



Oxford High School
School Improvement Plan
2017-2018

Theory of Action: *If we build a professional learning community committed to the continual improvement of the instructional core and the systems and supports necessary for student success based upon the systematic use of data then ALL students will graduate from Oxford High School College and Career ready to successfully continue their education without the need for remedial or developmental coursework, join the world of service or secure gainful employment in the workforce.*

Objective 1: *To improve student achievement by ensuring access to rigorous curriculum and high-quality instruction in all classrooms.*

Initiative 1.1: Continue to build the capacity of all faculty members to effectively design well-structured lessons that require students to engage in higher-order thinking and promote deep conceptual understanding.

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes	Fall/Winter 2017 Update
<p>1.1.1: Develop and implement a comprehensive professional development plan that supports faculty in planning and implementing high-quality instruction.</p>	<ul style="list-style-type: none"> Principal Assistant Principal Department Chairs Teachers 	<ul style="list-style-type: none"> Professional Development Survey conducted in July 2017 Professional Development Plan is developed by September 2017 Job embedded professional development opportunities are provided September 2017-June 2018 	<ul style="list-style-type: none"> July 2017-June 2018 	<ul style="list-style-type: none"> Educators will take instructional risks incorporating new practices and strategies during their instruction. 	<ul style="list-style-type: none"> Current PD Schedule designed according to the instructional needs observed by current instructional leaders PD Survey to be developed February 2018 PD Survey to be conducted March 2018 Comprehensive PD initiated September 2018



Home of the Pirates

Oxford High School School Improvement Plan 2017-2018

1.1.2: All teachers will participate in regularly scheduled learning walks.

- Principal
- Assistant Principal
- Department Chairs
- Teachers

- Learning Walk Schedule completed for the 2017-2018 School Year by August 2017
- Learning Walk Protocol reviewed with all teachers by September 2017
- Learning Walks commence September 2017

- September 2017-June 2018

- Data collected from the Learning Walks will be used to inform and adjust the Professional Development Plan as well as the use of Common Planning Time.
- Collective instructional practice at Oxford High School will improve as it relates to the “Three Essentials Characteristic”

- Ongoing
- Protocol to be revised to align with “High Yielding Instructional Strategies (Marzano)”



Oxford High School
School Improvement Plan
2017-2018

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Initiative 1.2: Design and implement a Standards-Based Instructional System in which curriculum, instruction and assessment are tightly aligned to the Massachusetts Curriculum Frameworks.

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes	Fall/Winter 2017 Update
<p>1.2.1: Review OHS MCAS data for 8th and 10th Grade ELA, Math, & STE MCAS Exams and conduct an item analysis.</p>	<ul style="list-style-type: none"> • Department Heads • Teachers 	<ul style="list-style-type: none"> • MCAS Data is shared with appropriate Department Heads by the end of August 2017 • MCAS Data is reviewed during September 2017 Common Planning Time using Data-Driven Dialogue Protocol and/or Why, Why, Why 	<ul style="list-style-type: none"> • August 2017-October 2017 	<ul style="list-style-type: none"> • ELA, Math & STE Teams will develop an action plan to ensure curriculum, instruction and assessment are tightly aligned to the Massachusetts Curriculum Frameworks and prepare our students for success on the 8th and 10th Grade ELA, Math & STE 	<ul style="list-style-type: none"> • Complete • Data driven instruction-Ongoing



Oxford High School
School Improvement Plan
2017-2018

		<p>root cause analysis protocol</p> <ul style="list-style-type: none"> Analysis of MCAS is used to conduct Educator Self-Evaluations and Goal Setting for Massachusetts Model System for Education Evaluation 		<p>MCAS exams.</p>	
<p>1.2.2: Develop and implement benchmark assessments in each of the core areas (ELA, Math, STE and Social Studies) aligned to the Massachusetts Curriculum Frameworks.</p>	<ul style="list-style-type: none"> Department Heads Teachers 	<ul style="list-style-type: none"> Benchmark assessments are developed by October 2017 			<ul style="list-style-type: none"> Incomplete



Home of the Pirates

Oxford High School School Improvement Plan 2017-2018

1.2.3: Review and adjust graduation requirements to reflect increased opportunity to earn more credits including a senior capstone project.

- Principal
- Assistant Principal
- School Counselors
- Department Heads

- September 2017: Committee formed to review existing graduation requirements.
- October 2017: Committee begins meeting.
- December 2017: Committee proposes draft of revised graduation requirements to faculty and solicits feedback.
- January 2018: Proposed revisions are presented to the School Committee for approval.
- February 2018: Revised graduation requirements are including in Program of Studies.

- September 2017-March 2018

- Graduation requirements are raised to reflect expectations consistent with college and career readiness in the 21st Century.

- In process; Proposed changes to be presented to the School Committee on 1/22/18



Oxford High School
School Improvement Plan
2017-2018

- March 2018: Revised graduation requirements are communicated to students and parents.

Objective 2: Continue to develop a data-driven culture that builds Oxford High School's capacity to monitor all improvement efforts and to make data based decisions.

Initiative 2.1: Develop a systematic process to collect, analyze and communicate quantitative and qualitative data to improve core instruction.

