



School Improvement Plan 2022-2023

SCHOOL NAME: Greenwich High School

School Improvement Plan Committee Membership:

| Name: | Role in School: |
|------------------|--|
| Ralph F. Mayo | Principal |
| Dana Tulotta | Vice Principal |
| Lucy Arecco | House Administrator – Bella House; Program Administrator, Social Studies |
| Christina Shaw | House Administrator – Cantor House; Program Administrator, World Languages, Innovation Lab |
| David Walko | House Administrator – Clark House; Program Administrator, Physical Education and Health and Safety Education, 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; Program Administrator Art, Library Media, Music |
| Shawn Hoyt | Program Administrator, Science, Technology Education |
| Michele Iannello | Program Coordinator, School Counseling 6-12, District 504 Coordinator |
| Peter Georgiou | Athletic Director |
| Garfield Charles | Program Administrator – Windrose |
| Leah Zilich | Program Coordinator – Special Education and Student Support Services |

| Name: | Role in School: |
|--------------------|--|
| Laura Boyd | Assistant Dean - Folsom House |
| Margret Callahan | Teacher- World Language |
| Lisa Dempsey | Teacher – Business |
| Maryann Franchella | Teacher – Math |
| Bethany Fuscaldo | Teacher – Music |
| Chrys Hernandez | Program Associate - Physical Education and Health and Safety Education |
| Frank Kovac | Teacher - Social Studies |
| Julie Nixon | Teacher – Art |
| Kristina Schule | Teacher - Family Consumer Science |
| Mary Beth Smith | Teacher – English |
| Kim Steinhorn | Teacher – ESL |
| John Vellardito | Teacher – Science |
| Laura Jean Waters | Program Associate – Library, Media |

Introduction to the School Improvement Plan / GHS 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, including:

- More than 390 courses
- The full span of learning levels, from special needs to advanced placement courses
- Robust STEAM and Humanities offerings
- Over 50 courses focused on career and experiential learning
- Award winning academic competition teams
- More than 101 sports teams
- 150+ co-curricular clubs and activities
- Regionally and nationally recognized Fine Arts programs
- Career and College Services

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

- 84% of students enroll in 4-year colleges and 6% in 2-year colleges
- 5% enroll in Ivy League, 25% enroll in other most competitive colleges
- 95% of GHS students who enroll in college continue on to sophomore year
- 1% join the military and 3% enter the workforce directly
- More than 58% of each graduating class scores a 3 or higher on at least one AP exam
- Students earn national recognition, including: National Honor Society, National Merit Scholars, and Presidential Scholars Awards

Under the guiding principle of “Freedom with Responsibility,” we encourage students to take ownership of decisions about their academic and extra-curricular programs. At Greenwich High School, we make it our mission to support academic excellence, personal integrity, and interpersonal responsibility.

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. With this data we assess and refine our programs, with the goal of providing an exemplary education for each young person.

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 our adolescents to progress and grow as both students and individual members of our community. It has also helped move us in the direction of our

ultimate goal: having each of our students become independent learners. As our students continue to grow 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

| Type of Goal: | Goals: (Written in SMART language) | Goal Rationale: (Explain why your building chose each of these goals in approximately 100 words per goal.) |
|-----------------|---|---|
| Academic | <ol style="list-style-type: none"> 1. The ultimate goal for GHS is to raise our graduation rate to 99% within five years, as per the District Strategic Plan. With this in mind, we aim to raise our graduation rate by one percentage point during the 2022-2023 school year. 2. This year we will focus on students attaining increased scores on their PSAT and SAT assessments. Specifically, we will ensure that 66% of 11th grade students score at or above Level 3 (530) in Math on the CT School Day SAT, an increase of 3% from the current 63%. | <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 3.3% of students not graduate on time. Over the course of the next three years we will raise our graduation rates so this number is consistent with other high schools with which we compare. Our students in recent years are coming to us with greater skill deficits because of the global pandemic. We need to address these needs immediately or we will fall further behind and more students will be facing retention. It is also essential to prepare our students for life beyond high school. We will continue to use our current intervention plans as well as developing new ones in order to meet this goal.</p> |
| SEL Goal | <p>The district's strategic plan for the next five years focuses on increasing students' sense of belonging in our schools. The goal is that within five years 78% of our students will feel connected to their school community. This year we aim for 70% of GHS students to show a strong connection to an adult in our building, a 3% increase from last school year. To achieve this goal, we have created three sub-goals:</p> <ol style="list-style-type: none"> 1) Attendance: Our goal is to decrease the number of students who have greater than 20 absences by 10%. 2) Conduct: Our goal is to decrease the number of students being referred or suspended for disciplinary concerns by 3%. 3) Student involvement: Our goal is to raise student involvement in extracurricular | <p>In a survey given last spring, GHS students were asked the following question: "Do you have a teacher or other adult from school whom you can count on to help you?" Sixty-seven percent of our students answered that they feel strongly that they are connected to a trusted staff member. We would like to see an increase in these numbers. Studies show that students who are more engaged and feel a sense of belonging at their school are more likely to succeed academically and socially. To tackle this we are focusing on three areas: attendance, conduct, and student involvement.</p> <p>Attendance: One measure of connectedness is attendance. Due to the pandemic our attendance has declined in the last three years. Last year 289 of our students had 20 or more absences. We need to target these students and find ways to get them back to school.</p> <p>Conduct: Last year there were a total of 920 referrals. Of these referrals 91 led to suspension and 1 to expulsion. Nonetheless, we believe that a dual approach of proactively teaching expected behavior</p> |

