

School Improvement Plan

Wamogo Regional High School

2017-2018



Sabin Loveland, Principal
Charlie Rowland, Asst. Principal
Lori Bennett, Agri-Science
Chris Brittain, Agri-Science
Victoria Christian, Agri-Science
Casey Dunn, Agri-Science
Elyse Manyak, Agri-Science
Andrew Zielinski, Agri-Science
Gregg Hunt, Business & Technology
Brooke Matuszczak, Business & Technology
Jeremiah Sattazahn, Business & Technology
Jamie Fischer, Culinary
Jessica Brousseau, Counseling
Sandra Fernandes, Counseling
Audrey Spielman, Counseling
Robin Christopher, Fine Arts
Wendy Costa, Fine Arts
Rebecca Geary, Fine Arts
Ben Loomis, Fine Arts
Christy Concilio, Language Arts
Stephanie Pixley, Language Arts
Ronda Ranft, Language Arts
Alicia Robinson, Language Arts
Carly Tutolo, Language Arts

Jane Smith-Vaniz, Language Arts
Wayne Prescott, Library Media Center
Kevin Crowley, Mathematics
Jenny Dallis, Mathematics
Paige Davenport, Mathematics
Darren Ranft, Mathematics
Jeremy Robideau, Mathematics
Robert Zielinski, Mathematics
Amy Beecher, Paraprofessional
Lori Boyajian, Paraprofessional
Danielle Carroccio, Paraprofessional
Dawn Ganio, Paraprofessional
Heather Orsi, LPN
Katie Pratt, Paraprofessional
Rodolfo Ruiz, Paraprofessional
April Saade, Paraprofessional
Connor Stack, Paraprofessional
Darlene Stansfield, Paraprofessional
Natalie Wall, Paraprofessional
Brian Brandt, P.E. & Health
Mackenzie MacLeod, P.E. & Health
David Niek, P.E. & Health
Susan Clarkin, Science
April Devereux, Science

Agnes Kosciolk, Science
Scott Parkinson, Science
Lynn Richardson, Science
Shawn Tobin, Science
Patrick Holyst, Social Studies
Ben Kulas, Social Studies
Jessica Memmott, Social Studies
Lori Pepler, Social Studies
Mark Yanaway, Social Studies
Steven Bagley, Social Worker
Lisa Baker, Social Worker
Sarah Bolton, Social Worker
Erin Benedict, Special Education
Liz Cilfone, Special Education
Danielle Lattrell, Special Education
Linda Martin, Special Education
Sandra Newbury, Special Education
DJ Reese, Special Education
Mike Wilhelm, Special Education
Elvira Butler, World Language
Kelley Cmara, World Language
Andrew Holmes, World Language
Kaitlyn Schneider, World Language

****Wamogo staff extends great appreciation and gratitude for the feedback offered by parents throughout the review of our School Improvement Plan****

Regional School District No. 6



District Mission Statement:

To Prepare All Students for Learning, Living and Achieving

Learning Expectations:

Community and Civic Responsibility
Collaboration
Communication
Information Literacy
Problem Solving

Core Values:

