



School Improvement Plan (SIP) 2018-19

GSCHOOL NAME: HILL REGIONAL CAREER MAGNET HIGH SCHOOL PRINCIPAL: DR. ZAKIA D. PARRISH DATE: MARCH 2019

New Haven Public Schools seeks to engage all schools in the District in collaborative cultures of data-informed decision-making with the aim of improving student learning. The purpose of the School Improvement Plan is to support schools in:

- 1) Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
- 2) Developing three to four high-leverage theories of action that will drive a coherent plan of work,
- 3) Identifying a limited set of high-leverage strategies within each theory that will lead to improved student learning
- 4) Developing a set of actions for achieving the goal, and
- 5) Creating a plan to measure progress and impact against collaboratively-identified benchmarks.

While the School Improvement Plan document is **due TBD**, schools will be encouraged to revise/add to the plan as needed along the way (strategic objectives, strategic initiatives, action plans to assess progress). This should not be viewed as a static document, but rather an ongoing effort to document and encourage continuous learning and improvement at the school level.



School Improvement Planning Timeline		
CYCLE OF PLAN→DO→STUDY→ACT		
Due Date	Section	In Person Feedback Provided By
	1. In collaboration with your school team and central office support, complete your schools self-assessment	
November TBD	2. In collaboration with your school team and central office support turn in completed school improvement plan to your Assistant Superintendent	
November 30	3. In collaboration with your building level data team and central office staff, analyze your school’s progress towards the early evidence and short term evidence of impact identified in your Action Plan and revise Action Plan as needed.	
January 14-30	4. Mid-year school self-review	
April 1-12	5. In collaboration with your building level data team and central office staff, analyze your school’s progress towards the early evidence and short term evidence of impact identified in your Action Plan and revise Action Plan as needed.	



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May 27-June 7	6. End of year school self-review	
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OVERVIEW OF THE SCHOOL IMPROVEMENT PLANNING PROCESS

The recommended steps to be taken during the development and implementation of a school improvement plan mirror the steps of a cycle of continuous improvement and the New Haven Public Schools collective responsibility framework of *Plan* → *DO* → *Study* → *Act*. The goal is that the school improvement plan is a vital part of an ongoing process of reflection and refinement of educational practice that will lead to substantial and ongoing student learning gains. The phases include:

SECTION 1: NEEDS ASSESSMENT



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Needs Assessment

- What specific data trends have been identified? Do those data points selected give differing lenses through which to understand root causes?
- Is the needs assessment based on an analysis of data of subgroups?
- To what extent has our team reached the underlying source of the problem in our identification of root causes? Is the root cause something that is within the control of our school community?
- Does the data analysis provide a clear direction for the selection of the goals, strategies, and actions?

Theories of Action

- Where do we want to be and how can we get there?
- How will our school achieve its mission (using an If...Then statement)?
- Will our school achieve its mission by applying these strategies?

Strategic Objectives and Initiatives

- What are the 2-3 overarching strategies objectives that our school will focus on for the next two years to drive improvement?
- Each strategies comprises what 1-2 key initiatives?

Evidence of Impact

- What evidence (early evidence of impact, short term impacts, and longer term outcomes) will we use to monitor progress and adjust our strategies?
- Is what we are doing making a positive difference?

Action Plans and Action Steps

- How will we implement?
- What actions need to be implemented in order for each initiative to be successful?
- Who is in charge of each initiative?
- What needs to happen in the next week, month, six months, to make this initiative successful?



