

MANCHESTER HIGH SCHOOL
INSTRUCTIONAL IMPROVEMENT PLAN TEMPLATE
2012 – 2017
Revised August 15, 2013

SCHOOL INSTRUCTIONAL IMPROVEMENT TEAM

Matt Geary, Principal
Jim Farrell, Assistant Principal for 9th Grade Academy
Jim Fromme, Assistant Principal for Bentley Academy
Beth Hayes, Assistant Principal, Grades 10 – 12 (A – L)
Vonetta Romeo-Rivers, Assistant Principal for School Climate, Culture, and Interventions
Sinthia Sone-Moyano, Assistant Principal, Grade 10 – 12 (M – Z)
Lindsey Boutilier, Athletic Director
David Stetson, School Counseling Director
Mark Danaher, Career Education Leader
Karen Stavolone, Art Department Leader
Mark DiDominzio, Business Dept. Leader
Marsha Testa, English Department Leader
Janice Uerz, Family and Consumer Science Department Leader
Catherine Mazzotta, Math Department Leader
Keith Berry, Music Department Leader
Robert Healy, Physical Education Department Leader
Mark Ruede, Science Department Leader
David Maloney, Social Studies Department Leader
Kevin Brophy, Special Education Department Leader
Christopher Casey, Technology Education Department Leader
Rosemary Stoner, World Languages Department Leader
Pamela Fontaine, Library / Media Specialist, NM Grant Manager
Kerri Kearney, Library / Media Specialist, NM Grant Manager
Claire Shea, Consulatant

SCHOOL INSTRUCTIONAL IMPROVEMENT PLAN 2012-2017

Student Achievement Goal

- All students will achieve mastery in literacy, numeracy, and all core content areas as measured by their performance on local, state and national assessments
- Performance Targets
- 97% or more of our students passing all courses, midterms, and final exams; 75% of students with a grade of B or better; 25% of students with a grade in the A range
 - SPI (determined by State Dept of Ed): 68.9 (was 67.4 in 11-12); Overall Goal for All Schools by 2018: 88
 - 80% or more of students scoring a 3 or better on Advanced Placement exams
 - 44 or better average in Critical Reading, Math, and Writing on the PSAT in Grade 10, a 47 or better average in Critical Reading, Math, and Writing on the PSAT in grade 11, a 520 or better average on all three areas of the SAT, and an average score increase of 110 points or better between grade 10 PSAT and grade 12 SAT scores.
 - 10% decrease in the Achievement gap for all subgroups
 - No students will be retained
 - Graduation Rate: 76.5 (was 74.0 in 11-12) / Extended Graduation Rate: 86.5 (was 83.9 in 11-12); Overall goals for all schools: Graduation Rate: 94; Extended Graduation Rate: 96
- All students will master and demonstrate the skills required for success in learning and work beyond school as measured by their performance on local assessments of the school-wide academic expectations
- Performance Targets
- At least 60% or more of our students performing at the exemplary level and at least 95% of our students scoring proficient or better on assessments of the academic expectations,

Theory of Action

- If we create a collaborative and collegial culture built on trust and respect and commit resources and time to develop the capacity of administrators and teacher leaders, then classroom instruction will improve and student achievement will increase.
- If we develop and implement a challenging, standards-based curriculum that is focused on 21st Century Skills, aligned to the Common Core State Standards, and includes essential questions, student-centered instructional strategies, and uniform assessments that are cohesive and connected, then all students will be exposed to a rigorous common experience in all classes and will be engaged participants in their own learning, and student achievement will increase.
- If we identify research based best instructional practices, provide on-going, structured, job-embedded opportunities for teachers to practice implementing these strategies and ensure effective and relentless monitoring and support for teachers, then student achievement will increase.
- If we gather and analyze local and state student data and provide teachers on-going structured opportunities to engage in the review of student work to plan for instructional improvement, then our tiered interventions will be focused on targeted areas and student achievement will increase
- If we communicate our mission and vision with all stakeholders, solicit input from all stakeholders, and engage parents, guardians, and members of the school community in the work being done at Manchester High School, then school-parent-community relationships will improve and student achievement will increase.

