

## School Improvement Plan 2019-2020



**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

- Master a Core body of knowledge
- 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> <p>1a. GROWTH: The percentage of students in the Class of 2021 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 students in the Class of 2020 who met or exceeded growth scores.</p> <p>1b. GROWTH: 80% of identified low propensity students in the Class of 2021 who meet or exceed projected academic growth scores based on the ECRISS Growth Model will increase by at least 5%.</p> <p>2. BENCHMARK:</p> <ul style="list-style-type: none"><li>• The percentage of students in grade 11 who meet or exceed CT standards in <u>EBRW</u> as measured by the grade 11 CT School Day SAT will increase by 3% from 82.6 to 85.1%.</li><li>• 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 64.9 to 66.8%</li></ul> <p>3. 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 60.2 % to 62.0%).</p>	<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 (SEL)</b></p> <p>1. The percentage of students in 9th grade Health and Safety classes who respond that they know how to address their individual Health and Safety issues will increase by 5% from pre to post-surveys.</p> <p>2. 80% of 9th grade students in the Health and Safety classes will indicate that they used at least one strategy learned in class in a real life situation as measured by post-semester 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. Ninth grade students have some difficulty accessing mental health services and recognizing their own needs around Health and Safety.</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>Interpersonal (FaCE Goal)</b>            In order to better partner with the parent community, there will be an increase of 10% over baseline of parents reporting they are more informed about their child's educational program as indicated on a pre and post survey.</p>	<p>"Parent, family, and community involvement in my kids' grades correlates with higher academic performance and school improvement. When schools, parents, families and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs." <i>National Education Association (NEA) Policy Brief, 2008 (PB11)</i>, NEA Education Policy and Practice Department.</p>
<p><b>Teacher/Staff School Climate</b>            The percentage of teachers who agree with the statement: when the school makes important decisions, teachers have a voice in those decisions, with an increase of 100% over baseline by Spring 2020.</p>	<p>Teacher voice is defined as "giving every member of the staff a voice in the school-letting them know they matter and are trusted to make decisions" (Quaglia Institute, 2014, p. 16). Teachers' insights and experiences are impressive, yet often not utilized to the fullest. When teachers are part of the decision making process and engage in leadership opportunities, there are many positive benefits. According to research, teacher voice has a positive effect on the following areas: increase in positive school climate, increase in student achievement, reduced teacher turnover, and a sense of belonging (Ingersoll, 2003).</p> <p>Ingersoll, R. M. (2003). Is there really a teacher shortage? Scholarly Commons.            Quaglia Institute. (2014). School Voice Report.</p>

**ACTION PLAN:**

**Action 1:**

**Goal Addressed:** Academic

**Key Levers of Change Addressed:**

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

Timeline	Strategy:	Person (s) Responsible	Impact on Learning: Staff will...	Impact on Learning: Student will....	Evidence to be collected	Completion date	Status update
By June 2020	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.	All staff	Teachers will: <ol style="list-style-type: none"> <li>1. engage students once a month in tracking their academic progress</li> <li>2. individually conference with students at least once a semester</li> <li>3. provide students with some form of choice in an assignment/assessment at least twice a marking period</li> <li>4. identify and monitor team goals in their PLC; Staff will analyze benchmark data in their PLCs.</li> <li>5. observe at least one peer during first semester and reflect upon teacher feedback;</li> <li>6. will use one new strategy from the District PL <a href="#">Playbook</a>.</li> </ol>	All Students will develop better knowledge of their strengths and weaknesses and track their progress toward reaching goals.	Informal and formal observations.  Conferencing with teachers.	Ongoing throughout the school year.	

<b>Timeline</b>	<b>Strategy:</b>	<b>Person (s) Responsible</b>	<b>Impact on Learning: Staff will...</b>	<b>Impact on Learning: Student will....</b>	<b>Evidence to be collected</b>	<b>Completion date</b>	<b>Status update</b>
By June 2020	Continued: 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.	Administration/ Certified Staff	Administration will create a schedule of fall and spring benchmark assessments in each subject area and monitor results.	Students will track their progress on the benchmark data.	Schedule of benchmarks.	Collect baseline data in fall of 2019, interim assessments throughout the year, and the final spring benchmark.	
By June 2020	Continued: 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.	House Administrators and Assistant Headmaster	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. Staff implements the interventions.	Students who need additional supports will have interventions.	Houses keep record of student interventions in house action form.	Twice per quarter	
By June 2020	Continued: 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.	School PLC	School PLC will monitor progress of PLCs towards school goals.		Informal visits to PLC groups, and review of minutes from PLC meetings.	Gallery walk exhibiting student progress at end of school year.	

