

***Rockville High School***  
***School Improvement Plan***

**2022-23**



**70 Loveland Hill Road  
Vernon, CT**

## **Rockville High School – School Improvement Plan 2022-2023**

### **Prepared by: RHS Instructional Leadership Team**

Jason Magao, Principal

Dan Pichette, Assistant Principal

Kate Howard-Bender, Assistant Principal

Jeffrey Farrell, Director of Athletics/Physical Education & Health

Erika Bahler, Agricultural Science & Technology Education

Peter Ettliger, School Counseling

Michelle Gonzalez, Mathematics

Chris Hinkley, Social Studies

Caitlin Hoffman, English/Instructional Coach

Julie Lang, Special Education

Amanda Langan, Science / Instructional Coach

Charles Martucci, Business

Amy Schlett, World Language

Stephanie Symkowicz, Art & Music

Bryan Wright, Technology Education & Family Consumer Science

### **Introduction**

Every student will grow and thrive when they are challenged and supported. Students are the center of the experience at Rockville High School, and they can depend upon a support network of staff and families. Throughout their four years at RHS, students will hone their abilities to become a Critical Thinker, a Collaborator, a Communicator, a Resilient Individual, and a Responsible Citizen. Students will be afforded the opportunity to build strong relationships with the faculty and staff, who work collaboratively to not only design and strengthen core instruction and interventions, but more importantly, to prepare students to succeed at the subsequent stage.

### Vernon Board of Education Mission Statement

The Vernon Public Schools, in partnership with family and community, is committed to providing a quality education, with high expectations, in a safe environment, where all students become independent learners and productive contributors to society.

### Vernon Board of Education Vision Statement

The Vision of the Vernon Public Schools is that every graduate is a *Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen*.

### Vernon Board of Education Core Beliefs

1. Build and improve relationships and partnerships with family and community.
2. Increase the achievement of every student through high-quality curriculum, instruction and assessment.
3. Promote safe environments that are socially, emotionally, and physically conducive to learning.

### Diversity Statement

The Vernon Board of Education reaffirms our commitment to continue the work being done and continues to look for new opportunities that promote equity and diversity in the Vernon Public Schools. We embrace diversity and inclusion and absolutely condemn racism and discrimination.

### Rockville High School 2022-2023 Priorities - Metrics for Success (in alignment with the District Strategic Plan)

1. At least 95% of our students attend school every day.
2. Students will be on-track for High School Graduation, measured by the end of 9th grade.
3. Students will meet all four areas of the Health Fitness Zone Standard.
4. RHS students and families will agree that “they feel they belong to the Vernon School community.”

### Strategic Plan Priority 1: Student Success

<p><b>Strategic Plan Priority Area 1: Student Success</b> - Vernon Public Schools will ensure every student will have safe, high quality, equitable learning experiences</p>
<p><b>Strategic Actions:</b></p> <ul style="list-style-type: none"> <li>● <b>1a:</b> Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways.</li> <li>● <b>1b: Deliver personalized instruction, assessments and interventions that support academic and social-emotional needs for all students.</b></li> <li>● <b>1c: Foster a culture of high expectations for all students with goals for meaningful post-graduation success.</b></li> <li>● <b>1d: Create a sense of belonging for all students by deepening connections and relationships with adults and others in the community supportive of the skills of the Vision of the Graduate.</b></li> </ul>
<p><b>Student Success Goal: = SLO</b></p> <p>RHS will create an environment in which students will engage in safe, high-quality, equitable learning experiences.</p>

