



## School Improvement Plan Overview

To ensure that every student has access to high-quality schools, the whole School Improvement Plan development, submission, and revision process should be aligned with ongoing strategic school improvement efforts at each school site as well as the district’s overall targets of the Superintendent’s Strategic Operating Plan. These efforts include: improving student achievement in LA, math, and science; increase achievement of high needs students to decrease the gap; create more educationally robust programs that meet student needs and interests; develop exemplary teachers and school leaders; ensure safe and attractive schools and develop external partnerships

<b>PLAN</b>
<p><b>Plan 2017-18</b></p> <p><b>Revisit Priorities and Goals in 2018 - 2019</b></p> <ul style="list-style-type: none"><li>➤ Draft due September 15, 2017</li><li>➤ Share with SGC by October 15, 2017</li><li>➤ Revision due November 15, 2017 updated with BOY data</li><li>➤ Ongoing revisions due March 2018 MOY data</li><li>➤ Updated June 2018 EOY data</li></ul>

**2017-2018**

**School Improvement Plan**

The purpose of the School Plan is to strategically establish goals, based on the unique needs of the school and demonstrate how they intersect with the district strategic operating plan. This is also an opportunity to align funding streams, staffing and other resources to ensure measurable outcomes established to monitor progress are being met.

**VISION AND THEORY OF ACTION**

**VISION STATEMENT**

Core Values:

Brien McMahon High School will prepare all students for the challenges of the 21st century by inspiring intellectual curiosity and fostering our students to become responsible, ethical, and innovative members of a global society.

**Theory of Action – If/then**

Beliefs about Learning:

Students learn best when....

- They share knowledge and experiences with a diverse student body in an environment that builds and supports a culture of respect, trust, understanding, and acceptance of all backgrounds and viewpoints.
- They are active and engaged in their own learning
- Parents/Guardians regularly take an active and supportive role in their child’s education on a daily basis
- Teachers promote a high level of intellectual curiosity by presenting students with dynamic, relevant (personalized), and rigorous lessons
- There are clear and consistent expectations and rules for all students, faculty, staff, and administrators
- There is a safe, supportive, respectful, and collaborative environment

**HIGH SCHOOL**

➤ Please complete the charts below as applicable

**CT SAT - Percent of Students by Level**

SAT	Level 1 CCR Not met	Level 2 Approachin g CCR	Level 3 Met CCR Benchmark	Level 4 Exceeded CCR Benchmark
<b>11<sup>th</sup> Grade</b>				
<b>EBRW</b>				
<b>2015-2016</b>	<b>22.9</b>	<b>19.2</b>	<b>47.4</b>	<b>10.6</b>

<b>2016-2017</b> <i>Note: Prior to 17-18, BMHS scores included CGS students. Starting in 17-18, CGS scores are reported separately from BMHS.</i>	<b>23.7% (79)</b>	<b>25.8% (86)</b>	<b>43.2% (144)</b>	<b>7.2% (24)</b>
<b>2017-2018</b>				
<b>Math</b>				
<b>2015-2016</b>	<b>26.8</b>	<b>41.8</b>	<b>22.4</b>	<b>9.1</b>
<b>2016-2017</b> <i>Note: Prior to 17-18, BMHS scores included CGS students. Starting in 17-18, CGS scores are reported separately from BMHS.</i>	<b>27.6% (92)</b>	<b>46.5% (155)</b>	<b>19.2% (64)</b>	<b>6.6% (22)</b>
<b>2017-2018</b>				

**CAPT Science - Percent of students at below basic, basic, proficient and at or above goal**

<b>CAPT SCIENCE</b>	<b>Below basic</b>	<b>Basic</b>	<b>proficient</b>	<b>At or above Goal</b>
<b>10<sup>th</sup> Grade</b>				
<b>2015-2016</b>	<b>12.9</b>	<b>16.1</b>	<b>34.1</b>	<b>37.0</b>
<b>2016-2017</b>	<b>19.5</b>	<b>20.5</b>	<b>37.9</b>	<b>22.1</b>
<b>2017-2018</b>				

**PSAT Assessment - Percent of Students meeting benchmark**

<b>PSAT</b>	<b>Meeting Benchmark</b>
<b>9<sup>th</sup> grade</b>	
<b>2015-2016</b>	<b>24.0</b>
<b>2016-17</b>	<b>27.7</b>
<b>2017-18</b>	
<b>10<sup>th</sup> Grade</b>	
<b>2015-16</b>	<b>29.9</b>
<b>2016-17</b>	<b>28.1</b>
<b>2017-18</b>	

11 <sup>th</sup> Grade	
2015-16	25.9
2016-17	32.2
2017-18	

**Northwest Evaluation Association MAP Assessment – Grades 3-10**  
**Average RIT Score – Fall, Winter, Spring**

	Fall	Winter	Spring	Percent of students who met projected growth Fall to spring
<b>Grade 9 All Students</b>				
ELA				
2016-2017	218	217.1	216.3	47.4%
2017-2018				
Math				
2016-2017	223.6	223.3	228.5	62.0%
2017-2018				
<b>Grade 10 All Students</b>				
ELA				
2016-2017	221.5	219.9	215.9	37.0%
2017-2018				
Math				
2016-2017	230.8	230.1	231.1	52.6%
2017-2018				

**STUDENT PERFORMANCE DATA ANALYSIS**

This section of the document will support your identification of focus areas for your school. You should use 1 page to answer the questions.

