

Litchfield High School School Improvement Plan 2020-2021



“When one is building a ship, one does not begin with gathering timber and cutting planks, but rather by arousing in people the yearning for the great wide sea.”

— Antoine de St. Exupery

This plan was developed with input from the following:

Certified Staff:

Patricia Alber, math
Dean Birdsall, science
Michael Bucci, .4 art
Sandy Carlson, English
Kate Crowe, social studies
Brendan Eckert, .6 library media
science
Lisa Ferrari, English
Emily French, science
Rob Gollow, social studies
Lisa Heuschkel, .6 social worker
Maria Hogan, World Language
Jillian Kuraska, school counselor
Ed Lok, business
John Markelon, science
Emily McAdam, social studies
Rebecca Melaragno, .8 art
Brian Mongeau, .6 physical education
Patricia O'Neill, math
James Parker, special education
Catherine Pennell, special education

Pete Perkins, .8 music
Kerri Petti, school counselor
Daneille Pickert, science
Dan Porri, .4 music
Jean Randazzo, family and consumer
science
Kristle Rodriguez, math
Kristy Santiago, World Language
Andrew Schacht, World Language
Tyler Schuck, science
Lynn Rice Scozzafava, English
Jeff Sherman, social studies
Ashley Sullivan, English
Ray Zetye, technology education
Jen Valera, .6 school psychologist
Kyle Weaver, .4 physical education
Carmela Westcott, .6 health
Paige Young, math
Katherine Zagrodnik, special education

Classified staff:

Kathy Johnson, Main Office
Tammy Knox, Main Office
Lynn Moncuse, .6 school counseling
Jen Gleason, instructional assistant
Constance Gillman, instructional assistant
Beth Steinberg, instructional assistant
Barbara Curtis, instructional assistant
Susan Leigh, instructional assistant

Parents:

Board of Education

Gayle Carr, Board of Education Chair
Danny Clock, Board of Education Vice Chair and
Curriculum, Program and Personnel Chair
Matthew Terzian, Secretary

David Pavlick, Policy Chair
Wayne Shuhi, Facility and Technology Chair
Frank Simone, Finance Chair
John Morozani, Long Term Planning Committee Chair
Lynn Stone, Liaison to EdAdvance

LITCHFIELD HIGH SCHOOL



The mission of the Litchfield High School community is to graduate college and/or career ready life-long learners within a safe, tolerant and respectful environment. Litchfield High School students, in collaboration with parents, teachers and the community, will prepare to actively participate in a global community and will develop as motivated, self-reliant, and ethical individuals.

Litchfield High School - Vision of the Graduate



The Litchfield High School Vision of the Graduate articulates for students and parents those transferable skills, knowledge, understandings and dispositions necessary for future success. In addition to quarterly grades, staff will provide feedback to learners and their families on each learner's progress in the following areas:

- Critical thinking and reasoning
- Communication and collaboration
- Problem-solving and innovation
- Self-direction and resourcefulness

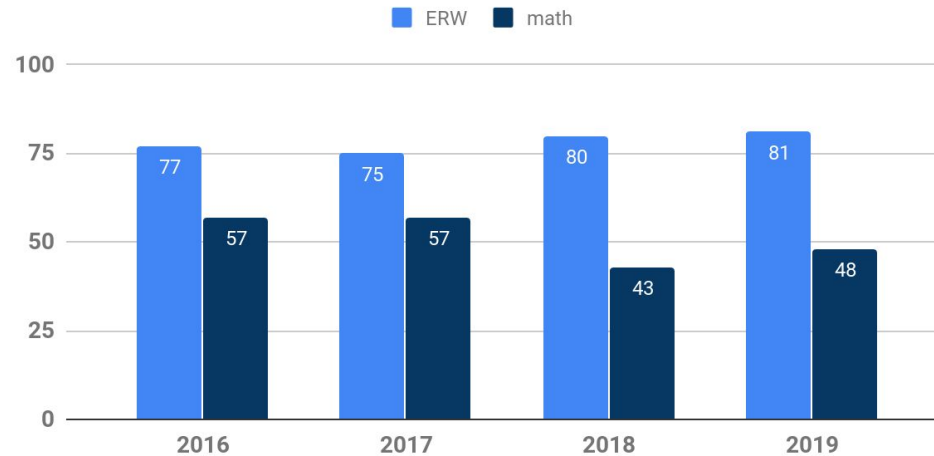
School Improvement Vision

Areas of analysis and focus

Curriculum	CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.
Instruction	INSTRUCTION will be driven by individual student need (personalized learning).
Assessment	Multiple forms of ASSESSMENT (qualitative and quantitative) will be used to measure progress and inform decisions.
Positive School Climate	POSITIVE SCHOOL CLIMATE will align with the mission, vision, core values and goals of the school.

