

2022-2023 Comprehensive School Improvement Plan

Name of School: John Handley High School

School Division: Winchester Public Schools

Area of Focus: Mathematics

SMART Goal:

- By the end of the 2022-2023 school year, Algebra 1 scores at John Handley High School will increase to 75%
- By the end of the 2022-2023 school year, Black student performance will increase to 70%
- By the end of the 2022-2023 school year, Multi-racial student performance will increase to 70%
- By the end of the 2022-2023 school year, Students with disabilities in Algebra 1 will increase to 60%
- By the end of the 2022-2023 school year, Algebra 2 SOL scores will increase to 80%
- By the end of the 2022-2023 school year, Geometry SOL scores will increase to 87%

Essential Action/Research-based Strategy/Evidence-based Intervention:

implement an aligned written, tested, and taught Math curriculum with clear objectives.

Academic Review Finding

Action Plan

Action Steps - (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency
1. Monitor implementation of an aligned written, tested, and taught curriculum, with clear, student friendly objectives with a focus on differentiation for our targeted populations through the observation/walkthrough cycle.	School Administration Instructional Supervisor Instructional Coach	Weekly	Lesson plans, walkthrough reports, observation reports Meeting minutes, PD resources, targeted observations on curriculum alignment and differentiation.	School Administration, Executive Director of Instruction will monitor quarterly	Quarterly
2. Support PLCs in updating curriculum units using the UBD format and focusing on differentiation	Instructional Supervisor Instructional Coach	Weekly	Curriculum guides	Instructional Specialist and Coach will monitor and report to Principal	Bi-weekly

***Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.**

Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

				and Executive Director of Instruction	
3. Co-teaching of PLC structure to ensure curriculum alignment	School Administration, Instructional Coach and MCL	Ongoing	PLC Agendas, MCL Schedule	Principal will update Executive Director of Instruction	Bi-weekly
4. Targeted observations in Algebra 1 classes for the purpose of impact of instruction on subgroups	School Administration	Ongoing	Observation Schedule	School Administration will monitor quarterly and report to Principal	Bi-weekly
5. Implement strategic instruction and resources for targeted students	MTSS Team, classroom teacher	Weekly	Intervention Request Documentation, Progress Monitoring Data, discipline and attendance data and records	School Administration, Executive Director of Secondary Instruction, MTSS Coach, Instructional Specialist, Instructional Coach	Bi-weekly
6. Create an targeted intervention plan	School Administration, MCL, Instructional Coach	Ongoing	PLC Agendas, PLC meetings, MCL Meeting	Principal will update Executive Director of Instruction	Bi-weekly
7. Create an assessment and data procedure	School Administration, Instructional Coach	Weekly	PLC Agendas, Assessment Schedule	School Administration will monitor and update the Principal quarterly	Bi-weekly
8. Continue to sustain MTSS team and determine Tier 2 and Tier 3 teams and determine how it will interact with the Math department and make referrals	School Administration, MTSS Coach and Interventionist	Bi-weekly	MTSS structure and action plan; Students making adequate yearly progress in MATH courses; course selection documents	School Administration, MTSS Coach and Interventionist	Bi-weekly
9. Interventionist will analyze data and referrals and meet with PLCs	School Administration, MTSS Coach and Interventionist	Ongoing	lesson plans, PLC meeting minutes, Remediation plan	School Administration, MTSS Coach and Interventionist	Bi-weekly
10.					

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Area of Focus: Chronic Absenteism

SMART Goal

By 2023, John Handley High School will decrease the chronic absenteeism rate from 38% (Level III) to 20.0% (Level II).

By 2023, John Handley High School will increase it's SOL participation rate in all sub groups to at least 95%

Essential Action/Research-based Strategy/Evidence-based Intervention:

Implement MTSS as a strategy to improve our Chronic Absenteism

Academic Review Finding

Action Plan

Action Steps - (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency
1. Clearly communicate expectations for student attendance with students and families.	Administration and Success Teams	Weekly	School Letters, Announcements, email communication and Social Media Posts	Principal will monitor quarterly and report to the Executive Director of Instruction	Quarterly
2. Frequent meetings between the Counseling Department, Success Team and Leadership Team to review student attendance data.	School Administration, Counseling Director, MTSS Coach, Interventionist	Weekly	Leadership Agenda, Meeting Agendas	School Administration will update Principal	Weekly
3. Continued implementation of Success Teams to monitor student	Social workers, Assistant Principals, MTSS,	Weekly	Leadership Agenda, Meeting Agendas	School Administration will update Principal	Weekly

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attendance and intervene when necessary.	Interventionist School counselors				
4. Increase attendance accuracy and accountability by having weekly reviews of attendance data	Attendance Clerk, Social Workers, Counselor, School Administration	Weekly	Attendance Data Meetings with Leadership Team Attendance reports	Attendance Data Meetings with Leadership Team Attendance reports	Weekly
5. Communication with families by multiple modes to increase testing participation, additional phone calls for makeup testing and increase success team intervention for absent students	STC and Success Teams	Weekly during Testing Window	Success Team Meetings with STC during testing window	STC will monitor during testing window and report to Principal	Weekly

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Area of Focus: Professional Development Satisfaction

SMART Goal: By the end of the 2022-2023 school year, John Handley High School faculty will report a 22% increase in overall satisfaction of professional learning opportunities and experiences. This will bring JHHS satisfaction up to the division-wide average of 56% as reported by the Spring 2022 Staff Panorama Survey.