Timeline	Strategy:	Person (s) Responsible	Impact on Learning: Staff will...	Impact on Learning: Student will....	Evidence to be collected	Completion date	Status update
By June 2020	Continued: 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.	Administration/ Mental Health Staff/ Teachers/ Assistant Deans	Education and Wellness Center will be established to meet the needs of students requiring Tier 3 and Tier 4 interventions. Staff will collaborate on a regular basis with each other and outside agencies, establishing individual plans for students.	Students in the Education and Wellness Center will improve attendance, their grades, and access mental health supports.	Student attendance and grades.  Educational and Wellness Program Status Report.  Student surveys	Program Status Report Monthly  Quarterly student data reviewed	

**ACTION PLAN:**

**Action 2:**

**Goal Addressed: Personal (SEL)**

**Key Levers of Change Addressed:**

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

Timeline:	Strategy:	Person(s) Responsible	Impact on learning: Staff will...	Impact on learning: Student will...	Evidence to be collected	Completion date	Status Update
During 9th grade Health and Safety classes.	As stated in our Vision of the Graduate, student will be responsible for their own mental and physical health; conducts themselves in an ethical and responsible manner; and respond to failures and successes with reflection and resiliency.	Health and Safety Teachers and Office of Student Life	Teachers will assess the 9th grade Health and Safety units and share results with the Dean of Student Life. Data will help teachers adjust instruction.	Students will be responsible for their own mental and physical help; will develop knowledge and skills that will enable them to better respond to successes and failures with reflection and resiliency.	Pre and post survey	Before and after each unit	

Timeline:	Strategy:	Person(s) Responsible	Impact on learning: Staff will...	Impact on learning: Student will...	Evidence to be collected	Completion date	Status Update
By 2020	As stated in our Vision of the Graduate, student will be responsible for their own mental and physical health; conducts themselves in an ethical and responsible manner; and respond to failures and successes with reflection and resiliency.	Health and Safety Teachers/ Dean of Student Life/Assistant Deans/ SROs/ Community based health professionals	Organize and run the Mental Health Fair  Health and Safety personnel will present in Wellness classes  Implement PBIS norms  Learn specific techniques to deal with topics being assessed  Act on Anonymous Alerts  Use Cardinal News to discuss specific topics	Students will develop knowledge and skills that will enable them to better respond to successes and failures with reflection and resiliency.	Dates of activities  Monitoring data of Anonymous Alerts	Specific dates throughout the year.	

**ACTION PLAN:**

**Action 3**

**Goal Addressed: Interpersonal (FaCE)**

**Key Levers of Change Addressed:**

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

Timeline:	Strategy:	Person(s) Responsible	Impact on learning: Staff will...	Impact on learning: Student will...	Evidence to be collected	Completion date	Status Update
At the beginning of the year,	Families will better partner with GHS to support student learning.	Teachers/ Administrators/ Media Center	Teachers will follow posting guidelines for Schoology and Aspen.	Families will be more informed and engaged to be better partners in	Parent survey.	End of the year.	