School Performance Summary

Percentage of 11th graders meeting benchmark on School Day SAT



Students with an SAT Math section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus.

Students with an SAT Evidence-Based Reading and Writing (ERW) section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes.

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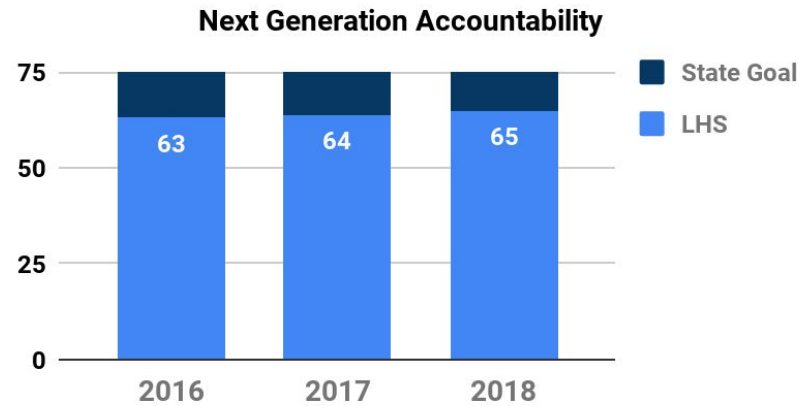
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Math Performance Index - 11th Graders



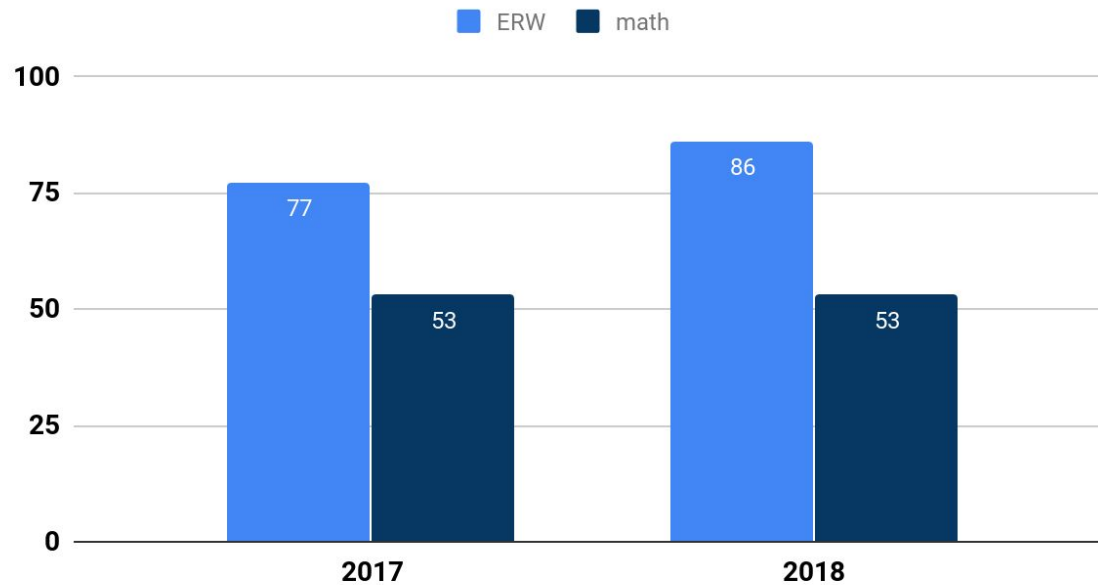
ELA Performance Index - 11th Graders



Connecticut's **BYU** is designed to communicate the degree to which a school is preparing its students for success in college, careers and life. More than just standardized test scores, the system uses a holistic, multifactor perspective of school performance that also incorporates student growth over time. For more information, link to <https://portal.ct.gov/SDE/Performance/Performance-and-Accountability/Next-Generation-Accountability-System>.

