North Haven Public Schools
North Haven, Connecticut 06473

NHHS School Improvement Plan
2016-17

North Haven Public Schools Vision Statement:

As a result of their experience in the North Haven Public Schools, every student will acquire the skills necessary to meet the demands of the twenty-first century.

North Haven High School Statement of Core Values and Beliefs:

North Haven High School, together with parents and the community, ensures a safe, engaging and innovative learning environment. We think critically and deeply, read, write, and debate effectively, solve problems collaboratively, and engage the world ethically.

Focus Area I: Literacy

Annual Focus Goal: Students will demonstrate mastery, proficiency, or significant growth in literacy.

Measurement/Indicators of academic growth and development:

• 90% of students will earn an A, B, or C in NHHS English 9, 10, and 11, World History, and US History courses. Students not making expected progress will receive additional support minimally consisting of appropriate tier I instruction, appropriate SRBI strategies and interventions, and proactive communication with parents/guardians to foster at least a year's progress in course-appropriate literacy/CCSS goals. Students requiring ELL support will receive it through the district's ELL teacher.

• The average NHHS SAT and PSAT reading section scores will exceed that of the state, national, and global test takers, and grade cohorts will demonstrate growth year-to-year.

• The average AP test scores for English Language & Composition and English Literature & Composition will exceed that of the state, national, and global test takers

Focus Area II: Math

Annual Focus Goal: Students will demonstrate mastery, proficiency, or significant growth in math.

Measurement/Indicators of academic growth and development:

• 90% of students will earn an A, B, or C in NHHS math courses. Students not making expected progress will receive additional support minimally consisting of appropriate tier I instruction, appropriate SRBI strategies and interventions, and proactive communication with parents/guardians to foster at least a year's progress in course-appropriate literacy/CCSS goals. Students requiring ELL support will receive it through the district's ELL teacher.

• The average NHHS SAT and PSAT math section scores will exceed that of the state, national, and global test takers, and grade cohorts will demonstrate growth year-to-year.

• The average AP test scores for Calculus, Computer Science, and Statistics will exceed that of the state, national, and global test takers

Focus Area III: Science

Annual Focus Goal: Students will demonstrate mastery, proficiency, or significant growth in literacy.

Measurement/Indicators of academic growth and development:

• 90% of students will earn an A, B, or C in NHHS science courses. Students not making expected progress will receive additional support minimally consisting of appropriate tier I instruction, appropriate SRBI strategies and interventions, and proactive communication with parents/guardians to foster at least a year's progress in course-appropriate literacy/CCSS goals. Students requiring ELL support will receive it through the district's ELL teacher.

• The average CAPT science scores will exceed that of state test takers.

• The average AP test scores for Biology, Chemistry, Environmental Science, and Physics will exceed that of the state, national, and global test takers.

