

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Committee on Public Secondary Schools

**Griswold High School
Self-Reflection Report**

Griswold, CT

May 29, 2018 - May 30, 2018

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School and Community Summary

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Griswold High School

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The Town of Griswold and its borough, Jewett City, are located in southeastern Connecticut along Interstate 395. This highway provides access to eastern Massachusetts and the I-95 corridor to New York. Routes 138 and 164 provide access to Rhode Island and the city of Providence. Griswold occupies thirty-five square miles and the Borough of Jewett City is one square mile. The town has a total population of 11,951.

Griswold was named after the Federalist war governor of Connecticut, Roger Griswold, and was incorporated in October of 1815. The borough of Jewett City was formed in 1895 and includes Main Street, the Town Hall, Slater Library, and several banks and businesses. Two rivers, the Pachaug and the Quinebaug, flow through the town and are responsible for the growth of the textile industry after the Civil War. Two of the largest casinos in the world, Foxwoods and Mohegan Sun, are within close proximity of the town.

The median household income reported for Griswold in 2016 was \$70,015, as compared to the Connecticut average income of \$73,433. There is economic diversity in Griswold. Jewett City, a borough of Griswold, has an economic status which is not fairly represented by the median income figure. This area offers affordable housing for lower income families and is in sharp contrast with other parts of Griswold where families with significantly higher income levels reside. 10.2% of District families live below the poverty level, as compared to a state percentage of 12.9. The renting rate in this town among residents below poor level is 44.3%, as compared to Connecticut at 28.3%.

The town of Griswold's Board of Education budget for the 2017/2018 school year was passed at \$26,982,909. The town's budget for the 2017/2018 school year was passed at \$8,520,346, thus the education budget encompassing 76% of the total budget for the year. Comparative figures yield a very minimal increase in educational budget over time, with 2016/2017 at \$26,048,442, and 2015/2016 at \$25,488,150. The total projected budget for 2018/2019 yields a 0% increase at the precise number of this school year, \$26,982,909. Federal monies do not apply towards our general budget. Griswold Public Schools does receive federal grants such as Title I, II, III, and IV, IDEA 611 and 619, Preschool Development Grant, and for school lunch and breakfast programs.

Griswold Public Schools consists of four schools; Griswold Elementary, Griswold Middle, Griswold High and Griswold Alternative. All the schools, with the exception of Griswold Alternative, are situated on the same campus within walking distance of one another. Griswold Alternative is located approximately four miles off campus, and services a select population of students with individualized plans. The high school is a tuition school for the bordering towns of Voluntown, Lisbon, Canterbury and Sprague. The students at each of these four public schools have the option of attending Griswold High School as well as other high schools in the area.

Griswold High School includes students in grades 9-12 with the total enrollment of 554 students divided between 267 males and 287 females. This number includes the high school students attending Griswold Alternative School (current enrollment of seventeen). The school population has declined over the last ten years, reported at 807 total students, with 197 of those students from tuition towns, in 2009. Our graduation rate for the senior Class of 2017 was 99%, with our annual dropout rate at 2%. The most recent figures for our students attending post-secondary education/training include (Class of 2017): 40% attended four year college, 24% attended a two year college, 4% attended a certification program, 7% entered the military, and 15% entered the workforce.

In addition to Griswold High School with a population of 554, Griswold Middle School includes 522 students, and Griswold Elementary School includes 710, for a total of 1786 for the Griswold Public Schools District. The total district population has declined over the last ten years, reported at 2,216 (high school, 807; middle school and

elementary school, 1,409) in 2009. Per pupil expenditures for the 2017/2018 school year are \$14,691, as compared to the state average of \$16,592.

Griswold High School has the following breakdown of identifiable ethnic and racial groups: 79.8% white, 7% Hispanic, 4% Asian American, 3% African American, 1% Indian American, and 5% of our students identifying as two or more races and/or ethnicities. In March 2018, our Free and Reduced Lunch figures increased from 27% (150) of our student population to 35% (190).

During the 2017/2018 school year, the average number of faculty absences due to illness or personal time was 5 days for a teacher population of 55. The attendance rate of teachers at Griswold High School is 96%. The attendance rate for students attending Griswold High School for the 2017/2018 school year was 94.48%.

Griswold High School offers our most rigorous coursework in our Advanced Placement (AP), Career College Pathways (CCP) and Early College Experience (ECE) courses. We partner with local colleges and universities such as Quinebaug Valley Community College (QVCC), Three Rivers Community College, and the University of Connecticut (UCONN) in implementing these opportunities for our students in preparation for post-secondary success. Virtual High School and PLATO are online learning programs available to students, as well.

Sacred Heart University (SHU) hosts a branch of their program through Griswold High School. SHU utilizes space within our building for classes in the afternoons, evenings, and on the weekends. This partnership affords adults in the community a reduced rate for coursework through the university. In addition, there is a reduced price afforded to all Griswold Public Schools staff. We work with the university to place interns and student teachers in our school community.

Through our Vocational Coordinator, we have numerous students working in jobs throughout our community. The goal is to individualize the program to meet the needs of our students in best preparing them for life after high school. We value our community partnerships, including: Walmart, Senior Center, Yurechko's Tree Farm, 1000 Degrees, DEEP Pachaug, Better Val-U, Norwichtown Pet Resort, Advanced Automotive, NAPA, Surrrell's Pizza, as well as locations within our school community (technology department, library, school store, and custodial).

There are numerous opportunities to recognize student achievement at Griswold High School. In the spring, there is an awards banquet at which underclassmen are recognized. An academic award is given by every department to the top two students in the freshmen, sophomore, and junior classes. There is a whole school assembly, RISE Pep Rally, in the spring, as well, in which students are recognized for different awards around respect, integrity, service and endurance. Athletic banquets conclude sports seasons at which student athletes are recognized. Coaches create awards based on individual and team performance. The Parent Advisory Council organizes a bulletin board to acknowledge a variety of school functions and community awards. Student achievement and accolades are also recognized in monthly newsletters, Board of Education meetings, and Honor Roll. We have students apply and accepted into our Tri-M for musical excellence, National Honor Society, and Scholar Athletics.

Annually, all Freshman English courses participate in the Laws of Life Essay Contest. Essays are reviewed by a panel of judges comprised of high school faculty. There is a student recognized from every freshman English class in addition to four superior award recipients. The recipients and their families are invited to attend a program in the auditorium at which the essay's are read and awards are given.

Senior Class Night in June recognizes and awards scholarships to our graduating class. Each year, numerous scholarships are awarded in a broad range of areas. Students are also recognized for community service activities and involvement in the community. This event is well attended by families and community members in support of the graduating class.

Core Values, Beliefs, and Vision of the Graduate

Mission

The community of Griswold Public Schools educates for excellence by empowering students to become compassionate, confident, creative and resourceful members of society.

The Griswold Public Schools:

Core Values

- ensures the physical, social, and emotional safety of students;
- values the contributions and resources of its students, parents, staff, and the community-at-large;
- inspires *all* through learning experiences that are relevant, challenging, and meaningful;
- develops a culture that promotes responsibility, respect, honesty, and integrity;
- welcomes the multiple perspectives of its diverse community based on race, culture, and ethnicity;
- cultivates global perspectives and cultural understandings through world studies and languages;
- advances learning through the relevant use of technology in a digitally connected world;
- ignites a passion for learning that drives students toward postsecondary success.

Vision

The community of Griswold Public Schools excels at education for excellence for all students to be college and/or career ready.

The faculty and staff of Griswold High School provide a safe and accepting atmosphere in which all individuals learn, broaden their horizons, and achieve their full potential. Through the high expectations of a diverse and challenging curriculum, students acquire the knowledge and skills essential to become responsible citizens and productive members of society. In alliance with the community, parents, students and faculty share responsibility for the success of the mission.

Implementation of District Vision and Griswold High School:

Vision of the Griswold Graduate:

The Griswold High School graduate:

1. Will communicate and receive information utilizing, reading, writing, speaking, and/or artistic/creative expression;
2. Will engage in critical thinking and effective problem solving;
3. Will use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks;
4. Will take responsibility in both independent and cooperative learning environments to achieve goals.

**GHS
Mission &
Vision**

Civic and Social Expectations for Student Learning

The Griswold High School graduate:

1. Demonstrates respect for all members of the school community;
2. Manages time to meet the demands of academic responsibilities along with social and extracurricular activities;
3. Accepts responsibility for his or her own actions and behavior;
4. Recognizes the importance of social and civic responsibilities to a community;
5. Exhibits an understanding of diverse perspectives and cultures;
6. Understands the importance of physical fitness and healthy lifestyle choices.

Standards & Principles

Part 1 - A Look Back

A LOOK BACK

Currently, the school's largest focus has been developing curriculum. All departments made curriculum maps in the 2016-2017 school year, tackling components and ideas the district and its curriculum team determined to be most important when writing a curriculum that will provide strong instruction in both content and skills and aligning assessments that will inform instruction. Departments with many single-section offerings continue their work on curriculum maps, while the English and Social Studies departments are working on their unit plans, providing more depth to the plans than the maps. Math and Science will begin their work on unit plans in the 2018-2019 school year. A secondary focus has been on our Wolverine Enrichment Block (WEB), the final forty-one minutes of the day on Tuesdays, Wednesdays, and Thursdays. Since it first started, this block of time has been a source of debate; though for a long time that debate did not lead to any action. In the last two years the school has run trials of various models and changed the attendance reporting vehicle and model to improve our use of these forty-one minutes. This year, the school has a completely revamped model of WEB. Our number of students eligible for the cafeteria-style WEB (students become eligible by earning scores of 75 or greater in all of their classes) has increased roughly 10%.

Our school prides itself on its environment, with 86.9% of the responding faculty identifying the environment as what they are most proud of. They are proud of the relationships that exist between faculty and students, of how the faculty supports the whole child, and of how respectful our students are of the faculty. We pride ourselves on Griswold High School being different than other schools because we have a student body that respects their teachers, their school, and one another and we are always happy to hear from visitors, from people we encounter in the community, and from faculty from other schools that our students are respectful, responsible, kind, and outgoing.

The faculty, as a group, is very concerned about the school's budget. The town dipped into its reserves to get through this year after the state held back funds on which the district depended. Anticipating further cuts from the state's contribution to the Griswold budget, the district has cut numerous positions, including three at the high school: a .6 science position, a full technology position, and a career center/vocational coordinator. Next year's budget is uncertain, with potential impacts to staffing, programs, and consumables.

Since our last decennial visit we have added common planning time for most departments, with some commonality in all departments which has aided our efforts to develop curriculum and common assessments, and to collaborate in our efforts to improve instruction. We have gained storage to help meet the needs of the custodial staff. We have greatly increased our offerings that provide college credit, we've developed vertical curriculum teams with representatives from the elementary, middle, and high school in the English and Social Studies departments. Vertical teams will be created for Math and Science in the 2018-2019 school year. We have moved to an A/B block schedule, developed an inventory catalog, have increased our use of common formative assessments, and now have a teacher evaluation plan that provides timely feedback.

Recommendations from the last visiting team that still need to be a priority are working on how the school assesses student achievement of social and civic expectations, developing an information literacy curriculum, determining our use of analytical rubrics, how to collect and disseminate data regarding student achievement of the school's learning expectations, and collection and analysis of student data to improve instruction.

Foundational Element 1.1a - Learning Culture

The school community provides a safe environment.

FOUNDATIONAL ELEMENT 1.1A

The Griswold High School Community deliberately builds and maintains a physically safe environment for learners and adults. The Griswold High School Community maintains policies and processes to ensure the safety of learners and adults.

Griswold High School, as part of a Griswold Public Schools campus, provides students and staff a safe environment including a Student Supervisor; a part-time resource officer who is a retired state trooper; and clear processes for fires, evacuations, and lockdowns with procedures posted in each room. The building contains bulletproof treatments for the first floor windows with plans to do the same for the second floor. All doors are locked during the school day and there is a mechanism in the principal's office to lockdown the building. In addition for emotional support, an on-staff school social worker and school psychologist are available to those in need.

RATING

Meets the Standard

Foundational Element 1.2a - Learning Culture

The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

FOUNDATIONAL ELEMENT 1.2A

The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

The Griswold High School Vision of the Graduate statement as part of the School Improvement plan drives decisions in all areas of Standard 1. Administrators lead in ways consistent with the school's core values and beliefs about learning and the vision for the graduate. Teachers take responsibility for the well-being of all students, and families feel as though at least one adult in the building knows their child well. The bi-annual review of the School Improvement Plan gives stakeholders the opportunity to reflect on current practices.

RATING

Meets the Standard

Foundational Element 2.2a - Student Learning

There is a written curriculum in a consistent format for all courses in all departments across the school.

NARRATIVE

There is a written curriculum in a consistent format for all courses in all departments across the school.

Griswold High School is currently working to complete curriculum in all courses and departments. This is a work in progress, but the templates include instructional strategies, assessment practices, guiding/essential questions, concepts, content, and skills. Faculty will continue with this process.

RATING

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

The school has a current school improvement/growth plan.

NARRATIVE

The school has a current school improvement/growth plan.

The Griswold High School School Improvement plan drives decisions in all areas. Goals are clearly delineated and help inform decision making in the school. The bi-annual review of the School Improvement Plan gives stakeholders the opportunity to reflect on current practices.

RATING

Meets the Standard

Foundational Elements - 4.1a - Learning Support

The school has intervention strategies designed to support learners.

NARRATIVE

The school has intervention strategies designed to support learners.

Griswold High School has outlined clear and consistent steps to provide intervention strategies to support learners. Formal processes address a variety of student needs including attendance, behavior, academics, and social/emotional functioning. Procedures in place provide direct guidance in managing the steps necessary for intervention and provide means to identify and refer students in need of assistance.

RATING

Meets the Standard

Foundational Element 5.1a - Learning Resources

The school site and plant support the delivery of curriculum, programs, and services.

NARRATIVE

The school site and plant support the delivery of curriculum, programs, and services. The building's physical spaces support our variety of course and program offerings as well as support services for students.

A vested custodial staff with clear processes along with cleaning and maintenance schedules ensures Griswold High School is a clean, well-maintained building on a campus which also holds the middle and elementary schools. As previously stated, the building is secure, locked during the day, has bulletproof safety glass, and is staffed to meet the behavioral, social, emotional, and academic needs of learners while ensuring their physical safety.

GHS is compliant with applicable federal and state fire, health, and safety regulations.

RATING

Meets the Standards

Standard 1, Principle 1

The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.

NARRATIVE

Standard 1, Principle 1:IMPLEMENTING: The School community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.

88.5% of students feel safe at GHS, as do 94% of faculty, and 89% of parents said they feel safe at GHS all of the time (the other 11% said they feel safe much of the time).

The school improvement plan, "Educating for Success: Griswold High School Improvement Plan 2017-2020," presents the mission, core values, and vision which is designed to ensure the intellectual and emotional safety for learners and adults and is accessible to the whole school community.

