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| **Worksheet #4 – Action Planning Template** | | | |
| **Objective 1**   * **Goal Statement**   (Including sub-goals) | **Increase ally behaviors in school.** | | |
| * **Definition of the Need** | School climate data regarding positive school climate and interactions defines the need to model and promote positive student to student, staff to staff and staff to student interactions. | | |
| * **Measures of Current Status**      * **Measures of Future Success** | Survey 2016 shows that:   * 68.7% of all students felt that students in the school were friendly all or most of the time (Q7, 2016). This shows an increase from the previous year, 49%, 2015) * 73.6% of all students had not seen or heard others being treated unfairly in the past 12 months (Q14, 2016). This shows a slight increase from the previous year, 71%, 2015) * 45.9% of students have seen students being physically hurt at school (Q27, 2016). This shows a decrease from the previous year, 66%, 2015)     Survey Spring 2017 | | |
| **Strategy**   * **Rationale**   (How it should work and why) | Lyman Hall Staff have been engaged in PBIS training since 2013. We believe that providing ongoing, consistent positive reinforcement by staff of pro-social behaviors and integration of the Lyman Hall High School behavioral expectations will foster increased ally behavior among the students. Staff have discussed and modelled the PRIDE acronym (Polite, Responsible, Independent, Diligent, Empathetic) in advisory and in their classes. Feathers are distributed to students from faculty to acknowledge when the student displays the PRIDE behavior. Students can then submit the feather for a drawing for items, including gift cards and school store items. Staff have received clear direction and examples of possible reasons for recognition of students. Data will be collected on the number of students receiving feathers. This data will also feed into our Spirit program, where students from the four classes “compete” to earn the spirit sword for the year. | | |
| **Tasks** |  | **Who** | **When** |
| Behavioral Expectations | Posters prominently display expected behaviors | School PRIDE committee | 2016-17 school year |
| Engage students and staff | Contact club advisors to engage students to support the program. Remind advisors to use PRIDE during meetings. | Kristina Jensen | 2016-17 school year |
| Use PRIDE activities during advisory | PRIDE committee meets weekly to develop plans/activities to use during advisory and other school wide events. Members of committee include: Jensen, Kupec, Kimball, LaVoie, Outlaw, Horton, Hawkins, MacLean, Schmitt, Barracato | School PRIDE committee | 2016-17 school year |
| Feathers program | Staff recognizes students’ positive behaviors through “feather” reward program; Committee chairs collect data and award prizes to students who have been recognized. | Jensen, Kupec | 2016-17 school year |
| Peers supporting peers | Credit-earning internship program for students to be able to provide support and mentoring to students with special needs. | Metzger | 2016-17 school year |
| Promote anti-bullying behaviors | Need a program to replace “no place for hate” program | Barracato, Corso | School year 2016-17 |

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| **Worksheet #4 – Action Planning Template** | | | |
| **Objective 2**   * **Goal Statement**   (Including sub-goals) | **Increase shared leadership and sense of belonging in and among staff members.** | | |
| * **Definition of the Need** | There are staff members in the building who feel marginally connected to the community (22%) and that their contributions are sometimes not valued or important (31.6%). In an effort to increase opportunities for shared leadership, faculty and staff have been and continue to be invited to participate on various committees and data from 2016 (versus 2015) shows improvement in the sense of belonging and value among staff members. | | |
| * **Measures of Current Status**          * **Measures of Future Success** | Survey data from spring of 2016 indicate that:   * 68.4% of staff feels that the contributions are valued and important most or all of the time (versus 60%, 2015), with 31.6% feeling that their contributions are valued and important some or none of the time (an increase versus 40% in 2015). (Q10, 2016) * 77.6% of staff feel that they’re connected to the community most or all of the time, (an increase versus 76%, 2015) with 22.4% feeling connected to the community some or none of the time (versus 24%, 2015). (Q11, 2016) * 56.4% of staff are involved in 1 or less extracurricular activity(versus 50%, 2015) (Q24, 2016)   Survey Spring 2017 | | |
| **Strategy**   * **Rationale**   (How it should work and why) | While surveys show an increase in teachers’ who believe their contributions are valued and in their connectedness to the school, the 2016 survey also shows a decrease in the number of teachers who are involved in extracurricular activities. We believe it is important to promote a sense of pride and connectedness among the staff so that teachers will be more likely to participate in activities in the school. The following tasks were created to increase shared leadership opportunities and improve teacher participation in the school community. | | |

