

Suffield High School

School Improvement Plan

2018-2019



Suffield High School Grades 9-12

1060 Sheldon Street

Doors Open:

(6:45 a.m. Commons) 7:10 a.m.

West Suffield, CT 06093

School Hours:

7:25 a.m. - 2:05 p.m.

Phone: 860-668-3810

Main Office Hours:

7:00 a.m. - 3:15 p.m.

Fax: 860-668-3037

Guidance Office Hours:

7:00 a.m. - 3:00 p.m.

James Blain
Principal

Brendan Canny
Assistant Principal

Ashley Eichorn
Assistant Principal

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 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

District Imperatives

1. ***Improve student outcomes***
2. Create and implement an aligned 21st century curriculum
3. ***Teacher evaluation and instructional observation***
4. Professional development
5. Organizational norms
6. ***Communication and coherence***

Long Term District-Wide Improvement Goals:

The District goals are supported by school level and Special Services improvement plans, district-wide and school-based professional development activities, the Suffield Teacher Growth and Evaluation Plan and the district's curriculum development and instructional improvement strategies. The entire faculty and administration through collaboration and coherence will focus on three primary improvement goals and aligned long-term and short-term strategies.

District Long Term Improvement Goal 1: Curriculum & Instruction

- District Imperative: Improve Student Outcomes
 - *Develop a comprehensive Social Emotional Learning plan resulting in improved student behavior and positive school climate*
 - *Improve academic performance of all students*

District Long Term Improvement Goal 2: Teacher (& Administrator) Growth = Student Growth

- District Imperative: Teacher Evaluation & Instructional Observation
 - *Continuous improvement of classroom instruction*

District Long Term Improvement Goal 3: Organizational Health

- District Imperative: Communication & Coherence
 - *Increase consistency and clarity of communications*

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

Key Measures & Evidence for Goal 1: Curriculum & Instruction

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

SAT School Day	% Meeting or Exceeding Goal 2015-2016	% Meeting or Exceeding Goal 2016-2017	% Meeting or Exceeding Goal 2017-2018
ELA	82%	80%	84%
Math	54%	56%	53%

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
2017 (55%)	24.6	24.4	25.4	24.3	24.6
2017 State Averages	TBD	TBD	TBD	TBD	TBD

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	72%
2016-2017	72%

*We no longer take the CAPT. In 2018 a pilot of the NGSS assessment was given. Results were not shared with districts. Attendance rates were the accountability measure, and 98% of SHS students took the exam.

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
2013-2014	47.7	49.5	46.3	46.6	47.5	45.7
2014-2015	48.5	50.4	46.4	47.8	47.7	45.7
2014-2015	Overall	Mean	Score	Overall	Mean State	Average
2015-2016*	1038			982		
2016-2017	1032			987		
2017-2018	1057			979		

* 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	% of students scoring 3 or higher
2012-2013	17%	92%
2013-2014	21%	87%
2014-2015	22%	80%
2015-2016	20%	89%
2016-2017	25%	82%
2017-2018	31%=510 exams	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 pending SDoE		
2016-2017	Data pending SDoE 91.9%		
2017-2018	Due late October from SDoE		

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%
2017	76%	15%	91%
2018	65%	14%	79%

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 2017	Spring 2018
Parents – “There are high expectations for all students in the SPS.”	87%	89%
Students – “My school has clear rules.”	78%	77%
Parents – “the school counseling department offers support for all parents and students.	78%	85%
Students – “My peers treat each other with respect.”	59%	58%
Students – “Teachers hold students accountable when they break the rules.”	74%	71%
Teachers – “My school has clear procedures for handling disruptive student behavior.”	61%	29%

10. Expulsion and suspension data will reflect positive trend

SHS Totals	2016-2017	2017-2018
Number of expulsions	1	
Number of in-school suspensions	162	187
Number of out-of-school suspensions	23	41

11. Office referral data for behavior will reflect positive trend

Year	Total Number of Office Referrals
2015-2016	1564
2016-2017	1459
2017-2018*	1660

***More than half of all office referrals related to tardiness.**
Referrals are generated when a student accumulates three tardies.

12. Intervention Data

Math

- Participate in bimonthly SAM meetings.
- Created Algebra screening assessment for placement in Tier II Wildcat Intervention classes.
- **20 students total** were enrolled in Tier II Wildcat Intervention session #1 & #2. Each class was 2 days/week split into 3 separate groups, 2 sessions running from Feb - June 2018 during Wildcat Time.
- In an effort to make our intervention more proactive, I push into a Geometry and an Algebra class a few times a week to work with Tier II students.

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

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably	
	Spring 2017	Spring 2018
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.	73%	80%
Students		
2. Spring survey data from students will show improvement in the area of teaching and learning.	76%	Not asked in 2018
Teachers		
3. Spring survey data from teachers will show improvement in the area of teaching and learning.	76%	Not asked in 2018
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	67%	63%
4b. Spring survey data from teachers will reflect an increase in teachers who believe that that feedback is timely	77%	71%
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	84%	80%
4d. Spring survey data from teachers will reflect an increase in reporting their peers value their ideas and contributions.	93%	89%
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.	80%	82%

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 2017	Spring 2018
Families		
1. Spring survey data from families will reflect an increase in families that their child's school makes communication with families a priority.	79%	80%
Teachers		
2. Spring survey data from teachers will reflect an increase in teachers who believe they have a say in decision making.	88%	52%
3. Spring survey data from teachers will reflect an increase in teachers who believe their administrators support the organizational norms of the district.	70%	52%

4. Positive trend demonstrated in school attendance

Year	% of Students Chronically Absent K-12
2015-2016	11% (96/818)
2016-2017	7.2% (56/779)
2017-2018	5.08% (162/824)

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

Suffield High School
School Year: 2018-2019

District Goal 1: (Domain 1) Curriculum and Instruction

Goal Statement:

As a school community we will seek continuous improvement of rigorous classroom instruction, and establishing an inclusive school culture that develops students with 21st century learning skills.

