



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

SCHOOL IMPROVEMENT PLAN 2018-2019
<ul style="list-style-type: none">➤ Share with SGC by November 2, 2018➤ Revision due November 16, 2018 updated with BOY data➤ Ongoing revisions due March 2019 MOY data➤ Updated June 2019 EOY data

2018-2019

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

Mission Statement

Brien McMahon High School students will develop the skills, competencies, and knowledge to be successful in school, the workplace, and in a global society.

Core Values

- Dedication to Personal & Team Success
- Intellectual Curiosity & Innovation
- Adherence to Principles & Ethics
- Caring & Compassion Toward All
- Communication (Speaking, Listening, Writing & Understanding)

Beliefs About Learning

Students Learn Best When:

- They are allowed to choose from a variety of engaging and rigorous academic programs
- They are active, engaged, persistent, collaborative, and encouraged to take risks in their own learning
- They develop personal and professional relationships with diverse groups of people
- They have opportunities to positively impact the school, the community, and global society
- Faculty collaborates and shares expertise to provide authentic learning experiences
- Teachers promote a high level of intellectual curiosity by presenting students with dynamic, relevant, and rigorous learning experiences
- Students and staff are recognized and celebrated for their successes
- They attend a school that is physically and emotionally safe
- There are clear and consistent expectations and rules for all students, faculty, staff and administrators
- Parents/Guardians take an active and supportive role in their child's education on a daily basis

HIGH SCHOOL

CT SAT - Percent of Students by Level

SAT	Level 1 CCR Not met	Level 2 Approachin	Level 3 Met CCR	Level 4 Exceeded	Level 3&4
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		g CCR	Benchmark	CCR Benchmark	Met or Exceeded
11th Grade					
EBRW					
2015-2016	22.9	19.2	47.4	10.6	58%
2016-2017	23.7% (79)	25.8% (86)	43.2% (144)	7.2% (24)	51%
2017-2018	33%	25%	35%	7.7%	43%
Math					
2015-2016	26.8	41.8	22.4	9.1	31.5%
2016-2017	27.6% (92)	46.5% (155)	19.2% (64)	6.6% (22)	25.8%
2017-2018	33%	41%	6.2%	25%	31.2%

DRG H	Reading and Writing			Math		
	15-16	16-17	17-18	15-16	16-17	17-18
Ansonia	476	478	488	448	444	460
Danbury	485	494	480	462	466	460
Derby	446	487	471	431	470	438
East Hartford	467	468	471	456	458	451
Meriden: Maloney	470	469	480	429	440	443
Meriden: Platt	459	458	466	422	439	437
Norwalk	499	502	489	482	485	478
BMHS	497	485	471	485	470	468
CGS		600	572		564	547
Norwich	No Scores Available					
Stamford: SHS	483	491	488	470	479	476
Stamford: WHS	500	501	492	489	487	486
West Haven	472	479	472	455	450	449

In 2015-16 and years prior, CGS scores were included in BMHS scores. Starting in 2016-17, CGS scores and BMHS scores were reported separately.

PSAT Assessment - Percent of Students meeting benchmark

PSAT	% Meeting Benchmark
9 th grade	
2015-2016	24.0
2016-17	27.7
2017-18	33
10 th Grade	
2015-16	29.9
2016-17	28.1
2017-18	25
11 th Grade	

2015-16	25.9
2016-17	32.2
2017-18	25

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
Grade 9 All Students				
ELA				
2016-2017	218	217.1	216.3	47.4%
2017-2018	217.3	219.9	221.4	65%
2018-2019	222.6			
Math				
2016-2017	223.6	223.3	228.5	62.0%
2017-2018	227.3	232.3	233	65%
2018-2019	230.4			
Grade 10 All Students				
ELA				
2016-2017	221.5	219.9	215.9	37.0%
2017-2018	216.5	218.1	219.9	61%
2018-2019	216.4			
Math				
2016-2017	230.8	230.1	231.1	52.6%
2017-2018	226.4	229.3	230.3	69%
2018-2019	229.1			

Score Increases - PSAT/SAT

Class of	2018	2018	2019	2019	2020	2020	2021	2021
Test	EBRW	MATH	EBRW	MATH	EBRW	MATH	EBRW	MATH
PSAT 9	n/a	n/a	423	404	431	406	427	424
PSAT 10	457	444	446	437	440	431	Scores not Available Yet	
Growth 9-10	n/a	n/a	23	33	9	25		
PSAT 11	482	469	469	457				
Growth 10-11	25	25	23	20				
SAT	485	470	471	468				
Growth PSAT-SAT	3	1	2	11				

DRG H	PSAT R-W	SAT R-W	RW Growth	PSAT M	SAT M	M Growth
PSAT vs SAT Growth	16-17	16-17	PSAT-SAT	16-17	16-17	PSAT-SAT
Ansonia	445	482	37	426	447	21
Danbury	480	497	17	457	468	11
Derby	472	487	15	454	470	16
East Hartford	437	468	31	429	460	31
Meriden: Maloney	448	469	21	421	440	19
Meriden: Platt	424	458	34	412	439	27
BMHS	482	485	3	468	470	2
Norwich						
Stamford: SHS	469	491	22	458	479	21
Stamford: WHS	487	501	14	479	487	8
West Haven	456	479	23	417	450	33

