

NLHS IMPROVEMENT PLAN

March 2008

School: New London High School

Principal: Mr. Daniel Sullivan

SIP Years: 2007 - 2010

Needs Improvement Status:

Year: 1 2 3 4 5 6 7

Sanctions Implementing:

X	School Improvement Plan
	Corrective Action

District School Improvement Planning Team:

Faculty Members

Daniel Sullivan - NLHS Principal
Maribel Olivero - Dean of Students\Teacher
Marcia Crouch - Dept Chair\Teacher
Judy Santanelli - Teacher
Eileen Schindler - Teacher
Jennifer Hatmaker - Guidance Counselor

Community Members

Scott Brown - LEARN
Kary DelaCruz - Student
Mecole Deas - Student
Craig Ewers - Student
Christina Velazquez - Student
Blythe Henry - Student

Principal's Signature:

Date:

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Philosophy: New London High School shall work with staff, parents and community members in developing and reviewing its mission statement, annual goals, long-range plan and student outcomes and shall be guided by the following tenets:

1. The dignity and worth of each child is of primary concern, and we believe that each child can learn and achieve.
2. The aim of education is to help prepare young people to assume a meaningful and productive role in school and society, which is a responsibility shared by the Board of Education, staff, students, parents, and the community.
3. Continual assessment of student achievement and ongoing analysis of assessment data is necessary to focus educational resources and refine educational strategies, curricula and programs to improve student achievement.

Mission: New London High School's mission statement was approved by the Board of Education in September 2007. The mission statement was created and approved by students and Teachers and was written as an acronym for the school mascot. **WHALERS:** Whole Community, Honoring Diversity, Academic Achievement, Life Long Learning, Educational Excellence, Respect, Student Success. The acronym is being displayed throughout the building in high traffic areas and will soon be displayed in all the classrooms.

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Theory of Action for School Improvement.

The ultimate purpose of improvement efforts within New London High School is to promote academic achievement for all students. If we have a comprehensive plan for improvement, our collective efforts as a unified group of schools and professionals will have greater impact on student achievement. School improvement is based on assessing where we are on measurable objectives related to student achievement and identifying and acting on those strategies, resulting in improvement. It is a continuous review process that requires periodic reevaluation and readjustment based on meaningful assessments.

An underlying major assumption is that the school mission, goals, and objectives are supported by all professionals within the building. If consistency with which we intentionally act upon these beliefs is prevalent, then this will produce the improvement we seek.

The improvement cycle is driven by data that is evaluated at each level of the organization - the district, the school, the grade level, the discipline, or the team. Further, that the process for making decisions relative to objectives and strategies is based on shared leadership. The primary means for sharing this leadership are Teaching and Learning Committees and data teams. The mechanisms by which this occurs are in the initial stages of development at this point and will continue to evolve.

Inherent in the success of our school improvement efforts will be the ability to provide professional development and training that focuses on both the process of improvement and the product of student achievement. Professional development must give teachers and administrators the tools they will need to engage in meaningful dialogue about student achievement and to employ those instructional strategies that will produce the desired goals. If teachers work collaboratively to develop a consistent approach to instruction and assessment, then students will understand their work as students and be effective learners, thereby improving student achievement.

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Giving students an active voice in their education will improve student achievement. Having a voice, being heard, beings valued, feelings a part of a larger community, and connecting to an adult at school all increase motivation to achieve. Along the same lines, if parents are involved and if we are culturally competent and respectful, student achievement will improve.

Finally, as a school we are able to produce significant and sustainable improvement results. We have the resources to implement an improvement process that will produce gains. With staff exercise of responsibility, the alignment of curriculum and resources, utilizing technology, rewarding student effort, and teaching that is standards-based, results will be demonstrable.

Monitoring and Measuring the School Improvement Process.

The school improvement process is an ongoing reiterative process that begins with the Board of Education Strategic Plan as developed by a broad based committee of representative stakeholders. The School Improvement Plan is based on the strategic goals of the district. The School Improvement Plan incorporates a structure and reporting elements that meet school needs, while satisfying state accountability requirements. Given the similarity and purpose of each document, it is possible that in the future the Strategic Plan and School Improvement Plan will be merged into one document.

School Data Teams, composed of Teachers and Department Heads will meet on a monthly basis to analyze data. This analysis will serve as the basis for regularly scheduled reports to the School Teaching and Learning Committee. Further, the data analyzed will help to guide school level decision making. The School Data Teams may make actionable decisions relative to school improvement efforts.

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Major Goals.

GOAL 1. To increase reading, writing, science, and math proficiency by 10% annually as measured by CAPT in order to meet or increase Adequate Yearly Progress (AYP) as measured by the CSDOE.

GOAL 2. Students will demonstrate age-appropriate achievement in making real world connections.