The Student/Teacher/Parent Handbook articulates policies and protocols that define and support respectful treatment of all members, ensures individuality among community members, and actively emphasizes and strengthens a commitment to equity and diversity through clearly defined consequences for intolerance.

87.6% of students say they trust teachers even if they do not have a class with them, and 92% of teachers trust other teachers, but only 25.4% of students say they trust other students.

64% of students and 84% of families feel welcome all of or almost all of the time.

An overwhelming percentage of students, teachers, and families believe that interactions at GHS are respectful. Teachers believe that the students show them respect and students and families believe that teachers treat them with respect. Many GHS faculty are most proud of how respectful our students are of staff and anybody else that may come into the building. 89% of faculty surveyed said that teachers and administration have respectful interactions.

Professional development on restorative circles and on awareness of and sensitivity towards students struggling with their gender and sexual identity.

The school employs many means of communication to provide all students and families the opportunity for more engagement in the school community.

SST, ELL services, special education services, the Academic Academy, WEB, and 504 monitoring aim to provide students equitable access to education.

The district considers its students that receive free or reduced lunch (50% of the student body) when making decisions that make impact finances and access to opportunities.

Others programs that provide a safe, positive, respectful, and inclusive culture and that ensures equity and diversity of identity and thought include:

- Advisory (a weekly mentoring program)
- Gender-Sexuality Alliance (GSA)
- Diversity Club
- GHS Task Force (created to ensure acceptance and tolerance)

- Safety and Wellness committee
- Extra-curricular activities and Activity period embedded in school week

Related Files

- [2018-04-03-09:33_ghs_handbook_1718_pdf.pdf](#)
- [2018-04-03-09:34_griswold-public-schools-district-improvement-approved-by-boe-b.pdf](#)
- [2018-04-03-09:37_ghs-copy---school-improvement-plan.pdf](#)
- [2018-04-03-10:02_teaching-restorative-practices-with-classroom-cirlces.pdf](#)
- [2018-04-03-11:52_student-safety-and-wellness-9.28.17.pdf](#)
- [2018-04-03-11:54_academic-web-presentation-82f292f17.pptx](#)
- [2018-04-03-11:55_academic-center-.pdf](#)
- [2018-04-03-12:18_copy_of_advisory_overview_17181.pdf](#)
- [2018-04-03-12:34_discipline-stats-2014-2015.pdf](#)
- [2018-04-03-12:34_discipline-stats-2017-2018.pdf](#)
- [2018-04-03-12:34_discipline-stats-2015-2016.pdf](#)
- [2018-04-03-12:34_discipline-stats-2016-2017.pdf](#)
- [2018-04-11-08:30_student-safety-and-wellness-9.28.17.pdf](#)
- [2018-04-11-08:30_student-safety-and-wellness-committee-meetings-.pdf](#)
- [2018-04-11-08:40_griswold-task-force-meeting-1.pdf](#)

RATING

Implementing

Standard 1, Principle 2

The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.

NARRATIVE

Standard 1, Principle 2 -DEVELOPING-The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.

	Student	Faculty	Family
Familiar or very familiar with the school's core values and beliefs	67	93	80
Familiar or very familiar with the school's vision of the graduate	69	79	75
Totally or mostly true that teachers teach in a way that reflects the school's core values and beliefs	76	84	84
The principal and other administrators lead in ways that are consistent with the school's core values, beliefs about learning, and vision for graduates	-	88	91

Revisions to Griswold's District Improvement Plan began in 2014 with a committee of teachers, parents, and administrators tasked with reviewing results from a survey to update the district vision. The original document - Griswold 2022, established by the previous administration - became Griswold 2025. A collaborative administrative team review of what was inherited from the previous administration has led to a "bold updated vision that represents the most critical expectations for our students".

The high school administration produced the "Educating for Success: Griswold High School Improvement Plan, 2017-2020" from the district plan. This plan reflects the goals of Griswold 2025 and also incorporates practical expectations. For instance, GHS needed to write curriculum that would align with Common Core standards. The goals embedded in this plan are shared with faculty during monthly faculty meetings and are also reviewed as teachers prepare their Student Learning Objectives (SLOs) and review their SLOs throughout the year. District strategic goals and initiatives are also addressed during department meetings. These plans and goals are available to the community on the school's website.

The current administration at GHS developed the "Vision of the Griswold Graduate" and the "Civic and Social Expectations for Student Learning." This document drives professional development, the topics of faculty meetings, and curriculum development at the departmental level. Bi-annual review of the District Improvement Plan affords the administration an opportunity to scrutinize the Vision of the Graduate and the Civic and Social Expectations for Student Learning.

The administration has utilized this document to determine and support critical resource allocations in the high school during times of budget constraints and uncertainty. For example, the administration allowed all science teachers to attend a full day of out-of-district professional development to better understand how their curriculum should align with the new NGSS standards. In addition, the administration has supported professional

development in order to create several new AP courses and other AP initiatives across the disciplines.

Related Files

- [2018-04-09-12:50_ghs-goals-17-18.pdf](#)
- [2018-04-11-08:45_griswold-public-schools-district-improvement-approved-by-boe-b.pdf](#)
- [2018-04-11-08:48_ghs-copy---school-improvement-plan.pdf](#)

RATING

Developing

Standard 1, Principle 3

The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

NARRATIVE

Standard 1, Principle 3 -IMPLEMENTING-The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

The intellectual, physical, social, and emotional well-being of every student at GHS is the responsibility of the entire school community. Many programs and policies demonstrate that each student will be known, valued, and connected to the school community.

(Column 1= Student, Column 2=Faculty, Column 3= Family)

Totally or mostly true that all adults seem to take responsibility for the academic well-being of all students, not just those they teach 73 80 73

Totally or mostly true that all adults seem to take responsibility for the emotional well-being of all students, not just those they teach 63 79 74

Totally or mostly true that all adults seem to take responsibility for getting to know all students, not just students they teach 61 58 63

Totally or mostly true that at least one caring adult knows them well 75 - 80

Totally or mostly true that they, or their child, feels valued at the school 56 - 68

Totally or mostly true that they, or their child, feels connected to other students at the school 59 - 73

As stated in the Core Beliefs and Values of the Griswold High School Improvement Plan, all graduates will be college or career ready, and this readiness is achieved by maintaining high expectations for all students. The Student/Parent/Teacher Handbook and the Program of Studies state that all students “must take a minimum of 7 credits per year [and] may have no more than one study hall” per semester. Additionally, only students earning a grade of 75 or higher (unweighted) in all of their classes are entitled to certain privileges during study hall and during WEB. At minimum, teachers update grades on Plus Portals bi-weekly. Students, parents, and counselors have real-time access to Plus Portals to monitor grades. Both the Handbook and Program of Studies are available online and distributed as hard copy. The school's expectations have also been communicated through meetings for parents offered during Open House, to students during assemblies, via the school's announcements (both live and as a montage of stills on local cable access, aired from our in-house television studio), through the

monthly PAC newsletter, and as frequent and consistent reminders as the mentoring aspect of Advisory.

GHS's Advisory program is designed to provide each student with an opportunity to form a connection with a caring adult. Students are assigned within grade levels (but randomized alphabetically) to a member of the staff; these groups meet each Monday. Advisory days may be spent discussing timely issues and/or topics of interest to the students, monitoring grades, setting goals, and planning for progress, or – through the small group setting – engaging in activities which will benefit the school community, like discussing Summer Reading or reviewing the traditions of Homecoming. Other programs that identify and support the social and emotional well-being of students include RISE, Cool Directions, and our myriad activities, offered either as course enrichment or during Friday's Activity Period. More formally, GHS offers counseling services (as outlined in the Handbook), Student Success Plans, and a Student Success Team designed to investigate referrals for students identified as struggling, whether in just one class, in several, or in all.

GHS offers a variety of classes; many disciplines offer similar courses on different levels. Common Assessments and curriculum maps ensure all students have the opportunity to master core skills regardless of level. Portions of a Common Assessments are tailored for the class and, in some case, for the individual; curriculum maps allow for remediation as well as enrichment. Additionally, the 7-credit requirement encourages students to take a variety of elective courses, all of which are held to the same expectation of success. This variety demonstrates a broad and collective commitment to all areas of learning and to developing within each student a variety of learning styles and strategies. These courses also provide a wide range of opportunities for diverse learners, from the physical to the intellectual to authentic learning experiences, including Teaching the Young Child, internships, resume-building and mock interviews, Life Skills, and Work Study.

Related Files

- [2018-04-03-10:11_2018-program-of-studies-final.pdf](#)
- [2018-04-03-13:24_neasc-activity-period-offerings-17-18.pdf](#)
- [2018-04-09-12:23_rise-intro-letter-to-parents-08-15-14.pdf](#)
- [2018-04-09-12:23_macrinos-rise-program.pdf](#)
- [2018-04-11-08:54_copy_of_advisory_overview_17181.pdf](#)
- [2018-04-11-10:00_pac-newsletter-february-2018.pdf](#)
- [2018-04-11-10:00_pac-newsletter-october-2017.pdf](#)

RATING

Implementing

Standard 1, Principle 4

The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

NARRATIVE

Standard 1, Principle 4-IMPLEMENTING- The school community's professional culture demonstrates a commitment to continuous improvement through use of research, collaborative learning, innovation and reflection through a variety of practices.

The administrative leadership of the Griswold Public Schools (GPS) district and GHS have designated and organized Professional Development days to foster collaboration, innovation, reflection, and improvement. Important opportunities for staff include collaborating within their departments on developing curriculum maps for every subject and level and viewing presentations to inform faculty about gender and sexuality awareness as well as a “restorative practices” approach to discipline.

Committees have been created to re-assess and improve certain initiatives GHS administration, staff, and faculty felt had atrophied. These consist of:

- Wolverine Enrichment Block (WEB) - a time period at the end of the day when students can seek extra help from teachers regarding academic content. The new WEB, in contrast from the older version, offers students the incentive to improve their academic standing (Cafeteria Study privileges) as well as places for students to improve their knowledge of the content (Academic Centers) with the help of Peer Tutors as well as content-area teachers. In addition, students may set up individual appointments with teachers (office hours) to address concerns or receive feedback.
- The Mentoring Advisory Committee (MAC), created to improve the structure and content of the Advisory period. This committee of teachers met over the summer of 2017 and continues to meet weekly to create activities and monitor the program's effectiveness. The Advisory committee includes a student feedback component to provide further insight into the program's effectiveness. Monthly staff meetings organized by the GHS administration provide opportunities for teachers and staff working on these committees to present their work, thoughts, and initiatives to their colleagues and to elicit feedback from them.
- The administration and the guidance department prioritized scheduling to include common planning time for each academic department. Departments have used this time to meet and discuss Student Learning Objectives that are part of the teacher evaluation process and to collaborate with one another on curriculum maps for all subjects and levels. The common planning time fosters discussion among departments with regard to aligning and improving curriculum through the effective allocation of resources.
- The administration meets on a bi-monthly basis with Academic Team Leaders (ATLs) to ensure that a uniform commitment to school-wide learning is communicated to each department and, by extension, to each faculty member. This enables faculty, via the ATL, to communicate ideas, suggestions, communication, and questions to administration as well as other departments.
- The Attendance Committee has revised the school's attendance policy to better track student absences. Identifying “at risk” students is a more proactive approach, allowing the attendance team to intervene when necessary.
- Summer Reading and SST are programs and services that foster collaboration among faculty, staff, and

students. Each program offers a more individualized approach to student learning or student services. They have been revised over the years and offer a parental feedback component that helps inform its efficacy.

- Freshman Connection provides a structured and safe space to help students transition to high school socially, academically, and emotionally. Instructors for Freshman Connection personalize student learning goals and objectives.
- The recent implementation of Instructional Rounds has provided another opportunity for collaborative learning and reflection. Instructional Rounds happen monthly and involve four to five teachers spending the morning visiting various classrooms with the focus on student engagement, instruction, classroom environment, critical thinking, questioning, student learning, and the culture and climate of each individual classroom. The afternoon is spent in professional reflection. A common “Instructional Rounds Template” is used to enhance the professional non-evaluative discussions.

Related Files

- [2018-04-06-08:41_sst-presentation-fall-2017.pptx.pdf](#)
- [2018-04-09-13:17_11.7.17-faculty-meeting-agenda-.pdf](#)
- [2018-04-09-13:17_april-faculty-meeting.pdf](#)
- [2018-04-09-13:17_february-faculty-meeting.pdf](#)
- [2018-04-09-13:17_faculty-meeting-agendas-82f28and82f29.pdf](#)
- [2018-04-09-13:17_faculty-meeting-agenda-and-need-to-know-042f042f2017.pdf](#)
- [2018-04-09-13:17_faculty-meeting-agenda-92f192f17.pdf](#)
- [2018-04-09-13:17_ghs-faculty-meeting-agenda-12f92f18.pdf](#)
- [2018-04-09-13:17_march-faculty-meeting.pdf](#)
- [2018-04-11-10:55_copy_of_advisory_overview_17181.pdf](#)
- [2018-04-11-10:58_academic-web-presentation-82f292f17.pptx](#)
- [2018-04-11-11:01_academic-team-leader-meetings-20180411t150045z-001.zip](#)
- [2018-04-11-11:03_learning-walks-20180411t150243z-001.zip](#)

RATING

Implementing

Standard 1, Principle 5

The school's culture promotes intellectual risk taking and personal and professional growth.

NARRATIVE

Standard 1, Principle 5 -IMPLEMENTING-Griswold High School's culture promotes some intellectual risk-taking and promotes personal and professional growth.

Survey results revealed different opinions regarding how much students are encouraged to take risks and how they view mistakes as part of the learning process. Ninety seven percent of surveyed GHS faculty believed they “encourage students to try new things and experiment” but only 69% of students made the same claim. One hundred percent of the faculty believe they teach students that “mistakes are part of the learning process,” but only 72% of students agreed.

Initiatives to promote personal and professional growth include:

- Establishing meeting norms (both in meetings with faculty and in students group) to create organic buy in
- Summer reading to allow students choice in what they read
- Some faculty utilize the “habits of mind” rubric to instill positive work ethic into their curriculum.
- The remodeling of WEB to give students incentives to students to take more ownership over their learning and to provide opportunities for students to receive more individualized instruction
- The RISE Pep Rally to celebrate the civic and academic achievements of the entire student body
- Restructuring the advisory period, creating the Mentoring Advisory Council to provide direction, and offering of professional development on restorative practices to create an environment that promotes bonds being built between students and an adult in the building with whom the students can communicate openly, and creating a space in which students are enabled to take the social risk of sharing their ideas with the group
- Activities facilitated by the Gender-Sexuality Alliance (GSA) like the Day of Silence and participation in the True Colors Conference
- Student-run morning announcements that give students the opportunity to acquire media experience
- Implementation of the MC Ancil school store which combines the efforts FBLA, the special education department and their students, the faculty, and the MC Ancil Foundation

Related Files

- [2018-04-09-12:35_ghs-morning-announcements.pdf](#)
- [2018-04-09-12:35_faculty-meeting-norms.pdf](#)
- [2018-04-11-11:50_welcome-to-summer-reading-at-griswold-high-school.pdf](#)

RATING

Implementing

Standard 1, Principle 6

The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.

