 2 and 3 instruction to improve student outcomes	- Used platform embedded to use Amplify Reading and Close Read - Begin PLC data cycles focused on MCAS and STAR data - Identification of targeted skills and learning gaps for students - Analyzed and acted on 2020-2021 student MCAS and EOY STAR data to plan intervention support
MOY	- Continue to implement Amplify to strengthen core instruction - Continue to implement Amplify Reading or Close Read to meet the needs of all students - Continue use of student data (LASW and data cycle protocols) to drive both core (tier 1) and tier 2 and 3 instruction to improve student outcomes	- Continued to implement Amplify to strengthen core instruction - Continued to implement Amplify Reading or Close Read to meet the needs of all students - Used student data (data cycle protocols) to drive both core (tier 1) and tier 2 and 3 instruction to improve student outcomes
EOY	- Ensure systems and structures are in place to guarantee fidelity of full implementation in the fall of 2022 - Evaluate the implementation Amplify	- Staff will have completed the full 100 day plan and reviewed/planned for the final unit for next year. - Reflected on the impact of Amplify

	Reading or Close Read and its impact on student progress ● Evaluate the impact of the use of student data (LASW and data cycle protocols) to drive both core (tier 1) and tier 2 and 3 instruction to improve student outcomes	Reading and Close reading at end of year PLC ● Reflected on the impact of data cycles at end of year PLCs

Planning for Impact:

Start Strong (Oct. - Jan.)	● Participate within the platform and make use of the embedded PD for Amplify Reading and Close Read. ● Use of student assessment/data to drive core instruction and tier 2 and 3 instruction to improve student outcomes ● Monitoring student progress during PLCs using the LASW and data cycle protocols
Stay Strong (Feb. - April)	● Begin discussion on assessments in Amplify and other class assessments ● Discussion of 100 day plan versus full plan. ● Continue to participate in platform embedded PD for Amplify Reading and Close Read to ensure that the use of its data informs classroom lessons/interventions. ● Use of student assessment/data to drive core instruction and tier 2 and 3 instruction to improve student outcomes ● Monitoring student progress during PLCs using the LASW and data cycle protocols
Finish Strong (May - June)	● Finalize plan for implementation of the entire Amplify program; and ● Finalize assessments and department consensus on grading. ● Evaluate LASW and data cycle impact on student progress during PLCs

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Goal Two: The What

The science technology teacher, guidance counselor, STEM staff and some rotation staff will implement our new Career Exploration program and additions to our STEM courses with funding from the ASA grant for supplies and training. Grant Doc

Science staff will implement the PLTW unit for their grade level. Grant Doc Part 1 Part 2

	Intended Outcome *(MOY and EOY outcomes may be modified after status updates)*	Status
BOY	● Staff continues to implement and build upon the current curriculum for our career exploration and science-technology course ● All staff are trained on the Nepris website and begin discussions on how to bring career information/videos into instruction ● Implement PLTW units in quarterly STEM course	● Write additional curriculum that builds upon career expo and science-technology courses ● Trained science staff in the PLTW units ● Attended full day PLTW PD at Worcester Polytechnic Institute
MOY	● Staff continues to implement and build upon the current curriculum for our career exploration and science-technology course ● Use of Nepris to bring on the job insight to students about different careers ● Continue to implement and refine PLTW units in quarterly STEM course	● Continued to build upon the current curriculum for our career exploration and science-technology course with a scope and sequence for each grade ● Imbedded Nepris to bring on the job insight to students about different careers ● Attended various PD opportunities about career exploration with MyCap ● Revised grant to purchase Naviance and its career curriculum for training for staff in March ● Continued to implement and refine PLTW units in quarterly STEM courses for all grades
EOY	● Evaluate year two expectations of the ASA career exploration and STEM expansion grant and begin planning for the 2022-2023 school year ● Evaluate year one expectations of the PLTW grant and begin planning for the 2022-2023 school year	● Completed expectations including a career fair ● Completed units for each grade and integrated with current STEM curriculum as needed

