

Greenwich Public Schools

School Improvement Plan (SIP) 2017 - 2018

SCHOOL: *Greenwich High School*

DATE: **October 1, 2017**

1. SCHOOL NARRATIVE

Greenwich High School is a collaborative community of learners dedicated to academic excellence, personal integrity, and interpersonal responsibility. Our core values and beliefs are:

- Students actively participate and take responsibility for their own learning in order to build a strong foundation for future success
- Students demonstrate ethical behavior in their academic and social endeavors and take responsibility for their own actions.
- Students contribute to their school and community and form strong relationships that demonstrate character, acceptance, and respect in all interactions.

Our goal is to prepare students to function effectively in an interdependent global community with a core body of knowledge and the individual capacities defined in the Vision of the Graduate.

The Greenwich Public Schools Strategic Plan has 3 overarching Strategic Goals. They are the **Academic:** To ensure each student achieves optimal growth within the core academic disciplines based on multiple variables; **Personal:** To ensure each student develops the capacity to be responsible for his or her own physical and mental health; and **Interpersonal:** to ensure each student demonstrates growth in personal development and civic responsibility.

As we move forward, we are focusing on a growth model for our students. The growth model is a comprehensive view of the student, and recognizes that all students can and should be challenged. The growth goal also is consistent with the strategic emphasis on Personalized Learning, acknowledging that teaching and learning is not measured on the basis of a single “cut score” on one high stakes achievement test.

2. STATEMENT OF STUDENT ACADEMIC GOALS

Statement of Student Outcome Indicator

Whole School Goal: Through implementation of strategies for Student Reflection and Ownership within a more personalized learning environment:

Student Learning Outcomes

1. **GROWTH:** 80% of students in grade 11 will meet or exceed projected academic growth scores based on the ECRIS Growth Model.
2. **BENCHMARK:** The percentage of students in grade 11 who meet or exceed CT standards in ELA as measured by the grade 11 CT SAT will increase by 3% from 84.6% to 87.1%.

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3. **BENCHMARK:** The percentage of students in grade 11 who meet or exceed CT standards in Math as measured by the grade 11 CT SAT will increase by 3% from 62.7 to 64.6%.
4. **Advanced Placement Exams:** The percentage of seniors who take and pass (with a score of 3 or higher) at least one AP test during their four years of high school will improve by 3% (from 59.2% to 61.0%).

3. Strategies to Achieve Academic Goals

Targeted Group: Whole School: All students, all grades.

Instructional Strategies:

Students will reflect on benchmark and other assessment data to set goals for growth. Students will also:

1. demonstrate an understanding of the importance of student reflection and ownership toward their academic success;
2. regularly monitor their academic progress in all classes;
3. conference individually with teachers in all classes;
4. exercise some form of choice in assignment.

Desired outcome and rationale for strategy:

Research repeatedly demonstrates that student achievement increases when they have specific goals. Goal setting increases student engagement and provides a framework in which a student can receive feedback and reflect on progress. Personal goal setting is also an essential ingredient in the transition to Personalized Learning. Similarly, student reflection and ownership is identified as a key strategy in creating a more personalized learning environment.

<i>Actions</i>	<i>To be completed by:</i>	<i>What specific metric and tool will be used, and when, to measure that this plan is being executed with fidelity?</i>
A. Administration: Create a schedule of fall and spring benchmark assessments in each subject area and monitor results.	October 1, 2017	Calendar of School wide PD on Goal Settings
B. Administration: Offer school-wide professional learning, including specific examples, of how to guide student goal setting and strategies to expand student reflection.	December 18, 2017	Completed professional learning sessions with 95% staff attendance recorded on attendance sheets.
C. House-based PRT: Each house at GHS conducts a weekly Pupil Review Team (PRT) meeting. The team discusses students who require	June 1, 2018	Individual and aggregated data from PRTs.

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interventions in addition to those occurring in general education classes. Each team maintains data on the type of intervention and the outcomes. Data collection and aggregation across the houses serves as a baseline for future goal setting and analysis.		
D. SDT: Monitor benchmark assessment results and teacher learning on student reflection and ownership.	June 1, 2018	SDT monitoring document.
E. IDTs: Collaborate to create and monitor methods for students to track their progress.	January 8, 2018	Observations of IDTs and minutes of IDT meetings. Monthly program-based IDT workshops.
F. Students: Establish learning goals based on personal reflection, interests and review of benchmark assessments.	November 1, 2018	Goal documents for each student implemented in classes and through Student Success Plans.
G. All teachers create frequent and timely feedback mechanisms for the student.	January 31, 2018	Teacher goal setting, program sharing, and classroom observations.
H. All teachers schedule individual student conferences at least once a semester allowing sufficient time for the meeting, reflection, and then a follow up.	January 31, 2018	Teacher goal setting, program sharing, and classroom observations.
I. All Students review progress towards learning goals	Ongoing	Each teacher or program creates progress monitoring forms.
J. All Teachers reflect on impact of student self-reflection and ownership on student outcomes	June 1, 2018	End-of-year surveys of staff

4. STATEMENT OF STUDENT INTERPERSONAL (FaCE) GOALS AND ALIGNMENT TO GPS STRATEGIC PLAN

Statement of Student Outcome Indicator:

GHS strives to increase and strengthen communication with its community. To that end, GHS seeks to provide communication that is:

1. easily accessible,

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2. directed out to those who need it, and
3. responsive to feedback and requests back to GHS.