NARRATIVE

Standard 1, Principle 6 -IMPLEMENTING-GHS has an inclusive definition of leadership and endeavors to provide school leaders with the authority and responsibility to improve student learning.

Student leadership opportunities exist at Griswold High School. More than half of the students surveyed felt they were asked how to make Griswold High School better.

The majority of the faculty feel empowered to engage in leadership opportunities to promote student learning, make curricular and instructional materials decisions, and set the standards for student behavior. A majority of the faculty feel powerless when planning as to how funds are to be used and how Professional Development time is spent.

The current principal was appointed in the spring of 2016 and has implemented changes which not only empower school leaders but also invite more faculty, staff, and family to lead initiatives focused on improving student learning. Some changes include:

- Introduction to the "Principal's Corner." By adding a Need to Know section, important information, formerly presented at faculty meetings, is readily available. In turn, faculty meeting time is used for more productive, collegial discussions.
 - Recent faculty meetings have included updates for initiatives involving WEB, discussions of NEASC standards, and expectations for Instructional Rounds.
- The recent implementation of Instructional Rounds.
- Creating and adhering to norms, as agreed upon by the group.
- Increased efforts to communicate the school's core values and beliefs include the creation of a Task Force on Equity.
- A revised Advisory model (providing increased communication with students).
- Increased support of the Parent Advisory Council (providing regular updates of programs to parents). Invitations are extended to families each month for the scheduled PAC meetings; calls, letters, and targeted emails inform parents of and invite attendance to bi-annual conferences.
- Administration meets bi-weekly with Academic Team Leaders who then meet with departments during common planning time to discuss school initiatives, concerns, and challenges to school-wide expectations and standards.

Many programs and initiatives have been the result of faculty and staff-led committees or the hard work of dedicated individuals, all of whom have access to, the active interest of, and feedback from administration. Current leadership has most recently supported:

The implementation of a new WEB model (designed by staff members) focused on encouraging student independence and academic achievement. Due to the incentives and structure inherent in this program, 124

additional students achieved a 75 or higher in all classes by the end of the first marking period.

- More AP, ECE, and CCP courses have been added in recent years.
- A new Advisory model (designed by a group staff members) to foster bonds and strengthen connections.
- A student-run school store (designed through a collaboration of staff and students).
- Continued support for enrichment programs like Band Buddies and Student Match.
- The fall drama production and the spring musical continue to involve significant numbers of students contributing from various academic areas (marketing, graphics, art, construction, and music). Student leaders coordinate aspects of the productions.

The principal has exercised the appropriate decision-making authority to not only create positive changes in the school but also to motivate and empower faculty and staff to make positive changes as well. Coverage for teachers and staff is provided upon request as often as possible to allow time for teachers to develop initiatives.

Various structures and procedures are in place to ensure that the school board, the superintendent, and the principal are collaborative, reflective, and constructive.

Since the start of her tenure at GHS, the principal has:

- solicited bi-annual feedback from staff in order to determine ways in which to lead more effectively.
- The principal meets weekly and respectively with the Curriculum Director, the Special Education Director, the principals from the other schools, and with all district administrators.
- With the superintendent, meet bi-weekly at GHS to conduct school and classroom walk-throughs.

In addition to the bi-monthly Board of Education meetings, BOE members and representatives from Central Office participate in monthly PAC meetings at GHS. BOE subcommittees - Academic, Facilities, Athletic, Transportation, Budget, and Policy - foster collaboration and shared understanding among stakeholders.

Griswold 2025, the district's improvement plan, and Educating for Success, the Griswold High School improvement plan, provide the map which drives the agendas and goals of these various meetings and committees.

Related Files

- [2018-04-09-12:47_instructional-rounds-reflection-form.pdf](#)
- [2018-04-09-12:47_instructional-rounds-at-ghs.pdf](#)
- [2018-04-09-12:47_griswold-high-school---learning-walk-template-17-18.pdf](#)
- [2018-04-09-12:47_feedback-32f29.pdf](#)
- [2018-04-09-13:21_gps-evaluation-and-support-plan-17-18.pdf](#)
- [2018-04-09-13:22_ct-leader-evaluation-and-support-rubric-2015.pdf](#)
- [2018-04-11-11:56_sample-need-to-know.zip](#)

RATING

Implementing

Standard 1, Principle 7

The school culture fosters civic engagement and social and personal responsibility.

NARRATIVE

Standard 1, Principle 7 -IMPLEMENTING-GHS fosters civic engagement and social and personal responsibility.

	Student	Faculty	Families
Totally or mostly true that students learn about current social issues (teacher survey - students are taught about current social issues)	59	53	85
Students make contributions to this school	53	52	64
Totally or mostly true that students take responsibility for their own actions (teacher survey- that students are taught to take responsibility for their own actions)	86	70	92

The GHS Student Handbook, Non-Discrimination Policies, and Procedures for the Reporting of Harassment clearly outline the expectations for behavior and the consequences of misbehavior. Consistent expectations for high standards for behavior are enforced in classrooms, hallways, the cafeteria and all public spaces, including extra-curricular and athletic events.

GHS's recently created Task Force, a timely response to exhibitions of intolerance among its students, also indicates a commitment to personal and social responsibility. The recently revised Advisory Program addresses timely issues relevant to the students and ensures equitable discussion and civil dialogue through the establishment of group norms and training in Restorative Practices. This weekly Advisory Program continually and consistently communicates the school's values and expectations.

Opportunities for civic engagement, and/or social/personal responsibility include:

- Student Match
- Band Buddies
- Teaching the Young Child
- Seniors Helping Seniors with Technology
- Recognizing and aiding veterans
- Volunteering at the Food Bank
- Participating in events organized by the Youth Rec department.
- The annual musical allows a significant number of students to make an impact on the community by providing a highly-anticipated source of entertainment and culture.

Related Files

- [2018-04-11-11:58_work-study-2018.pdf](#)

RATING

Implementing

Standard 1 Strengths

STRENGTH

All stakeholders are treated with respect.

STRENGTH

Common planning time.

STRENGTH

Leadership opportunities for faculty

STRENGTH

A variety of programs that promote a safe, positive, and inclusive culture

STRENGTH

Programs to address learning gaps

STRENGTH

Administrators lead in ways that are consistent with the schools's core values and beliefs about learning and vision for the graduate

STRENGTH

Teachers take responsibility for the well-being of all students, leading families to feel that at least one adult in the building knows their child very well

STRENGTH

Communication with all stakeholders.

STRENGTH

Restructuring of WEB, which includes privileges for students with 75% or higher in all classes.

STRENGTH

Parent Advisory Council

Standard 1 Areas of Growth

AREA OF GROWTH

Greater opportunities for making contributions to the community.

AREA OF GROWTH

Student familiarity with school's core values and beliefs about learning and vision of the graduate.

AREA OF GROWTH

Students feeling valued and connected at the school

AREA OF GROWTH

More faculty need to help maintain discipline in the entire school.

AREA OF GROWTH

Creating a climate that encourages trying new ideas from both staff and students

AREA OF GROWTH

More opportunities for student and family leadership

AREA OF GROWTH

Standard 2, Principle 1

The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

NARRATIVE

Standard 2, Principle 1 - The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision. IMPLEMENTING: All elements of the principle are firmly in place in the school. organizations or systems have been formed to support and sustain these practices.

Griswold High School's Mission and Vision Statement and our Civic and Social Expectations for Learning clearly articulate our vision of the graduate and include transferable skills. The mission statement is posted on the Griswold High School website, the Parent/Students handbook (updated annually and distributed to all students), and the Program of Studies.

As a whole, GHS measures student progress toward achieving the transferable skills through credit attainment. Departments have common discipline-specific, grade level assessments with departmental rubrics based on the Common Core standards; however, there currently are no school-wide, analytical rubrics. PSAT 9 and PSAT scores and in some instances PLATO score are used as measurement tools . Grade nine English students take a reading readiness test in the beginning of the year, and math students take an Algebra readiness test. Scores are used as baselines to measure students' progress in achieving the discipline-specific skills.

The school's formal process to assess and communicate individual progress toward achieving the school's vision of the graduate is PlusPortals, an online, "live" gradebook, which allows parents and students access to grades at any time. Parents are notified through email and the Connect-Ed system about the posting of mid-quarter, quarter, and semester grades on PlusPortals. Guidance conducts student sessions on how to access PSAT scores and navigate Naviance to enter achievements and produce a student resume. PPTs, 504 meetings, and SST plans also communicate individual progress.

The school-wide progress in achieving the vision of the graduate is reported at monthly Board of Education meetings, which are open to the public. The Griswold High School profile 2017 -2018 is posted on the district website.

A standardized syllabus format for all GHS courses includes GHS's Mission and Vision Statement and our Civic and Social Expectations for Learning. In addition, all disciplines incorporate the Common Core Standards as well as those standards stated by their national organization into their curriculum, instruction and assessment practices,.

Related Files set 1 of 5

- [2018-04-27-12:50_ghs-goals-17-18.pdf](#)
- [2018-04-27-12:51_..spanish-i---ghs-new-syllabus-template-2017-18.doc](#)
- [2018-04-27-12:51_2017-2018-cp-physical-science-syllabus-sanders.doc](#)
- [2018-04-27-12:51_2017-2018-world-history-syllabus.doc](#)
- [2018-04-27-12:51_1-moneyworks-syllabus2017-2018.doc](#)
- [2018-04-27-12:51_advanced-studies.docx](#)
- [2018-04-27-12:51_2017-2018-chem-comm-syllabus-sanders.doc](#)
- [2018-04-27-12:51_2017-2018-syllabus.doc.docx](#)

- [2018-04-27-12:51_appphysics2014.doc](#)
- [2018-04-27-12:51_advancedphotography2017-18.docx](#)
- [2018-04-27-12:51_businesslawssyllabus2017-18.doc](#)
- [2018-04-27-12:52_cadd-i-i-i-syllabus2017.doc](#)
- [2018-04-27-12:52_calhoun-intro-to-business-syllabus-2017_2018.doc](#)
- [2018-04-27-12:52_cp-2017-2018-syllabus.doc.docx](#)
- [2018-04-27-12:52_cadd-i-syllabus-2016.doc](#)

Related Files set 2 of 5

- [2018-04-27-12:52_drawing-ii-syllabus.docx](#)
- [2018-04-27-12:52_calhoun-ca2-2017_2018-syllabus.doc](#)
- [2018-04-27-12:52_calhoun-ca-1-2017-2018-syllabus.doc](#)
- [2018-04-27-12:52_drawing-i-syllabus.docx](#)
- [2018-04-27-12:52_craig-syllabus-2015-2016.docx](#)
- [2018-04-27-12:52_cpphysics2014.doc](#)
- [2018-04-27-12:52_general-mod-world2famer-gov.docx](#)
- [2018-04-27-12:52_mcneilsyllabuscollegeprep.docx](#)
- [2018-04-27-12:52_mobilecsp_syllabi.pdf](#)
- [2018-04-27-12:52_spanish-iii--ghs-new-syllabus-template-2016-17.doc](#)
- [2018-04-27-12:52_pottery-i-syllabus.docx](#)
- [2018-04-27-12:52_syllabus-2015-2016.docx](#)
- [2018-04-27-12:52_pssyllabush1718.docx](#)
- [2018-04-27-12:52_pssyllabusg1718.docx](#)
- [2018-04-27-12:52_pssyllabuscp1718.docx](#)

Related Files set 3 of 5

- [2018-04-27-12:52_syllabi-entrepreneurship-2017-18.docx](#)
- [2018-04-27-12:54_2018-frosh.doc.docx](#)
- [2018-04-27-12:54_ap_ece-12.docx](#)
- [2018-04-27-12:54_2018-frosh.doc](#)
- [2018-04-27-12:54_2017-2018-english-ii-syllabus-gillespie.docx](#)
- [2018-04-27-12:54_2017-2018-journalism-syllabus.docx](#)
- [2018-04-27-12:54_english-155.docx](#)
- [2018-04-27-12:54_english-155-collaborative.docx](#)
- [2018-04-27-12:54_english-154.docx](#)
- [2018-04-27-12:54_english-3-4-syllabus.doc.docx](#)
- [2018-04-27-12:54_english-3-4-syllabus.doc](#)
- [2018-04-27-12:54_english-iii-syllabus1.docx](#)
- [2018-04-27-12:54_english-ii-2017-2018-syllabus.doc](#)
- [2018-04-27-12:54_english-156.docx](#)
- [2018-04-27-12:54_english-iii-2017-2018.doc](#)

Related Files set 4 of 5

- [2018-04-27-12:54_ece-1010-syllabus-2017-2018.docx](#)
- [2018-04-27-12:54_english-iii-syllabus.docx](#)
- [2018-04-27-12:54_syllabus-english-iv-2017-2018.docx](#)
- [2018-04-27-12:54_jrand1.docx](#)
- [2018-04-27-12:54_english-iv-syllabus.docx](#)

- [2018-04-27-12:54_syllabus-english-ii-honors-2017-2018.docx](#)
- [2018-04-27-12:55_446--medical-terminology-1.docx](#)
- [2018-04-27-12:55_17-18-tyc-syllabus.docx](#)
- [2018-04-27-12:55_17-18-ece-syllabus_.docx](#)
- [2018-04-27-12:55_elective-p.e.-11_12-syllabus---2017-18.docx](#)
- [2018-04-27-12:55_2017-18-food-_nutrition-syllabus.docx](#)
- [2018-04-27-12:55_elective-pe-syllabus-2017-18.docx](#)
- [2018-04-27-12:55_grads.docx](#)
- [2018-04-27-12:55_bakeshopi-2017-2018.docx](#)
- [2018-04-27-12:55_pe-9-10-syllabus-2017-18.docx](#)

Related Files set 5 of 5

- [2018-04-27-12:55_culinary-essentials-syllabi2017-2018.docx](#)
- [2018-04-27-12:55_455-certified-nursing-assistant-syllabus-17-18.docx](#)
- [2018-04-27-12:55_psychology-2017_2018-syllabus.docx](#)
- [2018-04-27-12:55_syllabus-448-dho-17-18.docx](#)
- [2018-04-27-12:55_hdfs-1070-syllabus-2017-18.docx](#)
- [2018-04-27-12:55_fashion-syllabus-2017--2018.docx](#)
- [2018-04-27-12:55_sports-medicine-435-syllabus.docx](#)
- [2018-04-27-12:55_sports-nutrition-_fitness-syllabus.pdf](#)

RATING

Implementing

Standard 2, Principle 2

There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.

