

Suffield High School

School Improvement Plan

2016-2017



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Introduction:

The Suffield High School Improvement Plan aligns with the district's vision, mission, and five-year goals from the 2012-2017 Strategic Plan, as well as the Long Term District Wide Improvement Goals as identified in the District Improvement Plan. Suffield High School students have historically produced strong achievement, however recent years' student achievement rankings have begun to slip in comparison to other high schools within their DRG.

The School Improvement Plan has been developed in order to keep pace with a changing landscape of student needs. The goal of Suffield High School is to provide equitable access that engages students in a rigorous and challenging curriculum with the appropriate resources and supports necessary to provide ample opportunities to excel. Multiple measures of student learning need to reflect current practices within the school along with a system that monitors student progress in order to ensure instruction meets individual student needs. Teachers require the opportunity to develop instructional expertise and deep understanding of teaching and learning. Students, parents, and teachers need to engage in partnerships in order to ensure all students reach high levels of achievement.

Culture is a predominant characteristic in that it permeates itself into any school, no matter the age, level, or concentration. Culture begins by focusing on the creation of a learning environment that cultivates shared ownership and responsibility and is based on the claims that students learn best within that environment when surrounded by teachers who are willing to build a relationship of trust. Community pride within the school requires active partnerships, collaboration, and communication with families and the community.

The pages that follow define Suffield High School's School Improvement Plan for the 2016-2017 school year.

SUFFIELD PUBLIC SCHOOLS

The Mission of the Suffield Public Schools:

The Mission of the Suffield Public Schools is to prepare all students with the knowledge, skills, and attributes required for success in a rapidly changing world.

School District Five-Year Strategic Goals 2012-2017:

1. Complete the policy, practice and cultural shifts needed to transition to a digital learning environment.
2. Design and implement a systemic plan for professional learning aligned with district needs.
3. Systematically use data to drive and improve practice.
4. Create an aligned and accessible curriculum that embeds 21st century skills and is aligned with Common Core Standards.

School District Beliefs:

Believing that teacher growth = student growth:

The Suffield Public Schools is committed to a culture of growth, high expectations, collaboration, and 21st century skills so that all students are provided the best opportunity for success in tomorrow's world.

Believing that a healthy organization is effective and successful:

We, the Suffield Public Schools community, are committed to the following cultural norms:

- Be present
- Speak your truth
- Assume good intent
- Risk for growth
- Do what you say
- Let go and move forward

Suffield High School Core Values:

As a collective learning community, we value opportunities to strengthen and develop:

- Responsibility
- Respect
- Creativity
- Integrity
- Rigor

Beliefs about Learning:

The Suffield High School community believes that the potential for student learning is maximized when:

- all members of the community feel safe.
- good character and integrity are promoted.
- creativity and innovation are encouraged.
- effective communication skills are developed.
- collaboration opportunities consistently occur.
- the ability to think critically in order to solve problems is fostered.
- a rich and rigorous academic program is provided.
- learning opportunities are active and engaging.
- 21st century skills are taught across the disciplines to help students succeed.
- technology is used appropriately and effectively

Students at Suffield High School continually strive toward the following 21st Century Learning Skills:

- Collaboration
- Communication
- Critical Thinking
- Creativity / Innovation
- Citizenship

I. SHS Long Term Improvement Goal 1: Curriculum & Instruction

- Strategic Imperative--Improve Student Outcomes
 - ❖ Long term strategies
 1. Revise current curriculum and assessments to include critical thinking/reasoning, communication, problem solving, innovation, and self-directed learning.
 2. Develop a Social Emotional learning plan resulting in improved student behavior and positive school climate
 3. Improve Career & College readiness

Short Term Strategies to Support Goal 1: Curriculum & Instruction

- Provide resources and time to improve and write curriculum
 1. Utilize Rubicon Atlas to publish curriculum.
 2. Investigate and develop a restructuring plan of the World Language 6-12 grade course sequencing.
 3. Produce a math sequencing plan that includes a replacement to the current Intermediate Algebra course.
 4. Investigate, pilot and select online programming for both credit recovery and enrichment.
 5. Investigate and propose an alternative master schedule to increase flexibility and the number of music offerings within the school day.
- Establish benchmark data in all content areas
 1. Determine and institute the utilization of benchmark data to identify and monitor student progress within the intervention academic lab setting.
- Develop a comprehensive Social Emotional Learning plan that creates conditions and systems to analyze, interpret, and leverage academic and social-emotional student data effectively
 1. Provide opportunities for teachers to analyze behavior data, identify trends, and engage in problem-solving to promote student growth
 2. Increase consistency and clarity of disciplinary procedures
 3. Monitor, evaluate and modify social-emotional programming to include Tier I, Tier II and Tier III.
- Create a comprehensive developmental guidance curriculum framework 9-12
 1. Provide professional development to increase understanding of the developmental guidance framework
 2. Design, develop, and begin to implement an advisory curriculum differentiated by grade level that is inclusive of a comprehensive developmental guidance framework.