Identified Need(s)	Strategies	Evidence of implementation?	Support Needed for 2013-14																																																																																																															
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SPI	#	Sch	F/R	Hisp	Af Am	SPED
Target: 88	425	67.4	56.4	47.8	55.3	28.5
CAPT Scores		2013 % Goal	2012 % Goal	2013 % Prof	2012 % Prof	
Math						
School	34.1	36.1	63.6	70.5		
Male	36.4	37.1	61.6	70.2		
Female	31.8	35.1	65.6	70.7		
African Am	16.7	12.5	43.6	47.9		
Hisp/Lat	11.3	13	40	47.8		
White	46.5	52.6	78.8	85.9		
Asian	57.1	55	78.6	90		
F/R Meals	17.8	24.1	47.2	53.9		
Non F/R Meals	53.6	46.6	83.2	84.9		
Sp Ed.	2.3	9.5	18.6	23.8		
Non Sp.Ed	38	39.1	69.1	75.8		
Science						
School	32.3	34.1	71.7	71.4		
Male	31.8	36.3	69.7	72.5		
Female	32.8	32.1	73.7	70.3		
African Am	17.7	11.2	60.8	52		
Hisp/Lat	7.4	10.8	50.6	49.2		
White	46.2	49.5	83.4	85.5		
Asian	42.9	45	82.1	85		
F/R Meals	20.5	20.1	60.5	55.7		
Sp Ed.	3.6	6.4	23.2	21.3		
Reading						
School	31	37.4	73	74.3		
Male	29.4	30.4	66	69.6		
Female	32.5	44.1	80	78.9		
African Am	17.3	18.4	60.5	62.2		
Hisp/Lat	6	11.3	51.8	50.7		
White	44.2	51.4	84.3	86.2		
Asian	55.6	61.9	85.2	81		
F/R Meals	17.8	23.4	64	62.4		
Non F/R Meals	46.4	49.8	83.6	84.8		
Sp Ed.	0	9.8	34.1	39		
Non Sp. Ed	34.8	4.04	77.9	78.1		
Writing						
School	52.6	59.4	84.4	87.7		
Male	44.9	50.7	78.8	82.3		
Female	60.4	67.8	90.1	92.9		
African Am	50	42.4	83.8	78.8		
Hisp/Lat	26.6	39.7	67.1	75		
White	60.3	71	89.2	96.3		
Asian	75	80	96.4	85		
F/R Meals	41.4	48.2	79.5	79.5		
Sp Ed.	5.6	12.8	38.9	42.6		

<p>Review and Revise Course Sequence / Curriculum to ensure connection to NEASC recommendations and CCSS in every course and discipline</p> <p>Curriculum Revision in English, Math, Social Studies, Science, Health, PE, Special Education, and Elective Areas</p> <p>Revise Graduation Requirement</p> <p>Senior English / Math Work with MCC</p> <p>Implement teams in Grades 9 and 10</p> <p>Implement Medical Careers Academy</p>	<p>Administrators will review curriculum documents prior to submission to Curriculum office</p> <p>Administrators / Teachers will review NEASC Report and update progress quarterly</p> <p>Administrators / Teachers will revise curriculum documents to include CCSS and Academic Expectations (summer work then during PLC meetings 2 – 3 times per week)</p> <p>Examine academic (2X per quarter), attendance (daily), and discipline (weekly) data for grade 9 students</p>	<p>All 9th Graders enrolled in Algebra I PSP but not teamed enrolled in Applied Math course</p> <p>Develop Curriculum Revision Cycle</p> <p>Implement Interdisciplinary Classes on team</p> <p>Train all faculty working on curriculum in Understanding by Design model of curriculum development</p> <p>Community engagement: curricula available on MHSreadline.com for viewing (with long term goal of community feedback on curricula)</p>
<p>Incorporate student - centered instructional strategies including reading strategies and opportunities for digital learning to ensure all learners achieve at high levels</p> <p>Existing Literacy Coaches to support implementation of reading strategies across disciplines</p>	<p>Administrators / coaches will track use of student centered instructional strategies including blended learning and differentiated instruction to support rigorous learning experiences at least 70% of the time during classroom observations and walkthroughs</p> <p>Administrators will meet with Literacy Coaches monthly to review progress in all departments (measured by artifacts collected from the PLC and student work samples)</p>	<p>Provide all students with chrome books</p> <p>Provide PD on Differentiated Instruction and Blended learning</p> <p>Coaches working with PLCs will monitor and record differentiated strategies and the resultant student work related to differentiated strategies, noting the progress in student success regularly, in order to show growth.</p>
<p>Review, Revise, and Utilize School –wide Rubrics to measure student level of mastery related to each Academic Expectation</p> <p>Measured by Departments 6 times annually</p> <p>Strengthen Mid-term and Final assessments at MHS / Alignment with School-wide Expectations</p>	<p>Administrators / Dept Leaders will review, revise, and implement current Academic Expectations and School-wide Rubrics (monthly)</p> <p>Admin /Dept Leaders will monitor implementation of the AEs and Rubrics with Staff (during PLC meetings)</p> <p>Administrators / Teachers will Review Exams for Alignment and Examine Scores (each semester)</p>	<p>School wide grading and rubric committee will be formed and charged with task of training staff with protocols and follow through</p>
<p>Regularly Communicate information including school happenings and student performance data with students , parents, and the community</p> <p>Develop a definition of family engagement at the secondary level and an actual center for family engagement.</p>	<p>Administrators will ensure all students and parents are assigned eschool plus user ids (Summer)</p> <p>Administrators will ensure all students and parents / guardians have a working email address on file</p> <p>Community engagement: curricula available on MHSreadline.com for viewing (with long term goal of community feedback on curricula)</p> <p>Multi-disciplinary instructional strategy gallery walks hosted by students and staff at such high traffic venues as sporting events, concerts, parent nights.</p>	<p>Meetings with community leaders to discuss innovations in current educational practices as well as providing additional support for student success.</p> <p>Explore the development of a Dashboard that includes metrics and improvement indicators</p> <p>300% increase in visits to the website, number of followers on Twitter, Facebook, and Instagram Articles related to student centered learning receive 500 page views on a regular basis</p>
<p>Create a Culture of high expectations for all students</p> <p>Medical Careers Academy</p> <p>Interdisciplinary Teams</p> <p>Develop plan to add two additional academies during 2014-15.</p>	<p>Administrators / coaches will look for at least 80% of teachers asking questions with a high level of cognitive demand in all courses and levels during walkthroughs</p> <p>Teachers will develop interdisciplinary units</p> <p>Coaches will document work developing lessons that promote higher order thinking</p>	<p>Mapping the Taught Curriculum Work Sessions to develop lessons / tasks and assessments that promote higher order thinking and review student work</p>