<b>Metrics for Success: = IAGD</b>					
<ul style="list-style-type: none"> <li>● Metric #1: 60% of students will meet the Health Fitness Zone Standard, passing all 4 components (baseline = 56%, SY 21-22)</li> <li>● Metric #2: 90% of 9th grade students will be “On-Track” for graduation by June 2023 (approx 240 9th grade students) (baseline = 86%, SY 21-22)</li> <li>● Metric #3: Student daily attendance will be an average of 95% (baseline = 92.2%, SY 21-22)</li> </ul>					
<b>Action Plan to Accomplish Goal</b>					
<b>RHS Metric / Strat. Action</b>	<b>Actions</b>	<b>Staff Responsible</b>	<b>Resources &amp; Learning Needed</b>	<b>Timeline</b>	<b>Evidence/Artifacts (Please provide links to documents where applicable)</b>
Metric 2/1b	Strengthen the Instructional Core using the Essentials for Effective Instruction Professional Development <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>● Continue and strengthen academic interventions in the RAM Center</li> <li>● SAT Boot Camps</li> <li>● Developmental Guidance Curriculum</li> </ul>	Dept Chairs All Staff Consultants Instructional Coaches Administration	Continuous improvement on Essentials for Effective Instruction	Ongoing	<u>Evidence:</u> <ul style="list-style-type: none"> <li>● SLO’s</li> <li>● Observations aligned with Essentials for Effective Instruction</li> <li>● Accountability Report (State of CT)</li> <li>● Intervention Data</li> </ul>
Metrics 1 & 2 & 3 / .1d	Create welcoming and nurturing environments, creating positive, pro-social interactions <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>● Conduct Parent Meeting Nights by grade level with specific agenda items</li> <li>● Create educational opportunities at school for families</li> <li>● Culture &amp; Climate Committee Plan</li> <li>● Senior / Junior / Sophomore / 9th grade Calendars</li> <li>● Developmental Guidance Curriculum and Outreach</li> <li>● <b>Plan and implement Cross-program projects (ABL, ASEP w/RHS)</b></li> </ul>	All Staff	Explore Warm Demander mentality / Dweck & “Growth Mindset” Student-centered Classroom Management Funding	Ongoing	<u>Evidence:</u> <ul style="list-style-type: none"> <li>● lower referral rates</li> <li>● student surveys will improve</li> <li>● student attendance will improve</li> <li>● Attendance at extracurricular events</li> </ul>
Metrics 1, 2, 3 / 1c & 1d	Recognize positive behavior, grades, and attendance, with targeted behavior, academic, & attendance interventions <b>SPECIFIC:</b>	Grade level teachers, class advisors, administrators	Funding for trip and transportation	Quarterly	<u>Evidence:</u> <ul style="list-style-type: none"> <li>● attendance at experiences</li> <li>● improved attendance rates</li> </ul>

	<ul style="list-style-type: none"> <li>● Targeted Attendance Interventions</li> <li>● Articulate &amp; incentivize Senior Privileges</li> </ul>	; Kim Manganella & Oz Ramos			
Metric 1 / 1b & 1c	<p>Incorporate interdepartmental structured physical fitness activities</p> <p><b>SPECIFIC:</b></p> <ul style="list-style-type: none"> <li>● Brain Breaks</li> <li>● Physical Activity</li> <li>● Advisory Health Challenges by Advisory</li> <li>● targeted PE / Health Teacher SLO's</li> </ul>	All Staff PE / Health Teachers		Daily	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>● Health/PE Teacher's Achievement on SLO's</li> <li>● 10th Grade Physical Fitness Test Results</li> </ul>
Metrics 2 & 3 / 1b, 1c, 1d	<p>Articulate &amp; communicate Career Pathways</p> <p><b>SPECIFIC:</b></p> <ul style="list-style-type: none"> <li>● Conduct 9th Grade Exploratory Courses</li> <li>● Conduct 9th Grade Seminar, Fourth Quarter</li> </ul>	Guidance Administration 9th Grade Teachers		Quarterly	

**Strategic Plan Priority 2: Family and Community Partnership**

**Strategic Plan Priority Area 2: Family and Community Partnership** - Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon’s youth.

**Strategic Actions:**

- **2a: Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.**
- **2b: Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.**
- 2c: Foster comprehensive communication using multiple methods and languages, so families understand the district’s vision, the educational progress of their child and how to partner and advocate on behalf of their child.
- **2d: Nurture a culture that promotes wellness, diversity, and inclusion.**

**Family and Community Partnership Goal:**

Rockville High School will develop meaningful partnerships to engage the whole community that lead to success for RHS students.

