

**GREENWICH HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2020-2021**

**Introduction to SIP/School Profile:**

Greenwich High School's SIP is focused on Social Emotional Learning this year as we are in the middle of a global pandemic. Over the summer we organized a re-opening of the school committee to determine our schedule, how to move around the building from class to class, methods of instruction, use of technology and how to engage our students when they are learning remotely. We all agreed that the most important component of the re-opening would be social-emotional learning as our students had not physically been in school for six months. The amount of stress and mental health issues had to be addressed before we held discussions on teaching and learning. Our re-opening committee was made up of staff, students and administrators and they all agreed that our students needed support prior to being ready to learn. We came to a conclusion that now more than ever, the social-emotional learning of our students needs to be addressed and our school district indicated that SEL will be a priority for all during the 2020-2021 school year. The Collaborative for Academic, Social and Emotional Learning (CASEL) has identified the five key components to SEL that include: self-management, self-awareness, responsible decision making, relationship skills and social awareness. Students need to be exposed to explicit SEL activities and be given a chance to practice those SEL skills. This is the essence of our plan as we move forward through the 2020-2021 school year.

**Equity Vision Statement:**

It is extremely important that each of our constituents has a voice, especially in a large high school. As we began to get ready for the opening of school we formed the Re-opening of School Committee, which consisted of students, staff, parents and administrators. This large group was divided into subcommittees. Our students, parents, and faculty have a strong voice in how decisions are made in our building. Through our Student Government, Learning Program Council, PTA Forums, PTA Meetings, School-wide Professional Learning Communities and GEA Liaison Meetings, the administration is given feedback on what is happening, and ideas about what could happen in our schools.

Our staff's goal each year is to connect in a highly positive manner with every student. They conduct one-on-one conferences with students to establish goals for them in specific areas and continue to meet on an individual basis to monitor student progress. This strategy has helped students to progress and grow as both students and individual members of our community. It has also helped us to begin to reach our ultimate goal of having each of our students to become independent learners. As our students continue to learn and become more proficient at self-assessing their own learning, we move closer to meeting the goals established in the Vision of the Graduate.

**Key Strengths:**

Greenwich High School is the heart of Greenwich Public Schools. Located in the middle of Greenwich, the high school brings students from all across our community together under one roof.

Our size and the quality of our faculty and administrators provide lasting advantages

- More than 390 courses
- The full span of learning levels, from special needs to advance placement courses
- Award winning academic competition teams
- More than 100 sports teams
- 130+ extracurricular clubs and activities
- Regionally and Nationally recognized fine arts programs.

Under the guiding principle of "Freedom with Responsibility", we encourage students to make decisions about both their study and leisure times. At Greenwich High School, we make it our mission to support academic excellence, personal integrity and interpersonal responsibility.

### **Progress Made During Prior Year:**

As we do not have any standardized testing from last year because of the Pandemic, it is difficult to determine how much progress our students have made in our core subjects. As we take a deep dive into grading from last spring to the current school year we can state that our students have made an enormous amount of progress in their academic programs. Our AP scores continue to demonstrate how rigorous our curriculum is for a wide range of students (We were voted one of the Best High Schools in CT 2020 by US News and World Report based on our scores). Although we had to end in person schooling in early March and were not able to teach “live” classes until September, our students have continued to excel in all areas. Our music program has created several videos of various ensembles that are nothing short of exceptional. Our Math Team continues its dominance over the rest of Fairfield County and fall athletic programs brought a great deal of success to the majority of our athletic programs. Even teacher attendance, with the Hybrid Model, has improved over the last year and from what I’ve seen through informal evaluations, our staff continues to deliver an educational program that is second to none. The staff has learned to use the technology needed to teach students that are in front of them as well as those that are tuning in from home. The communication and collaboration has been outstanding and we need this to continue once the pandemic has ended to continue to make our school a great place for both teaching and learning. The level of stress that our teachers and students felt last spring during asynchronous learning has improved as we have incorporated social emotional learning into our day, but the amount of work it takes to prepare for live teaching as hurt morale. We have also tried to do too much in terms of content and assessments. A highlight that occurred last year was our change in grading practices for the fourth marking period to a pass/fail system. This relieved a great deal of stress for everyone and we are hoping that the elimination of midterms will do the same for students and faculty this year.