SCHOOL INSTRUCTIONAL IMPROVEMENT PLAN 2012-2015

School Climate and Culture Goals

- All students will value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior

Performance Targets

- 20% decrease in the number of disciplinary incidents, suspensions, and expulsions across the school
- 20% decrease in class cuts and truancies across the school
- 20% increase in the number of students participating in extra-curricular and / or service activities
- 97% Average Daily Attendance Rate
- School staff will build relationships based on trust through listening, welcoming, and allowing for shared decision making with parents, families, and other stakeholders

Theory of Action

- If we implement a school-wide positive behavior support program along with research-based interventions designed to personalize the learning experience of all students, promote respect for self and others, and support individual needs then students will understand behavioral expectations and be able to access appropriate supports and school climate will improve
- If we create school-family connections that improve parents' feelings of efficacy and increase community support for schools, then the level of engagement will improve and student achievement will increase.

Identified Need(s)	Strategies	How will we monitor and provide evidence of implementation?	Additional Skills, Knowledge and Support Needed																																																				
<p>Graduation Data Graduation Rate (4-year cohort rate) 2010 – 11 = 74.0% Performance Target supplied by CSDE 2012-13 = 76.5% Graduates going to 2 and 4 year colleges and trade school = 88% Graduates going to 2 & 4 year colleges = 84%</p> <p>Special Ed Data – Class of 2013</p> <table border="1"> <thead> <tr> <th>SPED</th> <th>Total</th> <th>Grad</th> <th>Enrolled</th> <th>Certificate</th> <th>Dropout</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>78</td> <td>38</td> <td>21</td> <td>0</td> <td>19</td> </tr> <tr> <td>2013</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Grade-Level Retentions</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2010 - 2011</th> <th>2011 - 2012</th> <th>2012 – 2013</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>70</td> <td>45</td> <td>26</td> </tr> <tr> <td>10</td> <td>38</td> <td>43</td> <td>16</td> </tr> <tr> <td>11</td> <td>68</td> <td>52</td> <td>43</td> </tr> </tbody> </table> <p>*The 2012 – 2013 numbers do not include summer school credits.</p> <p>MHS Dropout Statistics: The number of students who withdrew from school, and meet the definition of “dropout”, remained the same in 2012 and 2013 = 27.</p> <table border="1"> <thead> <tr> <th>Reason For Withdrawal</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Adult Ed/Job Corp</td> <td>55</td> <td>30</td> </tr> <tr> <td>Homeschooling</td> <td>10</td> <td>2</td> </tr> <tr> <td>Incarceration</td> <td>11</td> <td>8</td> </tr> <tr> <td>Discontinue School</td> <td>27</td> <td>27</td> </tr> <tr> <td>Total</td> <td>103</td> <td>67</td> </tr> </tbody> </table> <p>Attendance Data Overall Attendance: 91.28 Average Daily Attendance Rate</p>	SPED	Total	Grad	Enrolled	Certificate	Dropout	2012	78	38	21	0	19	2013						Grade	2010 - 2011	2011 - 2012	2012 – 2013	9	70	45	26	10	38	43	16	11	68	52	43	Reason For Withdrawal	2012	2013	Adult Ed/Job Corp	55	30	Homeschooling	10	2	Incarceration	11	8	Discontinue School	27	27	Total	103	67	<p>Strengthen plan to improve student attendance rates</p> <p>SWIPE Attendance System</p> <p>Continue to Implement School-wide approach to PBIS (IMAGINE)</p> <p>Post and teach behavioral expectations / Re-teach expectations as needed</p> <p>Review / Revise Student Code of Conduct</p> <p>Develop plans to address most common causes of suspension</p> <p>Develop and implement Advisory program</p> <p>Develop a Pyramid of academic and behavioral interventions as a system of support to ensure the success of all students</p>	<p>Administrators will monitor student attendance data daily</p> <p>Social Worker will monitor attendance data weekly</p> <p>Data specialist will run attendance letters one week prior to PR and RC / Admin will review</p> <p>Administrators and teachers will develop and implement a document that outlines school-wide behavior expectations (revised regularly)</p> <p>Track