GOAL 3. Increased leadership capacity of administrators, teachers, and teacher leaders.

GOAL 4. Improved perception of NLHS.

GOAL 5. 100% of staff will engage in efforts to decrease student suspensions and absenteeism.

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GOAL 1: To increase reading, writing, science, and math proficiency by 10% annually as measured by CAPT in order to meet or increase Adequate Yearly Progress (AYP) as measured by the CSDOE.

Identified Need/Tier 1 Indicator	School Strategies	Monitor/Evidence	Prof. Dev.
<p>Approximately half of NLHS students are proficient in reading, writing and science. One out of three students is proficient in math. Black students showed a 5% increase in proficiency in Reading compared to last year.</p> <ul style="list-style-type: none"> ▪ 47% of students were at/above the proficient level in Reading ▪ 52% of students were at/above the proficient level in Writing ▪ 41% of students were at/above the proficient level in Math ▪ 53% of students were at/above the proficient level in Science 	<p>New Strategies:</p> <ul style="list-style-type: none"> • Implement standards based curriculums. • Power Standards will be posted with prioritized standards and Essential Questions as they are being taught. • Develop and implement an induction plan for new teachers, focusing on best instructional practices. • Focus on non-linguistic representation as an effective teaching strategy. • Increase use of multicultural instructional strategies. • Revise course offerings to be high interest, and standards-based. • Develop a Wintersession program for CAPT and SAT preparation. • Disaggregate and disseminate CAPT results by October 1 for the purpose of informing instruction. • Develop and implement an Assessment Calendar for each content area. • Implement Performance Assessments each semester. 	<p>School will:</p> <ul style="list-style-type: none"> • Adjust school calendar to accommodate the HS Wintersession • Through monitoring of the evaluation system, insure staff has goals that reflect effective teaching strategies. • Review and revise CFAs for each content area based on student performance. • Track peer visits through reports. • Failure rates • Success rates • Enrollment/Success in new classes. <p>Principal/Designee will:</p> <ul style="list-style-type: none"> • Collect data and note evidence to include, but not limited to, the use of MSW components, effective teaching strategies, culturally relevant instruction, and use of data to differentiate instruction during learning walks. • Minimize interruptions to all classrooms. 	<p>Provide teachers & administrators training in:</p> <ul style="list-style-type: none"> • Differentiated instruction, effective teaching strategies, and best practices for all students, including students with disabilities, ELL students and economically disadvantaged students. • Making Standards Work (MSW) training for teachers. • Looking at Student Work • Video Protocol • Walkthrough training for administrators. • PD for teachers on