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Planning for Impact

Start Strong (Oct. - Jan.)	- Curriculum writing for Career Exploration and science-technology courses - Implementation of Career Exploration course year 2 - PD on coding and robotics for science-technology staff - PD on Nepris website and how to make use of it in all classes - Continue implementation of Career Exploration course for year 1 and year 2 students - Train core science staff in PLTW units (Design and Modeling, Green Architecture, and Medical Detectives) - Attend Statewide PLTW PD at Worcester Polytechnic Institute
Stay Strong (Feb. - April)	- Continue to write the curriculum for Career Exploration and science-technology courses - PD on coding and robotics for science-technology staff - Continue implementation of Career Exploration course for year 1 and year 2 students - PLTW support for staff in implementing of units, as needed - Attend March PLTW PD
Finish Strong (May - June)	- Continue to write the curriculum for Career Exploration and science-technology courses - PD on coding and robotics for science-technology staff - Staff will create a Career Fair for students to participate in - Continue implementation of Career Exploration course for year 1 and year 2 students - PLTW support for staff in implementing units, as needed

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Goal Three: The What

Our history/science staff will use the cognitive skills rubric to revise/create project-based learning for all students with an increase in rigor and critical thinking skill development.

	Intended Outcome *(MOY and EOY outcomes may be modified after status updates)*	**Status**
BOY	● Use the cognitive skills rubric and project design to evaluate and build upon last year's projects ● Embed skills in quarterly projects to promote critical thinking	● Use PLCs for PD with NE Basecamp to refine last year's projects and begin work on additional projects
MOY	● Use the cognitive skills rubric and project design to create/implement additional quarterly projects ● Continue to embed skills in quarterly projects to promote critical thinking ● Use PLC to study data on student growth in the projects and reflect on areas of opportunity for improving student outcomes	● Refined the cognitive skills rubric with NE Basecamp to best align with PBL expectations and critical thinking ● Continued to create/implement additional quarterly projects as well as refine previous projects ● Continued to embed skills in quarterly projects to promote critical thinking ● Used PLC to study data on student growth in the projects and reflect on areas of opportunity for improving student outcomes
EOY	● Embed the cognitive skills rubric and have fully implemented all new and previous projects ● Evaluate entire year's use of the projects and its critical thinking rubric on student learning/progress	● Revised Cognitive skills rubric for areas used in projects and used student-friendly language ● Implemented quarterly project and revised as needed

Planning for Impact:

Start Strong (Oct. - Jan.)	● Implementation of quarter 2 projects with the cognitive skills rubric embedded ● PLC embedded PD with NE Basecamp with a focus on refining last year's projects and crafting quarterly project for this year
Stay Strong (Feb. - April)	● Implementation of quarter 3 and 4 projects with the cognitive skills rubric embedded ● PLC embedded PD with NE Basecamp with a focus on refining last year's projects and crafting quarterly project for this year

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Finish Strong (May - June)	● PLC embedded PD with NE Basecamp for creation of quarter 1 projects with the cognitive skills rubric embedded for Fall 2022 implementation

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Goal Four: The What

The math department will conduct a self-study of our curriculum - Big Ideas. Ensure our current curriculum meets the needs of all students and provide "just in time" support for students needing intervention.

	Intended Outcome *(MOY and EOY outcomes may be modified after status updates)*	*Status*
BOY	- Evaluate programs using EdReports - Investigate top choice programs to evaluate content, ease of use, and affect on student learning - Select a final program - Use of student data (Looking At Student Work and data cycle protocols) to drive both core (tier 1) and tier 2 and 3 instruction to improve student outcomes	- Selected four programs to pilothttps://forms.gle/D8y3KFURfMpbryx78 - Begin to receive materials to review for the selected programs - Begin PLC data cycles focused on MCAS and STAR data - Identification of targeted skills and learning gaps for students - Analyzed and acted on 2020-2021 student MCAS and EOY STAR data to plan intervention support
MOY	- Staff will receive program materials and begin learning the new program and adjusting scope and sequence of current curriculum as appropriate to ensure fidelity of program upon fall implementation. - Begin to attend PD for the chosen program - Continue use of student data (LASW and data cycle protocols) to drive both core (tier 1) and tier 2 and 3 instruction to improve student outcomes	Continued use of student data (LASW and data cycle protocols) to drive both core (tier 1) and tier 2 and 3 instruction to improve student outcomes
EOY	- Staff will participate in training of the final program and complete any changes to scope and sequence of curriculum. - Ensure systems and structures are in place to guarantee fidelity	- Training has started - Planning for full day training in fall. - Staff access to teacher materials over the summer - Begin training of new program to ensure readiness for full fall

