

Stafford High School

School Improvement Plan

2023-2024



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STAFFORD PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Stafford Public Schools is to prepare our students to assume productive, meaningful, and responsible roles in an increasingly competitive global society.



STAFFORD PUBLIC SCHOOLS EQUITY VISION STATEMENT

Stafford Public Schools embraces **diversity** as an asset. We recognize that everyone has different backgrounds, experiences, and interests and we forge an environment that promotes a sense of **belonging**. We cultivate **inclusive** opportunities for community members to share their **identity** and perspective in a safe, supportive environment.

Stafford Public Schools

Portrait of a Graduate



The Stafford Public Schools Portrait of the Graduate Framework prioritizes the skills and dispositions for students to become 21st-century learners in a rapidly evolving global community. The framework serves as the strategic map to execute the vision of teaching and learning for the students, staff, and administration of the school district.

Key Accomplishments for 2022-2023

- Continued excellent graduation rate ($>90\%$ for nine straight years).
- Expansion of learning walk protocols.
- Full implementation of the PLC process built into the master schedule.
- Full implementation of after-school SAT Prep for students in 10th and 11th grade.
- Individual student and overall school improvement in SAT scores as compared to PSAT.
- Ranked first in the District Reference Group (DRG) for Connecticut SAT School day in both ERW and Math.
- Ranked first in DRG for the NGSS Assessment
 - Outperformed surrounding, more affluent towns (DRG C) such as Somers, Ellington, and Suffield.
 - Outperformed numerous DRG B and C towns
- SHS High Needs students demonstrated exceptional performance in SAT and NGSS
 - Outperformed towns in both SAT and NGSS, including
 - Ellington, Somers, Tolland, Woodstock Academy, and ALL DRG F schools.

STRATEGIC IMPERATIVE #1 - ORGANIZATIONAL HEALTH

Theory of Action: The Stafford Public Schools believes that if it designs and implements systems of wellness and social-emotional health for faculty, staff, and students it will develop a strong culture of belonging, unity, and trust amongst every person in the community. Partnering with families, civic organizations, and local businesses, supports students with opportunities to expand connections to their learning outside of school walls.

District Long-Term Strategy 1A - Increase coherence and consistency across the district to improve student outcomes.		
Short-Term Goals	Person(s) Responsible	Key Outcomes and Targeted Actions
<p><i>Identify and determine strategies to enhance dialogue between schools to ensure a comprehensive transition plan to address the needs of all learners.</i></p> <p>By June 2024, Stafford High School and Stafford Middle School will increase dialogue and develop strategies to ensure a successful and supportive transition between schools that supports the needs of all learners.</p>	<p>Teachers (SHS & SMS)</p> <p>Administration</p> <p>Pupil Services</p>	<p>Actions: Cross-building learning walks including debriefing sessions to align practices (3x a year).</p> <p>Vertical professional development opportunities (throughout the school year) to share and reflect on achievement data and student work, resulting in improved vertical alignment.</p> <p>Instructional and curricular alterations to improve student learning and transition.</p> <p>Consistent dialogue between middle school and high school administration around ninth-grade course placements in accordance with District protocols.</p> <p>Freshmen House, literacy coach, library media specialist, and school counselors will provide student training on the following:</p> <ul style="list-style-type: none"> ● Executive functioning skills ● Research skills ● Wellness ● Etc.

		<p>Increased opportunities for SHS students to mentor SMS students (Partners in PRIDE, Athletic Teams, GSDA, etc.)</p> <p>Outcomes: Increased alignment with all transition policies and procedures.</p> <p>Reduction of ninth grade courses failed.</p> <p>Increase in the percentage of students earning at least 6 credits during ninth grade (On-track graduation - Connecticut Accountability).</p> <p>Aligned practices around course recommendation and academic file transfers between SHS and SMS.</p>
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District Long-Term Strategy 1C - Strengthen culture and climate in the district by fostering intentional systems that promote equitable and inclusive student and staff wellness.

Short-Term Goals	Person(s) Responsible	Key Outcomes and Targeted Actions
<p><i>Align systems of support to ensure the connectedness between PBIS, SEL, and Comprehensive School Counseling Framework for students.</i></p> <p>By June of 2024, an increased number of students will demonstrate respect for each other’s differences as reported on the annual stakeholder survey.</p>	<p>Teachers</p> <p>Paraprofessionals</p> <p>Administration</p> <p>School Climate Team</p> <p>Pupil Services</p>	<p>Actions:</p> <p>Increase the opportunities for the Partners in PRIDE peer mentorship groups to meet with underclassmen.</p> <p>Continued completion of the DESSA Survey (3 times per year)</p> <ul style="list-style-type: none"> ○ Regular reporting of DESSA outcomes to staff <p>Increase extended advisory educational opportunities (i.e. kindness videos, bystander videos, mini-lessons, etc.)</p> <p>Provide regular grade-level assemblies during extended advisory focusing on topics related to inclusion and diversity (i.e. legal topics, bullying, kindness, etc.)</p> <p>Delivery of School Counseling Curriculum through extended advisory opportunities throughout the year.</p> <p>Utilize the student-run organizations (i.e. Student Council, Partners in Pride, GSDA, etc.) to provide education and advocacy for ALL students.</p> <p>Positive recognition of students (Points of Pride, Bulldog of the Month, etc.) who advocate for and protect others.</p> <p>Encourage students to participate in a variety of school activities to promote teamwork, inclusion, equity, and comradery.</p>

