

MARK T. SHEEHAN HIGH SCHOOL



SCHOOL IMPROVEMENT PLAN 2025-2026

School Summary Fall 2025

Mark T. Sheehan High School serves a diverse community of nearly 700 high school learners. Our current student body consists of a minority population of approximately 31% (20% Hispanic, 8% Asian, 3% African American, <1% American Indian) and approximately 69% White. Approximately 18% of our total student population receives special education services, 13% receives 504 accommodations, and 5% receive English Language services. Currently, 32% of our students receive free or reduced lunch assistance. The Class of 2025 had an impressive 100% graduation rate, with all seniors eligible to receive a diploma earning the necessary credits to do so. 64% of the Class of 2024 entered a 4 year college, 14% entered a two year college, 12% enrolled in Career-Technical training, 7% entered the workforce, and 3% enlisted in the military. We currently house two special programs at our school; the ARTS Program (Alternative Route to Success) which currently serves 19 students and the Benhaven Program which serves 13 students. These special education programs serve students with higher needs including physical, and cognitive disabilities and provide social and emotional support to students through the specialized staff support and resources. During the previous school year, we had a total of 452 students enrolled in advanced placement courses (including duplicate students if taking more than one AP course) with 232 AP exams administered. An impressive 82% of the AP exams scores resulted in a score of three or greater (out of 5). Additionally, 118 students (including duplicate students if taking more than one UCONN ECE course) earned ECE UCONN credits.

For the 2025-2026 school year, our work will continue to target student academic success and student wellness. Our continued school improvement efforts will ensure that we are supporting the academic, social, and emotional development of our students while also supporting our work through the NEASC accreditation process.

Wellness

Attendance - School Community - Engagement

ABSENTEEISM

Chronic Absenteeism is defined as missing 10% or more of the total number of days enrolled during the school year for any reason including excused and unexcused absences and in school/out of school suspensions. Truancy is defined as incurring 4 unexcused absences within a 30 day period or 10 unexcused absences in the school year.

Chronic Absenteeism	2023-2024	2024-2025	2025-2026	Truancy	2023-2024	2024-2025	2025-2026
Total Population	11.6%	11.4%		Total Population	13.7%	12.5%	

SCHOOL GOALS

Academic - Goal Statements

Goal Statement:

Mark T. Sheehan High School will integrate the Portrait of a Graduate/Vision of a Learner into lesson planning and instructional practices. Through this integration, we will strengthen academic and social-emotional outcomes by ensuring that lesson planning and daily instructional practices intentionally cultivate the skills and competencies embedded in the district's Portrait of a Graduate/Vision of a Learner. This framework for learners provides the necessary skills for student success beyond high school. This work is grounded in the NEASC accreditation process, specifically in the self-reflection process that our staff is engaged in through this year and the first half of the following year. By ensuring alignment between curriculum design, instructional practices, and assessment with the Portrait of a Graduate/Vision of a Learner, we will foster a cohesive learning culture that ensures every student feels connected, supported, and successful. As such, the following action steps will be implemented to achieve these academic goals:

Action Step 1 – Integrating the Portrait of a Graduate into Lesson Design and Instruction Practices

- Identify which Portrait of a Graduate competencies naturally connect to existing curriculum standards and content across all subject areas.
- Support teachers in embedding the competencies of the Portrait of a Graduate (critical thinking, problem-solving, communication, collaboration, adaptability, and digital/information literacy) into lesson planning, instructional practices, and classroom activities.
- Facilitate department-based PLG sessions to highlight best practices and ensure alignment to the Portrait of a Graduate and establish a process for teacher and administrator review to monitor consistent integration throughout the curriculum.

Action Step 2 – Professional Learning for Instructional Growth

- Provide ongoing professional development focused on designing instructional practices that balance rigorous academic expectations with social-emotional learning supports. Ongoing development will occur during professional development days, faculty and department meetings, and Professional Learning Group (PLG) meetings.
- Incorporate informal instructional rounds, peer observations, and coaching cycles to foster teacher growth and identify best practices for student engagement and achievement.
- Use NEASC reflection data to identify priority areas within the five standards of accreditation and implement instructional and assessment practices through professional development that address the identified priority areas.

Action Step 3 – Strengthening College & Career Readiness through PSAT/SAT Growth

- Use PSAT/SAT data to identify schoolwide and individual student areas for growth in EBRW and Math.
- Collaborate with instructional leaders to embed targeted skill development into classroom instruction, ensuring that test-readiness

strategies are part of ongoing learning rather than being isolated prep sessions.

- Provide teachers with item analysis, sample questions, and aligned instructional strategies so that identified growth areas (e.g., algebraic reasoning, data analysis, critical reading, or evidence-based writing) are reinforced across disciplines.
- Monitor student progress through formative assessments and classroom tasks that mirror SAT rigor, adjusting instruction as needed to close gaps and build student confidence.

Wellness - Goal Statements

Mark T. Sheehan High School understands the importance of providing our students with a nurturing environment that emphasizes not only their physical wellness, but their emotional and social wellness as well. This emphasis on providing a nurturing environment engages students to be invested in their education and school community. Our wellness goals focus on providing students with a positive school climate that fosters strong relationships among students and between students and staff, implementing supportive measures for students and their families that promote consistent student attendance to school, and providing students with mental health support and counseling that enables them to make positive choices. As such, the following action steps will be implemented to achieve these wellness goals.

Action Step 1: Strengthen student engagement in the school community

- Continue to plan and implement activities that engage students through advisory, whole school events, and specialty activities and workshops that provide students with opportunities to participate which in turn fosters communication, collaboration, and positive relationships with peers and adults.
- Continue to provide learning opportunities for faculty and support staff in restorative practices building on our work with the Attuned School/Nurtured Heart approach
- Foster collaborative opportunities between administration, counselors & support staff, the school climate committee, and community agencies to implement restorative practices within the framework of our approach to disciplinary practices.

Action Step 2: Strengthen attendance monitoring and interventions to support students

- Use data systems and existing supports like Link-it, the Admin-Support Staff Committee, and the SRBI team to monitor chronic absenteeism and truancy trends.
- Develop intervention plans for identified students that include outreach to families, check-ins with support staff, partnership with LEAP staff & resources, and community agencies/organizations to support student attendance to school.
- Track outcomes by comparing attendance rates for targeted students to baseline data, adjusting supports as needed.

Action Step 3: Using our referral processes to provide students with mental health and substance use counseling and resources

- Partner with the Community Guidance Clinic and the Yale School of Medicine to provide substance use group support at Sheehan during the school day and outside of school.

- Work with Youth & Social Services and other area agencies to help support student mental health needs through counseling.
- Provide ongoing individual and group counseling to students and provide crisis interventions for students in need through the supportive measures provided by our social worker and school psychologists.

MID YEAR SUMMARY
ACADEMIC SUMMARY
FEBRUARY 2026

This should be limited to **ONE PARAGRAPH** that is an overall description of ACADEMIC GOALS

MID YEAR SUMMARY
WELLNESS SUMMARY
FEBRUARY 2026

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END OF YEAR SUMMARY
ACADEMIC SUMMARY
JUNE 2026

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WELLNESS SUMMARY
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