



Stamford Public Schools

EXCELLENCE IS THE POINT.

School Improvement Plan for 2016-17
School: Stamford High School

September 2016

School Improvement Plan: Literacy (Reading and Writing)

As you write strategies for Literacy, be sure to include strategies that apply across content areas.

Needs	Strategies	Adult Activities	Timeline			Success Indicators
			Check (✓) when strategies will occur.	Fall 2016	Winter 2016	
Identify needs in the area of reading and writing, based on data. Be specific.	What research based strategies will you use to address the identified needs? Will Alliance funds support these strategies? How?	What will teachers/administrators do to implement the identified strategies?				Describe indicators to monitor the implementation and impact of each strategy
1. Reading Needs based on: - PSAT/SAT - District Pre-Assessment - NEASC recommendations: • “Ensure that teachers’ instructional	Teachers utilize complex academic texts tied to their subject areas as the focus of instruction and analysis. Utilize text-dependent, higher-level questioning to promote understanding of both content and technique	Admin team will: • Provide feedback and support to teachers based on SLO and formal/ informal observation conferences and classroom visits data as well as IAGD and IDT data. • Support student centered learning PD to ensure that teachers have the skills to	✓ ☒	✓ ☒	✓ ☒	- Focus Walk Data - School wide rubrics scores report cards 2 nd and 4 th quarter. - IDT Documents: Growth on school-wide rubric scores. - Mid year SLO progress data.

<p>practices emphasize inquiry, problem solving, and higher order thinking.”</p> <ul style="list-style-type: none"> ● “Formalize and implement the process to assess individual and school wide student progress in achieving the 21st century learning expectations based on school wide rubrics.” <p>Goals: Increase students’ SAT scores from 488.5 to 495.</p>		<p>engage all learners.</p> <ul style="list-style-type: none"> ● Support coaching PD. ● Facilitate focus walks. ● Support technology pilot to allow students and staff opportunity to practice and engage with hardware (chrome books) and software (Google Classroom) to facilitate the implementation of literacy strategies ● SAT night to inform and support students, families and staff regarding reading strategies that are SAT relevant. ● Create Khan SAT PD for staff to access and offer SAT relevant literacy resources. <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement the strategies and increase students’ abilities to perform the tasks under “strategies”. IDT’s will select one school wide rubric and score four assessments throughout the year to document growth. - ELA IDTs will use Constructed Response Rubrics and administer pre 				<ul style="list-style-type: none"> - District Midterms and Finals scores. - Failure rates and grade distribution of final course grades.
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		<p>and post assessments per unit of study of students' ability to use close reading strategies.</p> <ul style="list-style-type: none"> - Pilot and implement technology. - Utilize Khan SAT. 				
<p>2. Writing</p> <p>Needs based on:</p> <ul style="list-style-type: none"> - District Pre Assessment - CAPT constructed student response - NEASC recommendations: <ul style="list-style-type: none"> • “Ensure that teachers’ instructional practices emphasize inquiry, problem solving, and higher order thinking.” • “Formalize and implement the process to assess individual and school wide student progress in achieving the 21st century learning expectations 	<p>Modeling of effective writing and provision of tools such as sentence starters to assist students in structuring their own responses and in using subject- specific academic vocabulary.</p> <p>The use of mini-lessons to address editing and organizational needs in student writing.</p> <p>Engage students in all the stages of the writing process including planning, drafting, revising, editing and publishing.</p>	<p>Administrative Team will:</p> <ul style="list-style-type: none"> • Provide feedback and support to teachers based on SLO and formal/ informal observation conferences and classroom visits data as well as IAGD and IDT data. • Support student centered learning PD to ensure that teachers have the skills to engage all learners. • Facilitate focus walks. • Support technology pilot to allow students and staff opportunity to practice and engage with hardware (chrome books) and software (Google Classroom) to facilitate the implementation of literacy strategies • SAT night to inform and support students, 	✓ ☒	✓ ☒	✓ ☒	<ul style="list-style-type: none"> - Focus Walk Data - School wide rubrics scores report cards 2nd and 4th quarter. - IDT Documents: Growth on school wide rubric scores. - Mid year SLO progress data. - District Midterms and Finals scores. - Failure rates and grade distribution of final course grades. - CAPT constructed student response scores.