number of students recognized at IMAGINE assemblies / IMAGINE dollars awarded and collected (monthly)</p> <p>Administrators will review data on suspension rates & causes (monthly)</p> <p>Administrators, teachers, and school support staff will create plans to help support students who receive multiple consequences (biweekly Pre-SAT)</p> <p>Administrators will gather an Advisory Committee (Summer)</p> <p>Committee will develop a plan for Advisory rollout (Summer)</p> <p>Assistant Principals will develop / review / revise a pyramid of potential interventions as well as an intervention process (weekly A Team meetings)</p>	<p>Swipe report person—focus on attendance resources</p> <p>Add resources to improve utility of SWIPE functionality</p> <p>Attendance Summit</p> <p>Monitor consistency of implementation of consequences</p> <p>Consider Early Start Extended Detention in lieu of ISS</p> <p>Monthly IMAGINE Assemblies pre-planned and put on calendar / Expand token economy</p> <p>Analyze data relating to causes of suspension</p> <p>Share data regularly with students and staff</p> <p>Draft proposal</p> <p>Information from other schools</p> <p>New Social Work / School Counseling Team to monitor mid-level academic, attendance, and behavioral targets</p> <p>Revised Pyramid</p> <p>Completed Flow Chart</p>
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<p>Discipline Data: Total # of referrals for 12 – 13: 2,406</p> <table border="1"> <thead> <tr> <th></th> <th>2010-11</th> <th>2011-12</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>OSS</td> <td>259</td> <td>317</td> <td>145</td> </tr> <tr> <td>ISS</td> <td>923</td> <td>1087</td> <td>599</td> </tr> <tr> <td>Expulsion</td> <td>26</td> <td>7</td> <td>4</td> </tr> </tbody> </table> <p>OSS 54.3 % decline from the 2011 – 2012 school year. ISS 44.9 % decline from the 2011 – 2012 school year.</p> <table border="1"> <thead> <tr> <th colspan="3">Top 5 Offenses</th> </tr> </thead> <tbody> <tr> <td>Skipping Class/Cuts</td> <td>1,395</td> <td>58%</td> </tr> <tr> <td>Failure to Attend Detention</td> <td>222</td> <td>9%</td> </tr> <tr> <td>Insubordination/Disrespect</td> <td>215</td> <td>9%</td> </tr> <tr> <td>Disruptive Behavior</td> <td>178</td> <td>7%</td> </tr> <tr> <td>Leaving Grounds</td> <td>61</td> <td>3%</td> </tr> </tbody> </table> <p>School Climate Survey Areas of Focus and Supporting Data < 20% strongly agree / agree Bullying and mean behaviors are not issues in this school Cyber-bullying is not an issue in this school Students treat other students with respect Students treat adults with respect Arguments, threat, and physical fights among students are rare</p> <p><u>Bullying</u> Students, parents or staff members reported 25 allegations of bullying. All 25 were investigated and 3 were substantiated cases of bullying that were reported to the SDE.</p> <table border="1"> <tbody> <tr> <td>Assault/Battery</td> <td>13</td> </tr> <tr> <td>Harassment Total (Sexual)</td> <td>15 (2)</td> </tr> <tr> <td>Insubordinate/Disrespect/Defiant</td> <td>15</td> </tr> <tr> <td>Threat/Intimidation/Verbal Harrassment</td> <td>17</td> </tr> <tr> <td>Verbal Abuse Staff</td> <td>14</td> </tr> <tr> <td>Verbal Altercation</td> <td>21</td> </tr> <tr> <td>Weapon Possession/Use/Sale/Distribution</td> <td>9</td> </tr> <tr> <td>Fighting/Altercation With Injury</td> <td>7</td> </tr> <tr> <td>Race Slurs/Hate Crimes</td> <td>2</td> </tr> </tbody> </table> <p>BESS Universal Screener (social/emotional health) Number of Students Assessed: 1326 (82%)</p> <table border="1"> <tbody> <tr> <td>Extremely Elevated Range</td> <td>57</td> <td>4%</td> </tr> <tr> <td>Elevated Range</td> <td>127</td> <td>10%</td> </tr> <tr> <td>Normal Range</td> <td>1,142</td> <td>86%</td> </tr> </tbody> </table> <p>Only 67 of the 178 Elevated students were seen by a support services staff member throughout this school year</p>		2010-11	2011-12	2012-13	OSS	259	317	145	ISS	923	1087	599	Expulsion	26	7	4	Top 5 Offenses			Skipping Class/Cuts	1,395	58%	Failure to Attend Detention	222	9%	Insubordination/Disrespect	215	9%	Disruptive Behavior	178	7%	Leaving Grounds	61	3%	Assault/Battery	13	Harassment Total (Sexual)	15 (2)	Insubordinate/Disrespect/Defiant	15	Threat/Intimidation/Verbal Harrassment	17	Verbal Abuse Staff	14	Verbal Altercation	21	Weapon Possession/Use/Sale/Distribution	9	Fighting/Altercation With Injury	7	Race Slurs/Hate Crimes	2	Extremely Elevated Range	57	4%	Elevated Range	127	10%	Normal Range	1,142	86%			Both communicated clearly to faculty
