

## School Improvement Plan 2018-2019

**SCHOOL NAME: Greenwich High School**

**Strategic Plan Goals - Vision of the Graduate Capacities:** (Right click on the box and select the ✓ to identify the capacities that apply)

The Vision of the Graduate provides an aspirational goal linked to community values and expectations for academic, interpersonal, and social skills.



### Academic Capacities

- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Generate innovative, creative ideas and products

### Personal Capacities

- Be responsible for their own mental and physical health
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience

### Interpersonal Capacities

- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership

**Key Levers of Change:** (As you choose your key lever (below), you will refer back to these in the action plan.)

- Creating a more personalized learning environment
- Empowering stakeholders (Students, Staff, Parents, Partners)
- Reimagining time and space

### **BELIEF STATEMENT LINKING VISION OF THE GRADUATE AND THE KEY LEVERS OF CHANGE:**

*Through a more personalized learning environment, we will help students respond to failures and successes with reflection and resilience.*

**GOALS:**

<b>Goals:</b>	<b>Goal Rationale:</b>
<p><b>Student Academic Learning Outcomes</b></p> <ol style="list-style-type: none"><li>1. <b>GROWTH:</b> The percentage of students in grade 11 (Class of 2020) who meet or exceed projected academic growth scores based on the ECRISS Growth Model will increase by 3% (from 86.2% to 88.7%) over the percent of grade 11 students in the Class of 2019 who met or exceeded growth scores.</li><li>2. <b>BENCHMARK:</b><ol style="list-style-type: none"><li>a. The percentage of students in grade 11 who meet or exceed CT standards in <u>ELA</u> as measured by the grade 11 CT School Day SAT will increase by 3% from 86.8% to 89.4%.</li><li>b. The percentage of students in grade 11 who meet or exceed CT standards in <u>Math</u> as measured by the grade 11 CT School Day SAT will increase by 3% from 69.5% to 71.6%.</li></ol></li><li>3. <b>Advanced Placement Exams:</b> 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 57.7% to 59.4%).</li></ol>	<p>Research repeatedly demonstrates that achievement increases when students 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, along with student reflection and ownership are identified as key strategies in creating a more personalized learning environment.</p>
<p><b>Student Personal Learning Outcomes</b></p> <p>The percentage of students in Wellness classes grades 9-11 who respond that they know how to deal with mental health issues will increase by 5% from a pre survey to a post survey.</p>	<p>The personal learning outcome supports the overall GHS goal of providing students with a more personalized learning environment through increased reflection and ownership. Based on data collected over the last few years, GHS students are dealing with more stress than ever. Risk Assessments at GHS have also increased with depression and anxiety being the top issues students are grappling with. By teaching students to deal with complex issues, we believe they will be better able to handle life stressors.</p> <p>The learning outcome relates directly to the following Vision of the Graduate capacities: being responsible for their own mental and physical health; conducts themselves in an ethical and responsible manner; respond to failures and successes with reflection and resiliency.</p>

Goals:	Goal Rationale:
<p><b>Student <u>Interpersonal</u> Learning Outcomes</b>  On the junior year Civics Community Service project, 80% of juniors will meet expectations as measured by the GHS Communication and Collaboration rubric. Data will be used as baseline for future trends.</p>	<p>Completion of the GHS Civics Community Service Project requires students to “respond to failures and successes with reflection and resiliency”-- the capacity of the Vision of the Graduate on which GHS is primarily focused this year. Through the project, students develop and are assessed on the critical skills of communication and collaboration. The community member responsible for signing off on a student’s project will evaluate the student using the Communication and Collaboration rubric.</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Collaborates with others to produce a unified work and/or heightened understanding rubric</u></a></li> <li>• <a href="#"><u>Advocates for ideas, causes and actions</u></a></li> <li>• <a href="#"><u>Contributes to community through dialogue, service and/or leadership</u></a></li> </ul>
<p><b>Family and Community Engagement</b>  GHS will increase the percentage of parents who respond favorably to questions related to communication by 5% from 39% (2017 survey) to 44% on the Panorama parent satisfaction survey.</p>	<p>GHS strives to increase and strength communication within its community. To that end, GHS seeks to provide communication that is:</p> <ul style="list-style-type: none"> <li>• Easily Accessible</li> <li>• Directed out to those who need it</li> <li>• Responsive to feedback and requests back to GHS</li> </ul>

**ACTION PLAN:**

**Goal(s) Addressed:** Academic

**Key Levers of Change Addressed:**

- ✓ Personalized Learning
- ✓ Empowering Stakeholders
- ✓ Reimagine Time and Space