**OPTIONAL:** Prior to answering the questions below, you may find it helpful to examine your school's *historical* data and sub-group data when available. Collecting existing documentation you have will support your analysis.

**Analyze students' academic strengths, struggles and data trends.** Use the data above to analyze the strengths and weaknesses in ELA and Math.

For the first time this year, scores for SAT were reported separately for Brien McMahon High School students and for CGS students (regardless of home district). For the purpose of comparison, see the table below:

	2012 Avg.	2013 Avg.	2014 Avg.	2015 Avg.	2016 Avg.	2017 Avg.
BMHS (including CGS) EBRW	465	466	475	484	497	507
BMHS (including CGS) Math	465	471	470	482	485	489
BMHS (no CGS) EBRW						486
BMHS (no CGS) Math						470
CGS EBRW						600
CGS Math						573

With CGS scores separated from BMHS, EBRW for BMHS dropped from 497 to 486 (11 points) and Math dropped from 485 to 470 (15 points). An apples to apples comparison of 2016 vs 2017 scores is below:

	2016 EBRW Avg.	2017 EBRW Avg.	2016 MATH Avg.	2017 Math Avg.
BMHS Including CGS	497	507	485	489
BMHS (without CGS)	482	486	471	470
CGS (without BMHS)	584	600	566	573

Gains can be seen in all areas except BMHS (without CGS) Math which dropped by one point. Despite any gains, BMHS continues to sit 27 points below the state average for EBRW (524) and 37 points below the state average for Math. A priority for this year will be to increase the number of students scoring at level 3 or higher in both EBRW and Math, thereby raising the bar.

An examination of subgroup data for Norwalk demonstrates a significant gap between white students and other groups within the school (approximately 100 points in EBRW and approximately 90 points in Math), however students in subgroups at BMHS tend to be on par with or outperform the state.

Average Scores	Nik EBRW 2016	State EBRW 2016	Nik EBRW 2017	State EBRW 2017
All Students	499	520	502	524
Black	457	451	458	456
Hispanic/Latino	471	457	467	460
White	546	548	556	555
Spec. Ed.	401	423	429	426
Free/Red. Lunch	485	481	484	493
ELL	392	380	383	384
High Needs	451	453	459	456

Average Scores	Nik Math 2016	State Math 2016	Nik Math 2017	State Math 2017
All Students	482	502	485	507
Black	432	431	444	432
Hispanic/Latino	462	438	451	440
White	524	529	534	537
Spec. Ed.	384	400	408	408
Free/Red. Lunch	483	462	474	474
ELL	381	382	391	387

High Needs	441	434	442	438
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Within our DRG, Norwalk sits second out of eight schools in both EBRW and Math.

Overall, the most pressing need based on analysis of SAT data is to raise the bar by increasing the average score for all students in ERBW and Math for Brien McMahon High School as well as closing the gap by implementing strategies to provide support for the lowest performing students.

## PERSISTENCE AND BEHAVIOR (ATTENDANCE, SUSPENSIONS, EXPULSIONS)

	Average Daily Student Attendance	Average Daily Teacher Attendance	Percent of Students Chronically Absent
2016-2017	94.7%	98.3	10.6% (Down from 15.7 in 2016)
2017-2018			

**(Chronically absent is 10% of total number of schools days at the time of data collection)**

List 3 Strategies that you will implement to improve attendance for chronically absent students:

1. After discovering that our system for recording daily attendance was inaccurate and skewed our reported chronic absentee rate higher than the actual rate of chronically absent students, we will continue to review PowerSchool data for accuracy. Adjustments to procedure and attendance codes will be made as necessary.
2. Assistant principals, school counselors, and related services staff review attendance on a regular basis to identify students who have missed a significant number of days. A continuum of interventions are put into place to help improve student attendance: interventions include communication with students and families, meetings with students and families, disciplinary consequences when appropriate, counseling, referrals to outside agencies are some examples.
3. As a tier 3 intervention, an outside group is working with BMHS staff to provide support for students who have missed a significant number of school days.

How will you measure the effectiveness of the attendance strategies?

