



## Grafton High School Improvement Plan School Year 2023–2024

### Grafton Public Schools – Strategy Overview

#### Vision

Grafton Public Schools is an evolving and responsive community. We provide an interactive learning environment that ensures academic excellence and social responsibility. Our instructional programs foster personal integrity and the critical thinking necessary for global citizenship. We empower our students to be active participants who thrive in an ever-changing world.

#### Theory of Action

The Grafton Public Schools will exceed the needs of all students by promoting exceptional instruction and the growth of all educators through collaboration, a rich and interconnected curriculum, and instructional supports.

#### Strategic Objectives

##### ❖ **Strategic Objective #1: Ensure quality academic and learning experiences that prepare all students for the future**

**Overview:** To improve student achievement schoolwide, we must: (1) ensure consistency and equity in curriculum and educational experiences; (2) utilize data to assess and support teaching and learning; (3) maximize the effectiveness of individualized progress through a consistent and coordinated system of supports.

##### ❖ **Strategic Objective #2: Foster a safe and caring environment that allows all students and staff to thrive**

**Overview:** We must nurture an environment of mental health awareness for students and staff. We must utilize resources to identify and care for those who require emotional and behavioral supports. Lastly, and the anchor for all strategic objectives, ensure that all learning environments are inclusive and equitable.

##### ❖ **Strategic Objective #3: Promote strong and positive interpersonal connections between all stakeholders**

**Overview:** Recognizing the impact of social distancing between 2020–2021, GHS seeks to create new opportunities to strengthen and build student and staff connections. We look to foster an environment that promotes community involvement. Our efforts will continue to communicate to all stakeholders in a consistent and clear manner.

❖ **Strategic Objective #4: Create a sustainable infrastructure that supports teaching and learning**

**Overview:** GHS already has a solid technology infrastructure that supports and promotes teaching and learning and we will continue to explore ways in how technology augments instruction (i.e “flipped classroom” model) and student expression in various ways to communicate understanding of concepts. We will continue to foster an inclusive, professional development system. Lastly, we must continue to improve upon the safety and security of the school campus

**Section 1: Proposed School Improvement Goals for 2023–2024**

Objective Area Goals
<p><b>Ensure consistency and equity in curriculum, instruction, and educational experiences</b></p> <p>Provide all GHS educators with a foundational understanding of “Universal Design for Learning” (UDL) during Professional Development Days in SY2023–24. Educators will also gain a better understanding of the Social and Emotional Learning (SEL) elements of: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making and how these skills impact student engagement and learning.</p> <p>GHS will increase student representation from each demographic in the Academic Pathways of Recognition/Diplomas of Distinction for Business Studies, Creative Arts &amp; Communication, Community Service, Global Studies, and STEAM. Expand student learning achievement/recognition beyond Honor Roll and National Honor Society.</p> <p>For students aspiring to attend Higher Education, increase the number of all students , but especially underrepresented populations (i.e. Special Education, Economically Disadvantaged, English Language Learners, African American, Hispanic, Multi-Race), who will enroll and successfully complete at least one (1) Advanced Placement course or Early College course prior to high school graduation.</p> <p>For students who aspire to enter the workforce after graduation, increase school-to-work opportunities, job shadows, and internships in collaboration with the Blackstone Valley EdHub, BVExcel, and other partnering employers.</p> <p>Every student will develop a post secondary education plan.</p> <p>Complete “Vision of a Graduate” profile with stakeholder input from a wide range staff, families, and employers in the Grafton community.</p>

**Foster a safe and caring environment that allows all students and staff to thrive**

Increase instructional focus for students' HEALTHY LIVING. The Health curriculum needs to be reviewed/updated to address what teenagers are dealing with post- COVID social separation period. Focus must include: (1) the impact of social media/"group chats" on peer relationships, identity, mental health, happiness, and overall life satisfaction; (2) brain impact from increase in overall screen time (phones and TV though personal computers and iPads); (3) increase of nicotine and THC use among teenagers; (4) increased apathy about family and school responsibilities.

Re-establish school and course attendance expectations and procedures.

Strengthen a credit recovery program that offers instruction and coursework beyond the school day/school year schedule. This will include intersession coursework during February, April, and summer breaks. Recognize that all students are not able to complete academic requirements within the defined semester schedule due to various circumstances. Department Heads in the majority of disciplines will oversee students assigned to credit recovery.

**Promote strong and positive interpersonal connections between all stakeholders**

Increase student/adult connections monthly to discuss issues that impact adolescents and life choices (at least 2x per month). This entails more assemblies/presentations from specific experts and breakout sessions in smaller groups for students and adults to process and discuss. While the title for student-staff connections is not yet decided, efforts are in motion to group students and staff according to common interests. These groups will meet regularly over the course of the year.

Increase GHS/GMS connections over the course of the year for transitional preparedness.

**Create a sustainable infrastructure that supports teaching and learning. Continue to improve upon the safety and security of the school.**

Work with the district to build a 10-year instructional technology plan specific to GHS.

Work with the district to update all campus and facility cameras.

Update/revise the GHS school-based emergency response plan.

In partnership with the Grafton Police Department, increase situational ALICE training for students and staff.

