

# School Improvement Plan 2021-2022

**SCHOOL NAME: Greenwich High School**



## SIP Membership

Name	Role in School
Ralph F. Mayo	Principal
Dana Tulotta	Vice-Principal
Lucy Arecco	House Administrator – Bella House; Program Administrator, Social Studies
Christine Shaw	House Administrator – Cantor House; Program Administrator, World Languages
David Walko	House Administrator – Clark House; Program Administrator, Physical Education, Family & Consumer Science, Business
Andrew Byrne	House Administrator – Folsom House; Program Administrator, Mathematics
Brigid Barry	House Administrator – Sheldon House; Program Administrator, English
Thomas Pereira	Dean of Student Life
John DeLuca	Program Administrator – Science
Judith Nedell	Program Coordinator – Guidance 6-12
Gus Lindine	Athletic Director
Diane Fox	Program Administrator – Windrose
Laura Boyd	Assistant Dean - Folsom House
Bill Brehm	Teacher - Physical Education

Name	Role in School
Margret Callahan	Teacher – World Language
Maryann Franchella	Learning Facilitator – Math
Bethany Fuscaldo	Teacher – Music
Kim Steinhorn	Teacher – ESL
Frank Kovac	Program Associate - Social Studies
Julie Nixon	Program Associate – Art
Lisa Dempsey	Learning Facilitator – Business
Kristina Schule	Teacher - Family & Consumer Science
Marybeth Smith	Program Associate – English
John Vellardito	Teacher – Science
Laure Jean Waters	Program Associate – Library, Media
Krystina Dawson	Interim Program Coordinator- Special Education

## Introduction to the GHS SIP/School Profile:

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
- Robust STEAM and Humanities offerings
- Award winning academic competition teams
- More than 101 sports teams
- 150+ co-curricular clubs and activities
- Regionally and Nationally recognized fine arts programs.

We are committed to preparing our students for the next phase of their education:

- 80% of students enroll in 4-year and 10% in 2-year colleges
- 5% enroll in Ivy League, 25% enroll in most competitive colleges
- 95% of GHS students who enroll in college continue on to sophomore year
- More than 58% of each graduating class scores a 3 or higher on at least one AP exam
- National recognition: National Honor Society, National Merit Scholars, Presidential Scholars

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.

## GHS Equity Vision Statement:

It is extremely important that each of our constituents has a voice, especially in a large high school. 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 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.

## Strategic Plan Goals - Vision of the Graduate Capacities:

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 the community through dialogue, service, and/or leadership

## GOALS:

Category:	Goals: (Written in SMART language)	Goal Rationale: (Explanation of why each goal was chosen)
<b>Academic</b>	<p>When First Quarter Progress reports were issued there were 287 students in grade nine who were failing one or more core courses. Over the course of the first semester, our Professional Learning Communities/House Teams will develop interventions so these students will find success in their academic programs. These interventions will significantly lower the number of failures so our freshmen will be on track to graduate in four years rather than being retained due to lack of credits. The School-Wide Professional Learning Community will serve as a resource to the individual PLC's to provide them with any resources that they might need.</p>	<p>Greenwich High School's four year graduation rate has remained constant over the last four years. It is not acceptable for such an exemplary high school to have such a low rate (96.7). Over the course of the next three years we will raise our graduation rates so this number is consistent with schools that we compare ourselves to and that have the similar demographics. We chose this goal because our students are coming to us with skill deficits and an inability to be a part of the school community because of the global pandemic. We need to address these needs immediately or we will further behind and our students will be facing retention. We will continue to use our current intervention plans as well as developing new ones in order to meet this goal.</p>
<b>SEL Goal</b>	<p>From the SEL Survey last year, when students were asked "Do you have a teacher or other adult from the school who you can count on to help you?" in October's survey it was 3.74, and then in May it went to 3.80. In the other supportive relationship query - "Do you have a teacher or other adult from school who you can completely be yourself around?" that grew from 3.44 in October to 3.54 in May. Building off of that, by June of 2022 we will strive for a 5% increase from those scores reported in May 2021.</p>	<p>As a school, we will continue to grow in last year's SEL Survey of Supportive Relationships by June 2022. Building relational capacity is as important to delivering effective content, if we as a staff are not able to connect with our students the content cannot and will not be delivered in an effective manner. Also, from a school managerial standpoint building relationships with our students leads to an uptick in a positive school climate. These connections are especially important coming off of last year with many of our students being full remote.</p>

<b>Category:</b>	<b>Goals:</b> (Written in SMART language)	<b>Goal Rationale:</b> (Explanation of why each goal was chosen)
<b>FaCE Goal</b>	<p>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. (Based on Panorama Survey Results)</p>	<p>“Parents, 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 (P11)</i>,  NEA Education Policy and Practice Department</p>
<b>Teacher/ Staff School Climate</b>	<p>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 2021.</p> <p>(Based on Panorama Survey Results)</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.</p> <p>Quaglia Institute. (2014). School Voice Report.</p>

## ACTION PLAN: Academic

Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)	Timeline	Person(s) Responsible:	Impact on Learning	Revisions (if needed)	Date Completed
<p>STRATEGY--Classroom teachers will be asked to identify students who they believe would benefit from additional support based on their first quarter grades and lack of academic skills.</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. The teachers will provide this information to our House Teams (PRT) who will discuss their recommendations and discuss the multi-tiered systems of support (MTSS) that can be provided to them.</li> <li>2. Staff will assist the students in developing academic goals for themselves so they can improve upon their grades and have a successful first experience at GHS.</li> <li>3. School Counselors will work with students, staff and parents to communicate their concerns, but more importantly, to ensure that a collaborative partnership is put in place to improve student performance</li> </ol>	10/2021-6/2022	Instructional staff and House Teams	<p>Once these students have been identified, they can be assigned to the appropriate learning centers for additional support. This intervention should help our students improve their grades as there are additional teachers and peer tutors in these centers. Parents will be notified once a formal intervention has been put in place or when a student's schedule has been changed.</p>		