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SECTION 1, PART 1: STRENGTHS

<p>Step #1: Review school trend data and identify up to 5 of the school’s greatest strengths. List these strengths below, citing specific data points.</p>	<p>Step #2 (Optional): Using a tool for school self-reflection (e.g. State Needs Assessment Audit tool, Global Best Practices tool, etc.), align strengths to particular indicators or dimensions of an effective school.</p>	<p>Step #3: Identify strategies, programs, or initiatives contributing to the strength. What are your hypotheses regarding what contributes to this as a strength?</p>
<p>Indicator</p>		
<p>1. High academic expectations (e.g., 28 credits to graduate with successful Capstone project completion, 8 credits per year, high number of AP exams administered (278), 4-year graduation rate 93.9%, high post-secondary entrance 74.8%, high on-track to graduation 93.3%); integration of magnet themes: Health & Science and Business & Technology</p>	<p>School-wide needs assessment process encompassed an extensive review of school data with BLDT, GLT KidTalk discussions, individual departments, and whole school data day meetings.</p>	<ul style="list-style-type: none"> ● Student plan of study ● Capstone program ● AP program policy on open enrollment of AP courses ● Peer Connectors program ● Extended day program with academic, athletic, and social programs ● Internships with outside organizations ● Implementation of KidTalk during weekly GLTs ● On-track conferences (2x a year)
<p>2. Climate of collaboration among staff (e.g., minutes and agendas from BLDT, Comer committees, departments, faculty meetings, data days)</p>		<ul style="list-style-type: none"> ● School-wide instructional rounds during PLC ● Purposeful interdisciplinary groupings during GLTs, staff/faculty meetings and workshops ● Full departmental representation at building level committees (i.e. SPMT and BLDT)
<p>3. Diversity of student population (e.g., over 20 towns represented; culture of respect and acceptance among the students in regards to ethnic groups, religious affiliation, sexual orientation, gender identity, socio economic status)</p>		<ul style="list-style-type: none"> ● Student-built culture of acceptance
<p>4.</p>		

SECTION 1, PART 2: AREAS OF OPPORTUNITY

<p>Step #1: Review school trend data and identify up to 5 of the school’s most significant growth</p>	<p>Step #2 (Optional): Using a tool for school self-reflection (e.g. State Needs Assessment</p>	<p>Step #3: What are the root causes of this growth area? Specifically, what factors</p>
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areas. List these growth areas below, citing specific data points.	Audit tool, Global Best Practices tool, etc.), align growth areas to particular indicators or dimensions of an effective school.	contribute or lead to the school’s challenges in this area?
Indicator		
<p>1. Standards of student practice: The school does not systemically develop the foundational skills that lead to college and career readiness as defined by having the following:</p> <ul style="list-style-type: none"> ● High academic prowess ● Academic integrity ● Basic skills for learning/studying (e.g., note-taking, study habits) ● Executive functioning skills (e.g., time management, goal-setting, self-advocacy) ● Social & Emotional functioning as a student (e.g., managing emotions, conflict resolution) ● Student engagement – commitment to learning ● Reading comprehension <p>Specific data points:</p> <ul style="list-style-type: none"> ● Low academic performance (any final D or F) ● Chronic absenteeism: 21% ● Percentage meeting SAT College Board Benchmark: 39.4% EBRW & 18.1% Math ● Social & Emotional: 2018 LES Data <p>Student Data:</p> <ul style="list-style-type: none"> ● Adult availability, Bullying, Safety, and Student-Adult collaboration (student voice), environment and engagement have a 50-55% positive rating ● Family Support is strong with an 83% positive rating 	<p>School-wide needs assessment process encompassed an extensive review of school data with BLDT, individual departments, and whole school data day meetings.</p>	<p>The most prominent root cause for all factors associated with students not achieving their potential is that a focus on addressing the individual needs of the learner is not accomplished by all.</p> <p>Career has a newly implement system in place a school-wide system to identify and address the needs of struggling students – weekly GLTs. We believe a lack of a systemic approach to building student skills contributes to low student performance as identified in the data.</p> <p>During instructional rounds and numerous BLDT meetings, staff identified student engagement as the problem of practice, or “focus area.” We believe increasing student engagement during instruction will lead to an increase in student academic performance.</p> <p>Another root cause is the fact that Career does not receive all cumulative records nor do all teachers review the records for in-coming students. We believe by devoting time to review the records, the faculty will begin to identify the needs of students.</p>