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| **Tasks** |  | **Who** | **When** |
| Remind staff of support systems within the school | Develop a list of teachers who mentor at-risk students and provide teachers with information and description of roles for all PPS personnel. | SST | Fall 2016 |
| Invite participation of staff on committees and in extracurricular activities | Invite staff to participate on multiple building level committees. School wide activities and events are posted on monthly bulletin and newsletter. LHHS 100th birthday celebration. Club advisors, leaders reach out to newer staff to ask them to particpate. | Corso; All faculty | School year 2016-17 |
| Provide clear parameters for student behavioral expectations | Behavioral expectations are posted for students and staff | PRIDE committee | School year 2016-17 |
| Provide clear parameters for student/staff behavioral expectations | Teach PRIDE, hang posters, reinforce behavior through feather program; Staff members can get feathers too!! | All faculty, staff, and administration | School year 2016-17 |
| Encourage Staff to attend events | Ask faculty to attend more games and events; Joe will “target” newer teachers; All staff are given season passes. | Corso | School year 2016-17 |
| PLGs | Shared collaborative time for staff to build rapport. Conversations about shared challenges and successes. | All faculty |  |
| Welcome wagon | Reach out to new teachers; social committee meets to discuss social events and ways to reach out to others in the building. Create invites for events. Organize potluck dinners, etc for shared time. Make requests to use PD time for team building activities or to create a school vision or solve a school wide problem. Create some individual time for talking about climate related issues. | Social committee; PRIDE committee, Corso, Kimball | School year 2016-17 |

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| **Worksheet #4 – Action Planning Template** | | | |
| **Objective 3**   * **Goal Statement**   (Including sub-goals) | **Increase student participation in school-wide programs and activities and increase the feeling of welcome and support for all students.** | | |
| * **Definition of the Need** | Student surveys in the spring of 2016 suggest that there are groups of students who could be more engaged in their school community. Students who are engaged in their school community are more likely perform well in school and to develop personal integrity and 21st century learning skills. | | |
| * M**easures of Current Status**                * **Measures of Future Success** | Survey data from students during the spring of 2016 indicate that:   * 74.5 % are involved in at least 1 activity (a decrease versus 76% in 2015), (Q18, 2016). * 98.4% of student feel that their peers treat them fairly (an increase versus 78% in 2015), (Q11, 2016). * 84.6% feel that the adults in the building treat them fairly (an increase versus 76% in 2015), (Q12, 2016). * 86.3% of students feel that their administrator handles discipline matters fairly (an increase versus 73% from 2015), (Q33, 2016). * 68.7% of students feel that their peers are friendly all or most of the time (an increase versus 49% from 2015), (Q7, 2016).     Survey Spring 2017 | | |
| **Strategy**   * **Rationale**   (How it should work and why) | The school climate committee’s strategy is to increase the amount of interaction within and among the students in the building. By providing opportunities and information for more students to meet together to discuss school-wide issues and show support for one another, we will make students feel more welcomed and included in the school community. This practice will support and promote learning as well as create a more positive social, emotional, ethical and civic development of students. | | |
| **Tasks** |  | **Who** | **When** |
| Create a club calendar | Create a monthly calendar that posts the times and locations for each club meeting, which will promote student attendance at club meetings. Create a centrally located bulletin board so that students know who is meeting, when and where. Board will be located outside the cafeteria. | Corso, Butka, Kimball  Student council, Barracato | School year 2016-17 |
| Club fair | Each club will have a display set up at lunch to increase student participation in clubs and extracurricular activities.  Invite club leaders to meet together and share ideas | Student council  Corso | Fall 2016 |
| Freshmen supports | Emphasize the importance of the student bulletin/planner  Ag Sci big brothers/sisters program  Music department supports incoming students  Bridge Academy: program designed to help middle school students transition successfully to high school (should include all freshmen in 2017) | Corso, Kimball, Daly | Fall 2016 |