<p>based on school wide rubrics.”</p> <p>Goals: Increase students’ performance on District post assessments, Midterms and Finals</p>		<p>families and staff regarding writing strategies that are SAT relevant.</p> <ul style="list-style-type: none"> ● Create Khan SAT PD for staff to access and offer SAT relevant literacy resources. <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement the strategies and increase students’ abilities to perform the tasks under “strategies”. - Use rubrics (school wide, Laying the Foundation, Pre Advanced Placement, Advanced Placement, department, district) to assess individual and group instructional needs per unit of study. - IDT’s will select one school wide rubric and score four assessments throughout the year to document growth. - ELA IDT's will use timed write and process piece writing rubrics and administer pre and post assessments per unit of study of students’ ability to craft logical and supported analysis and argument. 				
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		<ul style="list-style-type: none">- Pilot and implement technology.- Utilize Khan SAT or other methods of SAT practice.				
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School Improvement Plan: Literacy (Reading and Writing) interventions for Identified Subgroups

As you write strategies for Literacy, be sure to include strategies that apply across content areas.

Needs	Strategies	Adult Activities	Timeline			Success Indicators
			Check (✓) when strategies will occur.	Fall 2016	Winter 2016	
Identify needs in the area of reading and writing, based on data. Be specific.	What research based strategies will you use to address the identified needs? Will Alliance funds support these strategies? How?	What will teachers/administrators do to implement the identified strategies?				Describe indicators to monitor the implementation and impact of each strategy
<p>1. Reading</p> <p>Develop new arrival EL's academic vocabulary knowledge</p> <p>Otherwise same needs/goals as above.</p>	<p>EL Peer Coaching</p> <p>EL training</p> <p>New Arrivals classroom</p> <p>Explicit content area vocabulary instruction in ESL A classrooms</p> <p>Train content area teachers in sheltered methodologies</p> <p>Data based small group / SRBI instruction.</p> <p>Literacy Lab:</p> <ul style="list-style-type: none"> • Direct academic vocabulary instruction. • Texts are tailored to students' Lexile scores. 	<p>Administrative Team:</p> <ul style="list-style-type: none"> - Form SRBI committee - Support Small Group learning with scheduling. - Support peer coaching PD. - Support student centered learning PD to ensure that teachers have the skills to engage all learners. - Support 9th grade teams. 	✓ ☒	✓ ☒	✓ ☒	<ul style="list-style-type: none"> - Academic word assessment for new arrival ELs who are enrolled in ESL A or newcomer program - Scaled score growth for EL's enrolled in ESL - Number of mainstream teachers trained in sheltered strategies since

	<ul style="list-style-type: none"> • Additional reinforcement of academic and SAT vocabulary through Non-Fiction texts <p>AVID:</p> <ul style="list-style-type: none"> • Cornell note taking process • Organizational skills • Tutorials <p>Upward bound:</p> <ul style="list-style-type: none"> • Exposure to college environment through college classes • Weekly tutoring • Educational Enrichment experiences • College and museum visits <p>Extended School Hours Grant pays for LEAD Tutoring program,</p> <p>Alliance Funds pay for After School Media Center tutoring program.</p> <p>Athlife Grant pays for after school numeracy</p>	<ul style="list-style-type: none"> - Support EL Peer Coaching. <p>Teachers will:</p> <ul style="list-style-type: none"> - Identify students in need of additional support and skills and implement instruction. - Refer students to tier 2 interventions. - Collaborate in 9th grade teams. 				<p>June 30th</p> <ul style="list-style-type: none"> - IDT Documents - Tier 2 referrals - Literacy lab data - Tutoring data - AVID and Upward Bound data
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	<p>and literacy support for student athletes.</p> <p>Same as above. Additionally teachers will use the following differentiation strategies:</p> <ul style="list-style-type: none"> - Pre-assess depth of knowledge through work samples that identify student needs on a bi-weekly basis. - Flexible grouping (matching students to skill work by virtue of readiness or creating mixed-ability level groups) that use scaffolded assignments to reach the curricular goal. - Use of technology and applications as well as other websites to assist struggling readers. 					
<p>2. Writing Build reading skills</p>	<p>EL Peer Coaching EL training New Arrivals classroom</p>	<p>Administrative Team: - Form SRBI committee,</p>	<p>✓ ☒</p>	<p>✓ ☒</p>	<p>✓ ☒</p>	<p>- Academic vocabulary</p>