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<p>Staff Data:</p> <ul style="list-style-type: none"> • Communication Practices received the highest rating 74% • Parent Engagement, Leadership Practices, Climate, and School Overall have a less than 30% Positive rating • Professional Community and Instructional Practice had 39% and 42% Positive ratings 		
<p>2. Collaboration: The amount of collaboration among stakeholder groups does not adequately give voice to each group including staff, students, parents, and community partners.</p> <ul style="list-style-type: none"> • Staff – Staff: weekly GLT/PLC meetings, monthly departmental meeting, 1-2 whole staff meetings, 1-2 building-level meetings (i.e. BLDT, SPMT) • Staff – Parents: 3 times a year at Meet the Teacher or Report Card Conference events • Staff – Students: on-track conferences 2 times a year, advisory check ins 		<p>Collaboration among staff is generally positive with multiple methods to engage in that collaborative time. Interdisciplinary collaboration is an area that faculty has identified as needing to increase. We believe if we maximize use of PLC time, which is interdisciplinary, teachers will increasingly share best practices, develop connections between content areas, and increase relevancy for students.</p> <p>Collaboration between staff and students is an area of growth and again centers on the idea that all members of the school need to meet the needs of the individual learner. Increasing consideration of student voice has the potential to influence many factors in the school community (e.g., classroom activities, curricular elements, school-wide events, etc.)</p> <p>The need for relationship building appears to be a common theme or factor that prevents true collaboration between staff and students.</p>



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		<p>There is a need for increased communication between the school and families.</p>												
<p>3. Diversity and cultural competence: Developing strong relationships is paramount in schools; to that end, educators must focus on knowing the whole child. Diversity awareness and cultural competence includes the perspective of under-represented groups in schools to ensure they have a voice (Orbe & Spellers, 2005).</p> <p>Specific data points:</p> <ul style="list-style-type: none"> ● Number of occurrences of diversity training for staff: 0 ● Number of occurrences of diversity celebration: 3 ● Low academic performance data by subgroups: <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">1a. ELA - All Students</td> <td style="text-align: right;">48.6</td> </tr> <tr> <td>1b. ELA - High Needs Students</td> <td style="text-align: right;">45.8</td> </tr> <tr> <td>1c. Math - All Students</td> <td style="text-align: right;">45.8</td> </tr> <tr> <td>1d. Math - High Needs Students</td> <td style="text-align: right;">43.7</td> </tr> <tr> <td>1e. Science - All Students</td> <td style="text-align: right;">46.7</td> </tr> <tr> <td>1f. Science - High Needs Students</td> <td style="text-align: right;">44.2</td> </tr> </table>	1a. ELA - All Students	48.6	1b. ELA - High Needs Students	45.8	1c. Math - All Students	45.8	1d. Math - High Needs Students	43.7	1e. Science - All Students	46.7	1f. Science - High Needs Students	44.2		<p>The whole child includes aspects of identity (e.g., race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, age, etc.) and is not sufficiently explored in the current system at Career.</p>
1a. ELA - All Students	48.6													
1b. ELA - High Needs Students	45.8													
1c. Math - All Students	45.8													
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SECTION 2: SCHOOL VISION, CORE VALUES AND THEORY OF ACTION

VISION STATEMENT

Where are we going? Describes in clear, compelling terms the preferred future reality of what the school must become to help all students learn.

A student who graduates from Hill Regional Career Magnet High School will be able to:

- Access and analyze a variety of sources of information
- Communicate clearly and listen actively
- Fulfill his or her civic duty and be a leader within his/her community
- Think critically and solve problems
- Leverage technology in support of skills
- Be morally, ethically, and socially aware
- Be resilient and persistent
- Develop career readiness skills through authentic experiences

CORE VALUES

How do we travel? The values that underlie our work, how we interact with each other, and which strategies we employ to fulfill our vision

- Knowing the whole child allows us to identify, recognize, and counteract the barriers that inhibit success
- Students of all backgrounds are capable of academic and personal growth
- Collective responsibility is integral to success in preparing our students
- Teaching and learning require self-discipline, commitment, persistence, and accountability
- Excellence requires self-reflection and risk-taking

THEORY OF ACTION

What is our path? The beliefs and assumptions we hold about why certain actions will lead to the vision we seek. Framed as an "if...then" statement.