- Frequent monitoring of daily and class attendance in PowerSchool.
- Communication with staff regarding their role as providers of early warning signs and the importance of raising the red flag.

## SUSPENSIONS & EXPULSIONS

EOY 2015-2016	EOY 2016-2017	EOY 2017-2018
Number of Suspensions 183	Number of Suspensions 213	Number of Suspensions -
Number of Expulsions 13	Number of Expulsions 13	Number of Expulsions -



**ONE PRIORITY SHOULD BE AROUND SCHOOL CLIMATE BASED ON SURVEY RESULTS OR CHRONIC ABSENTEEISM DATA**

<b>SCHOOL PRIORITY GOALS</b>
<p>School-wide Priority I: Improve math instruction with a focus on tier one strategies including: student-centered approaches, access to rigor, exposure to key concepts from SAT in order to improve student performance, and increase the average Math SAT score (Target: to 500 (from 485) for the whole school, including CGS students.)</p>
<p>School-wide Priority II: Improve literacy instruction with a focus on tier one strategies including: student-centered approaches, access to rigor, exposure to key concepts from SAT in order to improve student performance, and increase the average Evidenced Based Reading and Writing SAT score (Target: to 515 (from 507) for the whole school, including CGS students)</p>
<p>School-wide Priority III: Decrease Chronic Absentee Rate (10.6% for 2016-17) to equal or drop below the state average (approximately 9.7%).</p>

**ESTABLISH A GOAL FOR EACH PRIORITY THAT IS MEASURABLE. EX: REDUCE THE AMOUNT OF STUDENTS IN TIER 2 INTERVENTIONS FOR MATH BY 20% OR (20 STUDENTS) BASED ON DATA. HOW WILL YOU MONITOR THE GOAL TO DETERMINE IF IT IS ON TRACK?**

**SCHOOL-WIDE PRIORITY 1:** Increase the average Math SAT score to 500 (from 485) for the whole school, including CGS students.

**GOAL 1 – 100% of students will demonstrate growth on formative assessments designed to measure knowledge, content, skills, and competencies necessary for achieving the CCR benchmark on the Math SAT.**

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
All teachers in all academic areas at BMHS will take a brief sample SAT Math test as a means of understanding test content and format. The rationale is that if teachers understand the test format and requirements, they will be better equipped to develop lessons that will help students prepare for it.	Department Chairs, Ron Sabad (math interventionist/SAT prep teacher)	By the end of October 2017	Sample test and answer sheets.	Collected test materials.
Increase enrollment in SAT Prep classes	School counselors, assistant principals	Start of each quarter for the 2017-18 school year	n/a	Comparison of 2016-17 enrollment vs 2017-18 enrollment, review of rosters in August 2017 vs start of each quarter to ensure increased enrollment
All 10 <sup>th</sup> and 11 <sup>th</sup> grade students linked between College Board and Khan Academy. This will ensure that students are getting targeted, individualized SAT practice to help them to improve their scores rather than general SAT practice which is	Counselors, math teachers	End of 1 <sup>st</sup> quarter	Computers	College Board tracking system to determine number of students with linked accounts

not targeted and may not help a student on an individualized basis.				
<b>Khan Academy practice based on a specific number of problems to be completed either on a weekly or a bi-weekly basis. This is now trackable by time spent and number of problems completed through the coaching app on Khan Academy and we will be able to incentivize students to do SAT practice for math on a regular basis</b>	Math teachers, counselors	Starting in October 2017 through end of 17-18 school year	Computer access	College Board tracking system to determine time spent on Khan Academy and problems completed.
<b>Formal process for distribution of PSAT results designed by collaborative team of teachers.</b>	Math teachers, Building Data Team, administrators	December 2017- end of school year	PSAT results, designated materials for lessons	Data presented to building data team.

**School Wide Priority II - Increase the Evidenced Based Reading and Writing SAT score to 515 (from 507) for the whole school, including CGS students**

**GOAL 2 - 100% of students will demonstrate growth on formative assessments designed to measure knowledge, content, skills, and competencies necessary for achieving the CCR benchmark on the EBRW SAT.**