The above reported Performance Index (SPI) represents an average of how the junior class performs in relation to the state target of 75% using data from the March, 2019 School Day SAT.

Percentage of 10th Graders meeting benchmark on PSAT



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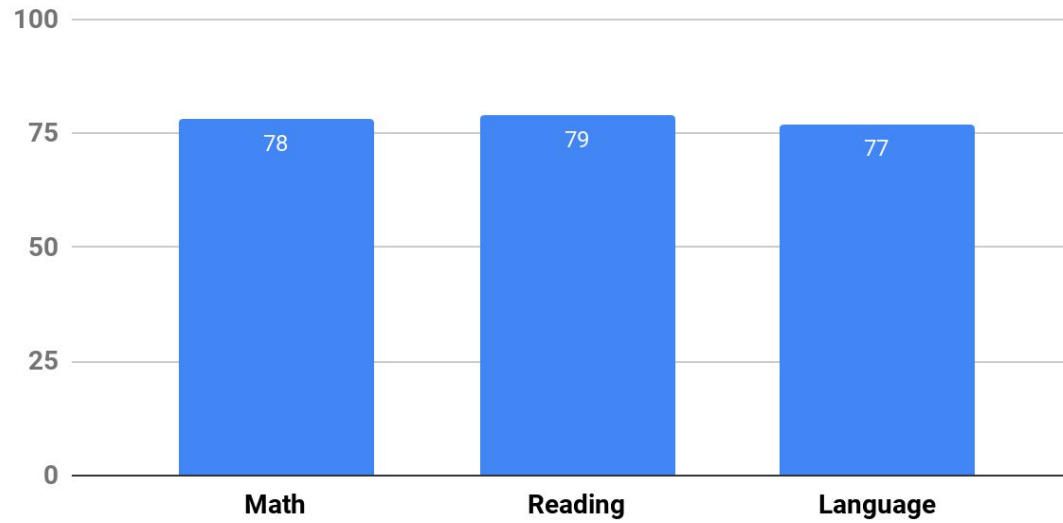
A UH '!'VYbW a Uf_gWtfY]g' (, \$

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Students with an SAT Evidence-Based Reading and Writing (ERW) section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes.

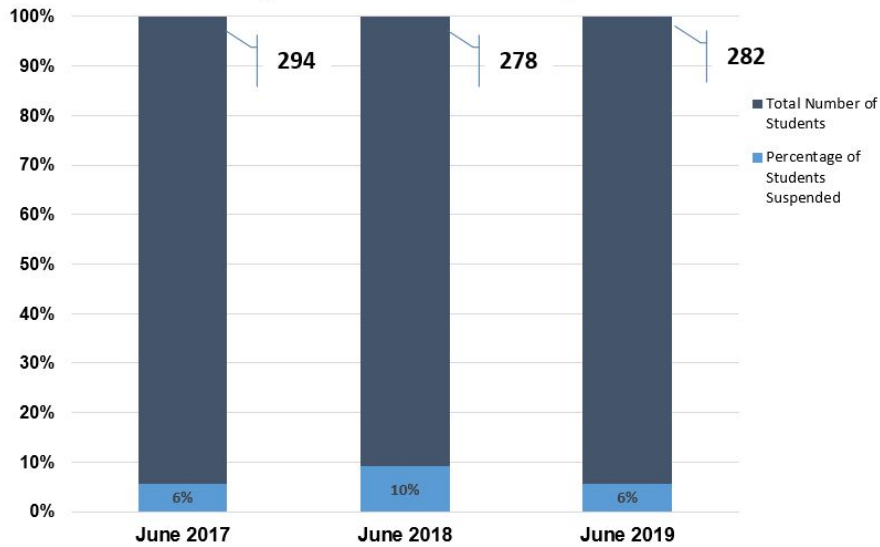
Percentage of 2019 9th graders above 50th percentile NWEA Measures of Academic Progress