- If we identify, build upon student strengths, and provide opportunities to demonstrate success, then we will effectively support their transformational growth to college and career readiness.
- If we increase student engagement during instruction and develop/foster student-staff relationships, then student absences and suspensions will decrease.

STRATEGIES

The coherent group of overarching goals and key levers for improvement that will achieve the vision.

- Build academic standards of student practice to develop the foundational skills that lead to college, career, and life readiness.
- Build student social and emotional skills school-wide in order to foster student independence and maintain a positive learning environment.
- Build an environment in which faculty and staff use insight about students and their backgrounds to allow all students to reach their full potential.



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SECTION 3 PLAN DO STUDY & ACT

Guidelines

Each school will complete the Action Plan Template below for 3 strategies.

Step #1: PLAN → Identify a gap and the approach

- In collaboration with your school's leadership team and school committees, identify the 2-3 strategic objectives based on your school's unique needs and your analysis of data and should lead to substantial gains in student learning.
 - Theory of action, strategies, and action plans should take into consideration gap closure for sub-group populations (e.g. special needs, ELL, etc.)
- In order to meet your overall goal, what is the most important area that needs improving and why?
- What approaches/strategies are contributing to your success in this area and what data suggests this?
- What are opportunities for improvement, gap or barriers in this area
- What seems to be the root causes of problem and what data suggests this?
- Reflection:
 - What approaches/strategies could you deploy to address root cause and support meeting you overall goal?
 - The theory of action may be decided based on your school's unique needs and your analysis of data and should lead to substantial gains in student learning.
 - What research did you review to support the use of these strategies/approaches?
 - What performance measures will you use to monitor impact of your approach/ strategy?
 - What measure will you use to monitor fidelity of deployment of your strategy/ approach?
 - What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?
- Messaging
 - How will you convey intent of this focus area of SIP to stakeholders?
 - How will you communicate progress towards goals or course corrections to stakeholders?

Step #2: DO → Develop and Implement Deployment Plan

- Identify an owner or lead. W
- Who will be responsible for leading the implementation of the action step and monitoring early evidence of impact?
- Identify the resources required for successful implementation (e.g., staffing, training, technology, funding, materials).
- Identify the timeframe for each action step. When will the school team review evidence of progress?

Step #3: STUDY → Analysis of data after implementing an approach

- What worked and how do you know
- What did not work and how do you know
- Do you need any additional assistance as you look at your results and start planning for next cycle?
- What improvements could be made to the following areas: APPROACH/STRATEGY/PROCESS/SUPPORT/PROFESSIONAL; LEARNING /MONITORING?

Step #4: ACT → Continue with Target Goal or Revise the Target Goal

- Determine a next set of action steps.



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PLAN		
Theory of Action #1 (Goal):	Theory of Action #2 (Goal):	Theory of Action #3 (Goal):
If we identify, build upon student strengths, and provide opportunities to demonstrate success, then we will effectively support their transformational growth to college and career readiness.	If we increase student engagement during instruction and develop/foster student-staff relationships, then student absences and suspensions will decrease.	
To which district goal(s) does this theory of action align?	To which district goal(s) does this theory of action align?	To which district goal(s) does this theory of action align?
Academic achievement will improve across all grades in English Language Arts and Mathematics.	The culture and climate of the school will improve as evidenced by decreases in chronic absenteeism and suspension rates.	
Rationale (based on your data)	Rationale (based on your data)	Rationale (based on your data)
Strategies to achieve the goal	Strategies to achieve the goal	Strategies to achieve the goal
<ol style="list-style-type: none"> 1. Develop a school-wide focus on providing reading comprehension support across the disciplines 2. Provide lessons for students which are linked to PSAT/SAT strategies 3. Implement Academic Advisories as a mechanism of extra support for students struggling 	<ol style="list-style-type: none"> 1. Build student social and emotional skills school-wide in order to foster student independence and maintain a positive learning environment. 2. Build in opportunities for students to build one-on-one relationships with adults in the building. 3. Conduct Instructional Rounds with a specific focus on student engagement during instruction based on a common definition of engagement. 	<ol style="list-style-type: none"> 1. 2. 3.
Measurable Outcome	Measurable Outcome	Measurable Outcome
Increase in number of grades 9 and 10 students meeting expected growth target on Reading and Math Inventory	Reductions in number of out-of-school suspensions Reduction in chronic absenteeism rate	