NARRATIVE

Standard 2, Principle 2 - There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate. DEVELOPING: Some elements of the principle are in place, and the school has developed plans and timelines for full implementation.

At this time, all disciplines are using a common format to write curriculum for departmental courses. This format includes units of study with guiding essential questions and the concepts, content, and skills necessary to achieve GHS's vision of the graduate.

Instructional strategies and assessment practices are articulated in completed curricula. Discipline specific, higher-order thinking skills, transferable skills, independence, flexible thinking, and persistence are purposefully embedded in the units' assessments and instructional strategies.

At this time, less than 50% of courses taught have completed, working curriculum. Work continues daily within departments on developing the remaining curricula. For courses that are "singletons," curriculum writing is a challenge due to the multitude of offerings as well as the limited number of teachers able to write those specific curricula.

Related Files

- [2018-04-11-13:25_gps-curriculum-guide-updated-32f272f18.pdf](#)

RATING

Developing

Standard 2, Principle 3

Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.

NARRATIVE

Standard 2, Principle 3 - Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge. DEVELOPING: Some elements of the principle are in place, and the school has developed plans and timelines for full implementation.

As stated previously, not all courses have completed written curriculum. However, all sections of each course have common units with a common summative assessment.

Curriculum is mapped in within departments, paying close attention to the criteria of grade level Common Core and discipline-specific standards. This scaffolding and alignment of skills and content ensure vertical alignment. Depth of Knowledge levels are consciously embedded in the curriculum, and reflected in various assessments and projects. For example, project-based learning is limited but evident in several courses: Newsproject - Spanish 2; Laws of Life - English I; Financial and Professional Management Portfolio - Business; faculty lunches - Family and Consumer Science. The Laws of Life essay contest and faculty lunches, as well as our art displays, musical concerts, and Certified Nursing Assistants program, are indicators of authentic learning.

RATING

Developing

Standard 2, Principle 4

Instructional practices are designed to meet the learning needs of each student.

NARRATIVE

Standard 2, Principle 4 - Instructional practices are designed to meet the learning needs of each student. IMPLEMENTING: All elements of the principle are firmly in place in the school. organizations or systems have been formed to support and sustain these practices.

Griswold High School was one of the first high schools in the state to receive training in implementing Response to Intervention. From this training, the Student Success Team was formed. Teachers make recommendations for students to be reviewed by the SST (made up of guidance counselors, the school psychologist, the school social worker, reading interventionist, a special ed teacher, and regular education teachers). The recommendations may come as a result of concerns over a student's specific learning needs, chronic absenteeism, or social and emotional behaviors. An SST liaison is appointed to the student, and he/she gathers data (both quantitative and qualitative), interviews the parent(s) and student, then presents his/her findings to the team. The team then decides, if warranted, on an SST plan for the student. This includes classroom intervention strategies and possible additional supports such as reading, math, or executive skill interventions. The student's progress is reviewed and monitored overtime. In addition to SST plans, teachers differentiate and individualize instructional practice based on all students' diagnostic, formative, and benchmark assessments, as well as IEPs and 504s. Teachers also use collaborative grouping to enhance learning. Considerations for this instructional practice include flexible grouping for differentiation, accommodating a variety of learning styles, catering to students' interests, and providing fertile ground for rigorous discussion and learning opportunities.

More resources exist for GHS students to receive additional academic support. Collaborative classes (co-taught by a regular education and a special education teacher) exist in the English, math, science, and social studies disciplines. Our Academic Academy (manned by Academy staff and interns) assists students who are experiencing academic or organizational skills difficulties. Individualized attention, tutoring, and study skill strategies are components of the program. This program also supports new students transferring into the high school. Also housed in the Academy are an English Language Learner aide and a reading interventionist (who also works with teachers in the classroom).

Teachers have opportunities to collaborate with colleagues regarding instructional practices and strategies. These would be SST meetings, PPTs, 504 meetings and professional development days; also most departments have common planning time.

Related Files

- [2018-04-11-13:30_sst-presentation-fall-2017.pptx.pdf](#)
- [2018-04-11-13:31_academic-center-.pdf](#)

RATING

Implementing

Standard 2, Principle 5

Students are active learners who have opportunities to lead their own learning.

NARRATIVE

Standard 2, Principle 5 - Students are active learners who have opportunities to lead their own learning.
NOT YET EVIDENT: Students are active learners who have opportunities to lead their own learning. - elements of the principle are not yet evident in the school.

After much thought, we're reluctantly assigning the principle a "Not Yet Evident." Active learning abounds at GHS; opportunities for student choice, personal reflection, and creative expression exist in almost every department. The opportunities for students to lead their own learning, however, are very sporadic and may not be common across disciplines or grade levels.

RATING

Not Yet Evident

Standard 2, Principle 6

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

NARRATIVE

Standard 2, Principle 6 - Learners regularly engage in inquiry, problem-solving, and higher order thinking skills. IMPLEMENTING: All elements of the principle are firmly in place in the school. organizations or systems have been formed to support and sustain these practices.

Based on the sampling below, all of which are common course projects/assessments, it is evident GHS students are presented with multiple opportunities for engaging in inquiry, sharpening problem solving abilities, and developing higher order thinking skills throughout their GHS career.

- English: AP/ECE : Dangerous Creations paper
- English IV: *Canterbury Tales* dinner party project
- Social Studies: Document-based question essays (DBQs)
- Culinary Essentials: Student planned and led faculty lunches
- Teaching the Young Child: Theorist project; Multiple Intelligence project
- Science: Physical science: solar cooker challenge lab, door alarm design lab
 - Biology: Osmosis diffusion lab
- World Language: Spanish I : Scrapbook project
- Spanish II: News broadcast project
- Certified Nursing Assistants: Clinicals at local nursing facility
- Math: Statistics: Analyzing Data project
- Business: Introduction to Business: Starting an Ice Cream Parlor
- Wood Tech II: Individual Project Design
- Transportation Technology: Small engine rebuild project
- CADD III: Ranch-style house plans

RATING

Implementing

Standard 2, Principle 7

Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.

NARRATIVE

Standard 2, Principle 7 - Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. **DEVELOPING:** Some elements of the principle are in place, and the school has developed plans and timelines for full implementation.

Griswold High School teachers use a variety of assessment strategies to inform classroom instruction and curriculum. In grade nine, English and math diagnostic assessments along with grade eight Blue Ribbon scores are factors in determining course level. The PSAT 9 will be one of the indicators for English and math grade 10 placements. Across all disciplines, assessments are used to determine if students are in need of extra supports (for example SST, special education referrals, etc.).

GHS students encounter a variety of assessment strategies. Formative assessments are utilized to check for understanding, allow for immediate clarification of the material, expose the need for remediation, and as an ongoing measure of student progress in the course. This immediate feedback serves as a navigation tool for further instruction. Formative assessments used by GHS teachers include, but are not limited to:

- Exit slips
- Entrance slips
- Khan Academy
- Quizlet
- Kahoot
- Question and answer session
- Homework
- Quizzes and tests
- Midterm exams
- Presentations
- Labs
- Performance Tasks
- DBQs

Summative assessments and their accompanying rubrics are common within courses. In English classes, it's not uncommon for teachers to hand out the rubric along with the writing assessment. Other teachers may incorporate the language of the rubric in the assessment directions.

During departmental common planning time, teachers meet to share the results of summative assessments and to modify instructional strategies and curriculum. The math and reading readiness tests, PSAT 9, and the PSAT highlight student strengths and weaknesses and are reviewed when planning classroom instructional strategies.

Course curriculum is either in the preliminary years of implementation or is being revised. For these reasons, at this time, assessment results do not currently inform curriculum.

RATING

Developing

Standard 2, Principle 8

Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.

NARRATIVE

IMPLEMENTING: All elements of the principle are firmly in place in the school. organizations or systems have been formed to support and sustain these practices.

As addressed in the previous principle, Griswold High School teachers use many varied forms of assessments, both formative and summative, to allow students to demonstrate their learning.

Many teachers rely on traditional written feedback on assessments. Teachers also use Google Docs, which allows them to post comments both during and after students share their documents. Used in math classes, Khan Academy provides immediate feedback. Quiz and test corrections are regularly used to allow students the opportunity to revisit their work and demonstrate improved learning. Teacher feedback guides the students' corrections. English classes and some history classes encourage revision, relying on written comments, writing conferences, peer conferences, and/or online collaborations. Our current WEB block includes office hours for teachers to meet in small groups with students. In addition, there are discipline-specific centers for students to work with teachers and in some cases, peer tutors.

Work habits are assessed and data is kept for students enrolled in the Academic Academy, for students with SST plans, and some special education students. The majority of teachers incorporate work habits into their grades, though some may have a more formal method of assessment for this than others. Phone calls, emails, teacher/parent conferences serve as methods of feedback for both work habits and academic skills.

Standard 2, Principle 9

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

NARRATIVE

Standard 2, Principle 9 - Learners use technology across all curricular areas to support, enhance, and demonstrate their learning. DEVELOPING: Some elements of the principle are in place, and the school has developed plans and timelines for full implementation.

Our district's financial restraints greatly inhibit Griswold High School's growth in this area. Learners at Griswold High School use technology primarily to demonstrate learning. There are several computer labs, some teachers have class sets of tablets, while others may have Chromebooks, providing students with easy access to technology. We do have an acceptable use policy for school computers, but our current information literacy curriculum is outdated and revisions need to be made. Those revisions are in the developing stage. Many teachers use Google Classroom to allow learners to supplement, support, and document their learning. Google Classroom allows students to collaborate digitally, get feedback on work, and participate digitally in whole class discussions. Students use Naviance to document their high school career. Through PlusPortals, all students have the ability to access their grades, homework assignments, upcoming assessments, and long-term projects. The Portal is also visible to the parents. All students are assigned a Griswold Public Schools email. This allows for easy communication between students and faculty.

Examples of commonly-used websites, applications, and programs to support and enhance student learning are:

Google Drive

Google Classroom

Microsoft Office

Quizlet

Kahoot

Classzone.com

Conjuguemos.com

Khan Academy

Virtual High School

PLATO

Examples of technology tools include:

Chromebooks

Graphing/scientific calculators

Smartboards & projectors

Tablets

Document camera

Related Files

- [2018-04-11-14:09_final-student-aup-regulation-revised-11-14-11.pdf](#)

RATING

Developing

Standard 2 Strengths

STRENGTH

Griswold High School's vision of the graduate is clear and accessible to families and students through different mediums.

STRENGTH

Our instructional practices are designed to meet the needs of each student. A number of student supports are in place to help focus on individual student needs.

STRENGTH

Evidence of feedback for students exists for all disciplines.

Standard 2 Areas of Growth

AREA OF GROWTH

Not all courses have a completed written curriculum, thus it is impossible to ensure a depth of understanding over a breadth of knowledge for all students at this time. Also, our incomplete curriculum hinders the teacher's ability to use assessment to inform curriculum.

AREA OF GROWTH

Students are not consistently given opportunities to lead their own learning or participate in project-based learning activities.

AREA OF GROWTH

Information literacy curriculum is outdated.

Standard 3, Principle 1

The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.

NARRATIVE

Standard 3, Principle 1-DEVELOPING-The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.

Griswold High School has a school improvement growth plan which reflects the school's core values, beliefs about learning, and vision of the graduate. In addition, the growth plan is aligned with the Griswold Public School's improvement plan and includes specific and measurable goals and benchmarks that reflect expected student learning outcomes. The GHS growth plan was last updated over the summer of 2017 by school administrators and presented to the faculty at the start of the 2017-2018 school year. While 77.4 percent of the faculty indicate in the survey that they are familiar with the school improvement plan, 53.3 percent indicate that they were not involved in the development of the plan.

The school's improvement plan informs decision making in the school. Recent examples are the newly revised advisory and WEB programs. During the 2016-2017 school year, input was solicited by the Mentor-Advisory Committee (MAC) into the advisory program and the Wolverine Enrichment Block (WEB) committee explored ways to improve the previous design. In September of 2017 the District Wide Professional Development Committee established Professional Development and Evaluation Committees (PDEC) at each of the three district schools.

The PDEC at Griswold High School surveyed the faculty on the professional development needs of the various departments and individual faculty members at GHS. According to the survey developed by the GHS PDEC committee, 72.3% of the faculty find that their PD needs are met. The PDEC is using the collected data to plan future professional development opportunities.

During the 2017/2018 school year, Griswold High School has begun a program of instructional rounds in which groups of teachers spend the morning visiting various classrooms with the focus on student engagement, instruction, classroom environment and student learning as well as the culture and climate of each individual classroom. These monthly rounds involved four to five teachers and the school principal visiting several classes. The afternoon is spent in professional reflection. A common "Instructional Round Template" is used to enhance the professional non-evaluative discussions.

The 2017-2018 GPS and GHS school improvement/growth plans were evaluated and monitored for progress in December of 2017 by central office staff and school administrators. The plan will be evaluated again at the end of the 2017-2018 school year and revised as needed. The principal plans to establish a committee to evaluate the data collected from the stakeholders in order to evaluate and revise the school improvement plan.

Related Files

- [2018-04-12-11:02_learning-walks-20180411t150243z-001.zip](#)
- [2018-04-12-12:07_ghs-copy---school-improvement-plan.pdf](#)
- [2018-04-12-12:07_academic-web-presentation-82f292f17.pptx](#)
- [2018-04-12-12:08_copy_of_advisory_overview_17181.pdf](#)

RATING

Developing

Standard 3, Principle 2

Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.

NARRATIVE

Standard 3, Principle 2-IMPLEMENTING-Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.

Educators at Griswold High School engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. The scheduling of collaborative planning time for most departments has allowed grade level and course specific teachers time to collaborate on curriculum development, lesson planning, assessment development, and a formal review of student work. According to the NEASC survey, 82% of the faculty agree that collaborative planning time with colleagues has helped improve student learning and well-being. The use of common planning time has allowed departments to develop common assessments for all sections of a given course, examine student data, and plan and revise lessons and course units.

While according to the the NEASC faculty survey 83.3% of the faculty believe that an appropriate amount of time is provided for professional development, 61% believe that there is not sufficient funding available for professional development. Lack of funding has mainly affected the availability of outside professional development. In-school professional development days are planned by central office and administration in conjunction with academic leaders and the GHS Professional Development and Evaluation Committee (PDEC). Faculty needs are taken into account in planning these days. According to the the NEASC survey, 86.9% of the faculty agree that they have a role determining the content of in-service professional development days. According to the survey developed by the GHS PDEC committee, 72.3% of the faculty find that their professional development needs are met.

With the institution of monthly Instructional Rounds at GHS during the 2017-2018 school year there has been an increased focus on reflection, formal and informal collaboration, and student learning and well-being. Each month a group of between four and six faculty members spend the morning visiting classrooms and the afternoon in reflection. A common protocol insures a focus on best practices. Those faculty members who have taken part in these day-long activities have found them to be one of the most valuable professional development opportunities offered by the school.