Key Measures & Evidence for Goal 1: Curriculum & Instruction

1. SAT data will reflect increasing numbers of students meeting or exceeding goal in math and English Language Arts.
2. ACT data will reflect average scores in English, math, reading, and science that exceed state averages.
3. CAPT-Science data will reflect increasing numbers of student meeting or exceeding goal.
4. PSAT data will reflect average scores that exceed state averages for each individual grade level.
5. Increased percentage of students grades 9 -12 taking a minimum of one AP course by graduation and scoring a 3 or above on the test.
6. Data from interventions and other support systems will indicate effectiveness.
7. Increase in the graduation rate of all students.
8. Percentage of students accepted to a post-secondary institution will reflect a positive trend.
9. Spring survey data from students, teachers, and families will show a positive trend in:
 - a. Parents responding, “There are high expectations for all students in the SPS.”
 - b. Parents reporting that “The school counseling department offers support for all parents and students.”
 - c. Students responding, “My school has clear rules.”
 - d. Students responding, “My peers treat each other with respect”.
 - e. Students responding, “Teachers hold students accountable when they break the rules.”
 - f. Teachers responding, “My school has clear procedure for handling disruptive student behavior.”
10. Expulsion and suspension data will reflect a positive trend.
11. Office referral data for behavior will reflect a positive trend.

II. SHS Long Term Improvement Goal 2: Teacher (& Administrator) Growth = Student Growth

- Strategic Imperative--Teacher Evaluation & Instructional Observation
 - ❖ Long term strategies
 1. Continuous improvement of classroom instruction
 2. Increase teacher voice by supporting and encouraging productive teacher dialogue with administrators, peers, and students.
 3. Develop leadership capacity (students, faculty, staff, and administration)

Short Term Strategies to Support Goal 2: Teacher Growth = Student Growth

- Develop & implement a coordinated plan for non-evaluative observations to improve instructional practices and feedback
 1. Continue the utilization of learning walks as a non-evaluative observation to improve instructional practices and feedback.
 2. Continue to partner with superintendent, assistant superintendent, and UCONN NEAG consultant to observe teacher practice and identify teacher practice growth areas to impact student outcomes
 3. Utilize specific questioning (coaching, reflective, etc.) to promote effective dialogue, teacher reflection, and subsequent growth
- Increase teacher-led learning and collaboration time
 1. Increase teacher-led learning time as part of the monthly faculty meeting agenda.
 2. Increase the utilization of curricular supports to enhance classroom instruction.
 3. Implementation of a PLC structure allowing 45 minutes of collaboration time within the regular school day.
 4. Investigate and develop a new master schedule that allows for increased collaboration time.
 5. Increase opportunities for teachers to attend professional development including interdistrict collaboration and professional outreach opportunities.

Key Measures & Evidence for Goal 2: Teacher Growth = Student Growth

1. Spring survey data from parents will show improvement in parents reporting their child's teachers, help my child know their academic strengths and areas of growth
2. Spring survey data from students will show improvement in the area of teaching and learning.
3. Spring survey data from teachers will show improvement in the area of teaching and learning.
4. Spring survey data from teachers will reflect a positive trend in:
 - a. Teachers reporting the feedback they receive from their administrator helps them improve their instruction;
 - b. Teachers reporting they receive feedback in a timely manner.
 - c. Teachers responding that they have access to meaningful data to help improve instruction
 - d. Teachers reporting their peers value their ideas and contributions
 - e. Teachers reporting that they have opportunities to grow through teacher-led learning time/collaborative time;
5. Positive trend on student performance data for Goal 1.

III. SHS Long Term Improvement Goal 3: Organizational Health

- Strategic Imperatives: Organizational Norms, Communication and Coherence
 - ❖ Long term strategies
 1. Focus on Growth Mindset
 2. Engage students, families, and community members as supportive partners

Short Term Strategies to Support Goal 3: Organizational Health

- Clearing define all roles and expectations throughout the district
 1. Clearly define all roles and expectations related to the position of curriculum leader and curricular chairperson.
- Reinforce common mission & vision in newsletters, faculty meetings, and department meetings.
 1. Increase opportunities for faculty representation and leadership opportunities on school-based committees.
- Increase community awareness of district programming and activities
 1. Determine additional methods of communication to increase community awareness of district programming and activities by broadening the use of communication tools other than bulk mailings.
 2. Determine and implement a student recognition program related to the school Core Values.
- Strengthen the voice of PDEC
 1. Maintain a faculty presence on the PDEC committee and ensure teacher-led PDEC communications to faculty and staff.