<b>Strategy:</b> <b>(For each strategy, list the steps that will be implemented to accomplish the strategy.)</b>	<b>Timeline</b>	<b>Person(s) Responsible:</b>	<b>Impact on Learning</b>	<b>Revisions (if needed)</b>	<b>Date Completed</b>
<p>STRATEGY—Develop Supplemental programs for both enrichment as well as to assist students to build skills that they may have lost during digital learning.</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Put together a team of teachers and administrators to develop these programs</li> <li>2. Develop a plan to put these programs in place with appropriate staff and use after-school and vacation time so students may access them</li> </ol>	<p>10/21-8/22</p>	<p>Leadership Team and selected staff</p>	<p>To build the requisite skills for all students so they will flourish in their academic program</p>		

<b>Strategy:</b> <b>(For each strategy, list the steps that will be implemented to accomplish the strategy.)</b>	<b>Timeline</b>	<b>Person(s) Responsible:</b>	<b>Impact on Learning</b>	<b>Revisions (if needed)</b>	<b>Date Completed</b>
<p>STRATEGY— House and Program administrators will work with staff to identify students that would benefit from additional support and academic interventions.</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Each administrator can discuss possible students with their evaluatees during mid-year and end-of-year conferences</li> <li>2. House teams will ensure that these students are assigned to their teachers during Flex Time.</li> </ol>	<p>10/21-6/22</p>	<p>All staff</p>	<p>To work in a collaborative manner with our staff to identify all students who would benefit from additional support.</p> <p>To make appropriate use of our walkthroughs and TEPL to review student work to support and coach teaching and learning in all of our classrooms.</p> <p>This will provide these students with time at the end of the day to clarify assignments and get started on their homework with their teacher there to answer any questions that they might have before leaving the building.</p>		

## ACTION PLAN: SEL

Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)	Timeline	Person(s) Responsible:	Impact on Learning	Revisions (if needed)	Date Completed
<p>STRATEGY-- Survey to Collect Data</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Administer a Pre and Post</li> </ol>	<p>Pre – Completed</p> <p>May of 2021</p> <p>Post - May</p>	DOSL	Help to establish a baseline for our goal		
<p>STRATEGY-- Implement, monitor and use Flex and Homeroom</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Introduce Flex Time and Homeroom to the staff</li> <li>2. Develop options and activities for both</li> <li>3. Establish a rubric to collect data</li> </ol>	Sept-June	<p>Admin</p> <p>ADs</p> <p>Classroom Teachers</p>	<p>Help to establish the added value of FLEX Time and Homeroom</p> <p>Develop relationships in a non-traditional academic route</p> <p>Can be tied to MTSS strategies</p>		
<p>STRATEGY-- Develop a menu of classroom community-building activities</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Create a Shared Google Doc where the activities can be populated</li> </ol>	Sept - June	<p>DOSL</p> <p>ADs</p>	Allows teachers options and freedoms to choose activities to build classroom rapport		

Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)	Timeline	Person(s) Responsible:	Impact on Learning	Revisions (if needed)	Date Completed
<p>STRATEGY-- Start to develop and implement Professional Learning around relationships</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Identify, meet with consultants who can aid in this work</li> </ol>	Sept - June	Admin	By working with professionals in the field, this allows the GHS Administrative staff to build a robust and useful professional learning calendar tied directly to our SEL Goal		

## ACTION PLAN: Family and Community Engagement

<b>Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)</b>	<b>Timeline</b>	<b>Person(s) Responsible:</b>	<b>Impact on Learning</b>	<b>Revisions (if needed)</b>	<b>Date Completed</b>
<p>STRATEGY--- Through a more personalized learning environment, students will take ownership of their work by responding to failures and successes with reflection and resilience.</p> <p>Steps---</p> <p>Staff will proactively communicate with 100% of parents on their caseloads/classes at least once per marking period.</p> <p>In addition to Open House, Aspen Portal, Schoology, staff will proactively communicate with parents. Proactive communications may include class emails, updating parents on student progress, changes in curriculum and/or correspondence in preparation for upcoming assignments/assessments.</p>	<p>Sept – June</p>	<p>Instructional Staff</p>	<p>By working in a close partnership with our parents we will be able to get their support so their children will be more engaged in their academic program.</p>		

## ACTION PLAN: Teacher/Staff School Climate

Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)	Timeline	Person(s) Responsible:	Impact on Learning	Revisions (if needed)	Date Completed
<p>Strategy- The Leadership Team will continue to meet with the faculty in small and large groups to receive input prior to making decisions that will impact the classroom.</p> <p>Steps--- Leadership will work with LPC, GEA Liaison, SPLC, House/Faculty meetings as well as through Program Meetings to ensure each of our constituents is informed and has a voice in the decision making process. Additional ad-hoc committees will be formed as needed.</p>	Sept - June	Leadership Team	When the staff has a voice in the decision making process it heightens their connectivity to the school. Taking ownership of these decisions has an extremely high impact on teacher morale. If morale is high it permeates throughout the building and into the classroom. Students will benefit from teachers who are engaged in the management of their own environment.		