Related Files

- [2018-04-12-12:45_ghspdec-introductionpowerpoint-rev2.ppt](#)

RATING

Implementing

Standard 3, Principle 3

Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

NARRATIVE

Standard 3, Principle 3-DEVELOPING-Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

Educators at GHS examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services. Teachers use a variety of sources for feedback in order to improve curriculum, instruction, and assessment. Formal and informal types of feedback are utilized. Teachers communicate with parents via email, phone, PlusPortals, and through twice yearly parent-teacher conferences to gain a better understanding of student learning and to make appropriate adjustments to their instruction. According to the NEASC survey, 85% of the faculty states that they ask for student feedback to improve their teaching while 73% of the students feel their teachers ask them how he/she can improve his/her teaching. The introduction of common planning time into the daily schedule allows for examination of student work, revision of the curriculum, as well as common lessons and assessments. While departments utilize the common planning time to revise curriculum and make instructional decisions, we lack a formal process to assess how much teachers are using evidence of student learning to make instructional decisions. Common formative and summative assessments for all students in a given course allow teachers to better assess student progress and make adjustments accordingly. According to the NEASC survey, 100% of the faculty agrees that they examine student work to make instructional decisions. In addition, teachers adjust their curriculum, instruction, and assessment based on information learned about individual student needs during PPT and 504 meetings. Additionally, the SST process allows faculty to monitor student progress and well-being. In order to address inequities in student achievement or individual skill deficit, a student may be referred to the Academic Academy or the Executive Function WEB. These students are placed in this program as a result of the SST process or with a referral from guidance. The school psychologist and social worker work closely with the faculty to help address not only the student's academic needs but their social and emotional ones as well. The behavioral skills program provides teachers with individual student behavior plans when appropriate. Students' individual medical needs are addressed during 504 meetings involving the student's teachers, parents, guidance counselor, and school nurse. Necessary accommodations and modifications are provided.

The math department uses data from the ACCUCESS exam and a department-created "high school readiness exam" given to 9th students at the beginning of the year to evaluate student placement and identify possible skills deficits. If deficits are identified, students are assigned to Khan Academy to work on the identified skills. Science and Math departments use the data from the state-based standardized tests (CAPT, PSAT, SAT) to identify areas of weakness and incorporate additional opportunities for students to practice.

It is evident that teachers use feedback to improve instruction, such as modification of assignments, tests and quizzes. However, as there is a high amount of informal feedback given back and forth among teachers, parents, and students, it is difficult to document how much this drives instructional strategies. In general, teachers at Griswold High School strive to improve instruction through consistent monitoring, personal reflection, awareness of student needs and frequent, minor adjustments based on class personality in order to maintain the high standards set for all students.

RATING

Developing

Standard 3, Principle 4

Collaborative structures and processes support coordination and implementation of curriculum.

NARRATIVE

Standard 3, Principle 4 -IMPLEMENTING- Collaborative structures and processes support coordination and implementation of curriculum.

At Griswold High School, collaborative structures and processes support implementation of the curriculum. The establishment of common planning time for most departments has allowed for the development of curriculum maps for many courses. Teachers of a given course have used common planning time for the development of curriculum maps.

A common curriculum map template and unit template are being used for all courses. The curriculum map template outlines course specific standards according to grade level; essential questions; target content and skills; instructional strategies; formative, summative and common assessments; and available resources. While not all courses in all departments have been mapped, there is a schedule in place for the completion of curriculum maps and unit plans for all courses in all departments. With common planning time built into the schedule, teachers have time to work collaboratively to complete curricular work, leading many teachers to incorporate the completion of curriculum work into their teacher evaluation.

- The math department has worked with professionals from EASTCONN over the past few years in the development of curriculum maps and unit plans.
- The science department is in the process of aligning their curriculum with the recently enacted New Generation Science Standards (NGSS). State workshops and a meeting with a representative from the Connecticut State Department of Education have been provided to help support the science teachers in aligning the curriculum with these new standards.
- The social studies and English departments are working in district-wide curriculum teams on vertical alignment.

There is a clear alignment between the written, taught, and learned curriculum with the implementation or continuation of the following:

- The teacher evaluation process
- course specific common assessments
- evaluation of data collected through common assessments
- development of curriculum maps by all teachers
- common planning time review of student work
- the recently enacted process of instructional rounds.

In the recent faculty survey, 98.4% of the teachers agreed that in their curriculum is “aligned well across different grade levels.”

Two recent initiatives have helped support coordination and implementation of the curriculum.

The principal meets monthly with all departments and is very receptive to accommodate the needs of the faculty, especially in the area of curriculum and instruction.

GHS is in regular contact with the five sending middle schools to ensure students enjoy a smooth transition to the high school. While those relationships differ, it includes discussions about what is being taught and what the academic expectations are at the different buildings.

Related Files

- [2018-04-12-12:56_gps-curriculum-guide-updated-32f272f18.pdf](#)

RATING

Implementing

Standard 3, Principle 5

School-wide organizational practices are designed to meet the learning needs of each student.

NARRATIVE

Standard 3, Principle 5 -IMPLEMENTING- School-wide organizational practices are designed to meet the learning needs of each student.

School-wide organizational practices are designed to meet the learning needs of each student. Student grouping patterns at Griswold High School reflect the diversity of the student body, reflect best practices and current research, and support the school's core values and beliefs, and the vision of the graduate.

While most core courses are leveled to some extent, students are given the opportunity of changing levels after consultation with guidance, faculty, and parents. Students consult with guidance and current teachers when scheduling for the upcoming school year. Students who wish to move up a level but fail to receive the recommendation of the current teacher may complete an appeal form and be scheduled into the desired course. As part of the appeal process their progress is monitored during the first semester of the school year in order to ensure proper placement. There are several courses required for graduation that are heterogeneously grouped, including physical education, health, financial and professional management as well as art and vocational and technical electives. In addition, students are heterogeneously grouped in advisory groups. As reflected in the NEASC survey, 86% of the students and 96% of the parents felt that their "classmates are as diverse as the students in this school." In addition, 86% of the students and 88% of the parents felt that the classes "include students from all ability levels."

Several early intervention strategies are in place for students who may be struggling with their academic load or in a specific course:

- All departments have established centers that meet during the Wolverine Enrichment Block (WEB) at the end of the day. Students and faculty use this time to provide academic support and to help students with skill deficits.
- In addition, departments use peer tutors to help other students during this time.
- The SST process collects data and helps identify specific skill deficits in students. An intervention plan is then developed to address the deficits.
- The Freshman Connection program provides a structured, safe, and supportive space to help identified students transition socially, emotionally, and academically from middle school to high school. The goal is to provide students with the tools they need for academic success through the use of an individualized study hall. Students are either identified by the 8th grade sending school or are referred during their freshman year. While the students in the Freshman Connection program are assigned there, the Academic Academy is available for struggling students who voluntarily request it.
- An executive functioning web was recently added to the web block for those students who are receiving executive function support through 504 accommodations.

GHS provides instruction for special education students in the least restrictive environment (LRE), adhering to both state and federal regulations requiring students with disabilities be educated with their non-disabled peers to the maximum extent appropriate. Special education classes or separate schooling for students occurs only when the nature or severity of the disability is such that education in regular education classes with use of supplementary aids and services cannot be achieved satisfactorily. Each of the core subject areas (English, math, science and social studies) have co-taught classes.

Related Files

- [2018-04-12-12:58_freshman-connection-2018.pdf](#)
- [2018-04-12-12:58_academic-center-.pdf](#)
- [2018-04-12-13:00_academic-web-presentation-82f292f17.pptx](#)
- [2018-04-12-13:01_sst-presentation-fall-2017.pptx.pdf](#)

RATING

Implementing

Standard 3, Principle 6

Educators develop productive student, family, community, business, and higher education partnerships that support learning.

NARRATIVE

Standard 3, Principle 6 -IMPLEMENTING- Educators develop productive student, family, community, business, and higher education partnerships that support learning.

At Griswold High School, educators have developed productive student, family, community, business, and higher education partnerships that support learning.

Through the efforts of the faculty, staff and administrators, the support of the community, and the school's proximity to area colleges and universities, Griswold High School students have many opportunities expand their learning beyond the school campus.

All students at GHS are offered multiple opportunities to extend their learning beyond the normal course offerings and beyond the school campus. These opportunities include:

- Partnership Program with Three Rivers Community College, in which juniors and seniors can enroll in a college course free of charge.
- Students may opt to participate in the College Career Pathways program in conjunction with Three Rivers or Quinebaug Valley Community Colleges and earn college credits.
- The Early College Experience (ECE) allows Griswold students to take courses at the high school to earn UCONN credit.
- Griswold High School also provides learning opportunities through the Virtual High School (VHS) and Plato. Both make accessible innovative, standards-based, student-centered courses online which might otherwise not be available.
- Griswold High School's health and medical professions department offers a Certified Nurse's Aide Program which requires over 70 hours of clinical time at a local health and rehabilitation facility.
- The business department requires all Financial and Professional Management students to complete a one-day job shadow off campus and a mock interview with an area professional on campus.
- In the Introduction to Individual and Family Development course offered by the Family and Consumer Sciences departments, students have a 40-hour field experience in three different locations.
- The special education department offers several programs for students with special needs, including work study programs in the community and a Life Skills program. These programs reinforce authentic learning in the community. Griswold's participation in the Special Olympics provides an opportunity for special education and regular education students to participate as unified partners.

In the NEASC survey, 91% of the faculty, 82.5% of the students, and 87.6% of the parents felt that they “have learning opportunities that involve community members or programs” (parents, local businesses, local colleges, and universities etc.).

The Student Safety and Wellness Committee provides students with a voice in school improvement. The committee was selected at the beginning of the year based on recommendations from school counselors, administration, and faculty members.

The recently revised Advisory Program has also incorporated student feedback in the form of focus groups where one representative from each advisory meets in grade specific teams with two faculty members from the

Mentoring Advisory Committee (MAC). There is also a student representative at Board of Education meetings.

The annual musical showcases Griswold High School's initiative to create and maintain opportunities for all students. Opportunities exist in all aspects of the production including set construction, set design and painting, costume design and production, program design and printing, props, stage management, make-up, lighting design and direction, sound engineering, and marketing.

Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff and promote an atmosphere of participation, responsibility, and ownership.

- The parents of students are directly involved in a variety of roles, including the Parent Advisory Council (PAC), Athletic Booster Club, and Griswold Friends of Music. The PAC meets monthly and invites academic leaders and faculty to share department and course initiatives, curriculum, and academic expectations with parents.
- The Griswold Friends of Music is a parental support group where current events of the music program are discussed. The group is an integral part of the Music Department's fundraising activities.
- The recent addition of the MC Ancil School Store is an example of a collaborative effort between students, faculty, and administration. The students developed a powerpoint proposal which they presented to the administration and the MC Ancil Foundation. With the support of the administration, they received a \$1,000 grant to develop a student-run school store. It is a collaborative effort between the Future Business Leaders of America (FBLA) and the special education department. Students and faculty reached out to area businesses for donations to get the store up and running.

All school staff is involved in promoting the well-being and learning of students. All those that work at GHS are part of the educational process and the high school community. In the survey, 81% of the students and 85.1% of the parents believe that "parents and teachers work together to support my learning."

- Teachers routinely call or email parents, guidance counselors, the school psychologist, the school social worker, and student supervisor to discuss concerns.
- Special education and regular education teachers frequently collaborate to identify and respond to student needs and issues.
- Struggling students are referred to the Student Support Team (SST). The team works with the teachers, parents, and student to develop intervention strategies.
- The Freshman Connection program provides a structured, safe, and supportive space to help identified students transition socially, emotionally, and academically from middle school to high school. The goal is to provide students with the tools they need for academic success through the use of an individualized study hall. Students are either identified by the 8th grade sending school or are referred during their freshman year. Regular parent contact is maintained by the faculty facilitating the program.

There is a system for effective and ongoing communication with students, parents/guardians, and school personnel designed to keep them informed about activities at the school the types of available student support services, and about identified student needs.

- Guidance counselors meet with advisory groups, use morning announcements and bulletin boards, and conduct daytime and evening meetings for students and parents to disseminate information.
- Regular communication with parents is provided through a variety of media including printed publications and newsletters, the school website, email, personal contact, Public Access TV (Channel 19), Wolverine Radio, and through the use of School Messenger, an automated school messaging service that provides families with telephone and text messages. Teachers communicate on a regular basis through email, telephone, PlusPortals, Remind, and Google Classroom.

Related Files

- [2018-04-12-13:07_mock-interview-2018.pdf](#)

- [2018-04-12-13:08_student-safety-and-wellness-9.28.17.pdf](#)
- [2018-04-12-14:19_vhs-printable-course-catalog-18-19.pdf](#)

RATING

Implementing

Standard 3 Strengths

STRENGTH

Reflective culture of the faculty.

STRENGTH

Implementation of Instructional Rounds into the culture of the school.

STRENGTH

Incorporation of common departmental planning time into the daily schedule.

STRENGTH

Development of common assessments for students in a given course.

STRENGTH

Alignment between the written, taught, and learned curriculum.

STRENGTH

Wide variety of community, business, and higher educational partnerships.

Standard 3 Areas of Growth

AREA OF GROWTH

School improvement plan was not developed by all stakeholders.

AREA OF GROWTH

Data teams need to be developed and trained to utilize evidence to make curricular, instructional, and assessment decisions.

AREA OF GROWTH

Collection of post-secondary data.

AREA OF GROWTH

Data to determine school-wide progress on achieving the school's vision of the graduate.

Standard 4, Principle 1

All students receive appropriate intervention strategies to support their academic, social, and emotional success.

NARRATIVE

Standard 4, Principle 1 -IMPLEMENTING- All students receive appropriate intervention strategies to support their academic, social, and emotional success.