## Section 2: School Overview School Demographics

### Enrollment and Class Size Information:

2022-2023	
Grades Served	9-12, SP
Total School Enrollment	875
Enrollment by Grade Level	
Grade Level: 9	209
Grade Level: 10	229
Grade Level: 11	203
Grade Level: 12	227
SP	7

### Student Information:

Subgroups	% of School
Native American	0.2
African American	2.7
Asian	9.1
Hispanic	7.2
White	77.9
Other/Mixed-Race	2.6
Special Education	13.7
Low Income	15.9
English Language Learners	1.4
First Language Not English	4.1

## Sections 3 & 4: Goal Detail and Action Plans for 2023–2024

### SIP GOAL #1 Action Plan

SIP Goal # 1: Ensure consistency and equity in curriculum, instruction, and educational experiences

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	Anticipated End Outcome
Provide all GHS educators with a foundational understanding of “Universal Design for Learning” (UDL) during Professional Development Days in SY2022-23. Educators will also gain a better understanding of the Social and Emotional Learning (SEL) elements of: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making and how these skills impact student engagement and learning.	Recognizing that barriers to learning exist for all children and adults, GHS educators will learn instructional strategies to: (1) provide important information through different modalities and (2) adjust the delivery of information in ways that adapt to the learning needs of the individual students. Educators will also learn strategies to: (3) diversify opportunities for students to express comprehension and (4) utilize Executive Functioning strategies to strengthen student self-monitoring.	All GHS Faculty and Administration	UDL training will occur in four out of the five professional development days in 2023 - 2024.	<p>Inside all of our classrooms, daily lessons show evidence of cognition strategies to activate student engagement early in lessons.</p> <p>By allowing multiple means of student expression to show comprehension, students will show increased practice of executive function skills to apply skills strategically.</p> <p>Student assessment will be diversified.</p>

<p>GHS will increase student representation from each demographic in the Academic Pathways of Recognition/Diplomas of Distinction for Business Studies, Creative Arts &amp; Communication, Community Service, Global Studies, and STEAM. Expand student learning achievement/recognition beyond Honor Roll and National Honor Society.</p>	<p>This student achievement recognition is designed to raise student aspirations to take ownership of their 4-year program of studies and appropriately select courses that align to their skills and interests. There are no academic level requirements.</p>	<p>This effort is student led.</p> <p>GHS Counseling Department, Department Heads, &amp; Administration will provide guidance and solicit student participation.</p>	<p>Three support meetings for identified students will occur in September, January, and April annually.</p>	<p>At least five students in each pathway will achieve the distinction level by successfully completing Capstone projects.</p>
<p>For students aspiring to attend Higher Education, increase the number of all students , but especially underrepresented populations (i.e. Special Education, Economically Disadvantaged, English Language Learners, African American, Hispanic, Multi-Race), who will enroll and successfully complete at least one (1) Advanced Placement course or Early College course prior to high school graduation.</p>	<p>National research shows that the college completion rate is considerably higher among students who earned college credits while enrolled in high school.</p>	<p>Counselors, Special Education liaisons, ELL teacher, and content teachers.</p>	<p>Between January - April 2024</p>	<p>By Fall of 2024, 80% of aspiring college students (as juniors and seniors) will have been or be enrolled in at least one Advanced Placement course or Early College course.</p>

For students who aspire to enter the workforce after graduation, increase school-to-work opportunities, job shadows, and internships in collaboration with the Blackstone Valley EdHub, BVExcel, and other partnering employers.	State and national statistics show college enrollment on the decline in recent years. With approximately 20% of our graduates opting not to attend college, GHS needs to increase school-to-work opportunities by senior year and expose students to opportunities as early as Grade 8.	Internship Coordinator, College & Career Counselor	Introductory meeting to occur with all grades by October 2023. Internships, job shadows, or job assignments are complete by April 2024.	Four students participated in the Internship Program in 2021; 10 students in 2022; 25 students in 2023. Projected participation is 35 students in 2024.  Seven students are participating in the School-to-Work Program in 2023. Ten students are projected to participate in 2024.
Every student in grades 9-12 will develop a post secondary education plan.	Short and long term goal setting and action planning are recognized as transferable skills that increase opportunities for sustainable personal success.	School Counselors, College & Career Counselor	Fall of 2023	All post secondary plans are updated by December 2023.
Complete Vision of a GHS Graduate profile to include learning and personal characteristics the community wants all graduates to possess.	Research has shown that schools that develop a Vision of a Graduate are better prepared to design a multi-year change process to meet the needs of all of its students.	The School Council is charged with surveying the school and community to determine most desired characteristics.	Spring & Fall of 2023	Desired skills and characteristics will be identified to be embedded into all curricula in 2024-2025.