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	Review and Revise Formalized Mentoring Program and Check and Connect	Administrators, teachers, and school support staff will develop a school wide document entitled: Pyramid of Interventions. Teachers will use flexible and creative Tier II & III interventions and monitor progress of Tier II & III interventions (Mentoring Lab meets daily / Monthly Progress Updates provided to admin)	Recruit, select and train mentors Select and schedule mentees																																																													
	Implement Structured Study Halls and Focus on the Future Program	Teachers will use flexible and creative Tier II & III interventions and monitor progress of Tier II & III interventions (STARS meets daily; Monthly Progress Updates provided to admin)	Select and Meet with Teachers Establish expectations for students participating in structured study halls / FOTF																																																													
	Reorganize Alternative Education Programs (MHS)	Teachers will use flexible and creative Tier II & III interventions and monitor progress of Tier II & III interventions	Relocation Data used for entry (student profile)																																																													
	Increase number of positive school climate programs communicating high expectations Increase number of Student Recognition /Honor Society Programs	Expand LIFT Host second 180 Nights Continue Student Advisory Committee Reintegrate Race Relations course Add “Celebration of Scholars”	Explore new programs Develop School-Community Plan for IMAGINE speakers Whole – School Project																																																													
	Administrators, teachers, and school counselors will collaborate to develop SSP template and yearly activities Developmental Guidance Lessons to follow up Readistep, PSAT, SAT School Day	Reconfigure career counselor job description At least 90% of seniors attending College and Career Planning events, 90% of seniors applying to 2 - 4 year colleges and universities, 95% of all students completing grade level tasks in Naviance, and 50% of students attending grade level college and career activities to be members of one or more sub-groups (Black, Latino, Free / Reduced Lunch, Students with Disabilities)	Fully Integrate Student Success Plans 9 – 12 Naviance Training Student Success Planning Team – 12 Set Calendar of Lessons New approach to publicizing and marketing events																																																													
	Improve student engagement and ownership in the development of School – Based initiatives	Principal will convene and meet regularly with School Leadership Council (class and club leaders) and Innovation Committee (as recommended by each department)	School Improvement Challenge Student Working Agreement Manchester United																																																													
	Implement IMAGINE College mentoring pilot	Program coordinator will look for at least 85% of mentees completing tasks identified in the program design, 85% of mentees attending 4 year colleges,	Parental involvement included in the program evaluation and revision																																																													
	Develop a plan to increase Family and Community Engagement related to academic programming with input from multiple stakeholders	Develop a definition of family engagement at the secondary level and an actual center for family engagement. Use parent / guardian survey to determine ways to increase number of engaged adults At least 150 families accessing new family work center (onsite location where families and students can access work supplies and technology) during 2013-14	Hire Community Liaison Community Liaison will record meetings, family attendance at meetings, events, etc.																																																													

		At least 500 families / community members attending one public awareness and support event	
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