Griswold High School currently implements a wide-range of intervention services for students in need of academic, social, and/or emotional support. For students demonstrating academic needs, support starts at the classroom level with differentiated instruction for learners who may benefit from varied presentation of information or supplemental activities/guidance to reinforce learning. In-class additional teacher guidance, small groupings, accommodated/modified assignments, and environmental accommodations for testing to support comprehension and/or rate of work completion are regularly provided. To support awareness of current academic performance in classes, students and parents have access at all times to Plus Portals, an online class assignment/grade database. Before/after school appointments are extended to students for individualized support through staff or student arrangement. Teachers and students also utilize the Wolverine Enrichment Block (WEB), a forty-minute academic support period offered three days each week (Tuesday, Wednesday, Thursday) at the close of each day, to schedule "office hours" with students needing extra support or to assign them to an academic skill center staffed by one or more subject teachers and student tutors to receive direct support with material found difficult. All students at GHS participate in an Advisory Program, which meets one time per week. Small groups have an assigned staff mentor and students participate in presentations and discussion on various topics related to physical/mental health, social relations, current events, and academic planning. The school counseling department, which houses three full-time school counselors and a full-time counseling secretary, is utilized to support student adjustment and mental health needs in addition to course scheduling and career/college counseling needs. Social and adjustment concerns, especially peer-related conduct and/or rule compliance issues, are also handled by the school resource officer (part-time), and a full-time student supervisor. Additional support for students include a full-time school social worker and school psychologist. Social worker responsibilities include organizing/facilitating student support groups, developing/ monitoring student behavior intervention plans, student mental health counseling, crisis intervention services, and liaison services with community mental health and youth service agencies. The school psychologist serves as the facilitator of the building Student Success Team (SST), sees students for individual mental health counseling, develops/monitors student intervention plans, performs psycho-educational assessments, provides liaison services with community mental health and transition agencies, consults with parents and staff on educational issues, and provides building-based crisis intervention services. Students access to social-emotional service providers occurs both on an as-needed basis initiated by the student and by staff/parent referral.

Ninety two percent of high school student survey responders report it at least "somewhat true" that they receive services and supports needed at GHS. For students demonstrating persistent or more significant academic or behavioral-emotional needs, formal intervention services and referral protocols are available. Formal intervention programs, in addition to those designated under special education and through Section 504, include Freshman Connections (a program to support ninth-grade students evidencing a need for increased structuring/monitoring due to poor decision-making, attendance problems, and/or weak study habits), the Academic Academy (a voluntary support program providing support with work completion and daily monitoring of academic performance and compliance with classroom expectations), reading, writing, math, and executive skills Interventions (staffed by designated interventionists to support students identified with basic skill weaknesses impacting success in current class curriculum), and individualized computer learning opportunities to enrich subject content knowledge and to provide credit recovery opportunities for those previously denied course credit (PLATO, Virtual High School). Interventions provided through Freshman Connection and the Academic Academy are monitored

through daily check-sheet performance and classroom teacher feedback on established goals. To support the comprehension and social adjustment needs for students at GHS lacking proficiency in the English language, English Language Learner (ELL) services are provided by a full-time staff member serving as an ELL tutor. At the building level, the school counseling staff, the school nurse, and administration meet weekly to review students of heightened concern and to coordinate intervention efforts (Support Staff Meeting). For students demonstrating daily attendance problems, GHS maintains an Attendance Team (associate principal, school counselors, attendance secretary, and school social worker) which meets regularly to review individual student attendance issues, proactively notifying parents and students of presenting attendance problems. Team members meet with students who are out of compliance during attendance hearings to develop strategies for improvement. On an as-needed basis due to a specific student emergency or school crisis, members of the GHS Crisis Team (building administrators, school counselors, school social worker, school psychologist, school resource officer, and school nurse) may be called by the building principal for development of a crisis intervention plan. Student survey results document 87.5% of respondents to at least “somewhat agree” that adults in the high school do something when someone needs help.

Comprehensive early intervention services are coordinated through the GHS Student Success Team (SST). This multi-disciplinary team (teachers, administrators, school counselors, school psychologist, and academic interventionists) meets a minimum of two times per week to review student referrals from staff, to clarify student learning issues, to develop targeted intervention plans, and to progress-monitor intervention plan success. Tiered intervention plans for academic and behavioral-emotional needs are developed based on objective learning and school performance data. Academic interventions at a Tier-1 level are typically provided by the classroom teacher, involving modification of instructional practices and/or accommodations for learning. Tier-2 and Tier-3 academic interventions may be classroom-based, but typically involve supplemental services by an interventionist or related service staff. Social-emotional intervention services through SST include “check-in - check-out” procedures, short-term counseling services, student support plan monitoring, and/or parent/staff consultation by related service staff. All students provided an intervention plan are assigned an SST member liaison to support plan implementation and to assist with progress-monitoring data collection. A database of SST plans and progress-monitoring information is maintained for viewing on a secure staff network drive.

Those students failing to meet established performance goals are assigned more intensive interventions or may be referred for more comprehensive and enduring supports (special education/section 504 referral). Information on student SST plans is provided to parents following initial referral and each progress-monitoring interval. Griswold Alternative School provides services to students who have had minimal success in the traditional school environment. The student/teacher ratio is lower, which allows for more individualized supports. General Information on student services/programs can be found in the 2017-2018 Student Handbook. Contact information for all intervention program staff can be found on the GHS Website. Information on special education and 504 intervention services is shared with parents during personalized school conferences. Student survey results indicate 90.1% of respondents to report it at least somewhat true that they know who to go to in the school when academic help is needed. Also, 98% of GHS staff state to “mostly” or “totally” have awareness of steps needed to be taken to ensure students receive the extra help they may need.

Related Files

- [2018-04-12-16:46_sst-presentation-fall-2017.pptx.pdf](#)

RATING

Implementing

Standard 4, Principle 2

All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

NARRATIVE

Standard 4, Principle 2 -IMPLEMENTING- All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

Students at GHS receive counseling services that meet their personal, social, emotional, academic, career, and college needs through certified staff including three full-time school counselors, one of whom serves as Counseling Director (caseload assigned by alphabet), a full-time school social worker, and two full-time school psychologists, one assigned to Griswold High School, and another assigned to Griswold Alternative High School. Counseling and career/vocational service delivery is assisted by a full-time school counseling secretary and a Career and a Vocational Coordinator. Serving the needs of approximately 550 students, present staffing numbers are considered adequate to effectively meet the counseling needs of students enrolled. While developmental curriculum and high priority student needs are met, personalized attention to well-functioning students is limited.

The school counseling department offers a full-range of developmentally- based guidance services which includes individual student personal counseling and crisis intervention work, course scheduling/plan of study development, classroom presentations on topics of grade-level interest, organizing and presenting after-school parent and student educational workshops/ informational sessions, and college and career-planning counseling. School counseling provides “orientation to GHS,” “preparation for the PSAT,” and “instruction on use of Naviance programs” to freshman. All eleventh-grade students meet with their assigned counselor to establish a clear transition goal. Students in their senior year are divided into one of two groups organized by transition goals and provided group, classroom-based instruction on either completing the College Common Application Form or provided instruction on financial literacy to promote consumer awareness/independent living skills. Meetings with seniors in danger of failing to meet graduation requirements begin during the winter of twelfth-grade. Individual counselors strive to establish an initial meeting with all freshmen by early winter of ninth-grade. Students interested in meeting with a school counselor can access services through counselor-initiated appointment, student-initiated written appointment request, and through participation in small-group informational sessions offered on topics of interest/involvement. Teacher referred students and students experiencing a presenting crisis are seen daily on an as-needed basis.

GHS counselors advise students on course offerings, matching interests and abilities with course curriculum. Counselors work collaboratively with administration and teachers to assure a continuum of diverse and challenging course offerings as the school budget dictates. Needs of those requiring individualized instruction are considered during schedule design through collaboration with special education staff, the school social worker, and the school psychologist. Griswold High School currently offers 22 advanced placement/honors courses, 7 collaboratively taught classroom settings, and a host of Virtual High School offerings for students with particular interests in coursework not currently offered in a traditional classroom setting, including AP courses not currently offered at Griswold High School.

GHS counselors work with students and their families to ready students for college and career choice. Counselors educate upperclassmen on available programs of study leading to early college admission and earning of college credit while in high school (College Career Pathway/Early College Enrollment Program). Information on college programs, application deadlines, required testing, and scholarship information is distributed through individual and group meetings and email accounts. School counselors inform students about

and organize school-based placement testing (PSAT, SAT, ACT, AP exams, ASVAB). Each fall, the school counseling office hosts a college financial-aid night for college-bound seniors and their families, as well as a college fair at GHS to support post-graduate planning. The school Career and Vocational Coordinator works closely with students enrolled in a mandatory transition preparation class for all juniors entitled "Financial and Professional Management". Students in this course learn job readiness skills, prepare a personal resume, and participate in a job-shadow experience and mock job interview. The Career/Vocational Coordinator assists students with securing job-shadow sites and supports mock interview preparation. Duties of the Career and Vocational Coordinator also include development of work-study sites within the community and job-coaching/employer-liaison responsibilities for special education students recommended for a vocational skill-building experience. The school psychologist and special education staff provide transition assessments for students with significant limitations in personal functioning requiring social service agency support following high school graduation. Partnerships with agencies such as the Department of Rehabilitative Service (DORS) and the Department of Developmental Services (DDS) are fostered to promote a successful high school transition for those students. School counseling staff work with Cool Directions, a school-to-career youth employment program sponsored through Norwich Youth and Family Services, to provide vocational training, work readiness skills, career exploration guidance, and financial aid guidance to economically disadvantaged students in the Griswold School District.

GHS counselors serve as active participants in intervention team meetings (Student Success Team, Section 504, Planning and Placement Team) and orchestrate parent-teacher conferences for those students failing to meet parent/teacher learning expectations, formulating action plans for improvement. Currently, there are approximately fifty students issued an individualized intervention plan for learning. Several "topic-centered" counseling groups are offered by the school social worker. Groups offered are based on presenting student body needs, often identified through team meetings, and open for general student participation. Recent group offerings have included an anxiety support group for girls, a boy's social-skill group, and a student bereavement group. Group and individual counseling services recommended through a student's Individual Educational Plan are provided by the school psychologist and the school social worker. Each maintains a caseload of approximately twelve students recommended for special education weekly counseling services. School counselors, the school social worker, and the school psychologist provide short-term counseling services for students through Student Success Team recommendation and Section 504 accommodation plans.

School counseling staff cull and maintain contacts in the area for students needing mental health or other health concerns. They also consult with DCF regarding student safety and/or neglect issues.

Crisis intervention services for at risk students are provided.

The school social worker and school psychologist maintain mental health provider information.

The social worker also serves as the liaison for homeless students.

Related Files

- [2018-04-13-08:16_lgbtq-2018.pdf](#)

RATING

Implementing

Standard 4, Principle 3

All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

NARRATIVE

Standard 4, Principle 3 -IMPLEMENTING- All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

Griswold High School implements health services for all students that ensures their physical and emotional well-being from adequate, certified/licensed personnel.

School health services have adequate, certified/licensed personnel and support staff to deliver appropriate health services to students. Griswold High School has a full-time nurse and a full-time health aide to support approximately 550 students in the school. The health aide is first aid and CPR trained. Griswold Alternative School has a full-time health aide who provides health services to the 18 students in the program. Within the school health office, student health records are maintained and kept confidential.

Health services include a range of preventative and direct intervention services. Health staff provide social, emotional, and physical assessments to students. The school health staff provides emergency first aid and first aid response to students and staff. School nurse staff monitor and administer medication to students in the building. School nurses provide general information and instruction for high-need medical conditions to all staff, such as reactions to allergens and low blood sugar. Certified physical education teachers provide instruction and interventions related to physical well-being for a range of students including students who benefit from adaptive Physical Education and adapted resources and tools. School nurses and school counselors are active participants in Section 504 eligibility and plan review meetings in order to assess and monitor student progress in regards to medical support in classroom settings. The school supports health concerns of students with 504 plans by identifying appropriate interventions and communicating effective strategies with classroom teachers to best fit the needs of those students. All teachers are made aware of 504 plan interventions. School nurses, counselors, and support staff attend weekly meetings to discuss pertinent students of heightened concern in the school for health or behavioral reasons with the building principal. Students are exposed to preventative health services through curriculum and instruction in a required Health class. Required topics include: drug abuse, domestic violence, sexual health education, nutrition, and physical fitness. The school nurses consult with the district Athletic Director to assure all students meet health eligible requirements for sport participation including having an up-to-date physical.

To ensure the use of an appropriate referral process, health service staff work closely with other members of the school community to meet the needs of students. Teachers refer students to the health office based on student requests and needs in classrooms. Teachers also refer students to school counselors, the school psychologist, and school social worker as needs arise in classrooms related to education, emotional, and behavioral concerns. As needed, school health staff refer students to outside health providers in order to provide comprehensive services for all students.

Health services at Griswold High School and Griswold Alternative School are informed by ongoing student health assessments by direct interactions with students and through communication with families. Assessments provided by school health staff include scoliosis exams for ninth grade males and follow-up for vision referrals. As health staff receive feedback from parents based on optometrist test results, they are able to appropriately support students in classroom settings. Nurses communicate daily with families of students in need. In particular, health staff correspond with families in regards to health counseling and to provide referrals to outside practitioners. Nurses forward information to families regarding dental screenings, vision screenings, and scoliosis screening with permission. School nurses assist families with insurance coverage options and with securing care

through primary practitioners. School health services maintain a voluntary relationship with a community organization, the Lion's Club, to provide vision screening assessments and support for corrective eyewear for the student body.

RATING

Implementing

Standard 4, Principle 4

All students receive library/information services that support their learning from adequate, certified/licensed personnel.

NARRATIVE

Standard 4, Principle 4 -DEVELOPING- All students receive library/information services that support their learning from adequate, certified/licensed personnel.

All students at Griswold High School receive library/information services that support their learning from adequate, certified/licensed personnel.

Griswold High School continues to develop their ability to provide adequate, certified/licensed personnel and support staff to students in library information services. GHS currently has a full-time Library Media Specialist. There is the potential to fill a current 15 hour per week vacant Library Assistant position. A higher level of staffing would more fully allow the Library Media Center to provide research, database, and media access to all students in the building. Student responders indicated that 63.2% thought that it was totally or mostly true that the library was available during times when they felt they would need those resources, including before and after school. The Library Media Specialist maintains a Library Media Center (LMC) Google Webpage to provide available hours, compile online resources, and recommend books. The website includes online links to class-specific and general curriculum resources and supplemental information for teachers and students.

The Library Media Specialist's role in the implementation of curriculum and instruction is primarily to support teachers and students. An effort is underway to vertically align an information literacy curriculum district-wide. To ensure staff is actively engaged in the implementation of Griswold High School's curriculum and instruction practices, the Library Media Specialist provides tools for building professional development and classroom environment. These include information related to: Google Tools for Education, Tech talks, Destiny, PlusPortals, Naviance. The Library Media Specialist participates in PSAT/SAT professional development in order to support teacher and student completion of the standardized assessments. The Library Media Specialist participates on the district social studies curriculum committee with the goal of unifying research and media literacy curriculum.

GHS is developing a system in which the school provides a wide range of materials, technologies, and other information services to support curriculum. Many of the currently accessible resources are not meeting the range of needs of today's diverse learners at GHS. Students at GHS supplement available school materials with open access to the State of Connecticut library databases and UCONN resources for those students enrolled in ECE classes. The Library Media Specialist is available at teacher request to provide resources that may be useful to teachers in different disciplines and at student request for assistance with research, citations, resources, or technology help.