Timeline:	Strategy:	Person(s) Responsible	Impact on learning: Staff will...	Impact on learning: Student will...	Evidence to be collected	Completion date	Status Update
when progress reports release, and end of each quarter.		Staff/ Technology Coaches	<p>Teachers will proactively communicate with 100% of parents in their classes/caseload at least 2 times per year. Proactive communication may include class emails updating parents on student progress, changes in curriculum and/or correspondence in preparation for upcoming assignments and assessments.</p> <p>Technology coaches will provide information about how to access Aspen and Schoology to families We will increase the “how to” written and video instructions.</p> <p>Grade level meetings will include technical help regarding Aspen and Schoology.</p> <p>Headmaster will run forums on specific topics.</p>	learning with GHS.	<p>End of year meetings with teachers.</p> <p>Minutes from grade level meetings.</p> <p>Copies of the parent newsletters.</p>		



**ACTION PLAN:****Action 4****Goals Addressed: Teacher/Staff School Climate****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>Impact on learning: Staff will...</b>	<b>Impact on learning: Student will...</b>	<b>Evidence to be collected</b>	<b>Completion date</b>	<b>Status Update</b>
Sept 2019- June 2020	Teacher/Staff school climate will be improved by increasing teacher voice.	Administrative Team	Be given information on why decisions are made.	Benefit from the teacher's understanding of why decisions are made.	Staff Survey	Twice a year	
Sept 2019- June 2020	Continued: Teacher/Staff school climate will be improved by increasing teacher voice.	LPC Members	Participate in Learning Program Council, setting agenda items, discussing topics, giving input, participating in small group work.	Benefit from teachers be active members of the school community.	LPC minutes	One time a month.	
Sept 2019- June 2020	Continued: Teacher/Staff school climate will be improved by increasing teacher voice.	School Professional Learning Community	SPLC members will participate in setting SPLC goal and supporting other teachers with their PLCs.	Benefit from teachers working collaboratively on department goals through the PLC process.	SPLC minutes	One time a cycle.	'
Sept 2019- June 2020	Continued: Teacher/Staff school climate will be improved by increasing teacher voice.	Administrative Team/Teachers	Talk with administrators about issues, ideas, concerns, on a regular basis.	Benefit from teachers using their voice, to help guide instruction and curricular.	Number of times teachers meet with administrators	As the meetings occur.	

<b>Timeline:</b>	<b>Strategy:</b>	<b>Person(s) Responsible</b>	<b>Impact on learning: Staff will...</b>	<b>Impact on learning: Student will...</b>	<b>Evidence to be collected</b>	<b>Completion date</b>	<b>Status Update</b>
Sept 2019- June 2020	Continued: Teacher/Staff school climate will be improved by increasing teacher voice.	Administrative Team/Teachers	Be willing to take on new initiatives, if they so choose, to build administrative capacity.	Benefit from teachers having more voice in school-wide issues.	Number of times teachers engaged in administrative activities.	As the activities occur.	
Sept 2019- June 2020	Continued: Teacher/Staff school climate will be improved by increasing teacher voice.	Administrative Team/Teachers	Be active members in developing department and team goals.	Benefit from teacher's working on meaningful goals which they help set.	Meeting dates and written teacher input.	Yearly goals. Monitored mid-year and end of year.	
Sept 2019- June 2020	Continued: Teacher/Staff school climate will be improved by increasing teacher voice.	Administrative Team/Teachers	Have their work shared with the entire faculty.	Benefit from teacher's highlighting their work to colleagues.	Faculty, House and Department meetings.	At least twice a month.	

**COMMUNICATION PLAN:**

<b>Anticipated delivery date</b>	<b>Actual completion date</b>	<b>Event/Milestone</b>	<b>Lead Messenger</b>	<b>Target Audience</b>	<b>Communication Channel/s</b>	<b>Format</b>
8/26/19		Introduce the document in Full Faculty Meeting and continue in each House Meeting	Headmaster/House Administrators	Full Faculty	Presentation	Full Faculty and House Meetings
8/28/19, 8/29/19, 8/30/19		Introduce SIP to students	House Administrators	Students	Grade Level Meetings	Grade level meetings

Anticipated delivery date	Actual completion date	Event/Milestone	Lead Messenger	Target Audience	Communication Channel/s	Format
10/15/19		Post the SIP plan on the website no more than one week after final approval.	Headmaster	Teachers, Parents, Cabinet	Website	PDF of document
11/1/19		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
Throughout year		Review the goals and actions of the SIP at least once a month with staff.	School Administration	Teachers	Faculty meetings and through email communication	Verbal and written
Throughout year		SIP Plan will be displayed in the Houses, D Building, Science Wing, and Student Center	School Administration	Teachers, Parents, Students	Visual Display	Written