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<p>Increases in grade 11 cohort performance on PSAT to SAT in math and EBRW Increase/maintain graduation rate & grade-9 on-track rates</p>	<p>Increased in levels of engagement based on data from IRs</p>	
<p>Evidence of Impact (How will you progress monitor)</p>	<p>Evidence of Impact (How will you progress monitor)</p>	<p>Evidence of Impact (How will you progress monitor)</p>
<p>Weekly GLT meetings – on-track rates across all grade levels RI and MI administration 3x year in grades 9 & 10</p>	<p>Analysis of absenteeism rates by grade level during attendance meetings Review of discipline data during BLDT</p>	



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DO						
Step	List the specific steps your team will complete during this cycle and	Linked Theory and Strategy #s	Person Responsible	Measure/Indicator	Start Date	End Date
1	Use KidTalk protocol to discuss strengths & challenges for students and develop action plan of support	1	Grade Level Teams	Number of students on track in each grade level	Sept. 2018	June 2019
2	Conduct on-track conferences at least 2x a year with each student in each grade to discuss their BAG report and set goals	1 2	Grade Level Teams	Number of students on track in each grade level Graduation rates, absenteeism, suspensions	Sept. 2018	June 2019
3	Monitor student attendance and conduct parent-student conferences, as needed, to address absenteeism	2	Attendance Team	Chronic absenteeism rates in each grade level	Sept. 2018	June 2019
4	Conduct a book study <u>Do I Really Have to Teach Reading</u> by Cris Tovani	1	Wheaton Parrish	RI scores in grades 9 and 10 Performance on content-based assessments	Sept. 2018	June 2019
5	Professional development on incorporation of social-emotional learning skills during PLCS led by K. Penta	2	PLCs Penta	LES student survey results	Dec 2018	June 2019
6	Restorative Circles training for staff to encourage student voice and build trust and regular use in the classroom in order to build positive culture and community	2	Parrish C. Thorne	Number of office referrals, out of school suspensions	Oct 2018	June 2019
7	Use of students trained in peer mediation in order to teach conflict resolution skills to peers and conduct 1-on-1 sessions	2	Westefeld	Number of out of school suspensions	Nov 2018	June 2019
8	Recruit grade 11 students for the SAT Saturday Academy based on their PSAT 11 results	1	Giardini Rauch	Student growth from PSAT-11 to SAT-11	Dec 2018	April 2019



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9	Develop a common definition for student engagement and identify look-fors for use during Instructional Rounds	2	BLDT ALL	Engagement refers to the degree of attention, curiosity, interest, and passion that students show when they are learning. Indicators: no non-academic cell phone use student-to-student discourse student-to-teacher discourse physically interacting with classroom environment and equipment	Dec 2018	Jan 2019
10	Conduct Instructional Rounds with a focus on student engagement	2	ALL during PLCs	Number of classrooms where engagement is evident	Spring 2019	
11	Conduct conversations with students who have had disruptive situations with the teacher(s)	2	Lecoite Bethke Admin	Number of repeat disciplinary incidents with that student in that class	Dec 2018	June 2019
12	Facilitate Academic Advisory on a monthly basis	1	All	Number of students on-track in each grade level	Oct 2018	June 2019
13						
14						
15						