Action Step What Will You Do?	Person(s) Responsible Who is responsible for doing the work?	Indicators of Success What will success look like?	Evidence What evidence will be collected?	Resources What do you need in order to do the work?	Timeline By when?
Monitor student achievement data and act on the data to support student success. These processes will occur at the administrative level, SWDT, department level, instructional team level, and individual teacher level	• Principals • Coordinators • Teachers	The principal, assistant principals, coordinators, and teachers will gather, analyze, and act on student achievement data regularly Principals will use data analysis and SWDT work as basis for developing and implementing school improvement plan Teachers will regularly discuss and act upon student progress data in team meetings as well as SLO-focused conferences with their evaluators	• School Improvement Plan • SWDT agendas and artifacts • Student marking period, exam, semester, and final exam grade data • Student PSAT scores in grades 9-11 • Student SAT scores in grade 11 • Student AP scores in English Language & Composition and English Literature & Composition • Teacher and instructional team artifacts representing data analysis and instructional changes	• Continued clarity of expectations from superintendent • Continued department leadership and structure from coordinators • Continued work time for departments and instructional teams • IT leadership to facilitate effective sharing of student achievement data through technology (an "Inform"-like system)	Ongoing throughout 2016-17 school year
Ensure the development and functioning of the school's SRBI program, including Tier I, II, and III interventions and the effective practice of intereventionists	Principals and Interventionists	The principal will lead the SRBI team in the following activities: • developing agendas and meeting regularly • developing and consistently implementing a clear process for student admission into and exit from SRBI services • training and supporting teachers in implementing Tier I strategies in classrooms • developing and implementing Tier II and III interventions for students • maintaining and acting upon appropriate student achievement data, attendance data, and student records	SRBI team... • meeting agendas/notes • student admission and exit criteria • forms and documents defining SRBI processes • agendas regarding training and support of teachers in implementing Tier I strategies in classrooms • sample bank of interventions for students • student achievement data, attendance data, and student records	• Appropriate SRBI department planning time • SRBI PD/ consultant support to facilitate development of practices, processes, training, interventions, and record maintenance	Ongoing throughout 2016-17 school year
Ensure the functioning of School-wide Data Team (SWDT)	Principals and SWDT members	The principal will run monthly SWDT meetings, developing agendas, ensuring note-taking, and coordinating academic data with DDT. SWDT will... • meet monthly • analyze student achievement and other school-wide data • recommend adult actions in areas such as curriculum, professional development, testing, and intervention protocols • disseminate data as appropriate (marking period grades, benchmark performance, attendance information, and standardized test data)	SWDT Data Sources: • marking period data for core area courses • parent survey data • PSAT/SAT test data • AP test data • CAPT data • attendance data • School-wide learning expectation (LE) data	• Coordination with District Data Team (DDT) to align SWDT processes	Ongoing throughout 2016-17 school year
Implementation of Student Success Seminar (SSS)	Principals, course teachers, career education coordinator	More students will succeed acadmically as a result of the course experience	The SSS course will be evaluated and improved upon through • the use of a pre-and post-course assessment indicating how well students learned course topics • an anonymous survey gathering student perceptions of course content and experience	Staffing, time/resources for curriculum development and revision	Ongoing throughout 2016-17 school year

Focus Area IV: Graduation

Annual Focus Goal: 90% of seniors identified as being at risk of not graduating will graduate.

The lowest performing 10% of seniors identified as being at risk of not graduating will receive additional support minimally consisting of tier I instruction, appropriate SRBI strategies and interventions, and proactive communication with parents/guardians intended to foster at least a year's progress in course-appropriate literacy goals.

Action Step What Will You Do?	Person(s) Responsible Who is responsible for doing the work?	Indicators of Success What will success look like?	Evidence What evidence will be collected?	Resources What do you need in order to do the work?	Timeline By when?
Facilitate and participate in regular meetings of a Graduation Task Force comprised of student services personnel, department coordinators, and administrators, and other individuals as needed	Principals and Graduation Task Force members	Graduation task force will meet regularly, examine student progress toward graduation requirements, and implement interventions and supports for students as needed	Students will meet grade-appropriate graduation requirements (credits, learning expectations, community service)	• Teacher, administrator, counselor, student and parent input • MIST/QIST/SRBI, case conferences, PPT meetings	Ongoing throughout 2016-17 school year
Implementation of Tier III school within a school program	Principals, interventionist, course teachers	Tier III school program will provide students with modified schedules, greater support, and increased individual attention	Students will meet grade-appropriate graduation requirements (credits, learning expectations, community service)	• Additional teaching sections • Term reports from the program indicating student achievement	Ongoing throughout 2016-17 school year

Focus Area V: Stakeholder Data

Annual Focus Goals:
• Parent survey response rate will exceed 20%
• Faculty response rate will exceed 90%
• Student response rate will exceed 90%

Action Step What Will You Do?	Person(s) Responsible Who is responsible for doing the work?	Indicators of Success What will success look like?	Evidence What evidence will be collected?	Resources What do you need in order to do the work?	Timeline By when?
Administrators will ensure the administration of the district's parent survey instrument, student survey instrument, and faculty/staff survey instrument. Administrators will review survey results with the SWDT and share with faculty. Areas meriting further attention will be addressed.	Administrators	20% or more of our parents/ guardians will complete the survey. Other stakeholder groups will be surveyed as required by the district, targeting high result rates to serve as the basis for numeric goals in subsequent years.	Parent, student, and faculty/staff responses to district surveys.	Improved technology/system to gather survey responses, as dozens of completed surveys were lost due to technology problems	Ongoing throughout 2016-17 school year