



## William H. Hall High School Development Plan 2015-16



*Hall High School prepares all students to be educated, responsible citizens who contribute collaboratively, independently, and innovatively to a dynamic global community.*

West Hartford Public Schools  
50 South Main Street  
West Hartford, CT 06107  
(860) 561-6600  
[www.whps.org](http://www.whps.org)

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# William H. Hall High School

## Introduction

The William H. Hall High School Development Plan is designed to provide an overview of priorities for the school and demonstrate the alignment of the priorities and strategic initiatives of the West Hartford Public Schools. These priorities are driven by careful data analysis of student performance at the district, school, and classroom levels. They are developed to promote the achievement of the school's mission, core values, and goals, and to help guide and facilitate teacher development plans and professional learning objectives.

Goals and priorities are identified through a synthesis of input from the major stakeholders including faculty, students, and parents as well as from the professional literature and research on curriculum, instruction and assessment. The initiatives in the DDP are intended to support the WHPS mission, its core values, and its strategic initiatives outlined in the District Development Plan. Most importantly, they support each student in realizing his or her potential through high expectations, appropriate academic and social support, a rigorous and relevant curriculum, and dynamic teaching.



# William H. Hall High School

## Mission

Hall High School prepares all students to be educated, responsible citizens who contribute collaboratively, independently, and innovatively to a dynamic global community.



## 21<sup>ST</sup> Century Learning Expectations: Academic, Civic & Social

Problem Solving	Communication	Technology	Habits of Mind	Civic and Social
<ul style="list-style-type: none"><li>• Critical Thinking</li><li>• Innovation</li><li>• Adaptability</li></ul>	<ul style="list-style-type: none"><li>• Writing</li><li>• Reading</li><li>• Speaking</li></ul>	<ul style="list-style-type: none"><li>• Publishing</li><li>• Data Analysis</li><li>• Multimedia Presentation</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment</li><li>• Time Management</li><li>• Improvement</li><li>• Effort</li></ul>	<ul style="list-style-type: none"><li>• Informed Citizens</li><li>• Engaged</li><li>• Responsible</li><li>• Respectful</li></ul>

## Goal One:

*Advance achievement for all students and reduce disparity between and among groups.*

District Mission and Core Values





Dynamic Teaching  
Rigorous & Relevant Curriculum

### District Focus:

Using the Model of Continuous Improvement, we will strengthen standards, curriculum, instruction, and assessment to help all students achieve and realize their potential.

The focus of our work needs to rest heavily on **pedagogy** and **instruction** to develop students' **deep learning** of content, skills, and lifelong habits of mind. Professional learning targets will be rooted in our instructional framework and informed by a review of student outcomes. They should develop teachers' capacity with key instructional shifts that foster strategic and goal directed learning, creativity and imagination, critical thinking, communication and collaboration skills.

### District Strategic Efforts

-  Using the Model of Continuous Improvement, conduct a thorough assessment of strengths and needs grounded in student data and program results to develop school, department, and program development plans. Ensure teacher professional learning objectives align to identified areas of focus, are rooted within the instructional framework, and establish rigorous yet attainable indicators for growth and development.
-  Promote positive and productive curricular and instructional changes that foster deep learning of content and skills. Identify focused learning targets that emphasize critical thinking & problem solving, communication & collaboration, creativity & innovation, information & media literacy, and life & career skills. Incorporate developmentally appropriate performance measures and other authentic learning experiences.
-  Incorporate principles of universal design for learning, differentiation strategies, culturally relevant pedagogy, formative assessment practices, and intervention strategies to provide equitable access to curriculum, meet individual student learning needs, and reduce disparities in achievement for all students.
-  Enable college and career readiness through a rich and diverse program of study. Conduct ongoing and systemic reviews of PK-12 programming to assess the quality, equity, relevance, and vitality of program and course pathways, program structures, policies and procedures. Operate to ensure clear paths, bright futures and no limits for all students.

## Goal Two:

*Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.*

District Mission and Core Values

High Expectations for All Learners

### District Focus:

Create an inclusionary environment and community that fosters intellectually, physically, and emotionally healthy learning and living.

The focus of our work involves promoting **student engagement**, independence and interdependence with aims of developing the character, global citizenship and social-emotional skills of our students. We must actively build trusting and collaborative student, family, and community partnerships for which proactive and responsive communication is critically important. Efforts should include reflection and improvement strategies for providing **descriptive feedback**, honest communication, and relationship-building among our constituents and ourselves as a professional organization.