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes	Fall/Winter 2017 Update
2.1.1: Identify specific quantitative and qualitative data to be collected and analyzed by specific OHS Teams.	<ul style="list-style-type: none"> • Principal • Assistant Principal • Common Planning Teams 	<ul style="list-style-type: none"> • September 2017: Data sources are identified and data is collected 	<ul style="list-style-type: none"> • September 2017 	<ul style="list-style-type: none"> • Data sources will be identified for specific Common Planning Teams to guide the curriculum, instruction and assessment work that is on-going throughout the school year. 	<ul style="list-style-type: none"> • Complete



Home of the Pirates

Oxford High School School Improvement Plan 2017-2018

<p>2.1.2: Common Planning Teams lead by Department Heads will monitor progress being made toward Student Learning Goals and/or School Improvement initiatives by collecting and analyzing data sources identified in 2.1.1.</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Department Heads • Teachers 	<ul style="list-style-type: none"> • September 2017: Common Planning Time schedule is published. • September 2017: Common Planning Teams begin analyzing identified data sources and documenting in CPT Minutes conclusions reached and adjustments made to instructional practice. • October 2017: A routinized cycle of inquiry has been established that includes examining data including student work samples and adjustments to practice documented accordingly. 	<ul style="list-style-type: none"> • September 2017-June 2018 	<ul style="list-style-type: none"> • Common Planning Teams will make data-driven decisions about instructional practices as well as engage in collegial conversations about student work and become comfortable making adjustments to their instructional practice in support of improved outcomes for students. 	<ul style="list-style-type: none"> • Ongoing
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Oxford High School School Improvement Plan 2017-2018

Home of the Pirates

2.1.3: Common Planning Teams will routinely utilize data protocols during Common Planning Time to inform and adjust instructional practice.

- Department Heads
- Common Planning Teams

- September 2017: Department Heads have reviewed Data Driven Dialogue Protocol which has been introduced and used previously.
- October 2017: Department Heads will review *Why, Why, Why* protocol to conduct root cause analysis
- November 2017: Department Heads will lead a Fishbone Analysis Activity with Common Planning Teams to conduct a root cause analysis.
- December 2017: Department Heads will lead a 20 Reasons Why Activity to

- September 2017-June 2018

- Department Heads will grow increasingly comfortable in leading data-driven conversations and common planning teams will regularly make adjustments to practice based upon root cause analysis in support of improved student learning.

- Ongoing



Oxford High School
School Improvement Plan
2017-2018

conduct a root cause analysis.

- January 2018: Department Heads and Common Planning Teams will select their own root cause analysis protocol for use.

Objective 3: Increase the High School's capacity to provide targeted interventions and differentiated, rigorous enrichment opportunities for all students.

Initiative 3.1: Develop an array of enrichment programs that will provide accelerated learning opportunities to students demonstrating prior academic success or expressed interest

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes	Fall/Winter 2017 Update
<p>3.1.1: Implement the 8-12 School Counseling curriculum developed by the School Counseling Department during the 2016-2017 school year.</p>	<ul style="list-style-type: none"> Director of School Counseling School Counselors School Adjustment Counselor 	<ul style="list-style-type: none"> September 2017: School Counseling Team presents highlights of School Counseling Curriculum to the OHS Faculty & Staff October 2017: School Counseling Curriculum is implemented 	<ul style="list-style-type: none"> September 2017-June 2018 	<ul style="list-style-type: none"> All stakeholders will understand the role and desired outcomes of a comprehensive School Counseling curriculum that is developmentally appropriate and supports College & Career Readiness for ALL students. 	<ul style="list-style-type: none"> In Progress



Oxford High School
School Improvement Plan
2017-2018

				<ul style="list-style-type: none"> Support offered to students around college and career readiness as well as social-emotional wellness will be improved through delivery that is systemic and predictable. 	
<p>3.1.2: Utilize the data from PSAT exams to inform and adjust AP Programming</p>	<ul style="list-style-type: none"> Principal Assistant Principal Department Heads School Counselors 	<ul style="list-style-type: none"> January 2018: AP Potential Report Analyzed February 2018: Program of Studies updated to reflect additional AP course offerings 	<ul style="list-style-type: none"> January 2018-February 2018 	<ul style="list-style-type: none"> AP Program will continue to expand based upon interest and readiness of our current students as informed by the AP Potential Report. 	<ul style="list-style-type: none"> In Process
<p>Initiative 3.2: Provide research-based targeted interventions to support students who are not yet proficient</p>					
Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes	Fall/Winter 2017 Update



Home of the Pirates

Oxford High School School Improvement Plan 2017-2018

3.2.1: Review the data collected as part of the 2016-2017 Student Support Team to determine efficacy of interventions and adjust interventions and supports as necessary.

- School Adjustment Counselor
- Student Support Team
- Assistant Principal

- September 2017: Student Support Team analyzes data collected by the 2016-2017 Student Support Team.
- October 2017: Student Support Team will present conclusions and any adjustments to practice to faculty.

- September 2017-October 2017

- The Student Support Team and OHS Faculty will be well-informed regarding the interventions, supports and protocols for referring students in need of intervention.

- Incomplete