

**SUFFIELD PUBLIC SCHOOLS
SCHOOL ADVANCEMENT PLAN
2021-2022**

School Name: Suffield High School

Administration: Michelle Zawawi, Shannon Insero, Matt Dobi

Current School Year: 2021-2022





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Mission

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.

District Beliefs

In pursuit of this mission, we believe that:

When we address students' diverse academic, social, emotional and physical needs, all will learn;

All students need equitable access to appropriate resources and opportunities to excel;

Multiple measures of student learning are required to drive continuous improvement;

Students and adults thrive in a safe and secure learning environment characterized by responsibility, fairness, respect, and civility;

Highly effective teachers and instructional leaders who engage students in rigorous and challenging experiences are the keys to student success;

An excellent district staff supports success in every classroom, facility and setting; and

Partnerships, collaboration and communication with families and the community

Board Goals

Goal 1

Establish healthy channels of outreach, communication, engagement, and collaboration with town government and the community.

Goal 2

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

Goal 3

Continue to design and implement an integrated plan for professional learning aligned with district needs.

Goal 4

Continue the implementation of revised curriculum with an emphasis on alignment and consistency between documented curriculum and delivered curriculum.

Goal 5

Develop a five-year Strategic Plan.

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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 ensure 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 2021-2022 school year to ensure high levels of student achievement.

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

Identified Goals	Strategies	Action Steps	Indicators of Success
<p>Continue to expand open dialogue, communication, and sharing of initiatives for the 2021/2022 school year.</p>	<p>Continue to increase effective communication to students and families in an ongoing and consistent manner. 82% of the families surveyed noted favorable responses on the spring 2021 survey “My child’s school makes communication a priority”.</p> <p>Improve school online presence to support and encourage parent involvement and increase frequency and participation of:</p> <ul style="list-style-type: none"> ● Suffield Public Schools Website ● Twitter (administration) ● School events and recognition ceremonies ● Parent Advisory Council ● Student Advisory Council ● Booster Club ● Director of Athletics news announcements 	<p>Improve communication strategies to fully inform parents and guardians of progress:</p> <ul style="list-style-type: none"> ● School Counselors 1:1 parent and student meetings ● Admissions College Night ● Financial Aid College Night ● Pupil Services and Family Liaison parent/student meetings ● Communication to parents via PowerSchool and Google Classroom ● 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 ● Central Office Meetings ● Faculty Meetings ● PDEC Meeting ● Stakeholder survey results ● Attendance for standardized test administrations ● Attendance at athletics and student activities ● Freshman Orientation and Parent information night

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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>Systematically use meaningful data to drive, improve, and track student success.</p> <p>Identify targeted areas of academic concern based on analysis of assessments.</p>	<p>Review student assessment trends in standardized assessments including: PSAT, SAT, ECE, AP, counseling reports, attendance, DESSA and anecdotal feedback to drive reflection and changes to instruction.</p> <p>Leaders/PLC consistent review of data and action steps.</p> <p>Implement Interim assessments for both math and ELA in grades nine and ten to monitor student progress.</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. Teachers to utilize AP Classroom, Khan Academy and Wildcat to improve outcomes.</p> <p>DESSA, QPR training for all teachers.</p> <p>Mental health workshops during Wildcat.</p>	<ul style="list-style-type: none"> ● Improved performance on PSAT, SAT, and interim assessments ● Creation of a school-wide rubric that staff have the opportunity to create together ● Implementation of SBAC interim assessments

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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. Continued focus on Tier 1 instruction, Capstone Experience, Freshman Academy, School Counseling, Co-Teaching trauma informed instruction, diversity/equity and inclusion.

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>Provide staff with professional development and training on the benefits of Social Emotional Learning and Trauma informed instruction.</p>	<ul style="list-style-type: none"> ● Maintain a level of 95% or above positive feedback from provided PD ● 1:1 College/Career counseling sessions for all students
	<p>Counseling professional development and revision implementation of the new CT Comprehensive School Counseling Framework (CCSCF).</p>	<p>Administrators will perform informal observations together and debrief to ensure consistency of feedback.</p> <p>Weekly professional development sessions. Capstone workshops and meetings to align program with Portrait of the Graduate.</p>	<ul style="list-style-type: none"> ● Stakeholder feedback surveys.

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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.	Stipends for the curriculum review in specific classes will be provided with consultation from the Assistant Superintendent.	<ul style="list-style-type: none"> ● Revisions in Rubicon for select courses ● PLC Meeting notes ● Creation of new assessment by PLC teams ● Informal observations of teaching
Continue Math curriculum/sequencing K 1- 12 with the end goal of improved performance on standardized assessments. Improve AP, PSAT, SAT scores.	Monthly meetings with Asst. Superintendent and instructional coaches of all levels to identify needs and plan a course of action. Data analysis, all students enrolled in AP classroom.	Data analysis, looking at other districts offerings, and professional development. Interim assessments.	<ul style="list-style-type: none"> ● Changes to curriculum and content and sequencing of math courses ● Standardized test results ● Grade reports by teacher/subject form PowerSchool
Enhance all curricula to encompass diversity, equity and inclusion. Improve teaching strategies to meet the needs of in-school and distance learners.	Review all curricula with the lens of diversity as a thread throughout. Creation of a database of best practices for all teachers to utilize.	Adjust specific units that address diversity as a stand alone topic. Add content and literature that celebrates people of diverse backgrounds. Add internships, Black and Latino Course. Develop a school based diversity,	<ul style="list-style-type: none"> ● Revised curriculum includes more diverse perspectives ● Stakeholder surveys and feedback

		equity, and inclusion, council (DEIC). Continue to support Voices United, GSA, Best Buddies, Interact.	
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