The Library Media Specialist works with certified teachers providing instruction in Early College Experience (ECE) classes to develop organizers for writing and to teach research strategies to prepare students for college. As an opportunity for alternate instruction, the Library Media Specialist serves as a liaison for students enrolled in Virtual High School (VHS) classes, supporting technology needed.

In an effort to be responsive to student needs and independent learning, the Library Media Specialist allocates funds to specific online and physical resources, including NoodleTools. While funds provided to GHS for this use are minimal, tools are purchased that would benefit the majority of students. Additional technologies available from the library include audio-texts, and Nooks for e-book usage.

The Library Media Center is a physical setting that allows for teachers to instruct groups of students. There are

areas in the LMC that allow for different sized classes, one group at computers and another group at tables. There are approximately 20 desktop computers in the LMC. Students also have access to the availability of laptops for student use on a sign-up basis. The LMC offers hours that extend beyond the typical school day to allow for student access to use the space as needed; for example, printing classwork and signing out/returning books.

The LMC is open from 6:45 am until 3:00 pm. Results from the student survey indicate 80.3% of students report use of library/information services to support their learning. There is limited gathering space for students to complete group assignments without interrupting classes in session. More group and student discussion areas would allow all students the opportunity to use the physical space in the LMC to complete assignments and use the resources available to them. The LMC facility is shared with a Griswold Campus section of Sacred Heart University. Sacred Heart University uses the LMC after GHS school hours for undergraduate and graduate classes. To support best practices, the Sacred Heart University professional library is available to GHS teachers, particularly the professional development collection.

RATING

Developing

Standard 4, Principle 5

Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

NARRATIVE

Standard 4, Principle 5 -IMPLEMENTING- Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

At Griswold High School, appropriate programs and services that support learning from adequate, certified/licensed personnel are being implemented for students who are identified English Language Learners (ELL) and students with special needs and 504 plans.

Students identified with special needs, students who are identified as English Language Learners, and students following 504 plans have adequate, certified/licensed personnel and support staff to meet their needs. There are approximately 65 students with 504 plans, 4 English Language Learners, and approximately 90 students with IEPs. There are six certified special education teachers at Griswold High School. There are programs to meet the needs of students with special needs including a Life Skills program and a Behavioral Skills program. The special education teachers manage student caseloads, teach classes, and track progress of applicable behavior management plans. There is an English Language Learner interventionist who works with four students identified as English Language Learners in pull-out sessions and in general education settings. There are three school counselors at Griswold High School, meeting the academic and emotional guidance needs of students. The school counselors provide academic services including scheduling, tracking graduation credits, and planning for postsecondary education/training. The school counselors provide emotional and behavioral support. The school counselors maintain progress of students with 504 plans, attend 504 meetings, and report to teachers as necessary. At Griswold High School, there is one school psychologist and one school social worker. The school psychologist and school social worker meet academic, social, behavioral, and emotional needs of students in one-on-one counseling and group therapy session interventions. As a district, there is a Board Certified Behavior Analyst (BCBA), an Occupational Therapist (OT), and a Physical Therapist (PT) who meet various needs of students throughout the school. There is one Library Media Specialist. The full-time school nurse is supported by a full time health aide. There is currently one certified teacher serving as a reading specialist to support students through pull-out and push-in sessions while conducting assessments to monitor progress. There is one full-time staff member serving as a reading and writing interventionist with a focus on ELL for English Language Learners supporting in-class learner needs (e.g., modifying assignments) and providing supplemental , small-group instruction.

There are three certified special education teachers at Griswold Alternative High School instructing students through core curriculum in a small, highly structured setting. There is a school psychologist and a full-time school nurse working at the school. The GAHS team works collaboratively to meet the academic, social, behavioral, and emotional needs of students requiring intensive educational intervention. Students receive daily therapeutic support from a school psychologist and individualized and small group instruction. All students are monitored to support better regulation of behavior and emotions.

Griswold High School ensures collaboration among all educators, counselors, targeted services, and other support staff in order to achieve success in meeting each student's goals.

Students are provided academic support through co-taught special education classes and self-contained classes. Students are given support in classes by instructional assistants. There are 17 Instructional Assistants (IA) at Griswold High School working with students with a range of needs from one-on-one special education support to classroom support in inclusive and self-contained settings. When in academic and elective classes, Instructional

Assistants complete individual progress charts for each special education student in each class. This data is used by the special education teachers to assess student ability to be successful in the general education curriculum without support. Students are provided with speech and language interventions ranging from one-on-one support to social group settings. The speech pathologist currently services identified students who receive support from the BCBA to track compliance with Behavior Intervention Plans, to monitor progress, and to ensure inclusion in the least restrictive environments. Occupational therapy interventions include bi-weekly group sessions with approximately 15 students in the Life Skills program, as well as one-on-one direct therapy intervention sessions with four students. The OT consults on the case management of seven students to ensure continued success with faded direct servicing. The physical therapy interventions provided to students include consultation for services in classrooms and in one-on-one settings.

Identified students are provided support within the classroom through a range of interventions, from accommodations and modifications to the general curriculum to one-on-one support in self-contained classes. All identified students are monitored and supported by a staff member at Griswold High School. Special education teachers case manage students with IEPs and school counselors manage student 504 plans. General education teachers implement modifications and accommodations in accordance with student IEP and 504 plans. A percentage of the identified population at GHS most benefits from specialized curriculum which is taught in co-taught and self-contained classes. The support service team at GHS works to enroll and teach special education students in self-contained courses in content areas of English, math, science, and history. There are also adaptive electives offered when appropriate, including Physical Education. Alternate classes are provided to students as deemed appropriate to meet IEP needs in combination with common core standards. For example, 21st Century Skills class is offered and taught to identified students in lieu of Financial and Professional Management. Identified students are given options to complete work tasks from academic and elective classes with a special education teacher in a Resource room or with a teacher during a different class block as an extended time intervention. Students also have access to Resource, Behavioral Skills, and Life Skills centers in order to receive specialized instruction. Students have access to school counselors, the school psychologist, and school social worker as needed. The tutor for English Language Learners provides information to staff related to ongoing assessments. The tutor oversees the completion of LAS Links assessments. This national test informs teachers of English Language Learners' proficiency in English. The tutor for ELL monitors growth on the standardized test and ensures appropriate programming in accordance with testing results.

Students who are eligible for interventions through 504 plans are supported with accommodations and modifications in the general education setting. The school counselors oversee students with 504 plans to monitor progress, track success, and adjust supports as needed. These students also have access to the Academic Academy at GHS. In this setting, students are offered instruction in executive skills. They are also given support through one-on-one tutoring. The Academic Academy provides general academic oversight and serves as an alternative testing area for students with accommodations written into their 504 plan or IEP.

Support services for identified students include appropriate and challenging educational experiences. Students are exposed to opportunities for authentic learning on a consistent basis across a variety of classes, curriculum, and settings. Students with IEPs participate in community based outings which provide real-world assessment of reading, money, social, and behavioral skills. Teachers utilize social and emotional lessons to support students with difficulty regulating their emotions. These lessons are developed and taught to support good decision making. Students are then granted opportunities to practice emotional regulation and decision making skills in community trips on shopping and dining outings. In self-contained classrooms, students complete hands-on projects and assignments that relate to real world situations, including problem solving, researching, and collaboration. Students participate in cooking lessons and demonstrations to learn healthy eating habits and recipe writing/reading. Through authentic learning, students access instruction about post-secondary education/training and how to be successful following graduation including balancing budgets and completing applications (for example: job applications and applications for apartments). Support staff work to embed transition skills into lessons to prepare students for post-secondary success.

Authentic learning is provided to students through multi-sensory approaches and by giving students choices in assignments. Students also use technology including, chromebooks, speech-to-text, and iPads.

The school Vocational Coordinator works with students who have IEP goals and objectives related to real-world

vocational services. In the district 28 students are provided with daily or bi-weekly community-based vocational services. There are currently an additional five students in full-time vocational placements and two post-graduation students receiving services through outside agencies. Students are currently placed in retail, food-service, and public service placements. Through these authentic experiences, students are increasing their understanding of workplace demands, learning about work skills like time cards, improving personal hygiene to meet expectations of workplaces, and developing specific skill sets for potential future employment. The Vocational Coordinator currently independently oversees all students placed in vocational placements without the ability to directly and personally supervise students.

Students requiring programming beyond that available at GHS are receiving programming at alternative placements. There are currently 24 students out of district placements. Decisions are made at PPT meetings by parents and staff to ensure that student needs are being met.

Students identified with special needs, students identified as English Language Learners, and students receiving support under 504 plans are ensured inclusive learning opportunities and instruction.

Special education teachers and related support staff work to support inclusion and instruction in the least restrictive environment for all identified students. Case managers, school counselors, related service staff, and regular education teachers communicate on a regular basis to discuss student success throughout the school day across all settings. Case managers share snapshots of modifications and accommodations with regular education teachers. Teachers have access to confidential IEPs through attendance rosters in order to ensure understanding of student need in all settings. Planning and Placement Team (PPT) meet at least annually for each student identified with a need for special education to determine appropriate programming. The PPT determines a least restrictive environment in which the student can find success. The ability to maintain success with the curriculum in general education and collaborative courses is supported through IEP interventions and Instructional Assistant support.

The school counseling office manages the caseloads of students supported by 504 plans at Griswold High School to ensure inclusive instruction by contacting teachers for information on assignments and classroom behavior in order to provide direct support in the GHS Academy. Inclusive instruction is also maintained as teachers and support staff are part of multiple committees including Student Success Team (SST) meetings and Student Support Staff meetings. The Student Success Team at Griswold High School is a multidisciplinary team that receives teacher referrals for academic and social-emotional support reviews student performance. The team follows a model where a formal intervention plan is developed with appropriate interventions (Tier 1 through Tier 3). Feedback on student success with the intervention services is reviewed regularly with student's teachers and SST members, including intervention staff when needed, to determine effectiveness of attempted interventions.

In addition to social-emotional supports and academic/behavioral screenings provided at the SST level, the school psychologist provides counseling services to a caseload of students with IEPs requiring ongoing emotional support. The school psychologist also provides counseling services to numerous regular education students referred for short-term support by parents or staff. Information of exceptional learners is regularly shared with staff both on a specific level, and through a broader disability classification level to assist understanding of learning needs likely to differ from typical students in the same course. More in-depth intervention planning occurs through scheduled teacher meetings to gather information on learning problems and to develop support plans tailored to student need.

Related Files

- [2018-04-13-08:25_work-study-2018.pdf](#)

RATING

Implementing

Standard 4 Strengths

STRENGTH

Strength observed in the system of identifying and tracking students in need of intervention support.

STRENGTH

Opportunity in the academic day for all students to receive individual support with learning.

STRENGTH

Support services provide a wide array of interventions to assure that students with significant individual learning needs have appropriate access to the general education learning environment.

STRENGTH

Opportunity in the academic day for all students to receive individual support with learning

STRENGTH

Support services provide a wide array of interventions to assure students with significant individual learning needs appropriate access to the general education learning environment

Standard 4 Areas of Growth

AREA OF GROWTH

Improved parent communication of available school academic/social-emotional intervention resources and community-based health resources.

AREA OF GROWTH

Increased use of more "formal" feedback procedures to direct school counseling/related service provider programming needs.

AREA OF GROWTH

Staffing support to assure library/media center access and support for students on a regular basis before, during, and after school hours.

Standard 5, Principle 1

The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

NARRATIVE

Standard 5, Principle 1-IMPLEMENTING-The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

Griswold High School's site, plant, and equipment support and enhance aspects of the educational program and the support services for student learning, for the most part. The building opened in 1992 and is part of a single campus for all three district schools with the exception of an off-site alternative education building two miles away. The building is in good condition and there is a generous amount of land to accommodate playing fields and areas for outdoor activities. Class size and class arrangement support student learning. Most of the teachers have their own classrooms. There are five open computer labs for classes to utilize. Basic maintenance needs are requested through help-line and are addressed in a timely fashion. Daily and weekly maintenance schedules for custodial staff result in a clean and adequately maintained facility. The building has some heating issues, due to the age of the boiler. While these issues are being partially addressed, they will not be fully resolved until the proposed switch to a natural gas boiler occurs.

The physical plant and facilities are mostly in compliance with local fire, health, and safety. According to several receipts, there is an annual inspection of fire extinguishers and a semi-annual inspection of the automatic fire-suppression system as well as the piping, gauges, and valve systems. The exit and emergency lights are tested every three years and fire drills are documented. Food service on campus is licensed, there is upkeep in radon testing, and there is a documented pest control plan. Fireproof refuge areas on the second floor have control boxes for people with disabilities to contact the fire department and front office in case of an evacuation. A dedicated phone line in the principal's office serves as a back-up to the outside world in case of an emergency. A quick reference crisis-intervention guide is available to all teachers and kept in their room.

Equipment is adequate, properly maintained and replaced, but is not sufficiently cataloged. Equipment cycles through a five-year capital improvement plan with maintenance completed by outside vendors or by maintenance staff.

Documentation details the scope and schedule of custodial services that outline daily, weekly, monthly, semiannual, and annual maintenance. In addition, there is a custodial resource manual. MDS (Material Data Safety) sheets are on file in the custodial area. An overwhelming majority of the staff and students report that the building is clean and well maintained, and its facilities support student learning.

RATING

Implementing

Standard 5, Principle 2

The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.

NARRATIVE

Standard 5, Principle 2 -IMPLEMENTING-The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.

Griswold High School has a four-period A-B block schedule with 77-minute-long classes, and a 40-minute intervention period at the end of each day. The WEB period provides the opportunity for roughly 72 hours of intervention per academic year. Almost all departments have a common prep within the two-day rotation, which provides time for departments to collaborate on curriculum, instructional practices, common assessments, and other professional development activities. While the district does not currently have money to spend to send teachers out of district, it has done so in the past, and it has offered PD in district that the faculty have found beneficial. Over 70% of the staff who answered a survey conducted by the school Professional Development Committee felt their PD needs are being met. One of the new PD offerings has been instructional rounds, where teams of teachers, administrators, and support staff observe and reflect upon various classroom practices. The district provides the staff with five full-day and four half-day professional development days. Additionally, there are periods in the schedule dedicated for the Academic Team Leaders and the Student Success team to meet consistently. An overwhelming majority of the staff report they have sufficient instructional time to meet the learning needs of all students, along with having an appropriate amount of time provided for professional development. Over 85% of the staff says they are able to collaborate with colleagues at least weekly.

The uncertainty of the state contribution to the Griswold budget leaves the district unable to anticipate the extent to which financial resources will be provided to support the development, implementation, and improvement of school programs and services. The school is cutting a 0.6 position from the science department, a full technology position, and the career/vocation position with plans to have other parties absorb the responsibilities of that position. We must also figure out the extent to which consumables for various programs will be purchased and how often maintenance is done on appliances and machines on which various programs depend.

RATING

Implementing

Standard 5, Principle 3

The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.

NARRATIVE

Standard 5, Principle 3-DEVELOPING-The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.

