



**Oxford High School
 School Improvement Plan
 2018-2019**

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
1.1.1: Develop and implement a comprehensive professional development plan that supports faculty in planning and implementing high-quality instruction.	<ul style="list-style-type: none"> • Principal • Assistant Principal • Teachers 	<ul style="list-style-type: none"> • Professional Development Survey conducted in Spring 2018 • Professional Development Plan is developed by August 2018 • Job embedded professional development opportunities are provided September 2018-June 2019 	<ul style="list-style-type: none"> • July 2018-June 2019 	<ul style="list-style-type: none"> • Educators will take instructional risks incorporating new practices and strategies during their instruction.



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

- Principal
- Assistant Principal
- Department Chairs
- Teachers

- Learning Walk Schedule completed for the 2018-2019 School Year by August 2018
- Learning Walk Protocol reviewed with all teachers by September 2018
- Learning Walks commence September 2018
- Protocol aligned with “High Yielding Instructional Strategies (Marzano)”

- September 2018-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”



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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
<p>1.2.1: 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 2018 		



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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
<p>2.1.1: 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 by instructional teams.</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Department Heads • Teachers 	<ul style="list-style-type: none"> • September 2018: Common Planning Time schedule is published. • September 2018: Common Planning Teams begin analyzing identified data sources and documenting in CPT Minutes conclusions reached and adjustments made to instructional practice. • October 2018: A routinized cycle of inquiry has been established that includes examining data 	<ul style="list-style-type: none"> • September 2018-June 2019 	<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.



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		<p>including student work samples and adjustments to practice documented accordingly.</p>		
<p>2.1.3: Common Planning Teams will routinely utilize data protocols during Common Planning Time to inform and adjust instructional practice.</p>	<ul style="list-style-type: none"> • Department Heads • Common Planning Teams 	<ul style="list-style-type: none"> • September 2018: Department Heads have reviewed Data Driven Dialogue Protocol which has been introduced and used previously. • October 2018: Department Heads will review <i>Why, Why, Why</i> protocol to conduct root cause analysis • November 2018: Department Heads will lead a Fishbone Analysis Activity with Common Planning Teams to conduct a root cause analysis. 	<ul style="list-style-type: none"> • September 2018-June 2019 	<ul style="list-style-type: none"> • 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.



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- December 2018: Department Heads will lead a 20 Reasons Why Activity to conduct a root cause analysis.
- January 2019: 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
<p>3.1.1: Implement the 8-12 School Counseling curriculum developed by the School Counseling Department during the 2016-2018 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 2018: School Counseling Team presents highlights of School Counseling Curriculum to the OHS Faculty & Staff • October 2018: School Counseling 	<ul style="list-style-type: none"> • September 2018-June 2019 	<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



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		<p style="text-align: center;">Curriculum is implemented</p>		<p>supports College & Career Readiness for ALL students.</p> <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 2019: AP Potential Report Analyzed February 2019: Program of Studies updated to reflect additional AP course offerings 	<ul style="list-style-type: none"> January 2019-February 2019 	<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.
<p>Initiative 3.2: Provide research-based targeted interventions to support students who are not yet proficient</p>				



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<p>3.2.1: Review the data collected as part of the 2017-2018 Student Support Team to determine efficacy of interventions and adjust interventions and supports as necessary.</p>	<ul style="list-style-type: none"> • School Adjustment Counselor • Student Support Team • Assistant Principal 	<ul style="list-style-type: none"> • September 2018: Student Support Team analyzes data collected by the 2017-2018 Student Support Team. • October 2018: Student Support Team will present conclusions and any adjustments to practice to faculty. 	<ul style="list-style-type: none"> • September 2018-October 2018 	<ul style="list-style-type: none"> • The Student Support Team and OHS Faculty will be well-informed regarding the interventions, supports and protocols for referring students in need of intervention.