<b>Timeline:</b>	<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Measures of Success: Impact on Teacher Practice:</b>	<b>Measure of Success: Impact on Learners:</b>	<b>Status Update:</b>	<b>Revisions:</b>
In fall and throughout year	<p><b>Instructional Strategies:</b> Students will reflect on benchmark and other assessment data to set goals for growth. Students will also:</p> <ol style="list-style-type: none"> <li>1. demonstrate an understanding of the importance of student reflection and ownership toward their academic success;</li> <li>2. regularly monitor their academic progress in all classes;</li> <li>3. conference individually with teachers in all classes;</li> <li>4. exercise some form of choice in assignment.</li> </ol>	All staff.	All teachers will dedicate time for students to reflect on goals and major work. Teachers will conference with students individually at least once a semester.	Students will develop better knowledge of their strengths and weaknesses and track their progress toward reaching goals.	In progress.	
Fall	<b>Administration:</b> Create a schedule of fall and spring benchmark assessments in each subject area and monitor results.	GHS Administration	Teachers will plan for implementation of benchmarks and for discussing results with	Students will identify their strengths and weaknesses and set	Fall Benchmark Assessments completed in each academic subject	

<u>Timeline:</u>	<u>Strategy:</u>	<u>Person(s) Responsible:</u>	<u>Measures of Success: Impact on Teacher Practice:</u>	<u>Measure of Success: Impact on Learners:</u>	<u>Status Update:</u>	<u>Revisions:</u>
			students in individual student conferences.	goals based on data.	area.	
By June 2019	<b>House-based PRT:</b> Each house at GHS conducts a weekly Pupil Review Team (PRT) meeting. The team discusses interventions for students who require them to succeed 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.	House Administrator and Assistant Headmaster	In addition to interventions implemented by teachers are part of their regular Tier I instruction, teachers will help implement additional interventions and have the support of house-based staff.	Students who need additional assistance in general education classes will receive interventions aimed at meeting their individual needs.	PRT meetings conducted weekly in each House during Semester 1.	
June 1, 2019	<b>SPLC:</b> Monitor benchmark assessment results and teacher learning on student reflection and ownership.	Headmaster, Assistant Headmaster, SPLC team.	Teachers will benefit from an additional body monitoring their PLC discussions and offering assistance to strengthen their evidenced-based, collaborative discussions.	Students will benefit from additional focus on their particular needs as borne out in analysis of data.	Meets monthly. SPLC visited PLCs during Semester 1.	
January 8, 2019	<b>PLCs:</b> Collaborate to create and monitor methods for students to track their progress.	Members of PLCs	The purpose of PLCs is to provide teachers with time to collaborate with colleagues about	Students will benefit from additional focus on their particular	PLCs meet once per cycle and on some dedicated Wednesday	

<b>Timeline:</b>	<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Measures of Success: Impact on Teacher Practice:</b>	<b>Measure of Success: Impact on Learners:</b>	<b>Status Update:</b>	<b>Revisions:</b>
			questions of practice. As teams analyze evidence and plan common strategies, they will gain insight into improved performance.	needs as borne out in analysis of data.	afternoons.	
Throughout year	<b>Students:</b> Respond to successes and failures with reflection and resiliency by establishing learning goals based on personal reflection, interests and review of benchmark assessments.	Students and teachers	All teachers will dedicate time for students to reflect on goals and major work. Teachers will conference with students individually at least once a semester.	Students will develop better knowledge of their strengths and weaknesses and track their progress toward reaching goals. They will improve their capacity to respond to successes and failures with reflection and resiliency.	In progress.	

**ACTION PLAN:**

**Goal(s) Addressed:** Personal

**Key Levers of Change Addressed:**

- ✓ Personalized Learning
- ✓ Empowering Stakeholders
- ✓ Reimagine Time and Space

Timeline:	Strategy:	Person(s) Responsible:	Measures of Success: Impact on Teacher Practice:	Measure of Success: Impact on Learners:	Status Update:	Revisions:
During Wellness classes throughout year	Assess the following Wellness units will be assessed: <ul style="list-style-type: none"> <li>● 9th Grade: Conflict Resolution</li> <li>● 10th Grade: Anger Management</li> <li>● 11th Grade: Stress Management</li> </ul>	Wellness teachers and Dean of Student Life	Teachers will assess and share results with the Dean of Student Life. Data will help teachers adjust instruction.	Students will develop knowledge and skills that will enable them to better respond to successes and failures with reflection and resiliency.	9 <sup>th</sup> and 11 <sup>th</sup> grade: In progress. Wellness courses for 9 <sup>th</sup> and 11 <sup>th</sup> grade only offered in Semester 2.  First Semester First 10 <sup>th</sup> Grade Wellness Survey Data:  <i>Students knew what triggered their anger</i> Pre:79.2% Post: 95.2%.  <i>Students knew how to access school resources with respect to</i>	