**Metrics for Success:**

- Metric # 1: The favorable survey result for the “Belonging” category on the survey will be at 90% (SY 21-22 baseline = 77%)
- Metric # 2: Establish baseline of family participation at school events (152 people at our Open House on 9/15/22)
- Metric # 3: Increase family participation on survey

**Action Plan to Accomplish Goal**

RHS Metric / Strat. Action	Actions	Staff Responsible	Resources & Learning Needed	Timeline	Evidence/Artifacts (Please provide links to documents where applicable)
Metric 1 & 2 / 2a, 2b, 2d	Increase / diversify opportunities for students and parents to participate in events outside of the school day. <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>● Conduct Parent Meeting Nights: Grade level meetings with specific agenda items</li> <li>● Conduct a Family Fun Night</li> <li>● Open House</li> <li>● Staff visit Community Venue</li> <li>● (e.g. Sports, clubs, performances, fundraising opportunities, cultural gatherings, etc)</li> <li>● Publish list of monthly activities being offered</li> </ul>	Admin Class Advisor Student Activities Director Kim McTighe Kim Manganella Oz Ramos	Funding for food when we meet with families in the community  Connecting with families from various cultures so we better understand our families and students	September / October	<u>Evidence:</u> <ul style="list-style-type: none"> <li>● survey results</li> <li>● # of participants</li> <li>● increased grades</li> </ul>
Metric 2 / 2b	Increase staff Cultural Proficiency /	Admin	Understand	Monthly	<u>Evidence:</u>

	Competency <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>Professional Development</li> </ul>	Consultants	ourselves as educators and the many cultures we embrace at RHS		<ul style="list-style-type: none"> <li>Student survey results</li> <li>Discussions with students</li> </ul>
Metric 2 / 2b	Increase student cultural awareness and support positive interactions amongst students <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>YES Club</li> <li>Host Cultural Celebrations</li> <li>Advisory</li> </ul>	Students / YES Advisory		Monthly	<u>Evidence:</u> <ul style="list-style-type: none"> <li>Lists provided with cultural celebrations throughout the year</li> </ul>
Metric 1 / 2b	Attend student events to show support for students <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>Elective SLO Idea: go to a student event</li> </ul>	All Staff		Daily	<u>Evidence:</u> <ul style="list-style-type: none"> <li>increased staff attendance at student events</li> </ul>
Metric 1, 3 / 2a, 2b, 2d	Continue to increase communications to our families <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>Parent Square</li> <li>Availability of information in multiple languages, modalities</li> <li>Social media</li> <li>Promote career pathways &amp; highlight classroom experiences</li> </ul>	Kim Manganella Oz Ramos Department Leaders Administration		Weekly for some and monthly as necessary	<u>Evidence:</u> <ul style="list-style-type: none"> <li>parent feedback when they reply on parent square will be positive</li> <li>comments on social media will be positive</li> </ul>
Metric 1 / 2a	Strengthen senior Demonstration Projects (connections between school & community)	Admin Instructional Coaches Pathway Leaders		October	<u>Evidence:</u> <ul style="list-style-type: none"> <li>New and innovative demonstration projects across all disciplines</li> </ul>

**Strategic Plan Priority 3: System Excellence**

**Strategic Plan Priority Area 3: System Excellence** - VPS will develop and enhance systems and a culture that promotes professional capacity and organizational coherence.

**Strategic Actions:**

- **3a:** Develop a creative approach to recruiting high-quality staff reflective of the population of Vernon.
- **3b: Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work.**
- **3c: Create a positive school culture of teaching and learning for all students, staff, and families.**
- **3d: Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.**

**System Excellence Goal:**

Rockville High School will develop and enhance systems and a culture that promotes professional capacity and organizational coherence.

**Metrics for Success:**

- Metric #1: Create an exemplar PLC Process
- Metric #2: Improve staff retention rate
- Metric #3: Increase staff School Climate subsection from 84% to 90% , with a focus on “My school has a collaborative environment” survey question