Key Measures & Evidence for Goal 3: Organizational Health

1. Spring survey data from families will reflect an increase in families reporting that their child's school makes communication with families a priority.
2. Spring survey data from teachers will reflect an increase in teachers who believe they have a say in decision making.
3. Spring survey data from teachers will reflect an increase in teachers who believe their administrators support the organizational norms of the district.
4. Positive trend demonstrated in school attendance.
5. Positive trend in viewer usage of informational and communication media systems.

School-Wide Professional Development Plan

Professional development will provide focused, systemic professional learning opportunities in order to support growth of all staff and in turn result in increased student achievement. Opportunities will be provided that fosters teacher leadership capacity while allowing educators to continuously work in a collaborative setting.

Listed below are the core vehicles that will facilitate and drive professional development within Suffield High School through the enhancement of knowledge and/or implementation of skills that directly relate to identified student performance needs.

Professional Development Plan 2016-2017		
	Main Initiative aligned to SIP Goal	Professional Development Structures
Goal: Curriculum & Instruction	<p>Curriculum leader support of teachers regarding curriculum revisions</p> <p>Improve intervention program by determining and creating benchmarks to be administered in math and ELA.</p> <p>Expansion of Social Emotional Learning Programming</p> <p>College & Career Readiness</p>	<p>Bi-Weekly collaborative meeting with curriculum leaders and admin</p> <p>Implementation of SHS's weekly PLC structure</p> <p>Professional development substitute coverage for teachers</p> <p>Quarterly school wide Intervention Team meetings to review data, determine interventions, and monitor effectiveness</p> <p>Implementation of SHS's weekly PLC model to include school psychologists, special education teachers, school counselors, and support staff</p> <p>Support staff attendance at various PD sessions centered on social emotional learning</p> <p>Structured meetings with district consultants with emphasis on supports and programming</p> <p>Guidance staff attendance at College Board PD including the new SAT, college admissions process, and Clearinghouse data</p>

Professional Development Plan 2016-2017

	Main Initiative aligned to SIP Goal	Professional Development Structures
<p>Goal: Teacher Growth = Student Growth</p>	<p>Increase opportunities for collaboration and teacher led learning in order to build capacity</p> <p>Increase administrator capacity</p>	<p>Weekly PLC, department meetings, school leadership meetings, learning walks, and coaching by curriculum leaders</p> <p>Committee to investigate collaboration time within a new master schedule</p> <p>Professional development substitute coverage for teachers</p> <p>Structured admin meetings with district teaching and learning consultant with emphasis on teacher feedback</p>
<p>Goal: Organizational Health</p>	<p>Fostering a Growth Mindset</p> <p>Family, teacher, student, and community engagement</p>	<p>Structured faculty, leadership, and department meetings with organizational health consultant</p> <p>Increased teacher voice in school based committees (NEASC, School Climate, Discipline, Intervention Team, Technology, etc...)</p> <p>Internal Communications: Tuesday after school meetings (Department, faculty, NEASC Sub-Committees)</p> <p>Various Committees (School Climate, Discipline, Scheduling, Intervention Team, Technology, etc...)</p> <p>Student voice related to restructuring of student government and school climate</p> <p>External communications: Weekly parent communication in various formats</p> <p>Posting of daily announcements on website</p>

Through the creation of the School Improvement Plan, several key measures and evidence indicators for each goal have been identified. Below are specific data points that will be tracked over time to monitor the effectiveness of our school improvement efforts as well as our professional development priorities.

