



POMPERAUG HIGH SCHOOL

School Improvement Plan 2023-2024



The reference for the series is: the Massachusetts Department of Education and Layland, A. & Corbett, J. (2017). Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts and state education agencies. Washington DC: The Council of Chief State School Officers.



At-a-Glance

Date of Plan: September 2023

Date of Update: January 2024

School Name: Pomperaug High School

Principal Name: Paul Jones

Contact Information: pjones@region15.org

School Leadership Team

Name	Position	Name	Position
Katherine Boylan	World Languages Teacher	Barbara Murphy	Math Teacher
Amy Cloutier	School Counselor	Robert Richard	Science Teacher
Chris England	PEA Representative	Lainie Rio	Administrative Assistant
Michelle Hayes	Administrator	Alisa Rosenberg	Fine Arts Teacher
Heather Iannone	Special Education Teacher	Michael Syrotiak	Social Studies Teacher
Paul Jones	Administrator	Sandy Vas	Administrative Assistant
Kathy Kelley	English Teacher	Charlie Vlahos	CTE Teacher
Danielle McCauley	PE/Health Teacher	Sharon Wlodarczyk	Paraprofessional Educator



School Strategic Direction

Theory of Action:

If we have *two-way communication* with all stakeholder groups and include them in the educational process, **then** our students will be able to achieve their highest levels of success.

Priority #1:

Consistent and culturally responsive social media strategy and more efficient implementation of student/parent events.

Theory of Action:

If we design a professional learning structure that *builds capacity and supports collaboration* for all staff to be a more cohesive body, **then** we will have a common expectation for student success.

Priority #2:

Implement PLC procedures that drive instructional planning to ensure that all students are learning.

Theory of Action:

If we create a *SRBI structure* aligned across all grade levels, **then** appropriate levels of tiered interventions will help narrow the academic opportunity gap while also promoting personalized academic success for all students.

Priority #3:

Continue to formalize SRBI structures for both academic and SEL growth across all content areas.

Theory of Action:

If we align our academic and social-emotional learning frameworks to *consistent career pathways*, **then** all students will be prepared to reach their post-secondary goals.

Priority #4:

Restructure dual enrollment course options through expanded ECE opportunities and reviewing the scope and sequence of all curricular areas.



**School Prioritization Submission
2023-2024**

Priority #1

Develop a consistent and culturally responsive social media strategy and more efficient implementation of student/parent events.

Action Steps:

- Streamline student communications and events
- Clear communication to parents on key school processes and procedures
- Greater student leadership in planning and implementing events
- Clear communication channels with staff through committee approach

Data Resources:

- Attendance and engagement at events and through parent feedback

Stakeholder Engagement:

- Climate surveys for students and parents

Progress Monitoring & Expected Outcomes:

Increased student and parent participation in school events and school spirit.

Leadership Roles Directly Involved:

Principal/Assistant Principals, Class/Club Advisors, Athletic Director, Theater/Music Faculty



Priority #2

Calibrate PLC procedures across departments that drive instructional planning to ensure that all students are appropriately challenged academically, socially, and emotionally.

Action Steps:

- Common data review protocols
- Consistent curriculum format and common place to house these documents
- Review assessment types and implementation strategies
- Common grading practices and rationales

Data Resources:

- Curriculum Audit
- Staff Surveys

Stakeholder Engagement:

- Climate surveys for students and parents

Progress Monitoring & Expected Outcomes:

Common language for teachers to evaluate data and review curriculum.

Leadership Roles Directly Involved:

Principal, Department Chairs, ITL's



Priority #3

Continue to formalize SRBI structures for both academic and SEL growth across all content areas.

Action Steps:

- Student intervention referral process
- Credit recovery program
- Student support structures
- Continued professional development for staff on tiered interventions

Data Resources:

- Student Achievement Data
- Standardized Assessment Data
- Staff Surveys

Stakeholder Engagement:

- Climate surveys for students and parents

Progress Monitoring & Expected Outcomes:

Decrease in amount of students struggling to maintain achievement levels and needing course recovery.

Leadership Roles Directly Involved:

Principal/Assistant Principals, School Counselors, Student Support Liaisons



Priority #4

Restructure dual enrollment course options through expanded ECE opportunities and reviewing the scope and sequence of all curricular areas.

Action Steps:

- Review areas for possible growth in dual-enrollment opportunities
- Meet with staff and prepare certification process through UCONN
- Present course plan to necessary stakeholder groups
- Plan for future career pathway growth

Data Resources:

- Graduation rates
- Matriculation data

Stakeholder Engagement:

- Student surveys focused on Advisory and Counseling curricula

Progress Monitoring & Expected Outcomes:

Increased opportunities for students to take UCONN ECE courses in a variety of curricular areas not currently served through our AP Program.

Leadership Roles Directly Involved:

Principal, Department Chairs, ITL's, ECE Coordinator, ECE Teachers