**Action Plan to Accomplish Goal**

	<b>Actions</b>	<b>Staff Responsible</b>	<b>Resources &amp; Learning Needed</b>	<b>Timeline</b>	<b>Evidence/Artifacts (Please provide links to documents where applicable)</b>
Metric 2, 3 / 3b, 3c	Provide targeted Support for staff, utilizing instructional coaching model and leveraging consultant relationship, with focus on New Teachers <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>● Participation with Professional Development &amp; Evaluation Committee (PDEC)</li> <li>● Department Leaders will lead PLC’s, Department Meetings, Professional Development</li> <li>● Professional Development “Brag Board” (Log of Learning)</li> </ul>	Admin Instructional Coaches	Instructional Coaching resources - targeted to specific individual teacher needs  PLC Protocols and templates  Content level curricula  District PD calendar and resources	Ongoing	<u>Evidence:</u> <ul style="list-style-type: none"> <li>● Frequency of meetings and informal check-in’s</li> <li>● Survey of individual teacher needs</li> <li>● Celebrations of milestones</li> <li>● Feedback / Coaching Cycles on instruction</li> </ul>
Metric 1, 2, 3 / 3c, 3d	Strengthen Professional Learning Communities <b>SPECIFIC:</b> <ul style="list-style-type: none"> <li>● Participation with Professional</li> </ul>	Administration Consultants Department	PLC Protocols and templates  Content level	Weekly	<u>Evidence:</u> <ul style="list-style-type: none"> <li>● Staff meetings</li> <li>● Feedback from Staff</li> </ul>



	<p>Development &amp; Evaluation Committee (PDEC)</p> <ul style="list-style-type: none"> <li>Continued Professional Development with Dr. Cormier et al</li> </ul>	Leaders	<p>curricula</p> <p>District PD calendar and resources</p>		
Metric 2, 3 / 3b, 3c	<p>Ensure alignment between Administration and Staff</p> <p><b>SPECIFIC:</b></p> <ul style="list-style-type: none"> <li>Increased opportunities for planning time</li> </ul>	<p>Administration Department Leaders</p> <p>Class Advisors</p>	<p>Create a common structure for PLC work with aligned practices across departments. Learning to hold effective PLC's.</p>	Daily	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>Staff Meetings</li> <li>Department Meetings</li> <li>Lesson Plans</li> </ul>
Metric 2, 3 / 3c	<p>Create and implement a Climate &amp; Culture Plan</p> <p><b>SPECIFIC:</b></p> <ul style="list-style-type: none"> <li>Collaboratively develop Staff Handbook</li> </ul>	<p>Administration</p> <p>Sunshine Club</p>	<p>Climate and culture committee</p> <p>ROCKstar student award</p> <p>“Doing the right thing”</p>	Monthly	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>Staff Members of the Month</li> <li>Secret Snowflake</li> </ul>

**School Data Related to Priorities**

**What qualitative and/or quantitative data or information are you using to develop this goal and monitor its impact?**

Strategic Priorities	Beginning of Year (baseline)	Middle of Year	End of Year
<b>Student Success - Goal 1</b>	56% of 10th grade students passed all 4 components of the physical fitness tests.	10th grade students participate in the physical fitness test through health & wellness 2. Students will complete a pre-test, set goals, and work towards those goals. Testing will be complete for semester 1 students prior to Thanksgiving break.	10th grade students participate in the physical fitness test through health & wellness 2. Students will complete a pre-test, set goals, and work towards those goals. Testing will be complete for semester 2 students by the end of the year. The PE staff will ensure that a minimum of 90% of students complete the physical fitness test.
<b>Family and Community Partnership - Goal 2</b>	<p>The favorable survey result for the “Belonging” category on the survey will be at 90% (SY 21-22 baseline = 77%)</p> <p>Establish baseline of family participation at school events (152 people at our Open House on 9/15/22)</p> <p>Increase family participation on survey</p>	<p>Dependent upon when district surveys are delivered.</p> <p>We will continue to garner feedback from our stakeholders at school events.</p>	
<b>System Excellence - Goal 3</b>	<p>Create an exemplar PLC Process</p> <p>Improve staff retention rate</p> <p>Increase staff School Climate subsection from 84% to 90% , with a focus on “My school has a collaborative environment” survey question</p>	<p>Review of PLC minutes for each department</p> <p>Dependent upon when district surveys are delivered.</p>	

**Roles For School-Based Committees**

**Building-based committees/teams provide opportunities for school staff to focus on specific actions outlined in your School Improvement Plan which supports the Vernon Public Schools Strategic Plan. Identify the building-based committees that will support the School Improvement Plan, what priority goal they align to, and the intended outcomes of their efforts.**

<b>Committee</b>	<b>Priority Goal</b>	<b>Intended Outcomes</b>
Culture & Climate Committee	Create a culture that everyone is proud to be a part of at Rockville High School.	Create a culture that leads to excellence in every facet of education at Rockville High School.
9th Grade Committee	Intervene early in a student's high school career to help them succeed.	All students will be on track for graduation at the end of their 9th grade year.
Health & Safety Committee	Keep Rockville High School safe and clean.	Have a building where everyone is proud to call it their own.
Career Pathways	Offer diverse opportunities for all learners.	Every student will find something they love to do while in high school.

