

**SUFFIELD PUBLIC SCHOOLS
SCHOOL ADVANCEMENT PLAN
2020-2021**

School Name: Suffield High School

Administration: James P. Blain, Ashley Eichorn, Brendan Canny

Current School Year: 2020-2021



SUFFIELD PUBLIC SCHOOLS

SCHOOL ADVANCEMENT PLAN 2020-2021

THEORIES OF ACTION

In order to ensure alignment with district and BOE goals, the SHS Advancement Plan will align closely with:

BOE GOAL 1 Theory of Action:

If we foster a positive district culture with a high level of outreach, communication, engagement, and collaboration with town government and the community, then we will be more effective in mobilizing students, faculty, staff, parents, and community members around continuous improvement and high levels of student achievement.

BOE GOAL 2 Theory of Action:

If we establish a system of monitoring through the use of student assessment data, curriculum review, and evaluation, then will be more effective in adjusting our curriculum, programming, and instructional pedagogy to insure a high level of student achievement.

BOE GOAL 3 Theory of Action:

If we assure that all staff are provided meaningful professional development opportunities that are current in theory, practical, and align directly with their responsibilities, then staff will be able to apply their learning and enhance their effectiveness in meeting the needs of our students.

BOE GOAL 4 Theory of Action:

If we continue the implementation of revised curriculum with an emphasis on alignment and consistency between documented curriculum and delivered curriculum, then we will be able to ensure that fidelity of implementation exists, resource allocation occurs, and the proper instructional supports are in place for both students and teachers.

BOE GOAL 5 Theory of Action:

If we establish a multi-year Strategic Plan for the Suffield Public Schools, then we will be able to more clearly set forth our vision for the future with both short-term and long-term goals.

BOE GOAL 6 Theory of Action:

If we cultivate an environment that fosters acceptance, mutual respect, civility, and non-discrimination, then we will establish a school district culture that is welcoming, supportive, and fulfills our district's mission and goals.

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GOAL 1: Create a school culture that relies on consistent timely communication with all stakeholders specific to the changes and flexibility for the 2020-2021 school year to ensure high levels of student achievement.

NAME OF PERSON(s) RESPONSIBLE: Principal, Assistant Principals, Team Leaders, Office Staff, and Faculty

Identified Goals	Strategies	Action Steps	Indicators of Success
<p>Continue to expand open dialogue, communication, and sharing of changes for the 2020/2021 school year.</p>	<p>Increase effective communication to students and families in an ongoing and consistent manner.</p> <p>Improve school online presence to support and encourage parent involvement and increase frequency of use of:</p> <ul style="list-style-type: none"> • Suffield Public Schools Website • Twitter (administration) • Weekly Family Updates • School events and recognition ceremonies 	<p>Improve communication strategies to fully inform parents and guardians of progress:</p> <ul style="list-style-type: none"> • Communication to parents via PowerSchool and Google Classroom • Weekly Family Updates • Board of Education presentations • Suffield Observer articles • Open House • Parent Conferences <p>Increase web presence to include:</p> <ul style="list-style-type: none"> • Events and Activities • Policies • Procedures • Resources 	<ul style="list-style-type: none"> • Leadership Council Meetings • Student Achievement Meetings (SAM Team) • Central Office Meetings • Faculty Meetings • PDEC Meeting • Stakeholder survey results • Attendance for standardized test administrations

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GOAL 2: Systematically use meaningful data to drive, improve, and track student success.

NAME OF PERSON RESPONSIBLE: Principal, Assistant Principals, Team Leaders, Instructional Coaches, Central Office staff, and Faculty

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>Improve and streamline our assessment practices to effectively measure student growth and inform classroom instruction.</p> <p>In 2020 - 2021 we will implement interim assessments and continue to focus on assessment practices that provide us with accurate and meaningful data to improve instruction and learning.</p>	<p>Review student assessment trends in PSAT, SAT, ACT, ECE, and AP to drive reflection and changes to instruction.</p> <p>Implement Interim assessments for both math and ELA in grades nine and ten to monitor student progress.</p>	<p>Use Hess' Cognitive Rigor Matrix to level up depth of knowledge questions from recall to more strategic reasoning and extended thinking skills</p> <p>Implement school-wide rubrics to ensure consistent expectations in all subject areas.</p> <p>Utilize the Data Analytics Tool to inform instruction to meet the needs of individual students.</p>	<p>Improved performance on PSAT, SAT, and interim assessments.</p> <p>Creation of a school -wide rubric that staff have the opportunity to create together.</p> <p>Implementation of SBAC interim assessments</p>

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GOAL 3: Continue to design and implement an integrated plan for professional learning aligned with school/district needs in order to improve student learning along with the integration and continuation of technology enhancements in a hybrid setting. We will also focus on trauma informed instruction, and diversity/equity and inclusion for all.