### District Strategic Efforts

- Create cultures that emphasize high expectations for student conduct, responsible behavior, and respect for others in order to achieve inclusive and positive learning environments that support students' safety, physical, and emotional well-being. Comprehensive educational programming should attend to character education, the development of citizenship and social emotional skills in order to prepare students to flourish and succeed within a diverse and global community.
- Develop a culture that enables learners (students, staff, and families) to be strategic and goal-directed. Promote communication patterns that provide for transparency relative to expectations and processes. Provide learners with descriptive feedback to enable continued learning and personal development as well as foster independence.
- Develop and cultivate school-family-community partnerships in order to share responsibility in supporting students' success in school and throughout life. Ensure clear, timely and responsive lines of communication with students and families regarding behavioral and learning expectations and progress toward those expectations. Continuously monitor communication systems to identify obstacles to effective communication.

## Goal Three:

*Attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments.*

District Mission and Core Value:

Dynamic Teaching

### District Focus:

Create the conditions that promote collaborative inquiry through shared and distributed leadership.

Collaboration and professional dialogue represent our key levers for delivering effective and engaging professional learning. The district supports a self-directed model of collaborative inquiry in which learning goals are individualized to a teacher's specific learning needs. We promote **teacher leadership** and **coaching models** to build capacity in pedagogy and the effective use of technology. Our administrators seek to refine formative and evaluative feedback to enhance teacher development and performance. Building diversity within our teaching and administrative ranks remains an area for continued effort and emphasis.

### District Strategic Efforts

- Create environments of collective inquiry that support a culture of distributed leadership, self-directed professional learning, and supervisory practices in service to teacher development. Align professional learning efforts to achieve a common understanding of effective, high quality teaching that results in enhanced learning for all.
- Build the capacity and cultural proficiency of teachers and staff to provide high quality instruction and support learners through coaching and mentoring. Schools and departments will develop structures for effective and collaborative professional dialogue and leverage district resources to enhance teacher development.
- Build the diversity of our teaching population to more closely match the diversity of our student population in order to deepen our understanding, capacity, and effectiveness in helping all students realize their full potential.

## Critical Actions to Support District Strategic Efforts

### District Focus for Goal 1 - *Advance Achievement for All Students*

Using the Model of Continuous Improvement, we will strengthen standards, curriculum, instruction, and assessment to help all students achieve and realize their potential.

- 🏛️ Embedded Formative Assessment study by entire faculty during building CSI time
- 🏛️ Self-directed Professional Learning provides staff with an opportunity to focus on critical thinking & problem solving, communication & collaboration, creativity & innovation, information & media literacy and to further develop their own instructional skills in order to improve student outcomes
- 🏛️ Collaborative Inquiry Teams provide staff with an opportunity to focus on critical thinking & problem solving, communication & collaboration, creativity & innovation, information & media literacy and to further develop their own instructional skills in order to improve student outcomes
- 🏛️ Teacher Evaluation Calibration Training helps to ensure that evaluation of instruction clearly related to the framework of teaching / learning, evidence based and delivered in a timely and effective manner to the teacher
- 🏛️ Administrators and Department Supervisors provide parallel evaluation / feedback in order to provide more complete / more balanced feedback to teachers
- 🏛️ Research and create opportunities to make curriculum more culturally responsive through selected texts, new courses, and instructional strategies
- 🏛️ Implementing Universal Design of Learning (UDL) will create instructional shifts to achieve depth of understanding and meet the needs of all learners
- 🏛️ Assess fidelity of current student interventions and create new interventions in response to trending data.
- 🏛️ Develop new courses for Program of Studies that focus on critical thinking & problem solving, communication & collaboration, creativity & innovation, information & media literacy, and life & career skills
- 🏛️ TEAM involvement (mentoring) allows veteran teachers to mentor beginning teachers, leading them in productive development of instructional skills
- 🏛️ Creation of Principal's Advisory Committee to give a formal voice to all staff regarding school topics

### District Focus for Goal 2 - *Create Safe and Respectful Learning Environments*

Create an environment and community that fosters intellectually, physically, and emotionally healthy learning and living.

- 🏛️ Continue to implement strong freshmen transition program including *Link Crew*, Freshmen Orientation program, and *Freshman Seminar* during school year to provide students with the opportunity to develop 21<sup>st</sup> century life and academic skills to help prepare them for a successful high school experience and beyond
- 🏛️ Pilot reconfiguration of school counseling program dedicating two counselors to 9<sup>th</sup> grade to enhance grade 9 transition
- 🏛️ Continue to review and revise Advisory program to strengthen relationships between students and adults in the school