| Type of Goal: | Goals: (Written in SMART language) | Goal Rationale: (Explain why your building chose each of these goals in approximately 100 words per goal.) |
|-------------------------------------|---|---|
| | activities including sports, work experience, clubs, and community service by 3%. | <p>coupled with appropriate disciplinary consequences will help students be more present in their classrooms, physically and mentally.</p> <p>Student sense of belonging: According to district survey data, 52% of GHS students claimed to have a strong sense of belonging in their school. We would like to see these numbers go up.</p> |
| FaCE Goal | Across our district strong partnerships exist among parents, community, and the schools. According to our district survey, last year 72% of GHS parents felt connected to our school. This year we will continue to strengthen this connection. We aim to increase the percentage of parents who feel connected to our school by 5%. | <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> <p>At GHS, and GPS at large, our parents feel there is a true partnership between them and our school personnel. According to our district survey, parents feel welcome in our school, they are well informed, they feel heard, and believe that our teachers are providing a quality education to their children. We seek to maintain and even improve this partnership.</p> |
| Teacher/Staff/School Climate | <p>The district strategic plan aims to “prioritize the empowerment and professional growth of all employees.” With this in mind our school goal seeks to improve teacher/staff climate by focusing on three areas: staff safety, staff trust, and staff optimism in the future of our school. By the end of the 2022-2023 school year, our staff will answer the following questions more positively by 5%:</p> <ul style="list-style-type: none"> ● How optimistic are you that your school will improve in the future? | <p>In order for schools to thrive it is imperative that all members feel safe, trusted as valuable to the community, and optimistic about their institution’s future. Looking at the composite scores on data related to school climate and school safety, GHS scores are lower than GPS averages. For school climate we scored 45% to the GPS average of 60%, and for school safety 46% to the GPS average of 78%.</p> <p>Last year, when given the district’s teacher survey, 16% of our teachers answered that they were “not at all optimistic” that our school would improve. Steps must be taken to get these teachers to once again believe in our school.</p> <p>Although 47% of our teachers answered positively to the question-- “To</p> |

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|---------------|---|--|
| | <ul style="list-style-type: none"> To what extent are teachers trusted to teach in the way they think is best? Overall, how unsafe does your school feel? | <p>what extent are teachers trusted to teach in the way they think is best?"--there is still much room for growth. Our staff is among the most dedicated and talented in Fairfield County, and they must feel that their administration trusts their expertise.</p> <p>The issue of school safety is not isolated to our district. Across the nation school communities were gripped with fear as shocking reports hit the news about the tragedy in Uvalde, Texas on May 24. These feelings were still raw when our surveys were completed. This year we will focus on reminding teachers that our schools are some of the safest in the country, and educate them on how we can all work together to keep them this way.</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: Through PLC groups, staff will be asked to identify students--through first quarter progress reports and benchmark data-- who they believe would benefit from targeted instruction.</p> <p>STEPS:</p> <ol style="list-style-type: none"> In PLC groups, teachers will collect benchmark data and use this data to create strategies that will help their students learn the skills that they need | 10/22- 6/23 | Instructional staff and Program Administrators | Students will focus on the foundational skills that they may have lost during the pandemic, and also learn the importance of self management and self reflection. | | |