Action Plan to Accomplish Goal

Strategy 1: Classroom instruction will show evidence of best practices, and integration of technology to meet the needs of all students.

- Increased time dedicated to PLC meetings will result in more data analysis, rigorous lesson designs, aligned and consistent curriculum, and common assessments.
- Administration will provide consistent, timely feedback aimed at providing staff with proven instructional practices that improve student performance.
- Professional Development will be centered on “getting to know your students”. Each staff member will have time to look at data to effectively meet the individual needs of all students.

Person or Team Responsible:

Administrators
Curricular Coordinators
Curricular Chairs
Central Office Staff
Technology Department
Teachers

Resources Needed:

Time built into schedule for PLC
Creation of Suffield Data Warehouse
Funding for summer curriculum writing
Substitute coverage for learning walks

Timeline:

School Year (2018-2019) and Summer 2019

Performance Indicators (attach evidence link):

- The number of students meeting or exceeding goal on the math SAT will increase from 53% to 60%.
- The number of students meeting or exceeding goal on the ERW, SAT will increase from 84% to 90%.
- Increase the number of students meeting or exceeding goal both math and ERW on the SAT from 52% to 60%.
- New AP courses to be explored in World History (grade 9), and AP Seminar and Research (two year course), and AP Computer Science Principles.

Strategy 2:

Create a Learning walk committee made up of teachers to create a rubric, and plan at least two full school LW's, aimed at providing staff valuable data to inform instruction and future professional development offerings.

Person or Team Responsible:

Learning Walk Committee
Curricular Chairs

Resources Needed:

Funding for ongoing curriculum and instruction revisions

Timeline:

September - October Formation of Committee
November PD - Refine rubric / share with staff (Define Rigor)
December - Learning Walk
January - Faculty meeting for data
Similar timeline for second semester

Performance Indicators (attach evidence link):

- Data (based on staff created rubric) from the Learning Walk will be shared with staff at a faculty meeting.
- Responses to Panorama Survey will include the following improvements.
 - Spring survey data from teachers will reflect an increase in teachers who believe that they have access to meaningful data to help improve instruction. Increase from 80% - 90%.
 - 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. Increase from 80% - 85%.

Suffield High School
School Year: 2018-2019

District Goal 2: (Domain 2) Teacher Growth = Student Growth

Goal Statement:

Teachers will continue to engage in professional development that centers on personal growth, improved instructional practices, and meeting the needs individual of all students.

Action Plans to Accomplish Goal

Strategy 1: Teachers will model and observe best practices at least once per quarter in order to inform instruction leading to improved student performance.

Person or Team Responsible:

Administrators
Curricular Coordinators
Curricular Chairs
Central Office Staff
Technology Department
Teachers

Resources Needed:

Time
Potential funds for substitute teachers.

Timeline:

School year 2018-2019

Performance Indicators (attach evidence link):

- Spring survey data from teachers will reflect an increase in teachers who believe that that feedback is timely from 71% - 80%.
- After teachers have had the opportunity to observe best practices from a colleague, they will write a summary on how the observation impacted their instruction.

Strategy 2:

Increase Collaboration Time for all staff by adding two hours per month on extended days for increased PLC opportunities.

Person or Team Responsible:

School Counseling
Curricular Chairs
Curricular Coordinators
Administration

Resources Needed:

Time, Accountability form (provided by Asst. Super).

Timeline:

Ongoing/all year

Performance Indicators (attach evidence link):

- 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 from 82- 90%.
- Spring survey data from teachers and students will show improvement in the area of teaching and learning from 76% - 85%.
- Spring survey data from teachers will reflect an increase in reporting their peers value their ideas and contributions from 89% to 93%.

Suffield High School
School Year: 2018-2019

District Goal 3: (Domain 3) Organizational Health

Goal Statement:

Administrative team must build the trust of the school community, to create a positive school climate and culture, as evidenced by consistent and timely feedback from classroom observations.

Action Plans to Accomplish Goal

Strategy 1:

Increase communication from administration in a positive manner that celebrates success, articulates instructional goals, and provides support necessary to reach the goals.

Person or Team Responsible:

Administrative Team

Resources Needed:

Teacher access to administration
Allow staff to speak their truth without fear of retribution
Regular communication (in person and electronically)

Timeline:

Ongoing

Performance Indicators (attach evidence link):

- Spring survey data from families will reflect an increase in families that their child's school makes communication with families a priority from 80-90%.
- Spring survey data from teachers will reflect an increase in teachers who believe their administrators support the organizational norms of the district from 52% - 70%.
- Spring survey data from teachers will reflect an increase in teachers who believe they have a say in decision making from 52% - 70%.

Strategy 2:

Professional Development will be provided to staff to help identify students with social emotional and mental health concerns, as well as how to respond and work with students that have experienced trauma.

Person or Team Responsible:

Administration
Counseling office
Psychologists
Social Workers
Special Services Department

Resources Needed:

Early Release days
Grant/Budget funds for guest speakers

Timeline:

2018-2019 School Year

Performance Indicators (attach evidence link):

- By the end of the school year all staff will get professional development centered around mental health and social emotional issues of our students
- By the end of the school year all staff will have professional development centered on teaching students that have experienced trauma.
- The number of external suspensions will decrease from 47 in 2017-18 to 20 in 2018-2019.
- The number of internal suspensions will decrease from 187 in 2017-18 to 125 in 2018-19.