<table>
<tr><td></td><td>of full implementation of final program for the fall of 2022
● Evaluate the impact of the use of student data (LASW and data cycle protocols) to drive both core (tier 1) and tier 2 and 3 instruction to improve student outcomes</td><td>implementation
● Reflected on the impact of data cycles at end of year PLCs</td></tr>
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Planning for Impact:

Start Strong (Oct. - Jan.)	● Utilizing research based analysis reports by Ed Reports and CURATE, the Math Committee will choose 4 programs. ● Deep dive into top tiered programs and program final selection utilizing Achievements Networks clear objective criteria for critical program evaluation. ● Program Evaluation through the lens of meeting the needs of ALL students. ● Use of student assessment/data to drive core instruction and tier 2 and 3 instruction to improve student outcomes ● Monitoring student progress during PLCs using the LASW and data cycle protocols
Stay Strong (Feb. - April)	● Select professional development/resources to leverage the curriculum for clarity in instruction. ● Begin Adjusting scope and sequence of curriculum to meet program scope and sequence. ● Use of student assessment/data to drive core instruction and tier 2 and 3 instruction to improve student outcomes ● Monitoring student progress during PLCs using the LASW and data cycle protocols
Finish Strong (May - June)	● Participate in training for a full curriculum implementation in the fall of 2022 to meet the needs of ALL students. ● Evaluate LASW and data cycle impact on student progress during PLCs

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Strategic Area 2: The How (Instruction)

We will engage students by making learning purposeful and relevant, enhancing their academic self-concept; allow for students to show their learning in innovative and new ways, all while improving student personal growth.

Goal One: The How

In support of our instructional focus, staff will continue to implement our first evidence-based practice, ASE strategy, throughout their curriculum. Staff will implement our second evidence-based practice, interacting with a source, throughout their curriculum. Staff will research, discuss and plan for implementation for our third evidence-based teaching strategy to support our instructional focus.

	Intended Outcome *(MOY and EOY outcomes may be modified after status updates)*	*Status*
BOY	● Continue to implement the ASE strategy throughout their core curriculum to support our school-wide instructional focus of critical thinking ● Begin to "ramp up" the ASE writing expectations to ensure well-thought out and crafted rigorous writing. ● Finalize the acronym to use for our second evidence-based practice, interacting with a source.	● PD on data cycles and implementation of evidence-based practices with Focused Schools during ILT meetings ● Train new staff on ASE ● Finalize interacting with a source acronym ● Begin implementation of interacting with a source
MOY	● Assess the impact of ASE on student learning through the use of the data cycle. ● Begin to implement interacting with a source and, where possible, in conjunction with the use of ASE. ● Use the data cycle to continue to analyze and adjust instruction of ASE and interacting with a source ● Gain clarity on the indicators of what good work looks like as it relates to a third evidence-based practice.	● Assessed the impact of ASE on student learning through the use of the data cycle. ● Revised rubrics and expectations of writing ● Implemented interacting with a source in conjunction with the use of ASE and use of CUBES in math ● Used the data cycle to continue to analyze and adjust instruction of ASE and interacting with a source
EOY	● Develop a plan and prepare to implement the third evidence-based practice at the beginning of the 2022-2023 school year.	● Shift plan to focus on full integration of ASE and Interacting with a Source on a consistent basis when students are reading and writing

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Planning for Impact:

Start Strong (Oct. - Jan.)	- Train new staff in use of ASE - Continue to explore more ways to live ASE throughout the entire school community - Explore ways to "ramp up" the rigor of ASE in all contents - Begin to implement Interacting with a Source - Craft one pager for interacting with the source - Develop appropriate PD opportunities for staff related to interacting with a source
Stay Strong (Feb. - April)	- Use of the data cycle and LASW (Looking at Student Work) protocols to analyze student work - Showcase students' work for ASE and Interacting with a Source - Continue to implement ASE and Interacting with a Source - Discuss/research a third evidence-based strategy to begin to determine the quality indicators of what the strategy will look like for students and staff - Design one-pagers for implementation in the fall - Develop appropriate PD opportunities for staff related to interacting with a source.
Finish Strong (May - June)	- ILT will plan/prepare research opportunities for discussion on possible third evidence-based practice by make use of Hattie's Visible Learning research - Create a plan for school year 2022-2023 rollout of the implementation of a third evidence-based practice

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<tr><td colspan="2">Strategic Area 3: The Whole Child
We will engage the faculty and community in reducing/eliminating the non-academic barriers that prevent students from learning at their optimal level.</td></tr>
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Goal One: The Whole Child

Staff will continue to embed SEL skills into their classrooms through the fidelity of implementation of the Choose Love Program and Second Step.

	Intended Outcome	*Status*
BOY	- Continue to embed SEL skills into all classrooms - Begin implementation of the Second Step program through weekly lessons - Create an SEL room and sensory walk for all students - Support student development of self-management and self-awareness as well as anti-bullying curriculum	- Trained all staff in Second Step program - Set up SEL room for students and trained staff - Set up a standing desk and other SEL tools for students in all classes - Set up bi-weekly SEL team meetings with a focus on building staff capacity to teach Social Emotional learning competencies for all students
MOY	- Continue to support student development of self-management and self-awareness as well as anti-bullying curriculum - Continue to embed SEL skills into all classrooms - Continue implementation of the Second Step program and Choose Love - Create integration between Choose Love and Second Step programs	- Continued to support student development of self-management and self-awareness as well as anti-bullying curriculum - Continued to embed SEL skills into all classrooms - Continued implementation of the Second Step program and Choose Love - Integrating lessons between Choose Love and Second Step programs - will finish for EOY
EOY	- Continue to support student development of self-management and self-awareness as well as anti-bullying curriculum - Building-based SEL team will evaluate the impact of SEL skills, Second Step and Choose Love program to plan for the 2022-2023 school year - Create a curriculum map that embeds	- Completed all lessons of the Second Step (anti-bullying) curriculum - SEL team selected lessons of Choose Love that can be embedded with Second Step lessons - Fully integrated Choose Love and

	both Choose Love and Second Step lessons for a fall 2022 roll out	Second Step for fall roll out

Planning for Impact:

Start Strong (Oct. - Jan.)	- Create a plan for weekly implementation of Second Step lessons that support student development of self-management and self-awareness as well as anti-bullying curriculum - Provide to families monthly the topics of Second Step and how they can support at home - Continue to create and implement Choose Love lessons during homeroom - Create SEL room and sensory walk - Set up classrooms with a standing desk and chair bands - SEL team members provide training to staff on SEL learning and trauma-informed practices
Stay Strong (Feb. - April)	- Continue to implement weekly Second Step lessons that support student development of self-management and self-awareness as well as anti-bullying curriculum - Provide to families monthly the topics of Second Step and how they can support at home - Continue to create and implement Choose Love lessons during homeroom - SEL team members provide training to staff on SEL learning and trauma-informed practices
Finish Strong (May - June)	- Continue to implement weekly Second Step lessons that support student development of self-management and self-awareness as well as anti-bullying curriculum - Provide to families monthly the topics of Second Step and how they can support at home - Continue to create and implement Choose Love lessons during homeroom - SEL team members provide training to staff on SEL learning and trauma-informed practices - Create a curriculum map that embeds both Choose Love and Second Step lessons for a fall 2022 roll out.

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<tr><td colspan="2">Strategic Area 4: The Community
We will work side-by-side with the Blackstone and Millville communities to assist both towns in gaining a deeper understanding of today's learners and how to support their growth for future positive impact on our towns.</td></tr>
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Goal Two: The Community

Staff will continue to establish productive two-way communication between school and home in order to provide all families with feedback and support on student learning.