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Integration of Khan Academy Practice	Teachers in Grades 9-11	Year-Round	Khan Academy registration; Chromebooks	Lesson plans; Formal/Informal Observations
PLC Generated-Assessments (CFAs) geared toward SAT Prep and built into current curriculum.	Teachers in Grades 9-12	Year-Round	Current curriculum; PLC meeting time; SAT professional development; Google Forms	Data collection (CFA scores & PSAT/SAT results); lesson plans
Daily bell ringers focusing on the grammar skills seen in the Writing/Language Test	Teachers in Grades 9-12	Year-Round (9-11);1st Q (12)	College Board practice tests, Writers Inc, No Red Ink, Grammar Bytes	Lesson plans; Formal/Informal Observations
SAT boot camp focusing on reading comprehension non-fiction/fiction	Teachers in Grades 11-12	After midterms (11); 1st Quarter (12)	Released Test Materials; PLC Meeting Time; SAT PD	Lesson plans; Formal/Informal Observations
Use online resources to further practice and provide students with individualized instruction	Teachers in Grades 11-12	Year-Round (9-11);1st Q (12)	NewsELA, No Red Ink, Wadsworth.com, FAST-R, Khan Academy, CrackSAT.net	Class monitoring; formal/informal assessments
Scoresheet reflection using Student Reports (Previous tests) to determine individual/group strengths and weaknesses	Teachers in Grades 9-11	Year-Round	Template; Student Score Report (printed or online)	Data collection; Lesson plans; Formal/informal observations

**School Wide Priority III** – Decrease Chronic Absentee Rate (10.6% for 2016-17) to equal or drop below the state average (approximately 9.7%).

**GOAL 3 – Decrease the number of students absent more than 18 days during the 2017-18 school year.**

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
<b>Monitor and adjust coding of absences to ensure accuracy and avoid over reporting of daily absences.</b>	Data processing clerk, Aps, AP admins, teachers, principal	All year	PowerSchool	Review of attendance data.
<b>Assistant principals, school counselors, and related services staff review attendance on a regular basis to identify students who have missed a significant number of days. A continuum of interventions are put into place to help improve student attendance: interventions include communication with students and families, meetings with students and families, disciplinary consequences when appropriate, counseling, referrals to outside agencies are some examples.</b>	APs, counselors, related services	All year	PowerSchool	Log entries in PowerSchool
<b>House Advisor, Climate Day, The Future Project, and other strategies built on increasing engagement and building a positive, supportive, and inclusive climate</b>	APs, counselors, climate committee, Dream Directors from the Future Project	All Year	Curriculum for advisory, plan for climate day, materials for various events	Report out to administration by climate committee

<b>Meet regularly with outside group to review student progress.</b>	APs, special education staff, counselors, and ESS workers	All year	Staffing, meeting times with ESS	Review of individual cases on a weekly basis

## SIP 3-2-1

**3:** What are three key messages about the School Improvement Plan you will communicate to teachers?

We are engaged in a focused and deliberate effort to raise average SAT scores. This work will not only be done by English and Math teachers, but all teachers are expected to contribute in a way that makes sense within their discipline

Access to rigor is a key factor in the success and growth of every student. Every student should be challenged in every course to grow and progress past their present level of performance. Students who are capable should be encouraged by teachers, counselors, and administrators to take upper level courses as a means of building skills, developing process, and increasing confidence. Doing so, while not directly related to SAT preparation, will have a profound impact on student success on many level.

While the SAT is important for many reasons, it is not the only measure of student success. This plan is limited in focus, but we continue to focus on important competencies that students need to develop in your classes which are not specifically identified in the plan.

**2:** What are two ways you will communicate to parents and the greater school community?

Review at School Governance Meetings

Agenda item at Parents Club meeting.

Post on BMHS website when complete.

**1:** What is one way that you will monitor your progress towards achieving the goals of this SIP?

Review of formative assessment data from all departments by the building data team.

## SCHOOL IMPROVEMENT PLANNING REFLECTION RUBRIC

Indicator	Self-Reflection & Next Steps
<p><b>1. Data analysis is sufficient.</b> The data analyzed focuses on the most important strengths and areas for improvement.</p>	✓
<p><b>2. Focused on gap closure.</b> Data analysis, improvement plan, and action plan focus on gap closure for student groups (e.g. high needs, students with disabilities, ELLs). Root causes analysis goes deep enough to address changes in adult and student behaviors.</p>	✓
<p><b>3. Objectives and initiatives focus on improving the instructional core.</b> The strategic objectives and initiatives are targeted at improving learning and teaching in classrooms.</p>	✓
<p><b>4. All sections are clear.</b> Data is presented clearly, objectives and initiatives are clearly described, and action plan steps are understandable.</p>	✓
<p><b>5. Early evidence of change are measurable and actionable.</b> Action Plan includes reasonable measures of gauging success by the end of November and includes clear implementation strategies and activities to achieve them.</p>	✓
<p><b>6. Alignment of resources makes the plan achievable.</b> There is evidence that financial resources, human resources, and professional development have been aligned to support the plan.</p>	✓
<p><b>7. All sections of the SIP align to each other demonstrating solid thru-line</b> (i.e. data analysis, theory of action, strategic objectives, strategic initiatives, action plan)</p>	✓
<p><b>8. The process was inclusive.</b> There is evidence that BLDT members, SPMT (or equivalent), and other teachers/staff members were meaningfully involved in the development of the plan.</p>	✓