NAME OF PERSON RESPONSIBLE: Principal, Assistant Principals, Team Leaders, Instructional Coaches, and Faculty

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>Maintain a high level of clear and consistent professional development that is connected to teacher goals and expands beyond one day.</p>	<p>Work collaboratively with PDEC, district office and other districts to create meaningful professional development.</p> <p>Utilize beginning and mid-year goal meetings to clearly articulate how professional development offerings are directly related to the evaluation process.</p>	<p>Meetings based on teacher feedback, assessment data, and evaluation reviews for the purposes of planning professional development.</p>	<p>Maintain a level of 95% or above positive feedback from provided PD.</p>
<p>Collaboration among PDEC, instructional coaches, building and district administration to improve best practices related to distance learning.</p>	<p>Working collaboratively, we will identify technology experts within the building to assist fellow staff members with remote instruction.</p>	<p>Administrators will perform informal observations together and debrief to ensure consistency of feedback.</p> <p>Weekly professional development sessions will assist teachers with new instructional strategies in a hybrid setting</p>	<p>Creation of consistent Google Classroom formats</p> <p>Creation of consistent lesson plan formats</p> <p>Stakeholder feedback surveys</p>

<p>Provide staff with professional development and training on the benefits of Social Emotional Learning and Trauma informed instruction as it relates to reopening SHS in a hybrid model due to COVID-19.</p>	<p>Provide professional development to staff on Social Emotional Learning and Responsive Classroom strategies.</p> <p>Provide training on trauma sensitive practices and increased social emotional supports.</p>	<p>Training by Dr. Ravit Stein - September PD. as well as CREC's Implicit Bias training.</p> <p>Social Emotional strategies training during August professional development</p>	<p>Attendance data</p> <p>Social emotional support data (surveys, student risk assessments)</p> <p>Exit tickets from PD sessions</p>
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GOAL 4: Continue the revision of curriculum, and improved teaching strategies, with an emphasis on alignment and consistency between documented curriculum and delivered curriculum.

NAME OF PERSON RESPONSIBLE: Principal, Assistant Principals, Team Leaders, Instructional Coaches, and Faculty

Identified Goals	Strategies	Action Steps	Indicators for Success
Continue revision cycles as advised by the Connecticut Department of Education.	Collaborate with the Assistant Superintendent and instructional coaches to determine which courses need to be revised.	<p>Creation of launch units in every academic area.</p> <p>Stipends for the curriculum review in specific classes will be provided with consultation from the Assistant Superintendent.</p>	<p>Revisions in Rubicon for select courses</p> <p>PLC Meeting notes</p> <p>Revised launch units</p> <p>Creation of new assessment by PLC teams</p> <p>Informal observations of teaching</p>
Continue Math curriculum/sequencing K 1- 12 with the end goal of improved performance on standardized assessments.	Monthly meetings with Asst. Superintendent and instructional coaches of all levels to identify needs and plan a course of action.	<p>Data analysis, looking at other districts offerings, and professional development.</p> <p>Hire an additional math teacher to lower class sizes.</p> <p>Interim assessments</p>	<p>Changes to curriculum and content and sequencing of math courses.</p> <p>Standardized test results.</p> <p>Grade reports by teacher/subject form PowerSchool.</p>

<p>Enhance all curricula to encompass diversity, equity and inclusion. Improve teaching strategies to meet the needs of in-school and distance learners.</p>	<p>Review all curricula with the lens of diversity as a thread throughout.</p> <p>Creation of a database of best practices for all teachers to utilize.</p>	<p>Adjust specific units that address diversity as a stand-alone topic</p> <p>Add content and literature that celebrates people of diverse backgrounds</p> <p>Develop a school based diversity, equity, and inclusion, council (DEIC).</p>	<p>Revised curriculum includes more diverse perspectives.</p> <p>Stakeholder surveys and feedback.</p>
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GOAL 5: Develop a five-year Strategic Plan.