	Intended Outcome	*Status*
BOY	- Continue to establish productive two-way communication between school and home - Promote equitable outcomes for all students' learning through a supportive, safe environment - Provide resources to families so they are equipped with the tools to enhance learning for their child(ren)	- Continued to establish productive two-way communication between school and home - Promoted equitable outcomes for all students' learning through a supportive, safe environment - Provided resources to families so they are equipped with the tools to enhance learning for their child(ren)
MOY	- Continue to establish productive two-way communication between school and home - Continue to promote equitable outcomes for all students' learning through a supportive, safe environment - Continue to provide resources to families so they are equipped with the tools to enhance learning for their child(ren)	- Continued to establish productive two-way communication between school and home through student assignments webpage, email, and other communication tools - Continued to promote equitable outcomes for all students' learning through a supportive, safe environment through the use of fidgets, SEL room, standing desk and other tools implemented for students needing them - Continued to provide and inform families about resources so they are equipped with the tools to enhance learning for their child(ren)
EOY	Administer survey as a data point make adjustments to our support and engagement of students and families, as	Administered survey as a data point make adjustments to our support and engagement of students and families,

	needed ● Continue to provide resources to families so they are equipped with the tools to enhance learning for their child(ren) ● Evaluate how our two-way communication can be improved for next school year based on surveys to families	as needed ● Continued to provide resources to families so they are equipped with the tools to enhance learning for their child(ren) ● ILT discussed how our two-way communication can be improved for next school year based on surveys to families

Planning for Impact:

Start Strong (Oct. - Jan.)	● Continue the use of the students' assignments web page of graded assignments and due dates including family support resources ● Continue to make use of emails through Google Classroom and X2/Parent Portal to notify families/students of feedback on work ● Continue the use of X2 comments to give feedback that parents can see in the Family Portal ● At the start of January, survey families on how their child did for this year and make plans for next year
Stay Strong (Feb. - April)	● Continue the use of the students' assignments web page of graded assignments and due dates including family support resources ● Continue to make use of emails through Google Classroom and X2/Parent Portal to notify families/students of feedback on work ● Continue the use of X2 comments to give feedback that parents can see in the Family Portal
Finish Strong (May - June)	● Continue the use of the students' assignments web page of graded assignments and due dates including family support resources ● Continue to make use of emails through Google Classroom and X2/Parent Portal to notify families/students of feedback on work ● Continue the use of X2 comments to give feedback that parents can see in the Family Portal ● At the start of June, survey families on how their child did for this year and make plans for next year

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Goal Three: The Community

The school will continue to educate families and the community about the school's instructional focus and engage them in our efforts. The school will continue to share its evidence-based instructional practices with supports for homes that families are able to implement.

	Intended Outcome	*Status*
BOY	Engage families and community in support of the instructional focus and evidence-based teaching practices	● Share out at Meet the Teacher night ● Share out in monthly family newsletters
MOY	Engage and equip families and community in support of the instructional focus and evidence-based teaching practices	● Share out in monthly family newsletters ● Finalizing one pager with faculty to post on website and email families
EOY	Provide additional/differentiated support to families who have yet to engage and support the instructional focus and evidence-based teaching practices	Provided additional/differentiated support to families who have yet to engage and support the instructional focus and evidence-based teaching practices

Planning for Impact:

Start Strong (Oct. - Jan.)	● Virtual Meet the Teacher ● Parent/Teacher Conferences ● Monthly family newsletter
Stay Strong (Feb. - April)	● Displays/information at local library about our IF and evidence-based strategies ● Staff will provide tips/tricks to families to equip them to help embed both evidence-based practices at school and home
Finish Strong (May - June)	● Create plan for onboarding new students and families ● Create plan for third evidence-based roll out