Key Measures & Evidence for Goal 1: Curriculum & Instruction

1. SAT data will reflect increasing numbers of students meeting or exceeding goal.

2016 SAT School Day	% Meeting or Exceeding Goal
ELA	82%
Math	54%

2. ACT data will reflect average scores in English, math, reading and science that exceed state averages.

School Year Results and % of SHS students taking	English	Math	Reading	Science	Composite
2013 (32%)	24.0	24.3	24.3	23.3	24.2
2014 (56%)	23.9	25.0	24.2	23.9	24.4
2015 (54%)	22.9	23.1	23.9	23.2	23.4
2016 (63%)	23.1	23.7	24.1	23.2	23.7
2016 State Averages	24.4	24.1	25	24.1	24.5

3. CAPT-Science data will reflect increasing numbers of student meeting or exceeding goal.

	% at or Above Goal
2012-2013	70%
2013-2014	72%
2014-2015	65%
2015-2016	75%

4. PSAT data of mean scores will exceed state averages for each individual grade level

	Mean Score			State Average		
	Critical Reading	Math	Writing	Critical Reading	Math	Writing
2012-2013	49.3	50.0	47.9	46.6	47.5	45.0
2013-2014	47.7	49.5	46.3	47.2	47.7	45.7
2014-2015	48.5	50.4	46.4	47.8	47.7	46.9
	Overall Mean Score			Overall Mean State Average		
2015-2016*	1038			982		

* Reporting scale changed by College Board

5. Increased percentage of students grades 9-12 taking a minimum of one AP course by graduation and scoring a 3 or above on the test.

School Year	% of students taking an AP Course (2015-16)	% of students scoring 3 or higher
2012-2013	17%	92%
2013-2014	21%	87%
2014-2015	22%	80%
2015-2016	20%	89%

6. Data from interventions, tutorials, and other support systems will indicate effectiveness. *Baseline data is being collected for a fall intervention report that will show progress of students in math and ELA interventions*

7. Increase graduation rate of all students

Year	High Needs	Non High Needs	Total
2012-2013	76%	98%	92.7%
2013-2014	86%	98%	95.33%
2014-2015	86%	99%	95.8%
2015-2016	Data is being verified		

8. Percentage of students accepted to a post-secondary institution will reflect a positive trend

Class of	4-Year College	2-Year School	Total
2014	74%	19%	93%
2015	69%	23%	92%
2016	70%	19%	89%

9. Spring survey data from students, teachers and families will show improvement in the area of climate demonstrating a positive trend in safe, respectful and responsible behavior in school.

Spring Climate Survey	% Responding Favorably, Spring 2016
Parents – “There are high expectations for all students in the SPS.”	77%
Students – “My school has clear rules.”	74%
Parents – “the school counseling department offers support for all parents and students.	73%
Students – “My peers treat each other with respect.”	59%
Students – “Teachers hold students accountable when they break the rules.”	74%
Teachers – “My school has clear procedures for handling disruptive student behavior.”	39%

10. Expulsion and suspension data will reflect positive trend

SHS Totals	2015-2016
Number of expulsions	3
Number of in-school suspensions	232
Number of out-of-school suspensions	42

11. Office referral data for behavior will reflect positive trend

Year	Total Number of Office Referrals
2015-2016	1564

Key Measures & Evidence for Goal 2: Teacher (&Administrator) Growth = Student Growth

District Wide Spring Survey Results By Stakeholder Group and Question	
	% Responding Favorably, Spring 2016
Parents	
1. Spring survey data from parents will show improvement in parents reporting their child's teachers help my child know their academic strengths and areas of growth.	69%
Students	
2. Spring survey data from students will show improvement in the area of teaching and learning.	75%
Teachers	
3. Spring survey data from teachers will show improvement in the area of teaching and learning.	67%
4a. Spring survey data from teachers will reflect an increase in teachers who believe that the feedback they receive from their administrator helps improve their instruction	64%
4b. Spring survey data from teachers will reflect an increase in teachers who believe that that feedback is timely	74%
4c. Spring survey data from teachers will reflect an increase in teachers who believe that they have access to meaningful data to help improve instruction	63%
4d. Spring survey data from teachers will reflect an increase in reporting their peers value their ideas and contributions.	92%
4e. Spring data from teachers will reflect an increase in teachers who believe that they have opportunities to grow through teacher-led learning time/collaborative time.	50%

5. Positive trend on all student performance data for Goal 1. *See above data points.*

Key Measures & Evidence Goal 3: Organizational Health

District Wide Spring Survey Results By Stakeholder Group and Question		% Responding Favorably, Spring 2016
Families		
1. Spring survey data from families will reflect an increase in families that their child's school makes communication with families a priority.		75%
Teachers		
2. Spring survey data from teachers will reflect an increase in teachers who believe they have a say in decision making.		52%
3. Spring survey data from teachers will reflect an increase in teachers who believe their administrators support the organizational norms of the district.		55%

4. Positive trend demonstrated in school attendance

Year	% of Students Chronically Absent K-12
2015-2016	11% (96/818)

5. Positive trend in viewer usage of informational and communication media systems. *Baseline data is currently being collected and will be presented in the fall.*