Suspension

Comparison

<u>Aug-Nov Data</u>	Total Incidents	Total Days	ISS Incidents	ISS Days	OSS Incidents	OSS Days
2017-18	89	303	49	81	40	222
2018-19	51	122	30	59	21	63

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

Analyze students' academic strengths, struggles and data trends. Use the data above to analyze the strengths and weaknesses in ELA and Math. **Where are the largest achievement gaps after looking at all the data in the charts above?**

When compared to other schools in the DRG, Norwalk as a whole is competitive: 2 out of 9 in both writing and ELA. The scores for BMHS are not as competitive when CGS scores are stripped out of the average. While the overall scores are on par with the other schools in the DRG, the growth from PSAT to SAT for 11th graders is far behind. In 2016-17, the last year for which data is available on Edsight, BMHS scores increased by 3 points in Reading/Writing and 2 points in Math. The next lowest school increased by 14 points in Reading/Writing and 8 points in Math. The greatest increase in Reading/Writing was 37 points in Reading/Writing (445 to 482) and 33 points in Math (417 to 450). Despite the significant increases by the other schools, BMHS scores are still higher, but the lack of growth from PSAT to SAT for the students in the same cohort is the area of focus for this year.

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
2017-2018	95.3	96.3	15.1
2018-2019			

(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. Daily attendance is taken during 2nd block. In the past, students who were absent to 2nd block were marked absent for the day. To correct this issue, we will improve record keeping to ensure that students who are present at school, but absent to 2nd block are not marked absent for the day. Daily absences will be reviewed at the end of each quarter and students who are on target to be chronically absent will be reviewed to ensure accuracy of attendance.
2. Assistant principals and counselors will review attendance regularly to determine which students are on track to be chronically absent. Teachers will act as frontline reporters, writing informational referrals for students with frequent absences. An intervention plan will be developed for identified students.
3. The I-Lab was created this year as an alternative in-house setting for students who were disengaged, frequently absent, and academically unsuccessful. This group of students was disproportionately chronically absent. By creating an alternative environment with differentiated pacing and additional supports, students will hopefully attend more frequently.

MID YEAR PROGRESS REPORT:

As of February 27, 2019, 15% of students are chronically absent. Currently we are not on track to meet our goal. Our current percentage is equal to our percentage at the end of last year.

How will you measure the effectiveness of the attendance strategies?

Regular checks of daily attendance to compare year vs year.

SUSPENSIONS & EXPULSIONS

EOY 2016-2017	EOY 2017-2018	EOY 2018-2019
Number of Suspensions -385	Number of Suspensions -514	Number of Suspensions
Number of Expulsions -13	Number of Expulsions - 12	Number of Expulsions

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

SCHOOL PRIORITY GOALS
<p>School-wide Priority I: Improve Math instruction with a focus on tier one strategies in order to increase scores from PSAT 11 (October 18) and SAT (April 19) by at least 5 points.</p> <p>UPDATE: After receiving 2018 11th grade PSAT scores and comparing to past year, a data error was discovered. BMHS scores for 2018 11th graders were 465 in Evidence Based Reading and Writing and 443 in Math. After carefully reviewing the scores, it became apparent that in past years, CGS and BMHS scores were combined for PSAT, but separated for SAT. The conclusion that PSAT to SAT score increases were significantly lower than schools in our DRG and score jumps in previous grades was not accurate. As a result, the <i>Priority 1 and Priority 2</i> goal has been changed to an increase of at least 15 points on both EBRW and Math. EBRW Goal: 480 Math Goal: 458</p>
<p>School-wide Priority II: Improve reading and writing instruction across disciplines with a focus on tier one strategies in order to increase EBRW scores from PSAT 11 (October 18) and SAT (April 19) by at least 5 points.</p>
<p>School-wide Priority III: Apply restorative practices across the school with fidelity in order to reduce the total number of suspensions by 100.</p> <p>MIDYEAR UPDATE: Between 8/29/17 and 2/15/18, there were a combined (in-school suspension/out-of school suspension) 277 incidents of suspension at Brien McMahon High School. Between the same dates for this school year, 8/29/18-2/15/19, there were a combined 166 incidents. We are on track to exceed our goal.</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:

GOAL 1 – Improve Math instruction with a focus on tier one strategies in order to increase scores from PSAT 11 (October 18) and SAT (April 19) by at least 5 points.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Review of PSAT Scores – Goal Setting	Admin team, Building Data Team, Department Chairs, Teachers	December-January	College Board PSAT score reports, College Board Training Resources	Completed Goal Sheets for each student.
Tier 1 Instruction infused with SAT	Admin team, Building Data Team, Department Chairs, All Teachers	All Year	College Board Resources	Formative Assessment Data, observations, report out from PLCs
Direct work with SAT	Teachers in core subjects	All Year	College Board Resources	Lesson plan review, observations, PLC report out
Enroll students into SAT Prep	Counselors, Admin Team	September-January	Counselors, PowerSchool	Enrollment in SAT prep courses
Final prep in weeks leading up to SAT	Admin team, Building Data Team, Department Chairs	March-April	TBD based on BDT, DCs, and admin team plan	TBD