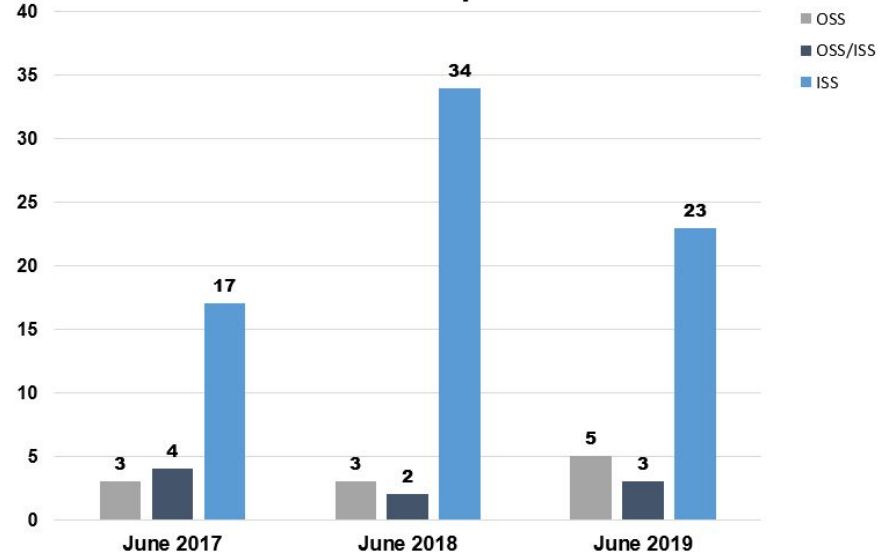
The NWEA Measure of Academic Progress was administered to 9th graders in the fall of 2018 and the spring of 2019. Students are assessed on Common Core State Standards skills in reading, language, and math. The data above represents the percentage of students who performed above the 50th percentile as measured against national norms on the spring 2019 testing.

Discipline Data

Percentage of Students for Suspension



Number of Suspensions

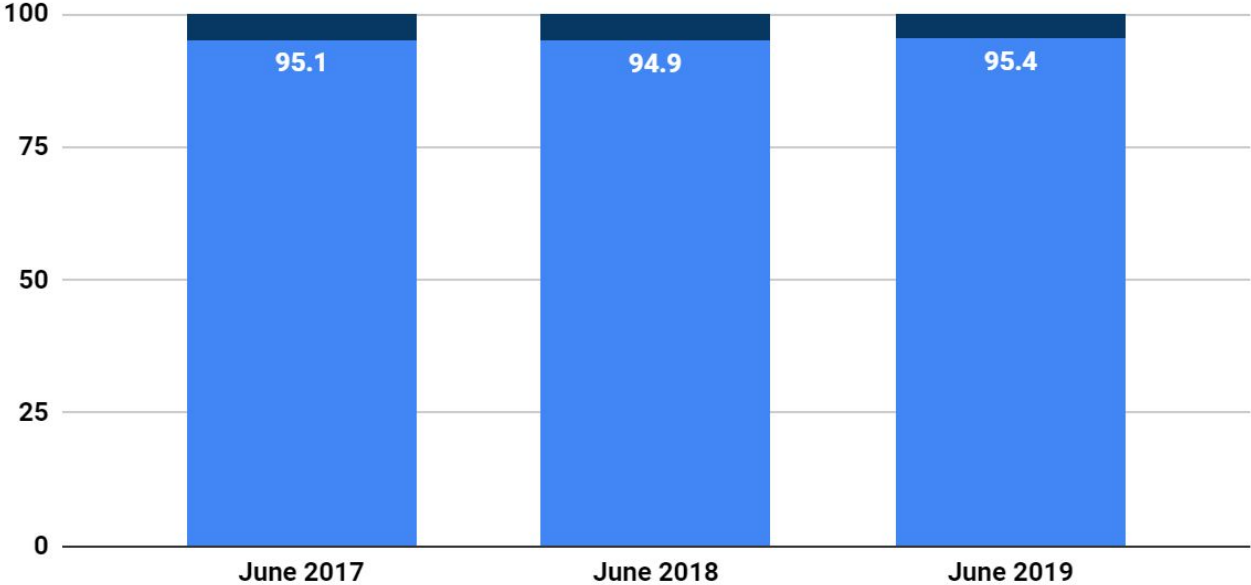


Referrals for suspension conform to BOE Policy #5114.1, which reads, “An authorized member of the administrative staff may suspend a student from school privileges or transportation services when the student's conduct: 1. on the school grounds or at a school-sponsored activity is in violation of the Board's publicized policy or is seriously disruptive of the educational process or endangers persons or property. 2. off school grounds has violated a publicized policy of the Board and is seriously disruptive of the educational process.”