- 🏛️ Work collaboratively with such groups as: National Conference for Community and Justice (Camp Anytown, Bridges), Lead By Example, CT Youth Forum, Born this Way Foundation/Yale Center for Social/Emotional Intelligence, collaborative programs including Unified Theater/ Unified Sports, GSA, etc. promote a safe school climate.
- 🏛️ Work with school based groups such as School Climate Committee and Student-Faculty committee to build and maintain a culture that emphasizes high expectations for student conduct, responsible behavior, and respect for others
- 🏛️ Further leverage web presence to increase communication with family-community
- 🏛️ Continue to communicate with Twitter account to share positive news with family-community
- 🏛️ Continue work with town based groups such as The Bridge Family Center and Substance Abuse Prevention Commission (SAPC)
- 🏛️ Expand use of Powerschool portal and other technologies to communicate academic success with students-families
- 🏛️ Exploration of consistent learning management presence to ensure consistency across all students' experience

### **District Focus for Goal 3 – *Attract, Retain, and Develop a High Quality Staff***

Create the conditions that promote collaborative inquiry through shared and distributed leadership.

- 🏛️ Identify and encourage practitioners to participate in district programs (i.e. Curriculum and Professional Development Council (CPDC), Leadership Academy, Equity and Diversity Council, etc.)
- 🏛️ Participating in Collegial Collaboration with other evaluators to sharpen observation skills, align evidence collection with behaviors identified in our Instructional Framework, and refine the capacity of evaluators to collect and provide evidence-based qualitative feedback to the teachers they observe
- 🏛️ Provide collaborative inquiry time for departments during the regular school day
- 🏛️ Implement Teacher Induction Program (TIP) for new staff to provide on-going support throughout the school year
- 🏛️ Embed opportunities for professional development outside scheduled CSI time and professional development days (faculty meetings, webinars)
- 🏛️ Self-directed Professional Learning provides staff with an opportunity to focus on critical thinking & problem solving, communication & collaboration, creativity & innovation, information & media literacy and to further develop their own instructional skills in order to improve student outcomes
- 🏛️ We will work collaboratively with the Connecticut Department of Consumer Protection to ensure equity in the classroom as well as culturally responsive pedagogy
- 🏛️ We will continue to address our need to build a more culturally diverse staff now and for years to come by working closely with the CREC Minority Teachers Recruitment Consortium and attending their annual recruitment fair

## Indicators of Progress for School Goals

Goal One: Advance achievement for all students and reduce disparity between and among groups.

- 🏛️ 95% of our students who enter high school as ninth graders will meet the graduation requirements 4 years later.
- 🏛️ 70% of high school graduates who enter high school as ninth graders will successfully complete at least one college level course during high school.
- 🏛️ 65% high school students will participate in in college and career readiness programming (AP, IB, dual enrollment, CTE, workplace experience)
- 🏛️ 70% of high school students will meet benchmark on college and career readiness assessments
- 🏛️ 40% of high school students will participate in Arts programming
- 🏛️ 90% of graduating seniors will enroll in a 2 or 4-year postsecondary program in the first year after graduation
- 🏛️ Individual Education Plans (IEPs) will be aligned with local and state standards and supported with objectives. Students will reach mastery on 85% of and satisfactory on 95% of their IEP objectives as measured by progress monitoring.




Goal Two: Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.

- 🏛️ 70% of parents/guardians responding to a survey will indicate that schools communicate effectively, are welcoming, and adequately address the learning needs of their child(ren).
- 🏛️ 90% of parents/guardians and teachers (PK-12) and students in grades 5-12 responding to a survey will indicate that schools are safe and orderly.
- 🏛️ 90% of students will demonstrate satisfactory attendance
- 🏛️ Documented incidents of bullying (PK-12) will decrease by 10% a year.

Goal Three: Attract, retain and develop high quality staff by providing professional development resources and appropriate learning environments.

- 🏛️ Development of Curriculum and Staff Instruction (CSI) calendar and content of professional development opportunities for staff aligned with the District Development Plan.
- 🏛️ Personnel summary of recruiting, hiring (including efforts to increase the diversity of our staff), retention, teacher induction and non-tenured teacher reviews.
- 🏛️ 100% of teachers will meet their Professional Learning Objective (PLO) targets
- 🏛️ 100% of teachers will meet their Student Learning Objective (SLO) targets.
- 🏛️ 90% of teachers will agree that professional learning experiences in the district reflect effective instructional practices that promote understanding and transfer.
- 🏛️ 90% of administrators will demonstrate consistency in teacher observations based on the new Instructional Framework.

## Appendices

-  CT State Dept. of Education Cohort Graduation Report, 2015
-  College Board AP scores and report, 2015
-  West Hartford Safe School Climate survey results (Students, Teachers, Parents), 2015

### **High School State Assessment Performance**

Achievement on high school assessments will be reported in 2016. The shift from the CAPT to one-year of Smarter Balanced (2014-15) to the SAT (2015-16) does not provide for any consistent or comparable benchmarking, goal setting, or trend analysis.