GHS will increase the percentage of parents who respond favorably to questions related to communication by 3% from 39% (2017 survey) to 40% on the Panorama parent satisfaction survey.

Strategies to Achieve Interpersonal (FaCE) Goals

Targeted Group: Whole School: All students, all grades.

Instructional Strategy:

1. All teachers will send proactive emails to parents at least twice during the year.
2. All teachers will post homework nightly in Schoology in a format that is easily accessible to students and parents.
3. All teachers will return student work and post grades in a timely manner (defined by the GHS Headmaster and posted on our website).
4. GHS will dedicate a .1 FTE staff member to maintain the GHS website.
5. The Headmaster will translate 100% of PTA and Headmaster e-newsletters into Spanish.
6. The Headmaster will hold monthly Headmaster Forums-- informal opportunities for parents to engage with the Headmaster and other GHS administrators on issues of concern.
7. Hold Fall (9th and 12th grades) and Spring (12th Grade) Grade-Level Parent Meetings.
8. Hold two Open Houses (one for 9th and 12th and one for 10th and 11th)
9. Hold four Hispanic Parent Meetings
10. Headmaster emails with updates on various topics (2-3 a week)
11. Twitter - Headmaster, Athletics, Student Activities, AVID--provide a glimpse into the happenings at GHS

Customer Service mentality - all staff will be held accountable for interacting with parents and others in a courteous manner at all times.

Desired outcome and rationale for strategy: On the 2017 Panorama survey, 779 parents responded to questions related to communication. Analysis provided by Panorama indicates that 39% of parents responded favorably for communication. The average for secondary schools is 39%. We believe that effective communication with parents is critical to the academic, personal, and interpersonal success of our students.

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<i>Actions</i>	<i>To be completed by:</i>	<i>What specific metric and tool will be used, and when, to measure that this plan is being executed with fidelity?</i>
A. Administration: Newsletters, Meetings, Website, Social Media,	Throughout year	Documents, Panorama Survey
B. Teachers: Proactive emails, posting of grades and homework, Open House,	Throughout year	Artifacts, Panorama Survey
C. All staff: Customer service mentality	Throughout year	Positive and negative feedback, Panorama Survey

5. STATEMENT OF STUDENT PERSONAL (SEL) GOALS AND ALIGNMENT TO GPS STRATEGIC PLAN

Statement of Student Outcome Indicator:

GOAL 1: By June 2018, there will be a 10% increase (from 50.1% to 55.1%) of students stating they agree or strongly agree that they know, understand, and apply district norms as measured by a pre and post survey.

GOAL 2: By June 2018, there will be an 8% increase (from 62.1% to 67.1%) of students stating they agree or strongly agree that they know the adult and peer supports which exist at GHS in relation to academic, personal, and interpersonal issues as measured by a pre and post survey.

Strategies to Achieve Personal (SEL) Goals

Targeted Group: Whole School: All students, all grades.

Instructional Strategy:

Expand Positive Behavior Interventions and Supports (PBIS)
Increase student voice through junior Leadership classes.
Expand roll of Link Up mentors in freshman mentoring program.

Desired outcome and rationale for strategy:

School climate reflects student, staff, and parent experiences of school life, socially, emotionally, civically, ethically, and academically (Thapa & Cohen, 2013). A growing body of research indicates that a positive school climate prevents negative social emotional issues, promotes a caring and responsible culture, and leads to better academic outcomes (Harvard: Making Caring Common, 2014; National School Climate Center Research Summary, 2012).

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- When given a voice to make changes, student ownership of the process increases attitudes, policies, and structures of education and, ultimately, students become partners in schools (Fine & Weis 2003; Fletcher, 2015; Mitra, 2004).
- Greenwich High School believes students need to lead the change in increasing positive school climate.

Fine, M. & Weis, L. (2003). Silenced voices and extraordinary conversations. NYC: *Teachers College Press*.

Fletcher, A. (2015). Why student voice? *Student Voice Toolbox*. Harvard: Making Caring Common. (2014).

Mitra, D. (2004). The significance of students. *The Teachers College Press Record*. 106 (4), 651-688.

National School Climate Center: Research Summary. (2012).

Thapa, A. & Cohen, J. (2013). A review of school climate research. *Review of Educational Research*. (September).

Action	To be completed by:	<i>What specific metric and tool will be used, and when, to measure that this plan is being executed with fidelity?</i>
A. Administration and Assistant Deans: Expand PBIS to reach a higher portion of the student body.	Throughout year	End of Year assessment of Safe School Climate
B. Students Students in the GHS Leadership Class and Student Government will: <ol style="list-style-type: none"> A. Analyze the student data from the 2017 Panorama Survey. B. Identify changes they want to make to increase positive school culture. C. Choose one area of change and develop an action plan. D. Implement the action plan for change. E. Collect and analyze data on the changes they initiated. F. Adjust the action plan as needed. G. Summarize results in June 2018. 	By June 1, 2018	Summary of results of student action plans for change.