Purposeful use of Khan Academy for 11th grade students only.	Admin team, Building Data Team, Department Chairs, Math Interventionist. Teachers	All year	Access to Khan, class time	Review of linked accounts, if available – reports from Khan and College Board
In previous years, students took SATs in rooms with random proctors. This year, students will take SATs with House advisors. The purpose is to increase student motivation. A House advisor knows students and will help to keep them motivated through the test.	Admin team, Building Data Team, Department Chairs, Teachers	Test Planning, Day of Test	Creating Rosters	Review of Classrooms for SAT
Provide reward for students who increase combined score by 50+ points	Admin team, Building Data Team, Department Chairs, Counselors	Month leading up to test	\$\$ for reward	Reward provided once scores reviewed at the end of the year.

School Wide Priority II –

GOAL 2 – Improve reading and writing instruction across disciplines with a focus on tier one strategies in order to increase EBRW scores from PSAT 11 (October 18) and SAT (April 19) by at least 5 points.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Review of PSAT Scores – Goal Setting	Admin team, Building Data Team, Department Chairs, Teachers	December-January	College Board PSAT score reports, College Board Training Resources	Completed Goal Sheets for each student.
Tier 1 Instruction infused with SAT	Admin team, Building Data Team, Department Chairs, All Teachers	All Year	College Board Resources	Formative Assessment Data, observations, report out from PLCs
Direct work with SAT	Teachers in core subjects	All Year	College Board Resources	Lesson plan review, observations, PLC report out
Enroll students into SAT Prep	Counselors, Admin Team	September-January	Counselors, PowerSchool	Enrollment in SAT prep courses

Final prep in weeks leading up to SAT	Admin team, Building Data Team, Department Chairs	March-April	TBD based on BDT, DCs, and admin team plan	TBD
Purposeful use of Khan Academy for 11th grade students only.	Admin team, Building Data Team, Department Chairs, Reading Specialist, Teachers	All year	Access to Khan, class time	Review of linked accounts, if available – reports from Khan and College Board
Reading Specialist working with teachers in all departments on strategies for exposure and prep: EBRW	Reading Specialist	All year	Reading Specialist, various resources	Log of time with content teachers
In previous years, students took SATs in rooms with random proctors. This year, students will take SATs with House advisors. The purpose is to increase student motivation. A House advisor knows students and will help to keep them motivated through the test.	Admin team, Building Data Team, Department Chairs, Teachers	Test Planning, Day of Test	Creating Rosters	Review of Classrooms for SAT
Provide reward for students who increase combined score by 50+ points	Admin team, Building Data Team, Department Chairs, Counselors	Month leading up to test	\$\$ for reward	Reward provided once scores reviewed at the end of the year.

School Wide Priority III –

GOAL 3 – Apply restorative practices across the school with fidelity in order to reduce the total number of suspensions by 100.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Restorative Practices	Barbara Wood, Rob Ayala, Scott Hurwitz	All year	Training, resources, faculty meeting time, Google docs	Observation of faculty response to student behavior, review of data
Increased Role for Dean of Students	Admin Team, Rob Ayala	All year	Training, reduced teaching load	In Place
New Referral Process	Teacher discipline team, building data team, Admin team, Dean of Students	All year	Staff training, Google docs, time to review data and procedures	In place – reviewing to tweak and improve
Trauma Informed Care Training for whole staff	Scott Hurwitz, Mid- Fairfield Child Guidance	All year	Faculty meeting time, Mid Fairfield Child Guidance	Survey data from MFCG
I-Lab	Dr. Allen and Admin team, I-Lab staff	All year	Staffing, training,	In place, review of credits, grades, attendance, and discipline data to compare

			supports, funds for career exploration	
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SIP 3-2-1

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

Everyone plays a role in preparing students for SAT, regardless of subject area. When students are provided with rigorous and relevant learning experiences, they develop an understanding and mastery of content that extends beyond the specific course in which it is learned.

When we attempt to understand the impact of life experiences on individual student behaviors and approach student behaviors with a restorative lens, everyone can play a role in reducing the suspension rate.

Reducing suspensions at BMHS is not just about reducing a number. When students are in class and have access to learning, they remain engaged and the likelihood of progress, mastery, and success increase. When students are successful, they are less likely to engage in behaviors that lead to suspension.

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

Publishing the school improvement plan in an email to parents with an explanation and displaying the SIP on the BMHS website.

Presenting the SIP at a public School Governance meeting.

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

Checking PSAT scores, tracking students on Khan, and reviewing suspension data.