| Communicate with parents/students about clubs/activities | Club calendar will be provided to all students and parents. Calendar will be printed at distributed in advisory as well as emailed to all parents. | Corso | School year 2016-17 |
| Use LHHS core values and beliefs to guide and plan activities for the student body at large. | LHHS core values and beliefs is posted throughout building. Advisory activities are designed with this in mind. | PRIDE committee | School year 2016-17 |
| Measure student participation in clubs and activities. | Include questions on student survey that are related to participation in extracurricular activities. | Climate Committee | Spring 2017 |
| Students leaders will speak to PTAC | Corso invites students to come to PTAC to share with parents | Joe Corso | School year 2016-17 |
| WOBmob | Create a new student spirit group to increase fan participation and events | Corso, Walz, Palmer | School year 2016-17 |
| Grade level meetings | increase student participation in events | Corso, Kimball | Fall 2016 |
| Spirit competition | LH 100 Committee | Social committee, PRIDE committee, Castelli, Walz | School year 2016-17 |
| Twitter announcements/Social media  Electronic newsboard | Weekly updates of events  Posted announcements in Main Lobby on TV screen; new screens (2) to be installed outside cafeterias | Kimball  Barracato, Student Council | School year 2016-17 |
| Office Hours | Provide students a time and a place to meet with one another and with their teachers. | All Staff | School year 2016-17 |
| School Store | Opening of school store to | Winch | School year 2016-17 |
| Welcome wagon/LH 101 | Pair new students with 1-2 experienced peers, allowing them time to tour and talk about what it means to be a student at LH. Counselors will identify mentors, or ask teachers for recommendations for students. This may feed into a Link Crew program. | PRIDE, Counselors | School year 2016-17 |

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| **Worksheet #4 – Action Planning Template** | | | |
| **Objective 4**   * **Goal Statement**   (Including sub-goals) | **Increase parent participation in school-wide programs and activities and increase the feeling of welcome and support for all students and their families** | | |
| * **Definition of the Need** | Students who have actively engaged parents perform better in school and are more likely to be positively engaged socially and behaviorally. Lyman Hall seeks to increase parent participation at our school. | | |
| * M**easures of Current Status**                * **Measures of Future Success** | * 11.6% of parents disagree that the school offers them ways to be involved in their child’s education, versus 12.3% in 2015. (Q13, 2016) * 7.2% of parents feel that the school is not sensitive to issues regarding race, gender, sexual orientation and disabilities, versus 1.2% in 2015. (Q15, 2016). * Parents feel that race and ethnicity are reasons for being unfairly treated at school; 7.2% say their child has been treated unfairly because of race or ethnicity, versus 3.75 in 2015;; 21.3% say they have seen or heard others being treated unfairly for race or ethnicity, versus 12.4% in 2015. (Qs18-19, 2016) * 14.7% of parents are not sure if there are trusted adults in the building who their child can go to for help, versus 12.4% in 2015. (Q20, 2016) * 14.6% of parents either do not know or are unsure of whom to contact at the school with questions or concerns, versus 13% in 2015. (Q21, 2016).   Parent Climate Survey (Spring 2017) | | |
| **Strategy**   * **Rationale**   (How it should work and why) | By communicating with parents and providing them opportunities to participate in school events parents will feel more welcome at our school. | | |
| **Tasks** |  | **Who** | **When** |
| PTAC | Parent grade representatives | Corso | School year 2016-17 |
| Music Parents Association | Once/month  Music parents’ orientation  Concerts | DellaVecchia, Haffner | School year 2016-17 |
| Sports Booster Clubs | Parents supporting LH athletic competitions | Baker | School year 2016-17 |
| SCOW partnership | Working in partnership with the Spanish Community of Wallingford to sponsor events and promote community. | Corso, Harlow | School year 2016-17 |
| 8th grade parents night | Open house for potential students & families | Corso, Staff | 10/20/16 |
| College Planning Night, Financial Night | October 25 College Fair  College Planning: Feb. 21, 2017  Financial Planning Night: Nov. 11, 2016 | School Counseling Staff | School year 2016-17 |
| Parent nights | Ag Sci Parents(12/1, 2/16, 2/22)  Music Parents (first thursday of every month, 12/21, 6/2 | Rose,  Haffner | School year 2016-17 |
| Parent Conferences/Open House | Open House 9/29  Conference sessions 10/13 evening, 12/8 evening, 4/6 afternoon | All Staff | School year 2016-17 |
| Music families night | Music parents invited to learn more about the music program | Haffner, DellaVecchia | School year 2016-17 |
| PSAT night | Dec. 6, 2016 | Lorenzo | School year 2016-17 |
| Improve survey response rate | Brainstorm mechanisms to increase parent survey response rate. | LaVoie, PRIDE | School year 2016-17 |