<p>of new arrival EL students</p> <p>Otherwise same needs/goals as above.</p>	<p>Implement new ESL A curriculum provide small group leveled instruction in EL Lab</p> <p>Data based small group / SRBI instruction.</p> <p>Literacy Lab:</p> <ul style="list-style-type: none"> ● Direct academic vocabulary instruction. ● Texts are tailored to students' Lexile scores. ● Additional reinforcement of academic and SAT vocabulary through Non-Fiction texts <p>AVID:</p> <ul style="list-style-type: none"> ● Cornell note taking process ● Organizational skills ● Tutorials <p>Upward bound:</p> <ul style="list-style-type: none"> ● Exposure to college environment through college classes ● Weekly tutoring ● Educational Enrichment experiences ● College and museum visits 	<ul style="list-style-type: none"> - Support Small Group learning with scheduling, - Support coaching PD - Support student centered learning PD. - Support 9th grade teams. - Support EL Peer Coaching. <p>Teachers will:</p> <ul style="list-style-type: none"> - Identify students in need of additional support and skills and implement instruction. - Refer students to tier 2 interventions. - Collaborate in 9th grade teams. 				<p>assessment for New Arrival ELs who are enrolled in ESL A or newcomer program</p> <ul style="list-style-type: none"> - Scaled score growth for EL's enrolled in ESL - Number of mainstream teachers trained in sheltered methodologies since June 30th - EL Lab data - IDT Documents - Tier 2 referrals - Literacy lab data - Tutoring data - AVID and Upward Bound data
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	<p>Extended School Hours Grant pays for LEAD Tutoring program,</p> <p>Alliance Funds pay for After School Media Center tutoring program.</p> <p>Athlife Grant pays for after school numeracy and literacy support for student athletes.</p> <p>Same as above. Additionally teachers will use the following differentiation strategies:</p> <ul style="list-style-type: none">- All teachers will use data (teacher created formative assessments in writing and information from the curriculum's summative writing assessments) to determine performance levels among students and plan lessons based on student need.- Flexible grouping (matching students to skill work by virtue of readiness or creating mixed-ability level					
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	groups) that use scaffolded assignments to reach the curricular goal.					
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School Improvement Plan: Mathematics

Needs	Strategies	Adult Activities	Timeline			Success Indicators
			Check (✓) when strategies will occur.			
			Fall 2016	Winter 2016	Spring 2017	
Identify needs in the area of mathematics, based on data. Be specific.	What research based strategies will you use to address the identified needs? Will Alliance funds support these strategies? How?	What will teachers/administrators do to implement the identified strategies?				Describe indicators to monitor the implementation and impact of each strategy
Needs based on: <ul style="list-style-type: none"> - PSAT/SAT - District Pre-Assessment - NEASC recommendations: <ul style="list-style-type: none"> • “Ensure that teachers’ instructional practices emphasize inquiry, problem solving, and higher order thinking.” • “Formalize and implement the process to assess individual and school 	<ul style="list-style-type: none"> - Foster collaborative work by purposeful grouping - Promote effective discourse in the classroom - Provide opportunities for students to identify, apply and analyze principles of mathematics by modeling real-world scenarios 	Administrative Team will: <ul style="list-style-type: none"> - Monitor the use of academic and real-life applications in the classroom. - Provide feedback and support to teachers based on SLO and formal/informal observation conferences and classroom visits data as well as IAGD and IDT data. - Support student centered learning PD to ensure that teachers 	✓☒	✓☒	✓☒	<ul style="list-style-type: none"> - Focus Walk Data. - School wide rubrics scores report cards 2nd and 4th quarter. - IDT Documents: Growth on school wide rubric scores. - Mid year SLO progress data. - District Midterms and Finals scores. - Failure rates and grade distribution

<p>wide student progress in achieving the 21st century learning expectations based on school wide rubrics.”</p> <p>Goals: Increase students’ SAT scores from 474 to 494</p>		<p>have the skills to strategically engage all learners.</p> <ul style="list-style-type: none"> - Support coaching PD - Facilitate focus walks. - Support technology pilot to allow students and staff opportunity to practice and engage with hardware (chrome books) and software (Google Classroom) to facilitate the implementation of mathematics strategies - SAT night to inform and support students, families and staff regarding mathematics strategies that are SAT relevant. - Create Khan SAT PD for staff to access and offer SAT relevant mathematics resources. <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement the strategies as appropriate to increase students’ abilities to perform the tasks under “strategies”. 			<p>of final course grades.</p> <ul style="list-style-type: none"> - Freshman team minutes
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		<ul style="list-style-type: none">- IDT's will select one school wide rubric and score four assessments throughout the year to document growth.- Algebra 1, Algebra 2, and Geometry- Utilize coaching feedback and model lessons from John Keogh and Robin Kalder as well as peer review to implement mathematical practices.- Pilot and implement technology.- Utilize Khan Academy SAT Prep or other methods of SAT practice.				
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School Improvement Plan: Mathematics interventions for Identified Student Groups