## Professional Development Planning

Date	Major Focus	Elementary	Middle	High
8/24	Opening of School	Convocation – Conard 8:30 a.m. 11:00-12:00 PK-12 Department; Building afternoon		
8/25	Opening of School	Building	6-8 Dept/Team 8:00-10:00 – KPM & SMS 10:30-12:00 BMS 12:15-3:30 Building	8:00-12:30 Building 1:30-3:30 Dept
8/26	Beginning of Year Priorities	Building	Building	Building
9/2	Collaborative Proposals	Building	Building	Building
9/9	Curriculum Based Professional Learning	District PK-12 Department	Department	Department
Tuesday 9/15	Middle School Dept Meeting	No Activities	MS Dept Meeting	No Activities
9/16	Beginning of Year Priorities	Building	Building	Curriculum Night Prep
Tuesday 9/22	High School Dept Meeting	No Activities	No Activities	HS Dept Meeting
9/23	Yom Kippur (no school)	School Holiday		
9/30	Curriculum Based Professional Learning	District PK-12 Department	Department	Department
10/7	Building and Curricular Priorities	District PK-5 Department	Building	Building - EFA
10/14	Self-Directed Professional Learning	Collaborative Inquiry		
10/21	Building and Curricular Priorities	Building	Department	Department
10/28	Building Based Priorities	Conference Prep	Building	Building - EFA
11/3	Election Day	District PK-5 Department	Department	Department
11/4	Self-Directed Professional Learning	Collaborative Inquiry		
11/11	Parent Conference Prep	Conference Prep	Conference Prep	Conference Prep
11/18	Parent Conferences	Conferences (Tues. thru Fri.)	Conferences Tues., Wed., Thurs.	Conferences (and Thurs a.m.)
11/25	Thanksgiving Break	← No CSI Activities Scheduled →		
12/2	Building Professional Learning Priorities	Building	Building	Building - EFA
12/9	Curriculum Based Professional Learning	District PK-5 Department	Department	Department
12/16	Building and Curricular Priorities	District PK-8 Department	Department	Building - Technology
12/23	Holiday Recess	Holiday Recess		
12/30		← No CSI Activities Scheduled →		
1/6	Self-Directed Professional Learning	Collaborative Inquiry		
1/13	Building and Curricular Priorities	Building	Building	Department
1/20	End of Semester Priorities	District PK-5 Department	Building	Semester Exams

Date	Major Focus	Elementary	Middle School	High School
1/27	Refresh Proposals	Collaborative Inquiry		
2/3	Curriculum Based Professional Learning	District PK-12 Department	Department	Department
2/10	Building and Curricular Priorities	District PK-5 Department	Building	Building - EFA
2/17		Building	Department	Department
2/24	Parent Conference Prep	Conference Prep	Conference Prep	Building
3/2	Parent Conferences	Conference Prep	Conferences	Conferences
3/9	Parent Conferences	Conferences	Conferences (and Thursday)	Department
3/16	Self-Directed Professional Learning	Collaborative Inquiry		
3/23	Building and Curricular Priorities	Building	Department	Department
3/30		District PK-5 Department	Building	Building - EFA
4/6	Self-Directed Professional Learning	Collaborative Inquiry		
4/13	Spring Recess	Spring Recess		
4/20	Building and Curricular Priorities	Building	Department	Department
4/27	Self-Directed Professional Learning	Collaborative Inquiry		
Tuesday 5/3	Middle School Dept Meeting	No Activities	MS Dept Meeting	No Activities
5/4	Building Professional Learning Priorities	Building	Building	Building - EFA
Tuesday 5/10	High School Dept Meeting	No Activities	No Activities	HS Dept Meeting
5/11	Curriculum Based Professional Learning	District PK-12 Department	Department	Department
5/18	Building Professional Learning Priorities	Building	Building	Building
5/25	Transition Planning	Building	Building	Building – School Climate
6/1	Curriculum Based Professional Learning	District PK-5 Department	Department	Department
6/8	End of Semester Priorities	Building	Building	Semester Exams
	Snow Days			
<p><b>Building</b> – means all staff assigned to a school participates in a building staff development session – the focus of the building work should be in support of the School Development Plan and support the District Development and Performance Plan</p>		<p><b>Department</b> means all members of departments participate in their respective departments’ staff session – the focus of department work should be related to the District Development and Performance Plan.</p>		
<p><b>Collaborative Inquiry</b> indicates opportunities for self-directed professional learning in support of individual professional learning objectives. Proposals should target efforts that will sustain over the semester or the year.</p>		<p><b>District Content Focus</b> indicates cross-town grade level meetings – the focus of grade level work will be related to primarily ELA and Math but may also include Social Studies and Science.</p>		