NAME OF PERSON RESPONSIBLE: Connecticut Center for School Change, Superintendent, Assistant Superintendent, Director of Special Services, Business Manager, Special Education Supervisors, Principals, Assistant Principals, District Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>Develop a five-year Strategic Plan that aligns with the current mission and beliefs of the Suffield Public Schools:</p> <p><i>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.</i></p> <p><i>In pursuit of this mission, we believe that:</i></p> <ul style="list-style-type: none"> • <i>When we address students' diverse academic, social, emotional and physical needs, all will learn;</i> 	<p>Establish a set of 4-5 Board of Education District Goals to be utilized in the framing of the Strategic Plan and Portrait of a Graduate</p> <p>Establish a Strategic Planning Committee of Suffield Public Schools stakeholders representing the following groups:</p> <ul style="list-style-type: none"> • Board Members • Administration • Faculty and Staff • Parents • Students • Elected Officials • Community Members 	<p>Board of Education will meet in Retreat to reflect on the current status of the school district and create a new set of district goals for the future</p> <p>Develop and utilize survey to inform strategic plan and solicit volunteers to serve on the Strategic Planning Committee</p> <p>Work with Strategic Planning Committee to develop a meeting schedules (SPC and subgroups) and</p>	<p>Adoption of Strategic Plan BOE Goal</p> <p>Development of Strategic Plan Survey</p> <p>Development of Strategic Plan Committee and subgroups</p> <p>Development of Strategic Planning Schedule</p> <p>Strategic Plan Orientation</p>

<ul style="list-style-type: none"> • <i>All students need equitable access to appropriate resources and opportunities to excel;</i> • <i>Multiple measures of student learning are required to drive continuous improvement;</i> • <i>Students and adults thrive in a safe and secure learning environment characterized by responsibility, fairness, respect, and civility;</i> • <i>Highly effective teachers and instructional leaders who engage students in rigorous and challenging experiences are the keys to student success;</i> • <i>An excellent district staff supports success in every classroom, facility and setting; and</i> • <i>Partnerships, collaboration and communication with families and the community are vital to our mission.</i> 	<p>Develop calendar of Strategic Planning sessions</p> <p>Develop an awareness around the purpose of the strategic plan and timeline for its completion</p> <p>Identify strategic plan initiatives based on current district priorities and future objectives</p>	<p>timeline for completion of strategic plan</p> <p>Host a Strategic Planning Committee orientation</p> <p>Divide Strategic Planning Committee into subgroups based on long-range goals</p> <p>Appoint subgroup leads to facilitate subgroup sessions</p> <p>Provide strategic planning updates to BOE</p> <p>Synthesize strategic plan subgroup efforts into full plan</p> <p>BOE adoption of strategic plan</p>	<p>Strategic Plan Updates to BOE</p> <p>Development of Strategic Plan proposal for BOE</p> <p>BOE Adoption of 5 Year Strategic Plan</p>
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GOAL 6: Promote diversity, equity and inclusion for students, faculty and staff by fostering acceptance, mutual respect, civility and nondiscrimination, per BOE Policies 4118.11 and 5145.4, across all areas of our District. including employment, policy, curriculum and instruction, professional development, and the working and learning environment.

NAME OF PERSON RESPONSIBLE: Principal, Assistant Principal, Diversity, Equity, and Inclusion committee members, special education supervisor, faculty and staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A. Engage staff in:</p> <ul style="list-style-type: none"> • DEI Goal Setting • DEI Professional Learning • DEI Program Implementation 	<p>A1. Building representatives attend District DEI meetings and report back to building admin and team leaders</p> <p>A2. Building PDEC members plan Diversity, Equity, and Inclusion professional learning opportunities with DEI committee members</p>	<p>A1. Attendance of building representatives at quarterly Diversity, Equity and Inclusion Council meetings</p> <p>A2. Review Diversity, Equity, and Inclusion programs and Practices</p> <p>A2. Increase in classroom libraries to include more diversity in titles, themes, genre</p> <p>A2. Create school wide lessons related to diversity, equity, and inclusion</p>	<p>A1. Staff members participating in DEI Committee meetings</p> <p>A2. Implicit bias training</p> <p>A2. Counter stereotype images used throughout the curriculum and displays</p> <p>A2. Weekly notable person in history part of morning announcements</p> <p>A2. Classroom libraries will have more robust titles celebrating diverse individuals</p>