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STUDY				
Measure/ Indicator		Linked Theory and Strategy #s	Results	What Worked? What did not work? What additional Supports? What improvements could be made to the following areas: APPROACH/STRATEGY/PROCESS/SUPPORT/PROFESSIONAL LEARNING/MONITORING
1	Number of students on track in each grade level	1	Q1, Q2 Grade 9: 91%, 87% Grade 10: 88%, 84% Grade 11: 93%, 87% Grade 12: 89%, 83%	GLT - Kidtalk Meetings and Protocols On-Track Student Conferences RISE Dashboard - On-Track and Student Profile On-Track Recognition Assemblies and Celebrations
2	Number of students on track in each grade level Graduation rates, absenteeism, suspensions	1 2	Absenteeism: 18.2% YTD (as of 1-29-19) Suspensions (OSS, as of 1-29-19) <ul style="list-style-type: none"> Grade 9: 12 Grade 10: 13 Grade 11: 7 Grade 12: 11 	What is needed: <ul style="list-style-type: none"> district plan to address graduated students being marked as absent at the end of the year. specific strategies for addressing HIGH SCHOOL absenteeism full-time truancy officer focus upon students scoring between 66 and 69 in classes to achieve 70+ (improve attendance to improve on-track rate)
3	Chronic absenteeism rates in each grade level	2	YTD (as of 1-29-19) 9th: 17.5% 10th: 24.5% 11th: 9.7% 12th: 19.9%	What worked Home visits Weekly attendance meetings Phone calls to parents Parent conferences Student conferences Clifford Beers Supports (Care Coordination) Attendance spreadsheet shared with GLTs Additional supports needed Resources to acknowledge improved attendance Full-time truancy officer Increased communication between GLT and Attendance committee



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4	RI scores in grades 9 and 10 Performance on content-based assessments	1	<p>Fall RI</p> <ul style="list-style-type: none"> ● 880 average in grade 9 ● 1015 average in grade 10 <p>Winter RI:</p> <ul style="list-style-type: none"> ● XXX average in grade 9 ● XXX average in grade 10 	<p>What worked? Collaboration with D. Thorson and K. Close 10th grade US History classes admin SRI Collaboration with M. Wilson and I. Senes SRI reports revealed all student not tested (results several were WD, wrong grade or absent on the day of testing). Make-up testing arranged with Library space reserved.</p>
5	LES student survey results	2		Parent meetings to discuss results (shared at orientation)
6	Number of office referrals, out of school suspensions	2	<p>Office referrals: 189 OSS: 43 incidents ISS: 30 incidents</p>	<p>Office Referrals can result in after school detention, resulting less OSS/ISS. Correct use of in-class incidents vs. office referrals The ISS Rooms need to have the same standards and students provided a standard reflections assignment to reflect on their behavior.</p>
7	Number of out of school suspensions	2	<p>OSS: 43 incidents ISS: 30 incidents</p>	Needed: refine system to be accurate as to number of incidences/students
8	Student growth from PSAT-11 to SAT-11	1	<p>PSAT-11</p> <ul style="list-style-type: none"> ● EBRW: 436 ● Math: 426 <p>SAT-11</p> <ul style="list-style-type: none"> ● EBRW: XXX ● Math: XXX 	Saturday SAT program recruited 75 students
9				
10				
11				



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ACT						
Step	List the specific steps for the next cycle based on your study of previous cycle	Linked Theory and Strategy #s	Person Responsible	Measure/Indicator	Start Date	End Date
1	Use KidTalk protocol to discuss strengths & challenges for students and develop action plan of support	1	Grade Level Teams	Number of students on track in each grade level	Jan 2019	June 2019
2	Conduct on-track conferences at least 2x a year with each student in each grade to discuss their BAG report and set goals	1 2	Grade Level Teams	Number of students on track in each grade level Graduation rates, absenteeism, suspensions	Jan 2019	June 2019
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12						
1						
2						
3						