<u>Timeline:</u>	Strategy:	Person(s) Responsible:	Measures of Success: Impact on Teacher Practice:	Measure of Success: Impact on Learners:	Status Update:	Revisions:
					<p><i>anger management</i> Pre: 84.3% Post: 95.2%</p>	
<p>During Wellness classes throughout year</p>	<p>Additional strategies to be implemented through Wellness classes:</p> <ul style="list-style-type: none"> <li>● Mental Health Fair</li> <li>● Mental health personnel presenting in Wellness classes</li> <li>● PBIS norms which are operationally defined in each classroom</li> <li>● Learning of specific techniques to deal with topics being assessed</li> <li>● Use of Anonymous Alerts to help peers</li> <li>● Cardinal News to discuss specific topics</li> <li>● Implementation of Wellness curriculum</li> </ul>	<p>Wellness teachers Dean of Student Life Assistant Deans SRO Community-based health professionals</p>	<p>The full complement of strategies will enhance teachers' abilities to meet the needs of each student.</p>	<p>Students will develop knowledge and skills that will enable them to better respond to successes and failures with reflection and resiliency.</p>	<p>Mental Health Fair scheduled for March 2019.</p> <p>Mental Health experts presenting to classes – on going.</p> <p>PBIS norms posted in each classroom.</p> <p>Mindfulness training for teachers for use in classroom – 12 completed, 12 in progress.</p> <p>106 students have used Anonymous Alerts to help peers so far this year</p>	

**ACTION PLAN:****Goal(s) Addressed:** Interpersonal**Key Levers of Change Addressed:**

- ✓ Personalized Learning
- ✓ Empowering Stakeholders
- ✓ Reimagine Time and Space

<b>Timeline:</b>	<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Measures of Success: Impact on Teacher Practice:</b>	<b>Measure of Success: Impact on Learners:</b>	<b>Status Update:</b>	<b>Revisions:</b>
During Civics classes throughout year	Each student will research, arrange, and complete a community service project during his/her civics class.	Students and Civics teachers	Teachers will receive assessment data of students' capacities to collaborate and communicate and adjust instruction accordingly.	Students will receive individual feedback and coaching on how best to collaborate and communicate to accomplish tasks.	95% of juniors, taking Semester 1 Civics, thus far meet expectations on the rubric.	First semester data will be shared with the students' second semester Social Studies teacher.

**ACTION PLAN:****Goal(s) Addressed:** Family and Community Engagement**Key Levers of Change Addressed:**

- ✓ Personalized Learning
- ✓ Empowering Stakeholders
- ✓ Reimagine Time and Space

<b>Timeline:</b>	<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Measures of Success:</b>	<b>Status Update:</b>	<b>Revisions:</b>
Throughout the year	Proactive emails sent to parents	All teachers	Minimum 2 times per year	In progress	
Throughout the year	Homework will be posted daily in Schoology in a format that is easily accessible to students and parents	All teachers	Daily	In progress	
Throughout the year	Student work will be returned and grades posted in a timely manner	All teachers	Student work and posted grades will be returned in a timely manner, according to the GHS Aspen posting guidelines.	In progress	
Throughout the year	A dedicated .1 FTE staff member will maintain the GHS website	Webmaster	.1 FTE has been dedicated for maintaining the GHS Website	Complete	
Throughout the year	All PTA Headmaster and PTA Newsletter will be translated into Spanish	Headmaster	All documents translated	In progress	
Throughout the year	Host Headmaster Forums (informal opportunities for parents to engage with the Headmaster and other GHS Administrators on issues of concern)	Headmaster and other GHS Administrators	Monthly Headmaster Forums are scheduled	In progress	

Fall 2018/Spring 2019	Host grade level parent meetings	Headmaster and other invitees	Fall 2018: 9 <sup>th</sup> and 12 <sup>th</sup> Spring 2019: 12 <sup>th</sup>	In progress	
September 2018	Host 2 Open Houses – one for 9 <sup>th</sup> and 12 <sup>th</sup> and one for 10 <sup>th</sup> and 11 <sup>th</sup>	All school faculty	September 2018	Complete	
Throughout the year	Host 4 Hispanic Parent meetings	Headmaster and other invitees	One per quarter	In progress	
Throughout the year	Headmaster emails with updates on various topics (2-3 times per week)	Headmaster	Regularly	In progress	
Throughout the year	Twitter – Headmaster, Athletics, Student Activities, AVID – Provide a glimpse into the happenings at GHS	Headmaster, Athletic Director, Director of Student Activities, Guidance Coordinator	Regularly	In progress	
Throughout the year	Customer Service mentality – all staff will be held accountable for interfacing with parents and others in a courteous manner at all times	All faculty and staff	Regularly	In progress	

**COMMUNICATION PLAN:**

<b>Date:</b>	<b>Event/Milestone:</b>	<b>Lead Messenger:</b>	<b>Target Audience:</b>	<b>Communication Channel/s:</b>	<b>Format:</b>
10-15-18	Post the SIP plan on the website no more than one week after final approval.	Headmaster	Teachers, Parents, Cabinet	Website	PDF of document
11/1/18	Send an email to all parents and teachers directing them to read the plan no more than one day after the plan is posted on the website.	Headmaster	Parents, Teachers	Email	Email
Sept-Oct	Announce the goals of the plans at Grade Level Meetings, and PTA meetings.	Headmaster	Parents	Speech	Verbal
Through-out year	Review the goals and actions of the SIP at least once a quarter with staff.	Headmaster	Teachers	Faculty meetings and through email communication	Verbal and written