The average class size at the high school is 19.1 students. The music department teaches the largest classes, with one chorus class containing more than one hundred students. Enrollment in physical education courses average fifty students per class with a fairly even split between males and females. Physical education classes utilize both the main gym and the auxiliary gym in addition to outside athletic fields and a lighted track/football field. The family and consumer science, health, business, and technology departments have classes with specific size limits to comply with equipment and safety guidelines. The Skills Center classes for special education students contain generally fewer than ten students to provide remediation in reading, writing, math, organizational assistance, life skills, and behavioral skills. The most challenging courses at Griswold High School are the Advanced Placement (AP) and Early College Experience (ECE) program through The College Board and the University of Connecticut, respectively. Offerings for the 2017-2018 school year include AP/ECE Literature and Composition, AP/ECE Language and Composition, ECE Introduction to Individual and Family Development, AP US History, AP US Government and Politics, AP Calculus, AP Physics as well as AP classes offered through the Virtual High School program. Additionally, Mobile Computer Science aligns with AP expectations and students in this course take the AP exam. GHS is in the process of adding AP Human Geography to its offerings, with plans to start the course in the 2019-2020 school year. Another way for students to earn college credit while in high school is through the College Career Pathway (CCP) program with Three Rivers Community College and Quinebaug Valley Community College. CCP classes include Medical Terminology, Early Childhood Education, Diversified Health Occupations, Algebra 2, Software Applications 2, Sports and Fitness Nutrition, and Anatomy and Physiology. In addition to AP and honors levels, courses are also offered at the College Prep (CP) and general levels. Many elective courses across disciplines are offered.

The Academic Academy was created for all students who are not making adequate progress in two or more core subjects and have been unsuccessful with traditional support interventions. Located in the high school, the Academic Academy provides tutoring and other services. Students can continue to utilize tutorial services through the Academy after they successfully exit the program. GHS seeks to provide instruction in the Least Restrictive Environment (LRE) possible and focuses on inclusion. Within the general education classroom students can receive "push in" support from special education teachers. We currently offer six collaborative core academic classes. Tier I and II interventions are provided by teachers and through Instructional Assistants. Students with the most significant disabilities have time with nondisabled peers for at least one to two periods per day. Skill centers are available to remediate students' documented weaknesses such as emotional behavior, reading, writing, math and organizational skills. In addition to collaborative classes, there are several other settings that provide support for students. The Behavior Skills program provides an opportunity for students to create individual behavior goals that are monitored throughout the day using a point system. Positive incentive are earned by tracking and achieving these goals. Students enroll in classes in the mainstream with support: self-contained English and math classes are offered to students who need individualized instruction. The Life Skills program is for students with intellectual disabilities and focuses on community participation, independent living, and vocational training.

Due to the CT budget crisis, the state held back approximately \$900,000 of expected funding to the school district for 2018. While for this year, the holdback was covered by monies in the town surplus, it creates much uncertainty surrounding any future school budget.

- 85.4% of staff believe the district does not provide adequate and dependable funding to support the implementation of curriculum.
- Over 80% of the staff does not feel there is enough money for co-curricular learning programs.
- Two-thirds felt that there was sufficient access to the instructional materials needed. One third of the staff reports that there isn't sufficient access.
- The majority of students (70%) feel there is enough money and resources for athletic activities.
- Two-thirds of students feel that there is enough money and resources for extra curricular activities.
- Over 80% of students feel that they have access to the learning material needed.

RATING

Developing

Standard 5, Principle 4

The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.

NARRATIVE

Standard 5, Principle 4-DEVELOPING-The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.

There is a maintenance and technology help desk on the school's website that allows staff to make requests and for maintenance staff to address the issue. The school continuously works to improve school safety. Bullet-proof treatment has already been installed on all the outside first floor windows, with plans in place for installation on the second floor. All guests must be admitted into the building via intercom while on camera that broadcasts to monitors in the main office. Upon entry, they provide identification to the main office and are issued an identification sticker before entering any classrooms. All school entrances are always securely locked and can only be opened by staff with a key card during regular school hours. However, certain doors are unlocked after school hours so that the building is accessible to students involved in extracurricular activities, others coming to watch extracurricular activities, Sacred Heart students, Adult Education students, people coming for various meetings held at the school (ex: ECC coaches, project safe grad, referees, PAC).

The school employs nine custodial/maintenance workers, overseen by a head custodian, who ensures the maintenance and repair of the building and its facilities. The custodial staff follows a routine maintenance and cleaning schedule which includes regular daily and weekly tasks, as well as larger tasks and projects to be carried out over vacations. The HVAC system has scheduled maintenance every three months, along with additional winter maintenance for the months of December, January, and February. An educational technology plan for 2016-2019 was approved by the Regional Educational Service Center. A capital improvement plan prioritizes the replacement of an oil tank, locker room updates, and general locker repairs at the high school level. As previously stated, the boiler does have problems due to its age, but there is a plan to convert the boiler to natural gas over the next two to three years. Over 85% of the staff reports that the school/district has short-term and long-term plans to address the capital and maintenance needs of the school.

Related Files

- [2018-04-24-09:31_boiler-standard-5.pdf](#)
- [2018-04-24-09:31_capital-committee-2018-2019-requests-and-documents.pdf](#)

RATING

Developing

Standard 5, Principle 5

The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

NARRATIVE

Standard 5, Principle 5-IMPLEMENTING- The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Griswold High School has clearly defined policies and regulations in place in regards to lockdowns, evacuations, and fire drills with reference guides easily available for all staff and substitutes. Regular fire and lockdown drills are practiced. There is a crisis team consisting of school administrators, counselors, the school psychologist, and the social worker that meets when called upon. Our part time resource officer is a retired state trooper. A dedicated phone line exists in the principal's office as a backup to the outside world in the case of an emergency. The principal has an emergency button in her office that locks down the entire building. We utilize troop D in Montville in any crisis situations. The fire department and ambulance respond appropriately when a 911 call is made. The staff is aware of crisis management procedures, with more than 97% reporting that they know what to do if there's a crisis. Additionally, over 85% of students claim that they and the adults in the building know what to do if there's a crisis.

RATING

Implementing

Standard 5 Strengths

STRENGTH

Safety of campus.

STRENGTH

Cleanliness of building.

STRENGTH

Common planning time for most departments.

STRENGTH

Teacher collaboration time.

STRENGTH

Intervention services.

Standard 5 Areas of Growth

AREA OF GROWTH

Capital Improvement plan to include GHS boiler.

AREA OF GROWTH

Structured crisis response team.

AREA OF GROWTH

Budget/financial resources.

Part 3 - Capacity for Continuous Growth as a Learning Organization

PART 3 NARRATIVE

Is there a shared definition of learning among educators in the school?

Vision of the Griswold Graduate:

The Griswold High School graduate:

1. Will communicate and receive information utilizing, reading, writing, speaking, and/or artistic/creative expression;
2. Will engage in critical thinking and effective problem solving;
3. Will use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks;
4. Will take responsibility in both independent and cooperative learning environments to achieve goals.

Civic and Social Expectations for Student Learning

The Griswold High School graduate:

1. Demonstrates respect for all members of the school community;
2. Manages time to meet the demands of academic responsibilities along with social and extracurricular activities;
3. Accepts responsibility for his or her own actions and behavior;
4. Recognizes the importance of social and civic responsibilities to a community;
5. Exhibits an understanding of diverse perspectives and cultures;
6. Understands the importance of physical fitness and healthy lifestyle choices.

What structures are in place in the school to support the school's organizational learning and continuous growth?

Professional Learning communities:

Instructional Rounds Communities

We do have instructional rounds which foster discussion about best practices, instruction, etc. This is the first year, at the high school, that teachers were the observers in the instructional rounds. 51% of certified teachers observed during instructional rounds this year. Both observing and being observed have been valuable learning tools, especially when discussing with colleagues. While these rounds have created dynamic PLCs those PLCs last just one school day in length.

Academic Departments

Common prep time (for most departments) has promoted the departments to work more as PLCs, though they can, at times, get distracted by more administrative tasks. The work structure and practices of the various departments is not uniform, for a variety of reasons (some departments don't have common prep time, some department's assign teachers to there is little to no crossover between grades making smaller PLCs while others have far more overlap between grades so that there is less of grade-level teams).

Academic Team Leaders

School wide and cross curricular discussions are formally scheduled twice monthly with Academic Team Leaders meeting on as needed basis otherwise. Again, because of the number of tasks and demands, this body tends to be the messengers of information to and from administration and faculty. This might include the administrative tasks of the school, coming up with better understand of expectations for curriculum which can be shared with departments.

Southeastern Connecticut PLCs

GHS Administrators, School Counseling Director and Library Media Specialist all meet with their counterparts in the area on a regular basis.

School Improvement plan

The School Improvement Plan uses the Vision of the Graduate as its benchmark. This document is reviewed bi-annually by the administration in the building, then the Central Office administration, and ultimately the Board of Education. These stakeholders are able to assess whether the plan is working or if revisions need to be put in place, from theory to practice.

District Strategic plan

Serves as the blueprint for the school improvement plan and is looked at biannually.

Professional Development Plan

A newly formed committee helps drive professional development. The committee polls the faculty to determine areas of interest and need. The high school professional development committee aligns with the District Wide PD committee. With teacher input, the school and district PD has become more flexible and has resulted in most teachers feeling that PD has been useful. For example, most recently the high school offered Professional Development on Performance Based Learning because the faculty identified this as an area of interest/need on a survey.

Appropriated Time for Faculty Collaboration

Common Planning time exist for most departments and can be a good time for priority standards to be worked on. In the past there has not been enough flexibility in the master schedule for all departments to meet. It is likely that the same obstacle will exist in the future.

Opportunities to observe and provide receive feedback on educator practice

Instructional Rounds provide observation opportunity. General feedback from instructional rounds is readily available online to all though only those attending rounds (to date) are privy to the discussion about what was seen. Because this process is deliberately meant to be non-evaluative, there might be some hesitation to discuss the less than perfect teaching moments with those being observed during rounds .

Formal observations have provided opportunities for faculty and administration to discuss educator practice and for teachers to get feedback regarding their work in the classroom. Also, the principal has utilized online surveys from faculty to assess her own practices.

Protocols to collect and look at student work and/or other data

Departments have different practices and methods of collecting student work and/or data and using these to inform their teaching. There has not been a school-wide protocol for doing such. This is one of the reasons we selected data collection and use as one of our priority standards.

Reflection on Current Research -

Educational research is fluid. During faculty meetings, administration is afforded the opportunity to share current trends and best practices. Departments take a portion of their common planning time to discuss or plan current practices. As curriculum is written by departments, changes to current practices can be incorporated and eventually student work will be discussed. This is a natural part of the discussion taking place during these meetings. A more formalized protocol for reflection on current research and its impact on student learning will become a natural byproduct of our updated curriculum.

How does the culture of the school promote continuous growth and learning for both adults and students?

The summer reading initiative (to be replaced by the summer learning initiative this year) has empowered the students to make their own choices regarding their reading and learning and has created an opportunity for teachers to take part in the assignment and present their summer reading and learning as participants. This has been valuable to show students that teachers (and adults) continue their learning beyond high school and college and has fostered great discussions about various topics and created a community of readers. Besides being flexible in content, these initiatives have been flexible in what resources students are using for their learning-making learning more accessible and embracing mediums the students are more likely to utilize in their spare time and when they leave high school.

The LMC has collected teacher recommendations of books to read, and asked teachers to identify their favorite president and explain why that president was their favorite. Responses were displayed for students to see, leading to some good discussions between students and faculty, creating a community of learners.

The Activity period allows students to sign up for one of many activities (all certified staff must host an activity) that they will attend for a quarter of the school year. Students can sign up for such activities as creative writing, knitting, application development, auto care, band buddies, bereavement, crocheting, diversity club, FBLA, fitness club, granola girls, GSA, guitar jam, open art, robotics and technology, scrabble, self defense, TED talks, and Vice. These create communities of learners with common interests.

Is there sufficient time, resources, and funding to implement professional development and improvement plans?

The school provides sufficient time to implement professional development and improvement plans. We have 5 full and 4 half PD days and provides most departments with common planning time.

Resources and funding are bigger issues. The district has done well to be creative and resourceful with PD time, offering PD in house with outside speakers and district employees providing PD. Creating processes of how to best collect data and understandings of how to best interpret, analyze, and utilize data to inform various practices may require more help from outside. While the district could certainly find success with the same creativity and resourcefulness it has counted on in the past, funding may be insufficient to provide ample aid to these efforts.

In what types of regular reflection and ongoing assessments does the school engage? -

School-wide reflection is limited to teacher assessments and the instructional rounds described above. Assessments of teachers are done based annually with teachers moving from one tier to the next each school year (except for new staff that are formally observed three times per year for two years and move onto tier 1 if they are assessed as being proficient in those two years).

Annual student assessments are the SAT, PSAT, Khan Academy (Math), CAPT (for science).

How do educators get feedback on their practice? -

Instructional rounds and through their formal observations.

Part 4 - Goals and Vision for the Future

PART 4 - NARRATIVE

What goals does the school have for the next three to five years?

- Update curriculum
- Collect and utilize more meaningful data
- Update the Vision of Graduate with all stakeholders and make sure that the final document is reflective of the students who graduate

What are the school's current priorities or areas for growth?

- Update curriculum
- Collect and utilize more meaningful data
- (Continuously) Update the Vision of Graduate with all stakeholders and make sure that the final document is reflective of the students who graduate

How do the school's priorities impact the learning and well-being outcomes for students?

The schools priorities will create a system of backwards design, where the Vision of the Graduate serves as our end goal for students. Student progress towards meeting/exceeding the goals set forth in the Vision of the Graduate will be measured and data collected as part of our effort to collect and utilize more meaningful data. That data will be utilized to inform our instructional practices, which will be incorporated into our fluid curriculum.

What teaching and learning initiatives are being implemented?

- Vertical alignment of curriculum in some departments (with plans for others to follow)
- Curriculum development and writing
- Common assessment
- Project based learning

Using the Standards as a guide, what does the faculty/school/district want to accomplish?

- Develop a fluid curriculum which is relevant for students
- Collect meaningful data and know how to use it effectively to inform instruction
- Shared (all stakeholders) common vision of the graduate

What district priorities/initiatives is the school responsible for?

Curriculum

Data teams

Learning Walks

PD at the building level

Common Assessment

Increase student centered learning

Improving support services, counseling services, and special education services for students.

Part 5 - Priority Areas for NEASC School Growth Plan

PRIORITY AREA FOR GROWTH #1

Develop fluid curriculum for all courses offered at GHS.

PRIORITY AREA FOR GROWTH #2

Collect and utilize more meaningful data.

PRIORITY AREA FOR GROWTH #3

Continuously update the Vision of the Graduate with all stakeholders and have it provide the main direction and focus for the school.