		<p>A club fair will occur in the Fall to inform students of all clubs available at SHS.</p> <p>Facilitate a Student Advisory Group (SAG) or Focus Group to identify root causes and identify new and effective solutions.</p> <p>Outcomes: Conduct three targeted mini-climate surveys to track improvement.</p> <p>An increase in the school climate data within the following areas:</p> <ul style="list-style-type: none">○ Section B, Section 1: Table 4: Students in my school respect differences in other students<ul style="list-style-type: none">■ 2020-21 - 62.6%■ 2021-22 - 51%■ 2022-23 - 49.5% <p>Increased number of recognitions of students (Points of Pride, Bulldog of the Month, etc) for advocating for and protecting others.</p>
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STRATEGIC IMPERATIVE #2 - CURRICULUM, INSTRUCTION & ASSESSMENT

Theory of Action: The Stafford Public Schools seeks to develop rigorous and engaging college and career-readiness learning opportunities that embody the tenets of the *Portrait of the Graduate*. Ensuring that classrooms embrace high-quality instructional resources and strategies will create opportunities for all learners to authentically apply their learning to the real world. All staff leads with the use of data to make informed decisions to maximize student potential.

District Long-Term Strategy 2A - Implement data-driven decision-making practices across all schools, departments, and the curriculum development process.		
Short-Term Goals	Person(s) Responsible	Key Outcomes and Targeted Actions
<p><i>Support Professional Learning Communities (PLCs) designed to collect, disaggregate, and analyze student performance data.</i></p> <p>By June 2024, Stafford High School will develop, share, and implement high-value, instructional strategies designed to improve student learning through the PLC process, which will be articulated in curriculum documents.</p>	<p>Teachers</p> <p>Administration</p> <p>Instructional Coach</p> <p>School Wide Data Team</p>	<p>Actions:</p> <p>Focused professional development.</p> <p>Weekly documented PLC meetings.</p> <p>The secondary humanities coach will provide support, resources, and training for teachers during the PLC process.</p> <p>Curriculum documents will be altered to reflect the inclusion of new instructional strategies identified through the PLC process.</p> <p>Outcomes:</p> <p>Instructional alterations will be reflected in curriculum documents.</p> <p>Departmental monthly “share-outs” during faculty meetings to provide updates on progress.</p> <p>Positive results and documented growth on the “PLC strengths and weakness survey” sent to staff.</p>

District Long-Term Strategy 2C - Embrace the completion of a balanced system of assessment strategies and tools to inform reflective practices for district improvement.

Short-Term Goals	Person(s) Responsible	Key Outcomes and Targeted Actions
<p><i>Utilize the performance indicators of the Next Generation Accountability System to drive whole school and district improvement.</i></p> <p>By June of 2024, Stafford High School will increase the overall CT Next Generation Accountability System rating from previous years.</p> <p>Baseline- CT Next Generation Accountability System performance scores 2023.</p>	<p>All staff</p> <p>Teachers</p> <p>Administration</p> <p>School Wide Data Team</p>	<p>Actions: Specific teacher goals will be directly related to increasing Stafford High School’s CT Accountability rating by focusing on the following:</p> <p>P.E. / Health = Physical Fitness assessment</p> <p>Ninth-grade teachers = On track for graduation (credit attainment)</p> <p>Eleventh-grade History, English, and Math teachers = ERW / Math SAT Performance improvement</p> <p>Chemistry teachers = IAB - NGSS Performance improvement</p> <p>Geo-Physical and Biology teachers = NGSS IAB Improvements</p> <p>Pupil Services = Chronic Absenteeism</p> <p>Other teachers = Graduation rate - Credit attainment</p> <p>Outcomes: Improved overall CT Accountability rating</p> <p>Increased performance toward targets specific to CT Accountability criteria</p>

STRATEGIC IMPERATIVE #3 - CONTINUOUS LEARNING FOR ALL

Theory of Action: Building capacity in the workforce is a critical element to ensuring that growth is at the heart of district improvement. The Stafford Public Schools continues to celebrate a professional learning system that integrates staff feedback, promotes opportunity for choice and customization to professional needs, and continuous feedback. Providing these systems will enable the district to recruit and retain high-quality educators able to promote positive change.

District Long Term Strategy 3A - Provide robust professional development offerings that are aligned with key professional learning themes annually.		
Short-Term Goals	Person(s) Responsible	Key Outcomes and Targeted Actions
<p><i>Continue the implementation of the school learning walks to include cross-building opportunities of the showcase of high-leverage instructional practice.</i></p> <p>By June 2024, all Stafford High School teachers will engage in peer-to-peer feedback following regular learning walks.</p>	<p>Teachers</p> <p>Administration</p> <p>Department heads</p>	<p>Actions: Expand learning walk implementation from previous years to include opportunities for peer-to-peer feedback.</p> <p>Learning walk visit (once per quarter) and collaborative conference during common planning time or after school if the visit involves a cross-curricular opportunity.</p> <p>Outcomes: Learning walk visit documentation.</p> <p>Collaborative conference reflection documentation.</p> <p>Examples of implementation of new strategies (based on peer-to-peer feedback) to be presented during mid-year conferences and summative meetings.</p>