### School-Based Accountability Index

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average
						<i>% Points Earned</i>
<b>1a. ELA Performance Index - All Students</b>	55.5	75	111.1	150	<b>74.0</b>	<b>90.2</b>
<b>1b. ELA Performance Index - High Needs Students</b>	47.5	75	95.0	150	<b>63.3</b>	<b>77.5</b>
<b>1c. Math Performance Index - All Students</b>	52.0	75	104.0	150	<b>69.3</b>	<b>84.1</b>
<b>1d. Math Performance Index - High Needs Students</b>	44.6	75	89.1	150	<b>59.4</b>	<b>70.2</b>
<b>1e. Science Performance Index - All Students</b>	62.1	75	82.8	100	<b>82.8</b>	<b>85.0</b>
<b>1f. Science Performance Index - High Needs Students</b>	54.5	75	72.7	100	<b>72.7</b>	<b>72.2</b>
<b>2a. ELA Academic Growth - All Students</b>	.	100%	.	.	.	<b>59.9</b>
<b>2b. ELA Academic Growth - High Needs Students</b>	.	100%	.	.	.	<b>55.1</b>
<b>2c. Math Academic Growth - All Students</b>	.	100%	.	.	.	<b>62.5</b>
<b>2d. Math Academic Growth - High Needs Students</b>	.	100%	.	.	.	<b>55.2</b>
<b>2e. Progress Toward English Proficiency - Literacy</b>	.	100%	.	.	.	<b>60.0</b>
<b>2f. Progress Toward English Proficiency - Oral</b>	.	100%	.	.	.	<b>52.1</b>
<b>4a. Chronic Absenteeism - All Students</b>	13.8%	<=5%	32.5	50	<b>64.9</b>	<b>78.3</b>

<b>4b. Chronic Absenteeism - High Needs Students</b>	21.7%	<=5%	16.5	50	<b>33.0</b>	<b>55.7</b>
<b>5. Preparation for CCR - Percent Taking Courses</b>	93.9%	75%	50.0	50	<b>100.0</b>	<b>100.0</b>
<b>6. Preparation for CCR - Percent Passing Exams</b>	38.9%	75%	26.0	50	<b>51.9</b>	<b>56.7</b>
<b>7. On-track to High School Graduation</b>	81.3%	94%	43.2	50	<b>86.5</b>	<b>93.6</b>
<b>8. 4-year Graduation: All Students (2018 Cohort)</b>	80.7%	94%	85.8	100	<b>85.8</b>	<b>93.9</b>
<b>9. 6-year Graduation: High Needs Students (2016 Cohort)</b>	68.1%	94%	72.4	100	<b>72.4</b>	<b>88.6</b>
<b>10. Postsecondary Entrance (Graduating Class 2018)</b>	68.6%	75%	91.4	100	<b>91.4</b>	<b>94.5</b>
<b>11. Physical Fitness (estimated participation rate = 95.9% )</b>	50.5%	75%	33.7	50	<b>67.4</b>	<b>70.6</b>
<b>12. Arts Access</b>	54.1%	60%	45.1	50	<b>90.1</b>	<b>86.5</b>
<b>Accountability Index</b>			1051.2	1450	<b>72.5</b>	<b>74.2</b>

## Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	64.0	47.5	16.5	15.3	Y
Math Performance Index Gap	59.8	44.6	15.3	17.4	N
Science Performance Index Gap	69.9	54.5	15.4	16.3	N
Graduation Rate Gap (2016 Cohort)	94.0	68.1	25.9	8.0	Y

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

**Assessment Participation Rates**

<b>Indicator</b>	<b>Participation Rate (%)</b>
<b>ELA - All Students</b>	97.4
<b>ELA - High Needs Students</b>	95.1
<b>Math - All Students</b>	97.4
<b>Math - High Needs Students</b>	95.1
<b>Science - All Students</b>	96.9
<b>Science - High Needs Students</b>	95.1