Needs	Strategies	Adult Activities	Timeline			Success Indicators
			Check (✓) when strategies will occur.			
			Fall 2016	Winter 2016	Spring 2017	
Identify needs in the area of mathematics, based on data. Be specific.	What research based strategies will you use to address the identified needs? Will Alliance funds support these strategies? How?	What will teachers/administrators do to implement the identified strategies?				Describe indicators to monitor the implementation and impact of each strategy
Needs based on: - PSAT /SAT - Middle School Math data. Otherwise same needs/goals as above.	Use data to inform small group / SRBI instruction. Mathematics lab: - Small group tutoring of no more than three students to one tutor. - Instruction individualized to students needs based on empirical test data, observation, and communication with teachers. - Utilization of a tested curricula that breaks down necessary skills for Algebra and Geometry	Administrative Team: - Form SRBI committee, - Support Small Group learning with scheduling. - Support coaching PD. - Support student centered learning PD to ensure that teachers have the skills to engage all learners. - Support 9 th grade teams. - Support EL Peer Coaching Teachers will: - Identify students in need	✓ ☒	✓ ☒	✓ ☒	- IDT Documents - Tier 2 referrals - Math lab data - Tutoring data - AVID and Upward Bound data

	<p>AVID:</p> <ul style="list-style-type: none"> • Cornell note taking process • Organizational skills • Tutorials <p>Upward bound:</p> <ul style="list-style-type: none"> • Exposure to college environment through college classes • Weekly tutoring • Educational Enrichment experiences • College and museum visits <p>Extended School Hours Grant pays for LEAD Tutoring program,</p> <p>Alliance Funds pay for After School Media Center tutoring program.</p> <p>Athlife Grant pays for after school numeracy and literacy support for student athletes.</p> <p>Teachers will utilize the following differentiation strategies:</p> <ul style="list-style-type: none"> - Scaffolding instruction. 	<p>of additional support and skills and implement instruction.</p> <ul style="list-style-type: none"> - Refer students to tier 2 interventions. - Collaborate in 9th grade teams. 				
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	<p>Supports include: templates, guides, additional resources, engaging tasks. Supports are gradually removed as students develop their own problem-solving skills.</p> <ul style="list-style-type: none">- Chunking (breaking assignments and activities into smaller, more manageable parts and providing more directions for each part)- Tiered assignments based on formative assessment data.					
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School Improvement Plan: School Culture

Needs	Strategies	Adult Activities	Timeline			Success Indicators
Identify needs based on the Spring 2016 Annual School Climate Survey for your school.	Refer to suggested strategies from your school's Spring 2016 Annual School climate Survey. Will Alliance funds support these strategies? How	What will teachers/administrators do to implement the identified strategies?	Check (✓) when strategies will occur.			Describe indicators to monitor the implementation and impact of each strategy
			Fall 2016	Winter 2016	Spring 2017	
1. Sense of Social-Emotional security 2. Social and Civic Learning	Social Emotional Health and Wellness training PRIDE program Knights of Honor Program Leadership Academy PRIDE program Knights of Valor: Student Volunteer Program	Administrative team will: <ul style="list-style-type: none"> ● Promote and Facilitate PRIDE assemblies ● Promote and Facilitate Knights of Honor displays and awards ● Promote and Facilitate Knights of Valor ● Nominate students for PRIDE ● Nominate students for Knights of Honor ● Promote and Facilitate Social Emotional Health and Wellness training ● Refer students to PPS staff ● Instruct the Leadership Academy 	x	x	x	Number of nominations for PRIDE and Knights of Honor Survey results for Sense of Social-Emotional Security, Social and Civic Learning, and Physical Surroundings

		<ul style="list-style-type: none"> ● Establish, implement, and enforce a code of conduct conducive to social-emotional security <p>Teachers will:</p> <ul style="list-style-type: none"> ● Nominate students for PRIDE ● Nominate students for Knights of Honor ● Participate in Social Emotional Health and Wellness training ● Refer students as needed to PPS staff ● Establish classroom norms conducive to social-emotional security 				
Identify needs based on chronic absentees reported for your school in 2015-16	What research based strategies will you use to address the identified needs? Will Alliance funds support these strategies? How?	What will teachers/administrators do to implement the identified strategies?	Check (✓) when strategies will occur.			Describe indicators to monitor the implementation and impact of each strategy
			Fall 2016	Winter 2016	Spring 2017	
1. 5% chronically absent rate	<p>Contact parents of students who are chronically absent and develop intervention plans as needed.</p> <p>9th grade team meetings (2 meetings)</p>	<p>Administrative Team will: Facilitate identification of chronically absent students and support intervention meetings and plans.</p> <p>Teachers will: Engage guidance, 9th</p>	x	x	x	<ul style="list-style-type: none"> - Decrease in 9th grade retention. - Increase in 12th grade graduation rate. - Decrease in truant and chronically truant referrals.

	per cycle) SRBI (Student Support Team- SST)- 2 meeting per cycle	grade team, and administration and provide input to student success plan.				
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