Love of Learning
Integrity
Friendship and Respect
Educational Excellence

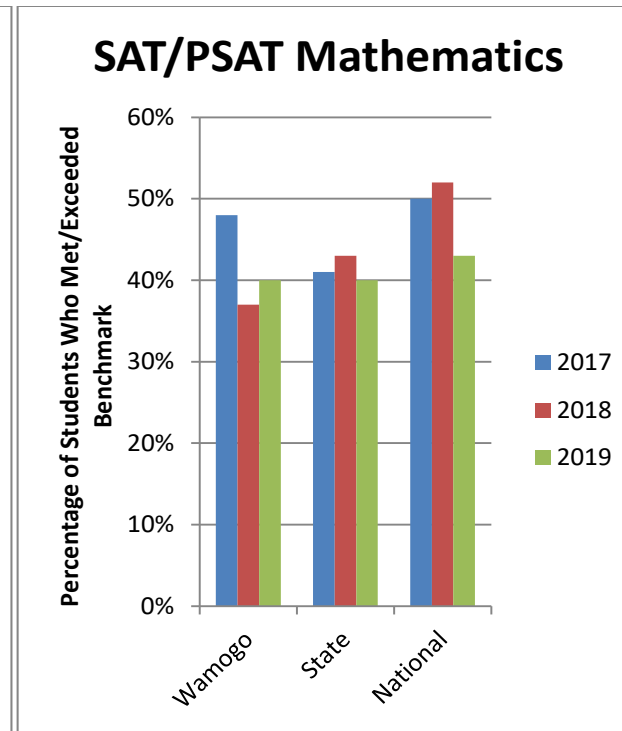
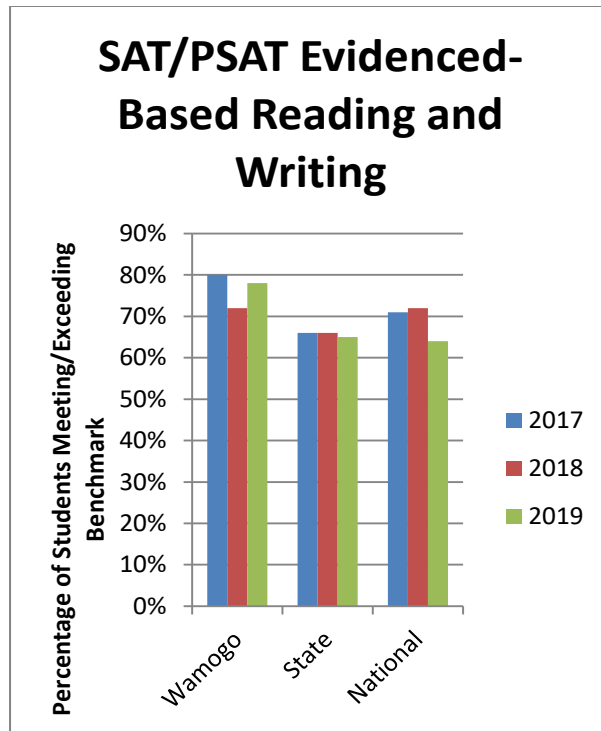
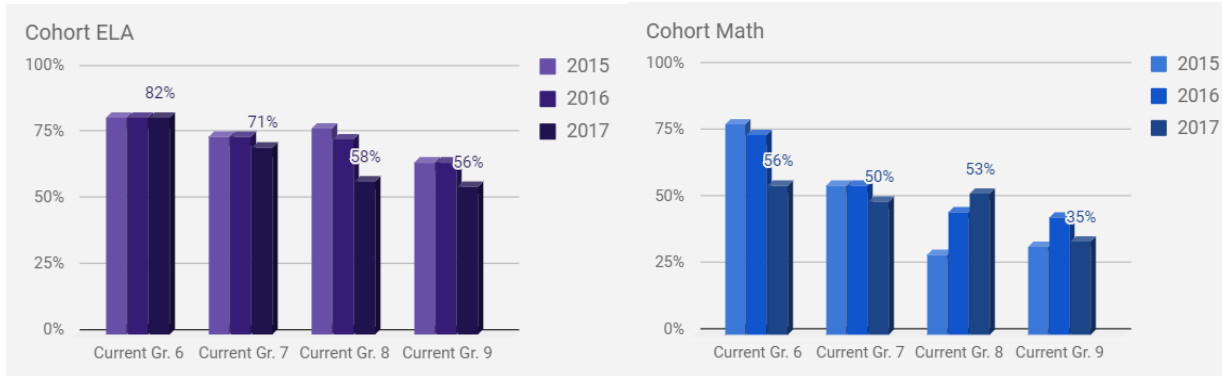
Motto:

Quality, Academics, Pride

School Improvement Vision

Curriculum	<i>CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.</i>
Instruction	<i>INSTRUCTION will be driven by individual student need (personalized learning).</i>
Assessment	<i>Multiple forms of ASSESSMENT (qualitative and quantitative) will be used to measure progress and inform decisions.</i>
Positive School Climate	<i>POSITIVE SCHOOL CLIMATE will align with the mission, vision, core values and goals of the school.</i>

Performance Summary



Needs Assessment

Quantitative Evidence of Areas for Focus

Curriculum

- [Existing webpage](#) for created curricula for Wamogo outdated and/or missing written curriculum for courses
- 70% (of parents) - My child is challenged to meet high expectations
- 68% - I believe student achievement in my school will improve significantly over the next three years.
- 32% - I know the specifics of how my school/district intends to improve student achievement in the coming year.
- 26% - I have time available during the school/work day to collaborate with my peers regarding curriculum and instruction/best practices.
- 35% - My school/department has a highly effective school/department improvement planning process.all

Instruction

- 53% (of teachers) I am given adequate feedback on the quality of work that I do.
- 26% - I have time in the school day to collaborate with my peers regarding curriculum and instruction best practices
- 19% - Teachers actively use student achievement data in collaboration with peers on a regular basis
- 69% - This school offers me many opportunities to be involved in my child's education
- 70% - My child is challenged to meet high expectations