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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
ILT	ILT members present the data cycle protocol to the staff	Collaboration among members to build the 2021-2022 SIP Plan	Monitor progress and implementation of SIP	Monitor progress and implementation of SIP
PLC		In collaboration with administrator, grade level teams look at first unit of assessment by using the data cycle protocol	In collaboration with the coach, grade level teams continue to look at additional assessments by using the data cycle protocol In collaboration with the coach, begin to work with department teams to look at additional assessments by using the data cycle protocol	In collaboration with the coach, grade level teams continue to look at additional assessments by using the data cycle protocol In collaboration with the coach, continue to work with department teams to look at additional assessments by using the data cycle protocol
PD	Amplify Reading and Close	Coaches received training on data	Coaches received training on	Utilize our staff meetings to celebrate our progress

	training for ELA/ Humanities staff Project-based Learning training for history/science	cycle protocol Project-based Learning training for history/science	providing tiered support to staff Principals, coaches, and available ILT members attend FS trainings	related to the impact of teaching on learning
Coach Support	Support staff for a strong start to the school year Provide weekly resources for support in learning best practices via Coach's Corner website	Differentiated model for coaching is being delivered Provide weekly resources for support in learning best practices via Coach's Corner website	Differentiated model for coaching is being delivered Provide weekly resources for support in learning best practices via Coach's Corner website	Analyze impact of coaching and make necessary modifications as needed Provide weekly resources for support in learning best practices via Coach's Corner website

MOY PD Plan

	January 2022	February 2022	March 2022	April 2022
ILT	Analyze impact of SIP goals to determine MOY outcomes	Monitor progress and implementation of SIP	Monitor progress and implementation of practice	Analyze impact of SIP goals to determine MOY outcomes
PLC	Grade level teams continue to look at additional assessment using the data cycle protocol and access the administration and coach as needed. In collaboration with the coach, continue to work	Grade level teams continue to look at additional assessment using the data cycle protocol and access the administration and coach as needed. Use data analysis from our STAR MOY analysis to inform curriculum/lesson	Grade level teams continue to look at additional assessment using the data cycle protocol and access the administration and coach as needed. In collaboration with the coach, continue to work with department teams to look at	Grade level teams continue to look at additional assessment using the data cycle protocol and access the administration and coach as needed.

	with department teams to look at additional assessments by using the data cycle protocol to strengthen curriculum/lesson plans	plan development.	additional assessments by using the data cycle protocol to strengthen curriculum/lesson plans	
PD	Principals, coaches, and available ILT members attend FS trainings Project-based Learning training for history/ science	Principals, coaches, and available ILT members attend FS trainings Use data analysis from our MOY analysis to design "just in time" professional development for staff	Principals, coaches, and available ILT members attend FS trainings Use data analysis from the feedback at our March PD to design "just in time" professional development for staff	Principals, coaches, and available ILT members attend FS trainings Math department along with special educators attended three of the four professional development seminars with Dr. Jenny Tsankova. New England Basecamp conducted professional development with interventionists (math and ELA/Reading).
Coach Support	Differentiated model for coaching is being delivered Provide weekly resources for support with critical thinking and/or best practices via Coach's Corner site	Differentiated model for coaching is being delivered Provide weekly resources for support with critical thinking and/or best practices via Coach's Corner site	Analyze impact of coaching and make necessary modifications as needed Provide weekly resources for support with critical thinking and/or best practices via Coach's Corner site	Differentiated model for coaching is being delivered Provide weekly resources for support with critical thinking and/or best practices via Coach's Corner site

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EOY PD Plan

	May 2022	**June 2022**
ILT	Monitor progress and implementation of SIP	Use analysis of SIP goals to develop a plan for fall of 2022
PLC	Vertical teams meet to share celebrations and opportunities related to student growth and achievement.	Vertical teams meet to share celebrations and opportunities related to student growth and achievement.
PD	Principals, coaches, and available ILT members attend FS trainings	Utilize our staff meeting to celebrate our progress this year and prepare for a strong start for the fall of 2022
Coach Support	Differentiated model for coaching is being delivered Provide weekly resources with critical thinking and/or best practices via Coach's Corner site	Analyze impact of coaching and begin to make necessary modifications for the 2022-2023 school year Provide weekly resources with critical thinking and/or best practices via Coach's Corner site