School Attendance Data

LHS Attendance

Average Attendance Rate per Day



School Climate Data

Comparative Ratings — Another View

	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support/ Adults			
Social Support/ Students			
Connectedness/ Engagement			
Physical Surroundings			
Social Media			
Leadership	-- N/A --		-- N/A --
Professional Relationships	-- N/A --		-- N/A --

	= median rating in the negative range (scores lower than 2.5 on a 5 - point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
	= median rating in the positive range (scores above 3.5 on a 5 - point scale)

Note: The threshold response rates for parents on the Comprehensive School Climate Instrument (CSCI) administered in April, 2019 was 40% (goal should not be lower than 30%). Our parent response rate was 10%. We are advised that: "Where response rates are particularly low, it is important to note that the voice represented may be skewed or reflect a particular subset of your overall community. In these cases, it is critical to be careful when interpreting findings or making decisions for next steps." (page 5 of district CSCI).

Needs Assessment

2018-19 Curriculum Review	
Quantitative evidence	Qualitative Evidence
<p>In 2018-19, the district completed a comprehensive, two-phase curriculum writing project. During Phase One, staff created or updated curricula to incorporate all components of the Understanding By Design Framework. To date, seventy-one (71) of the ninety-four (94) LHS curricula are “complete.”</p> <p>All units within a curricula should:</p> <ul style="list-style-type: none"> - Be three to eight weeks in length - Address all state or national standards within a given grade level - Include three to five essential questions - List resources students use <p>The objective of Phase Two is to ensure that all curricula are vertically articulated, particularly those that share common standards.</p>	<p>Summative assessments are reviewed regularly during Common Planning Time to ensure consistent expectations and alignment to standards.</p> <p>Mid-term and final exams are reviewed regularly during Common Planning Time to ensure alignment to standards.</p>

Quantitative Evidence

Staff are available two days a week during Flex for 25 minutes for academic support for their students. Staff are also available for 25 minutes after school two times a week for academic support for their students.

Half of our 10th graders meet the rigorous standard for PSAT in math. Two-thirds of our 10th graders meet the standard in Editing, Reading and Writing.

Half of our 11th graders meet the rigorous standard for School Day SAT in math. More than Two-thirds of our 11th graders meet the standard in Editing, Reading and Writing.

Qualitative Evidence

Based on CSCI survey responses:

- 54% of students agree that they feel comfortable letting a teacher know if they are confused about something in class.
- 54% of students agree that they are challenged to do more than they think they can.
- 31% of students agree that they learn skills to help them plan their time so they can get work done and still do other things they enjoy.
- 32% of students agree that they receive help from teachers to figure out how they learn best.

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Quantitative Evidence

Qualitative Evidence

Half of our 10th graders meet the rigorous standard for PSAT in math. Two-thirds of our 10th graders meet the standard in Editing, Reading and Writing.

Half of our 11th graders meet the rigorous standard for School Day SAT in math. More than two-thirds of our 11th graders meet the standard in Editing, Reading and Writing.

Based on CSCI survey responses:

- 61% of students agree that in the classroom they know when they do a “good job.”
- 63% of students agree that they have a chance in the classroom to show what they know and can do in many different ways (for example, papers, presentations, projects, tests, etc.).
- 56% of students agree that they receive useful feedback on their work.
- 47% of students agree that they are shown how to learn from their mistakes in the classroom.

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Quantitative Evidence

Litchfield High School has 19 active clubs and organizations. Students attend an Activity Fair in September that is sponsored by the School Counseling Office and includes representatives from every club and organizations and encourages sign-ups for each. These clubs and organizations meet for planning purposes during Flex period. No protocol exists to monitor/track student involvement.

In 2018-19, 6% of the student population required behavioral intervention to the level of in-school or out-of-school suspension.

Qualitative Evidence

Based on CSCI survey responses:

- 77% of students agree that students have friends at school they trust and talk to when they have problems.
- 49% of students agree that they feel like they belong at their school.
- 61 % of students agree that their school tries to get students to join after school activities.
- Highest positive responses for students, parents, and staff were “Safety Rules and Norms” and “Sense of Physical Security.”
- Lowest positive responses for students, parents, and staff were “Social Media” and “Sense of Social Emotional Security.”