Assessment

- Training to utilize national standardized test scores (e.g. STAR, SAT, PSAT, AP, etc)
- 19% - Teachers actively use student achievement data in collaboration with peers on a regular basis
- Review student work/assessment in PLC
- Align assessment with standardized testing

Positive School Climate

- 58% - Teachers often communicate with me about my child
- 68% - Bullying is a problem
- 69% - This school offers me many opportunities to be involved in my child's education
- 70% - My child is challenged to meet high expectations

Qualitative Evidence of Areas for Focus

Curriculum

- [Curriculum Review Cycle](#) created collaboratively Spring 2017 to indicate the needs of the departments
- Curriculum template created last year - [Curriculum templates](#)
- Outdated or missing curriculum links on website
- Department curriculum absent from website (music, agri. sci)
- Classes listed on curriculum link that no longer exist.
- Courses exist that do not currently have written curriculum

Instruction

- 49% - meeting student's needs (Personalized learning)
- Unequal balance of student led versus teacher led instruction
- Unclear procedure on creating clear learning targets
- Lack of consistent best teaching practices
- Utilizing multiple learning modalities

Assessment

- Review of Capstone requirements and scoring including a review of other schools and their Capstone programs. (Litchfield, Shepaug)
- Review of school wide rubrics/ calibration of scoring school wide rubric, especially in consideration of new staff
- Update and implement common assessments for shared high school classes including assessment environment, retakes, etc.
- Interdisciplinary PLC Time
- Improved assessment of student volunteer time and quality

Positive School Climate

- Students report mean-spirited behavior
- Varied methods and digital platforms create confusion and incontinuity
 - Parents rely on student support services and administration rather than teachers
- Parents are not involved in classroom activities
- Previous retake policy undermined high standards, executive functioning, and expectations

Focus Area Initiatives

Curriculum

- All curriculum written in the same format and aligned with appropriate standards.

Instruction

- Use student achievement data to drive differentiated instruction around common literacy and numeracy initiatives..

Assessment

- Align instruction with the intended outcomes of diverse assessments.

Positive School Climate

- Foster a positive and accepting school environment for all stakeholders.

High Stakes Assessment Participation

- Wamogo will have a 95% or greater student participation rate in high stakes assessment for the 2017-18 school year

School Improvement Action Plan

Curriculum

Vision Statement: All curriculum will be standards-aligned and in a similar, user-friendly format to ensure teacher accountability and student success.

SMART Goal: All existing courses will develop a curriculum framework, which includes at a minimum: unit timeline (number of weeks), essential questions, priority standards, student outcomes, and key concepts by the end of August 2018.

Core Strategy	Action Steps	Professional Development	Timeline	Measures of Adult Progress
<p>Allocate equitable time & resources based on department need; PLC time, PD days, Summer curriculum work</p> <p>Work collaboratively on each unit, when possible</p>	<p>Each department takes inventory of existing written curriculum and will develop a timeline to address their curriculum deficits and priorities.</p>	<p>At least one person from each department should be trained in the art of curriculum writing/template use.</p>	<p>September 2017: Curriculum inventory and timeline by department</p>	<p>Shared Google Sheet completed by department</p> <p>Evidence of template completion by agreed upon timeline</p>
	<p>Address/adjust the currently provided template using accessible language to accommodate all subject areas.</p>	<p>Flexibility in future meetings to address any curriculum needs that may surface</p>	<p>September-October 2017: Revised templates & provide exemplars of curriculum framework/expectations.</p>	
	<p>At least one PLC a month will be used to work on curriculum development. Work collaboratively when possible to write curriculum for one entire course OR one unit per course.</p>	<p>Utilize February PD to check on departmental progress and provide resources and assistance to departments, if necessary</p>	<p>November 2017-June 2018: Ongoing curriculum development and progress check-in with revised needs inventory</p>	
	<p>Address priority standards, grade level expectations, essential questions, key concepts, student outcomes, and approximate timeline for each unit.</p>			
	<p>Ensure that there is equity among and between departments so that all departments have similar opportunities to write and revise curriculum.</p>			

Instruction

Vision Statement: *Wamogo teachers will commit to a meaningful integration of literacy and numeracy instruction for each student.*

SMART Goal: *During the 2017-2018 school year, teachers will integrate literacy and/or numeracy instruction based on standardized test data at least once per unit.*