Essential Action/Research-based Strategy/Evidence-based Intervention:

Provide teachers with content-specific professional development opportunities so that they can provide students with meaningful, relevant, and authentic learning experiences.

Academic
Review Finding

Action Plan

Action Steps - (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency
1. Provide cross curricular literacy training for teachers	School Administration,	Quarterly	Classroom observations, PLC's, Professional	School Administration and Instructional	Quarterly

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	Instructional Specialist and Instructional Coach		Development Opportunities	Coach will monitor quarterly and report to Principal and Executive Director of Instruction	
2. Provide training Frame the Learning training for teachers	School Administration, Instructional Specialist and Instructional Coach	Quarterly	Classroom observations, PLC's, Professional Development Opportunities	School Administration and Instructional Coach will monitor quarterly and report to Principal and Executive Director of Instruction	Quarterly
3. Provide Empowered Learning for teachers	School Administration, Instructional Specialist and Instructional Coach	Quarterly	Classroom observations, PLC's, Professional Development Opportunities	School Administration and Instructional Coach will monitor quarterly and report to Principal and Executive Director of Instruction	Quarterly
4. Provide SIOP Training for teachers	School Administration, Instructional Specialist and Instructional Coach	Quarterly	Classroom observations, PLC's, Professional Development Opportunities	School Administration and Instructional Coach will monitor quarterly and report to Principal and Executive Director of Instruction	Quarterly
5. Provide Specialized Instruction training for teachers	School Administration, Instructional Specialist and Instructional Coach	Quarterly	Classroom observations, PLC's, Professional Development Opportunities	School Administration and Instructional Coach will monitor quarterly and report to Principal and Executive Director of Instruction	Quarterly
6. Provide Algebra 1 Teachers training on math manipulatives	School Administration, Instructional Specialist and Instructional Coach	Quarterly	Classroom observations, PLC's, Professional Development Opportunities	School Administration and Instructional Coach will monitor quarterly and report to Principal and Executive Director of Instruction	Quarterly

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7. Provide professional development to teachers for implementing Tier 2 PBIS strategies schoolwide	School Administration, Instructional Coach and PBIS Team	Quarterly	Classroom observations, PLC's, Professional Development Opportunities	School Administration and Instructional Coach will monitor quarterly and report to Principal and Executive Director of Instruction	Quarterly
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Area of Focus: Decreasing discipline referrals

SMART Goal: By the end of the 2022-2023 school year, the number of discipline referrals will decrease by 20% for all students with a focus on eliminating disproportionality in referrals and sanctions.

Essential Action/Research-based Strategy/Evidence-based Intervention:

Continue to employ Positive Behavioral Interventions and Supports (PBIS) Tier 1 and Tier 2 practices and systems to establish a foundation of regular, proactive support while preventing unwanted behaviors (PBIS.org).

Academic Review Finding

Action Plan

Action Steps - (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency
1. All teachers will participate in continuous training on Tier 1 PBIS instructional strategies including 4 to 1 and Opportunity to Respond strategies.	Instructional Coach PBIS team School Administration	Quarterly	Documentation of completion of PD with MTSS coach and Student Services Director	Instructional Coach will monitor quarterly and report to the Principal	Quarterly
2. The PBIS Team will continue to collect and analyze data using the system. The PBIS team will reflect on results and adjust practices as necessary	PBIS team School Administration	Quarterly	PBIS agendas and reports	School administration will monitor quarterly and report to the Principal	Quarterly

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3. The Equity Team will participate in professional development that focuses on equity and culturally responsive practices with a focus of implementing a student equity team.	Equity & Family Empowerment Coordinator, School Equity Team	Quarterly	Quarterly school data, monthly meeting agendas and minutes, professional learning evaluation outcomes, and Panorama Bi-Annual Equity & Inclusion survey data.	Equity & Family Empowerment Coordinator will monitor quarterly and report to the Principal	Quarterly
4. Continue to sustain our MTSS model	School Administration and MTSS Coach	Quarterly	Form Teams and Action Plan	School Principal will monitor quarterly and report to Executive Director of Instruction	Quarterly

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Area of Focus: School Belonging

SMART Goal: By the end of the 2022-2023 school year, the School Belonging Panorama favorability indicator for students will increase by 15%.

Essential Action/Research-based Strategy/Evidence-based Intervention:

Build positive, healthy relationships between students, staff members and the community.

Academic Review Finding

Action Plan

Action Steps - (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency
1. Increase a sense of belonging among students by encouraging participation in school opportunities	DSA, Assistant DSA, Club Sponsors, Class Sponsors, PBIS	Quarterly	participation data, school climate data	DSA, School Administration will monitor quarterly and report to Principal	Quarterly

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2. Start a Success mentor program to build positive relationships between students and staff.	MTSS Team	Quarterly	agendas, survey	Counseling Director will monitor quarterly and report to Principal	Quarterly
3. Create opportunities for building staff relationships and engagement	Social Committee	Weekly	participation data and communications	Social Committee will monitor quarterly and report to Principal	Weekly
4. Increase displays of student work and school spirit in the building	DSA, Teachers, Club Sponsors	Quarterly	Install areas for student work to be displayed throughout the school year	DSA will monitor quarterly and report to Principal	Quarterly

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