### **Areas of Continued Growth for Upcoming School Year:**

- It is imperative that our instructional staff continue to receive Professional Learning in the use of technology to promote instruction. Making use of technology that will engage all of our students both at home and in school is our biggest challenge during the global pandemic.
- We need to continue our work in the area of SEL so our students are able/ready to learn after dealing with so much trauma. Our Dean of Student Life and his SEL Committee will continue to develop programs and make use of all assets in the community to ensure our students are connected and feeling good about themselves. This committee work will determine how much growth we will achieve post-pandemic.
- The current Master Schedule is under review by a group of staff members led by an outside facilitator. This work may help us find efficiencies so we can make better use of our resources to ensure that all students receive the best education possible.
- Our focus on students that are high risk in nature has to move forward with all possible speed. We know that some of our students have lost ground over the last eight months and we need to put programs in place to support them. Supplemental programs, summer school options and other types of support need to be developed and put in place prior to the end of the school year. This may be the most important area for this school and district to work on for the next year and a half.
- Equity/anti-racism - until we recognize that test scores and championships are not the barometer of a successful high school experience, we are doomed to fail our students. We need to continue to offer the SEL programs we have in place but discussions on anti-racism can’t be a special event that takes place once or twice a year. It needs to be ongoing, something we can discuss freely and openly in our classrooms. We need to reach and connect all the students who attend our school. We will need some extensive training to have these difficult conversations, so we no longer have young adults graduating from our school feeling that they were not wanted or included.

Connections between School’s work and District’s Vision of the Graduate

At GHS, the Vision of the Graduate is officially assessed through the Capstone Project assured experiences.

- Each VOG capacity is measured in a specific discipline:
  - Pose and Pursue Substantive questions - Science: Biology
  - Critically interpret, evaluate and synthesize information - Social Studies: US History

- Explore, define and solve complex problems - Math: Algebra I, Geometry, Algebra 2, Pre-Calculus
  - Generate innovative, creative ideas and products - Art, Business, Computer Science, Family and Consumer Science, Music, Technology Education, Theater Arts, Video Production: Rubrics are utilized in all intro level and singleton classes.
  - Conduct themselves in an ethical and responsible manner - Senior Experience
  - Recognize and respect other cultural contexts and point of view- World Language: All courses.
  - Pursue their unique interests, passions and curiosities- Senior Experience
  - Be responsible for their own mental and physical health- Physical Education: Grade 10, PE
  - Communicate effectively for a given purpose- English: all junior/senior classes
  - Advocate for ideas, causes and actions - Health and Wellness: 12th grade Wellness
  - Collaborate with others to produce a unified work and/or heightened understanding Science: Chemistry
  - Contribute to community through dialogue, service and/or leadership - Social Studies: Civics
- Teachers are expected to incorporate the VOG capacity into regular instructions and use the analytic rubrics to assess related instruction.
  - The GHS Leadership team ensures that teachers include the VOG capacities in their regular teaching through informal classroom walkthroughs, formal teacher evaluation and the teacher goal setting process.
  - Beginning with the Class of 2023, students must demonstrate mastery of the VOG capacities. Once they have completed their portfolio, they will be awarded one credit towards graduation.

**Goals and Strategies:**

**SEL Goal:** By June 2021, there will be a 10% increase from a baseline score derived from student responses on a school-wide survey administered in the fall and in the spring, focusing on four SEL competencies (self-management, social awareness, supportive relationships, and perseverance).

Now more than ever, the social emotional learning of our students needs to be addressed and the district has indicated SEL will be a priority for all during the 20-21 school year. The Collaborative for Academic, Social and Emotional Learning (CASEL) has identified the 5 key components to SEL that include: self-management, self-awareness, responsible decision making, relationship skills and social awareness. Students need to be exposed to explicit SEL activities and be given a chance to practice those SEL skills.

“The pandemic has further illuminated the need for SEL to care for ourselves, our students, and their families. COVID-19 has also exposed existing inequities in education and may fundamentally change how we conceive of school. Now more than ever, we must call upon our empathy, resilience, relationship building, and collective resolve as we innovate and rebuild our education systems.”

Schlund and Weissberg (CASEL), May 2020

**SEL Strategies:**

Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success
Implement PBIS Strategies	DOSL/ADs/Student Activities	Administration	10% increase from baseline score	Weekly Meetings/School Wide Activities	Increase in attendance and decrease in referrals
Development of SEL Activities for classroom use during SEL Block	ADs	ADs/DOSL	10% increase from baseline score	SEL Calendar	Increase of teachers using SEL in instruction
Implement SEL Activities	Classroom Teachers	Program Admins	10% increase from baseline score	SEL Calendar/Survey	Teachers utilize the SEL Calendar
Implement of No Place For Hate	NPFH Steering Committee	DOSL/Steering Committee	Implement of 3 ADL activities	NPFH Activities	School awarded NPFH distinction
Development of SEL Committee	SEL Committee composed of Admin, ADs, PPS, Teacher, Student	SEL Committee	10% increase from baseline score	Survey	SEL becomes ingrained in GHS
Development of Classroom SEL Strategies	Classroom Teachers/PLCs	Classroom Teachers	10% increase from baseline score	Pre/Post PLC Developed Metric	Students implement strategies