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	<ul style="list-style-type: none"> • Score CFAs using the appropriate common rubric. • Use a research- based reading/English assessment twice a year for all ELL students. • Introduction of academic duties for core areas. • Introduction of Interdisciplinary courses on an experimental basis. <p>Continuing Strategies:</p> <ul style="list-style-type: none"> • Use walkthroughs as a means to provide constructive feedback to staff. • Staff will focus on “similarities and differences” and “reinforcing and providing recognition” as effective teaching strategies. • Staff will focus on reinforcing effort and providing recognition as an effective teaching strategy. • Continue with 6-12 Department Heads with a focus on vertical alignment. • Continue providing after-school academic support. • Insure classes are taught by HQTs • Teachers have the opportunity to visit other classrooms. • Identify and provide the school with materials based on student data and need. 	<ul style="list-style-type: none"> • Assure that new teachers participate in induction plan. • Enable teachers to conduct peer observations. • Develop semester courses that are of high student interest, a Wintersession program for CAPT and SAT preparation, and a MS-HS transition program. • Work with Department Heads to evaluate performance data in the Wintersession. • Collect and review completed Data Team protocol forms and share student data. • Collect and submit data to school/district improvement teams. • Disaggregate progress reports and semester grades for failure rates. <p>Teachers will:</p> <ul style="list-style-type: none"> • Use data to inform and differentiate instruction. Use and display data walls to monitor student progress. <ul style="list-style-type: none"> • Attend and participate in Data Team meetings. • Instruct all students in the use of rubrics and related assessments. • Administer and score CFAs 	<p>Learning Walks; Pre-planning – Grade levels meet to formulate questions pertinent to reading stories; Share district wide (Admin retreat)</p> <ul style="list-style-type: none"> • Administrators: Effective teacher evaluation practices. • Data Team process and protocol, including data walls. • Systemic and systematic orientation for new teachers. • How to develop new CFAs. • Walk through training for administrators. • Teachers writing and reviewing new CFAs. • Professional development for
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	<ul style="list-style-type: none"> • Create an off-site alternative school with a full staff for students who need a more long-term structure setting. • Support efforts in designing or obtaining a program to assess school climate and conflict resolution (i.e. KEYS). • Teachers will notify guidance when there are concerns about student attendance. • Incorporation of CAPT activities/language, strategies and practice lessons in all content areas. • Promote inclusive practices with special education and ELL students. • Implement the use of school wide rubrics in content areas (NEASC). 	<p>(collaboratively, if appropriate), writing prompts and research-based assessments and use the data to differentiate instruction.</p> <ul style="list-style-type: none"> • Analyze and discuss assessment results at Data Team meetings. • Develop, revise and administer Performance Assessments and analyze results. 	<p>Wintersession Program.</p>
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GOAL #2: Students will demonstrate age-appropriate achievement in making real world connections.			
Identified Need/Tier 1 Indicator	School Strategies	Monitor/Evidence	Prof. Dev.
<p>Educational Research indicates that students perform better when they are able to make real world connections. 3 areas of focus based upon this research:</p> <p>1) Internships, Career Classes, and work experience.</p> <p>2) Make connections using real-world problems. Make students aware of the world around them. Encourage higher-order thinking skills by encouraging students to brainstorm solutions to daily problems presented in the local news or available through other media sources.</p> <p>3) Connect the past to the present. When studying an event from history, do not just tell students when and where the event occurred. Instead, research the reasons why the event occurred and what the results were. Next, connect the past to the present by studying how the event changed the world and, therefore, affects our lives today.</p>	<p>New Strategies:</p> <ul style="list-style-type: none"> • Identify and apply a wide range of educational technologies to conduct research, communicate information and ideas, create original works, organize data and solve problems. • Introduction of EMT and CNA courses. <p>Continuing Strategies:</p> <ul style="list-style-type: none"> • Apply the skills necessary to locate, evaluate, interpret and synthesize information from print, non-print and electronic sources. 	<p>School will:</p> <ul style="list-style-type: none"> • Support the use of effective and efficient strategies in the use of technology. • Provide the necessary resources to enhance skills and facilitate learning. <p>Principal/Designee will:</p> <ul style="list-style-type: none"> • Explore new internship opportunities. • Develop courses with real-world connections (i.e. Hotel & Restaurant Management). <p>Teachers will:</p> <ul style="list-style-type: none"> • Use effective and efficient strategies to explore and use an information and technology rich environment to insure that students gain knowledge, have a deepened understanding and solve complex problems. • Use technology to enhance essential skills and facilitate learning in the content areas. • Track internships • Humanities Course • SPED success program • Community service hours 	<p>Provide teachers & administrators training in:</p> <ul style="list-style-type: none"> • Available resources and uses of technology. • Making real-world connections during instruction.

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GOAL # 3: Increased leadership capacity of administrators, teachers, and teacher leaders.			
Identified Need/Tier 1 Indicator	School Strategies	Monitor/Evidence	Prof. Dev.
<p>The most recent Endicott Survey indicates that only 35.9% of teachers feel Decision-making at New London High School promotes an atmosphere of participation and broad ownership.</p> <p>Increased leadership capacity is essential as we continue to develop a professional learning community where teachers work together to analyze and improve their classroom practice. Teachers work in teams, engage in an ongoing cycle of questions and promote deep team learning. This should in turn, lead to higher levels of student achievement.</p>	<p>New Strategies:</p> <ul style="list-style-type: none"> • The NLHS faculty will participate in a faculty retreat. • Through a Teaching & Learning Initiative, teachers will take part in a Video Protocol. • Teachers will conduct peer visits. • Everyone shall have a clear delineation of responsibilities. <p>Continuing Strategies:</p> <ul style="list-style-type: none"> • Maintain opportunities for teacher leadership/voice. • School Improvement Team • Administrative Intern • Committee Chairs 	<p>School will:</p> <ul style="list-style-type: none"> • Publish a clear Leadership Chart. <p>Principal/Designee will:</p> <ul style="list-style-type: none"> • Empower Assistant Principal, Deans, and Department Heads to create shared leadership. <p>Teachers will:</p> <ul style="list-style-type: none"> • Attend and actively participate in the faculty retreat. • Videotape a lesson and receive/give feedback. • Conduct peer visits on a regular basis. • BEST mentors • 5 Teachers in 092 program • Trained PD facilitators • Data teams are led by teachers 	<p>Provide teachers & administrators training in:</p> <ul style="list-style-type: none"> • Training on peer visits. • Training on video protocol.