School Improvement Goals and Action Plans

CURRICULUM

G*53 "" jj V xbv jMxZ Vnl yby{ZI {jt' _nxk M{ZXSMZ Njb ZX' {n' y{M XMXySM X'aMfZ Mjn' bNlyVhuZ M X'yZw ZI VZ'a"			
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AZMwaZxy'	ByZ' f' nk k nl ' < jMI b' ' Atk Z' M X' unx_Zyybnl M' k ZZ{b' ' {tk Z' {n' xZfZ, μxZfbyZ' V xbv jM{n' ZI y xZ' Vnl yby{ZI { _nxk M' M X' Njb k ZI { {n' y{M XMXy'a"	f' njjMUnxM{bnl ' {tk Z' _nx' uZZx' xZfZ, ' "	° jj b' y' b' M V xbv j k © <ul style="list-style-type: none"> • MZ' {axZZ' {n' Zb' a{', ZZi y' b' jZl' ' {a' • NXXxZyy' Nj' y{M Z' nx' l M{bnl Nly{M XMXy' , b' ab' M b' fZl' " xMk Z' jZfZj' • b' V XZ' {axZZ' {n' b' fZ' ZyyZl' {b' y' w' Zy{bnl y' • Ny xZ' _nxk M{b' Z' μy k k M{b' Z' M' y' Zyyk ZI {y' • jby{ xZyn xVZy'y{ XZl' {y' yZ'a"

INSTRUCTION

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° Xk b by{xMlbnl`	† xZMZ`Vn`{Ml`a{yZV{bnl y`_nx` -u ya`b`@y uunx{`	Atk Z`	<ul style="list-style-type: none"> • ?Z` jM`uxn_Zyybnl MjXbYj`n` UZ{, ZZl `` Zl ZxMj` MjX`yuZVbYjZX VMlbnl {ZMwaZxya`
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ASSESSMENT

G*53 2 j{tjZ_nxk y'n_ " @ @ " 3A'w MfMfZ M X'w M {fMfZÀ, bj UZ yZX {n'k ZM} xZ'uxn` xZyy'M X'b _nxk `XZVtly y`			
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CLIMATE

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<p>@A?° A" (J`AaZ yVannj`uxnfXZy`uny' b'Z Vjtk MZ`uxn` xNk k b` 'UMjZX`nl` k j{bujZ`_nxk y'n_XMM`</p>			
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<p>@ XZI {` * {ZxfZI {bnl` AZMk`</p>	<ul style="list-style-type: none"> • ž ZfZjnu`uxn` xNk` ux'n{nvhjy` • ž Zybl` ujMly`{n`NXXZyy` ynVbuj'Zk n{bnl Mj' l ZZXy` yb` `xZyZMkVaZX`UMjZX` b {ZxfZI {bnl y` 	<p>?Z` jMkZX VM{bnl` y{M_b u {`_nx` Z_ZV{b'Z`ujM` XZfZjnuK ZI {`</p>	<ul style="list-style-type: none"> • @ XZI {` nMj'y{MZX`b` @ XZI {` * {ZxfZI {bnl` <jMly`
<p>@/annj t jtk MZ` t nk k b{ZZ`</p>	<ul style="list-style-type: none"> • * Vj XZ`y{ XZI {` M'X`y{M` uMk(b'wM{bnl` nl` @/annj` t jtk MZ` t nk k b{ZZ` • ° l Mj' %b Vjtk MZ` y xfZt` XMjM` • ž Zybl` {, n`M{b' b'Zy`{aby` yVannj` tZMk {aM` XbZVj' t` NXXZyy` Vjtk MZ` y xfZt` _ZZXUMi` nl` ynVbuj'k ZXbM M'X`-yZl yZ`n` ynVbuj'Zk n{bnl Mj'yZV xq t® 	<p>@ XZI {jZMkZxy`M'X` Nkfbjny`_xnk` Mj`_n x` VjMjyZy`M'X` yVannj` Vj Uy`M'X` nx` M' b' b'bnl y`</p>	<ul style="list-style-type: none"> • @uxb` ` _ZZXUMi` _xnk` y{ XZI {y`XZyb ZX`M'X` Nk b by{ZxZX`Ut`{aZ` @/annj` t jtk MZ` t nk k b{ZZ`