Core Strategy	Action Steps	Professional Development	Timeline	Measures of Adult Progress
Integrating common literacy standards and numeracy practices.	Identify literacy standard(s), strategy, or skill to be implemented across all content areas.	Professional development on how to apply and use common literacy standards and numeracy practices in the classroom.	September 2017: Identify common literacy standards and math practice	Survey data - pre/post analysis Walkthrough data Teacher logs
	Identify 1 math practice which will serve as a numeracy focus to be implemented across all content areas.		October 2017: Professional development delivered on literacy standards and math practice	
	Identify areas of weakness based on data (SAT, PSAT, STAR, Schoology).		October 2017-June 2018: Implementation of specific targeted strategies	
	Implement literacy strategy that will be reinforced in every informational text reading which will be implemented at least once per quarter			
	Implement numeracy practice at least once per quarter			

Assessment

Vision Statement: *Wamogo faculty will create assessments that are aligned and formatted to the scope and rigor of college and career-readiness skills.*

SMART Goal: *100% of teachers will create and implement multiple authentic assessments which contain at least one element from standards related to college and career-readiness.*

Core Strategy	Action Steps	Professional Development	Timeline	Measures of Adult Progress
Teachers will develop multiple course-specific assessments aligned with the format and rigor of high stakes tests.	Research and select sample questions to use as models for alignment to standardized tests	Professional development on test formats and practice assessments.	October 2017: Professional development delivered on high stake assessment reporting platforms.	Scheduled PLC time to evaluate data after interim benchmark assessments to drive future instruction
	At least one PLC a month will be used to work on assessment revision and/or school-wide rubric alignment	Professional development on data interpretation.	November: Development and alignment of assessment items to units of study.	Teacher log for the number of aligned assessment items
		Professional development on School-Wide Rubrics (revision, implementation)		December 2017-June 2018: Ongoing implementation

Positive School Climate

Vision Statement: Faculty and staff will create an environment where all feel safe and supported, contribute to the community, and live up to high expectations for maintaining an atmosphere of positivity and acceptance, resulting in increased learning.

SMART Goal: Incident reports regarding mean-spirited behavior during the 2017-2018 academic year will decrease by 15% from 2016-17 academic year.

Core Strategy	Action Steps	Professional Development	Timeline	Measures of Adult Progress
<p>Increase student empathy through focused, targeted lessons, assemblies, and school-wide initiative.</p>	<p>Staff members will include empathy-related topics to four lessons throughout the 2017-2018 academic year.</p>	<p>Empathy training in the form of conflict resolution training and cultural competency issues</p>	<p>October 2017: Professional development on empathy.</p>	<p>Number of incident reports</p> <p>Ongoing log of targeted efforts</p> <p>Once process completed Post-lesson reflections and feedback</p>
	<p>Staff will have a process in place to handle issues of dress, behavior, climate, expectations.</p>		<p>November 2017: Development of one empathy aligned lesson/activity to be implemented in each class per quarter.</p>	
	<p>-Year-long Kindness Challenge. -A series of open forums, educational opportunities -Peer mediation program -Create works to be displayed throughout the campus that address biases and demonstrate empathy</p>		<p>January 2018: Roll-out in January culminating in Creation Celebration May 17th, 2018. Display student work.</p>	
	<p>Safe school climate committee will select quality speakers to address whole school followed by small group (connections tie-in/reflection)</p>		<p>May 2018: Faculty-nominated peer leaders to represent the spectrum of students.</p> <p>Develop peer leader program over course of year to be implemented next August (Frosh-Fest) for 2018-2019 year</p>	

High Stakes Assessment Participation

Vision Statement: *Wamogo will foster a culture where all parents, students and staff value high stakes assessment results through utilizing data in a responsible and appropriate manner.*

SMART Goal: *By June 2018, at least 95% of Wamogo students will participate in High Stakes Assessments such as Smarter Balanced and SAT.*

Core Strategy	Action Steps	Professional Development	Timeline	Measures of Adult Progress
Ensure that each stakeholder understands the value of high stakes assessments for the purpose of improving student learning at Wamogo.	Staff: Develop a comprehensive school improvement plan which ensures all staff will utilize data meaningfully and purposefully to increase student learning.	School Improvement Plan development training	August/September 2017: Develop School Improvement Plan	School Improvement Plan completed by November 1, 2017
	Students: Hold individual student conferences with each student in grades 7 – 11 to set high stakes assessment goals, which will be leveraged to foster buy-in through developing a purpose/need for the data.		October/November 2017: Student conferences	Student goals completed by December 1, 2017
	Parents: Reach out to parents that seek to opt out their students to thoroughly explain the purpose and need of the assessment results at Wamogo.		October 2017-May 2018: Contact families as needed	Family call log