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GOAL # 4: Improved perception of NLHS.			
Identified Need/Tier 1 Indicator	School Strategies	Monitor/Evidence	Prof. Dev.
<p>Perception of New London High School is a serious issue. Only 51% of staff feels confident in guidance services, and only 36% of students indicate that their parents participate in school programs and organizations. 43.8% of staff believes the school's physical plant is conducive to education while 29% of students believe the school building is clean and well maintained. In addition, Media coverage of the school often focuses on negatives.</p>	<p>New Strategies:</p> <ul style="list-style-type: none"> • Freshmen Kick-Off program will focus on making the transition from middle school to high school easier for students and help reduce retention and discipline issues. • The Mentor/Mentee meetings will occur weekly. • During the Wintersession, seniors will work on their senior project. • New CNA and EMT courses will be offered to students • New Activities Director will focus on increasing the number of student activities and degree of participation. <p>Continuing Strategies:</p> <ul style="list-style-type: none"> • Encourage teachers to make real world connections during instruction. • Teachers and students will continue participating in the Mentor/Mentee program. • Students will participate in the L&M Career Exploration Program. • Actively invite the media into NLHS to cover events and activities. • ROTC 	<p>School will:</p> <ul style="list-style-type: none"> • Create additional opportunities for the community to use the school. <p>Principal/Designee will:</p> <ul style="list-style-type: none"> • Form a Parent Advisory Group and meet regularly. <p>Teachers will:</p> <ul style="list-style-type: none"> • Develop relationships and communicate with students during scheduled Mentor/Mentee meetings. • Assist in the promotion of school related activities. • Communicate with parents during parent conferences. 	<p>Provide teachers & administrators training in:</p> <ul style="list-style-type: none"> • Training on Verbal Judo • Courageous Conversations

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GOAL # 5: 100% of staff will engage in efforts to decrease student suspensions and absenteeism.			
Identified Need/Tier 1 Indicator	School Strategies	Monitor/Evidence	Prof. Dev.
<p>During the month of December, there were 12 out of school suspensions; four of which were to SPED students. In addition, there were 29 in-school suspensions; seven of these were to SPED students.</p> <p>On a daily basis, it is estimated that NLHS has an average of 10% of the student body absent from school the entire day.</p>	<p>New Strategies:</p> <ul style="list-style-type: none"> • Alternative Discipline Program • Courses of Interest • Expanded activity offerings • Student Assistance Team • D & F Forms <p>Continuing Strategies:</p> <ul style="list-style-type: none"> • Enforcement of Tardies (EOT) • Discipline Matrix in handbook • Monthly attendance meetings • Enforcement of Credit Withdrawal Policy • Mentor/Mentee • Administrative Intern works with ninth grade Dean 	<p>School will:</p> <ul style="list-style-type: none"> • Report attendance meetings and SAT meetings in monthly report • Create an athletic/activity evaluation. <p>Principal/Designee will:</p> <ul style="list-style-type: none"> • Enforcement of rules and policies will be monitored by monthly reports. • Student attendance meetings will be monitored by reports. • Send letters to parents of at risk students. • Civic and social expectations data team. • Review data monthly and implement changes to align with CTSDE. • Annually, update referrals and handbooks as needed, to keep current with the changing ED166 discipline codes. • Monitor attendance and refer students to the Student Assistance Team. <p>Teachers will:</p> <ul style="list-style-type: none"> • Provide lessons and assignments for Alternative Students. • Communicate with parents regarding low grades and attendance as measured through the submission of D & F forms and the conference atom on SASI. 	<p>Provide teachers & administrators training in:</p> <ul style="list-style-type: none"> • Verbal Judo training in May • Training on CT state discipline codes and statues regarding behaviors. • Training on conflict resolution • Stress management intervention and training from the Employee assistance program (United community and Family Services) • Train all staff in Making Standards Works. • Training on Data Driven Decision Making.

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ADDENDUM TWO

Addendum to School and District Improvement Plans for Technical or Other Assistance Provided by the CSDE to meet the Requirements of Sec. 1116 of NCLB

The Connecticut State Department of Education (CSDE), in partnership with the Stupski Foundation and Dr. Doug Reeves' Center for Performance Assessment, will support the school improvement process through the *Comprehensive Accountability for Learning Initiative*. The initiative will serve as a professional development vehicle and will:

- Focus on the district as the primary change agent;
- Create a culture of professional learning communities in schools, district, and the state;
- Differentiate support based on individual district and school needs; and
- Increase student achievement for all students.

The CSDE will provide technical assistance to districts and schools who have been identified as “in need of improvement” through the *Comprehensive Accountability for Learning Initiative*. This support will be provided by the CSDE, Regional Education Support Centers (RESC) and SERC staff who are highly skilled educators with experience in school improvement. The following types of support will be provided to district and school-level improvement teams, with priority given to districts receiving Title I funding:

- Telephone technical assistance;
- Periodic site visits;
- Guidance in the development and implementation of improvement plans;
- Professional development focused on accountability for student learning, data-driven decision making, implementation of data teams, understanding standards, and aligning standards instruction and assessment; and
- On-site job-embedded professional development follow-up and support.

The CSDE and the School Improvement and Literacy Unit shall coordinate communication between all stakeholders, the schools, districts, RESCs and SERC while working to unify school improvement efforts in the state.