| 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>for success in their particular academic class. Teachers will then assess the success of these strategies with their PLC. Schoolwide PLC (SPLC) will support teachers in refining the use of professional learning communities to enhance teaching and learning.</p> <ol style="list-style-type: none"> Staff will assist the students in developing individual academic goals, in collecting data on their own academic improvement, and on revising their goals and strategies as needed. 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. Staff will use the procedure and protocols defined by the MTSS manual. | | | | | |
| <p>STRATEGY: To develop and refine supplemental programs for both enrichment and remediation.</p> <p>STEPS:</p> <ol style="list-style-type: none"> For the 2022-2023 school year, administration plans to roll out a new version of Flex Time which will help target those students who need the | 10/22-8/23 | Leadership Team and selected staff | To build the requisite skills for all students so they will flourish in their academic program. | | |

| 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>most help. Each day of the cycle will correspond to a certain block of the day. Students with lower than a C- in a particular class will then be assigned to the block corresponding with the class in which they struggle. Once assigned, students will receive support from their own classroom teacher.</p> <ol style="list-style-type: none"> Based on district and schoolwide assessment and benchmark data, juniors will be offered the opportunity to attend an SAT academy to improve their ELA and Math skills. Data will be collected and assessed for existing programs--including STARS, Humanities Learning Center, and Academic Learning Centers-- and committees will be formed to fine-tune the services provided to our students. | | | | | |
| <p>STRATEGY: House and Program Administrators will work with staff to identify students that would benefit most from additional support and academic interventions.</p> <p>STEPS:</p> <ol style="list-style-type: none"> The new MTSS guidelines provide a clear structure that identifies students who need help, selects the appropriate interventions for these students, and assesses the success of these | 10/22-6/23 | All staff | Once struggling students have been identified, they can be assigned to the appropriate intervention. Parents will be notified when a formal intervention has been put in place or when a student's schedule has been changed, as per our school and MTSS guidelines. Identifying students early who are below grade level in specific skills, and providing individualized interventions based on data that | | |

| 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>interventions. Throughout the year, staff will receive professional development opportunities associated with the MTSS process.</p> <p>2. Through PLC groups, teachers and administrators will determine--through benchmark data-- which student groups need targeted assistance, and will create interventions to improve student skills. Each administrator can also discuss these students with their evaluatees during mid-year and end-of-year conferences.</p> <p>3. Students who need enrichment or unique ways of learning can benefit from additional programs that we offer, including: Innovation Lab (a project based learning model), AVID (for first generation college readiness), ECE courses (which provided college credit in high school), and Independent Study (for students who want to explore learning outside of the COSG).</p> <p>4. For students who continue to struggle with success in the traditional high school environment, programs such as Windrose and the Wellness Center offer a smaller community and a more structured environment where students may thrive.</p> | | | <p>was collected by teachers and support staff, will make it more likely for them to graduate within four years.</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 on student connectedness.</p> <p>STEPS:</p> <ol style="list-style-type: none"> Administer a Pre- and Post Survey to students via Google Form during Advisor Base | <p>First Survey: 10/22</p> <p>Second Survey: 5/23</p> | DOSL | <p>Once student data is collected, teachers and support staff can reach out to those students who feel most disconnected to the school. These students are often the very same students who are missing classes and doing poorly academically. Connecting students to adults will not only benefit their mental and physical health, it will also improve their academics and post secondary opportunities.</p> | | |
| <p>STRATEGY: Collect data on conduct referrals and attendance and share with our House MTSS committees.</p> <p>STEPS:</p> <ol style="list-style-type: none"> Professional development opportunities will be scheduled to ensure that staff understand the philosophy and procedures of MTSS. MTSS committees will work to create interventions and collect data to assess the success of these interventions. | 9/22-6/23 | <p>Administrators, ADs</p> <p>Classroom Teachers</p> | <p>We need to get at the root of misbehavior and chronic absenteeism. Once we can establish the root cause or need, then we can help fully address the issue with our students through various supports. These supports will help provide our students with the resources to be successful.</p> | | |