**SIP GOAL #2 Action Plan**

**SIP Goal # 2: Foster a safe and caring environment that allows all students and staff to thrive**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	Anticipated End Outcome
<p>Increase instructional focus for students' HEALTHY LIVING. The Health curriculum needs to be reviewed/updated to address what teenagers are dealing with post- COVID social separation period. Structured discussion groups will be formed to address healthy living issues throughout the year.</p>	<p>The School Nurse reports that the office sees between 70-90 students per day; 50% of these visits are determined as mental or emotional breaks.</p> <p>There is increased interest among faculty, parents, and students to have more adult-student connection time to discuss life issues. Between Health curriculum updates and small group discussions, focus should include the impact of: (1) social media/"group chats" on peer relationships, identity, mental health, happiness, and overall life satisfaction; (2) brain impact from increase in overall screen time (phones and TV though personal computers and iPads); (3) increase of nicotine and THC use among teenagers; (4) increased apathy about</p>	<p>For curriculum revisions, the Director of Teaching and Learning will work with building administration and Health teachers.</p> <p>All faculty and administrators will share responsibility for leading discussion groups.</p>	<p>2023-2024</p>	<p>Curriculum revisions will include how social media platforms as well as alcohol and drug businesses target youth. Prevention interventions and supports will also be updated and revised.</p> <p>Cell phone usage in school will be limited to usage before school, during the lunch block, and after school.</p>



	family and school responsibilities.			
Re-establish school and course attendance expectations and procedures.	<p>As of April 11, 2023, 209 students have 10 or more absences from school (24% of the student body). This statistic is up 4% from the 2021-22 school year...our first post-COVID year. <i>DESE considers 10 or more absences in a school year as chronic absenteeism.</i></p> <p>As of April 11, 2023, 193 students have been dismissed by their parents 5 or more times (22% of the student body). This statistic is up 2% from the 2021-22 school year.</p>	All instructional staff of credit bearing courses.	2023-2024	Chronic absenteeism will reduce by 10%.
Strengthen a credit recovery program that offers instruction and coursework beyond the school day schedule.	GHS recognizes that all students are not able to complete academic requirements within the defined semester schedule due to various circumstances.	Department Heads	2023-2024	By utilizing 12 months of the calendar year and assigning department leaders direct oversight of our students in most need, all students should have the opportunity to graduate on time.

SIP GOAL #3 Action Plan

SIP Goal #3: Promote strong and positive interpersonal connections between all stakeholders

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	Anticipated End Outcome
<p>Increase student/adult connections monthly to discuss issues that impact adolescents and life choices (at least 2x per month).</p>	<p>According to the NEASC Student Opinion Survey:</p> <p>31% of students report that they trust other students, even if they do not know them.</p> <p>66% of students feel connected to other students.</p> <p>66% of students report that they trust GHS adults, even if they do not know them.</p> <p>63% of adults seem to take responsibility for the social and emotional well-being of all students (not just the students they teach).</p> <p>80% of students report that at least one caring adult knows them well.</p>	<p align="center">All GHS Staff</p>	<p>2023-2024</p>	<p>By June 2024, 80% of students or better will report improved connectedness to other students and GHS staff.</p>

Increase GHS/GMS connections over the course of the year for transitional preparedness. Include GHS student leaders to visit Grade 8 classes to conduct Q & A sessions.	Over the course of the 2022–2023 school year, The College and Career Counselor met four times with Grade 8 students to complete interest and skill inventories, introduce the students to the array of course offerings at GHS, and had each student complete the MyCap form (four-year forecast) prior to their Grade 9 course selection process.	School Counselors, College & Career Counselor, Administration, Student Leaders.	2nd semester 2024	Two student lead sessions will be held: one at GMS and one at GHS
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**SIP Goal #4: Create a sustainable infrastructure that supports teaching and learning**

<b>Description of Proposed Action/Activity (What is going to be done to address this goal?)</b>	<b>Research/Rationale For Activity (Explain how best practices and research justify this activity)</b>	<b>Person(s) Responsible</b>	<b>Timeline (When will the activity occur?)</b>	<b>Anticipated End Outcome</b>
GHS leaders will audit instructional technology tools to ensure proper budgeting is planned as well as planning for professional development.	As technology continues to advance at a rapid pace, both hardware and software become outdated just as quickly.	GPS Technology Dept. GHS Administration	2023–2033	Curriculum & Instruction platforms and student information system upgrades/transitions will be executed through “soft rollouts” to give our educators and families adequate time to adjust and adapt for users to utilize the tools.

In addition to instructional technology upgrades, GHS/GPS will ensure proper security cameras are functional throughout the interior of the building and exterior of the campus.	The computer mainframe to function the interior and exterior cameras have become obsolete.	GPS Technology Dept. GHS Administration	2023-2024	All cameras are operable and fully functional.
Update/revise the GHS school-based emergency response plan.	School facilities and staff who occupy them must be prepared for various emergency situations. All municipal and public school facilities are required to have an emergency response plan.	GHS Administration	Fall 2023	The GHS emergency response plan will be updated to include current protocols and emergency personnel information.
In partnership with the Grafton Police Department, increase situational ALICE training for students and staff.	GHS students and staff practice lockdown and evacuation drills annually. Staff last practiced situational ALICE responses to intruder drills in 2021-2022. Practice that involves students needs to occur on 2023-2024.	Grafton Police Department GHS Staff	Fall 2023, Spring 2024	Students and Staff will be better prepared for situational intrusion inside Grafton High School.