| 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 |
|--|-------------|------------------------|---|-----------------------|----------------|
| 3. Administration will work with district personnel to refine the MTSS process. | | | | | |
| <p>STRATEGY: Increase awareness of extra curricular and Flex opportunities for students.</p> <ul style="list-style-type: none"> ● club/activity fair: Sept and mid year ● monitors to advertise events/clubs ● allow Flex club opportunities ● advertise and utilize Student Employment Services | 9/22 - 6/23 | DOSL ADs | Allows teachers options and freedoms to choose activities to build classroom rapport. | | |
| <p>STRATEGY: Start to develop and implement Professional Learning around relationships.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Identify needs through teacher surveys and focus groups, and meet with consultants who can aid in this work. 2. Carve out time in the PD schedule for this training. | 9/22 - 6/23 | Admin | By working with professionals in the field, we can continue to build a robust and practical professional learning calendar tied directly to our SEL Goal. | | |
| <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> | 9/22 - 6/23 | Admin | By working with professionals in the field, we can continue to build a robust and practical professional learning calendar tied directly to our SEL Goal. | | |

ACTION PLAN: Family and Community Engagement

| 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: Teachers join with parents to help students take ownership of their work and respond to failures and successes with reflection and resilience.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Staff will proactively communicate with 100% of parents on their caseloads/classes at least once per marking period. 2. In addition to attending Open House, using the Aspen Portal, and posting on Schoology, staff will find other ways to proactively communicate with parents. Proactive communications may include: classwide emails, updating parents on individual student progress or changes in curriculum, and/or correspondence in preparation for upcoming assignments/assessments. | 9/22 - 6/23 | Instructional Staff, Support staff and administrators | By working in a close partnership with our parents, we will be more likely to support our students' needs. | | |
| <p>STRATEGY: We will identify disenfranchised families and students and then create a plan to further connect these groups to the school and the community.</p> | 10/22- 6/23 | Instructional Staff, Support staff and administrators | By working in a close partnership with our parents, we will be more likely to support our students' needs. | | |

| 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 |
|--|-------------|---|--|-----------------------|----------------|
| STRATEGY: We will continue to advertise and promote the community agencies that work with the high school through PRT meetings and on our new house monitor screens. | 10/22- 6/23 | Instructional Staff, Support staff and administrators | By working in a close partnership with our parents, we will be more likely to support our students' needs. | | |
| STRATEGY: The SESS will work as a department to strengthen relationships between parents and schools. | 10/22- 6/23 | Instructional Staff, Support staff and administrators | By working in a close partnership with our parents, we will be more likely to support our students' needs. | | |

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 |
|--|-----------|--|---|-----------------------|----------------|
| STRATEGY: Administration will work together to create house related community events to ensure that staff stay connected to others in the school. | 9/22-6/23 | House Administrators, Dean of Student Life and ADs | The pandemic has made it difficult for people to be together physically and this has affected relationships. Making time and creating events will bring not only teachers but others in the community together. Happy and positive staff are essential in creating a positive climate for our students. | | |
| STRATEGY: In continuing our focus on the basics, administration will reacquaint staff with positive school climate structures and routines, starting in meetings and professional development. | 9/22-6/23 | House Administrators, Dean of Student Life and ADs | The pandemic has made it difficult for people to be together physically and this has affected relationships. Making time and creating events will bring not only teachers but others in the community together. Happy and positive staff are essential in creating a positive climate for our students. | | |
| STRATEGY: The Leadership Team will continue to meet with the faculty in small and large groups and seek teachers' input about creating the school that they envision. | 9/22-6/23 | GHS Leadership Team | The pandemic has made it difficult for people to be together physically and this has affected relationships. Making time and creating events will bring not only teachers but others in the community together. Happy and positive staff are essential in creating a positive climate for our students. | | |

| 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 |
|---|-----------|--|---|-----------------------|----------------|
| STRATEGY: Administration will work with police and district security personnel to address any vulnerabilities that have been noted in previous security assessments and safety drills. | 9/22-6/23 | Principal, Vice Principal, Dean of Student Life, School Resource Officer, Security | The pandemic has made it difficult for people to be together physically and this has affected relationships. Making time and creating events will bring not only teachers but others in the community together. Happy and positive staff are essential in creating a positive climate for our students. | | |
| STRATEGY: Administration will survey staff for input after drills. Based on this information we will refine communication specifically related to safety protocols and emergency events, so that staff is informed with transparency, as accurately and as quickly as possible. | 9/22-6/23 | Vice Principal | The pandemic has made it difficult for people to be together physically and this has affected relationships. Making time and creating events will bring not only teachers but others in the community together. Happy and positive staff are essential in creating a positive climate for our students. | | |