

Ansonia High School School Improvement Plan 2013-2015



Joseph Dobbins
Principal

Michael Wilson
Assistant Principal

District Mission Statement

The mission of Ansonia Public Schools is to provide a learning environment that challenges and motivates all students to attain high standards of achievement and reach maximum individual potential. In a partnership of mutual accountability with our community, parents, board of education and staff, we will prepare all students to become successful life-long learners in an ever-changing, technological and culturally diverse global society.

Ansonia High School

Core Value and Belief Statement

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, social and civic success. Students will be prepared for life in the ever changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others and property within our school community

Antidiscrimination Statement

All personnel policies and practices of the Board will be in accord with equal employment opportunity practices as determined by state and federal legislation. A job description and required qualifications for a position to be filled will be made available to all applications. Equal employment opportunity means that the Ansonia Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, termination, and disciplinary action) on the basis of race, color, religious creed, age, sex, marital status, sexual orientation, national origin, ancestry or disability, except in cases of bona fide occupational qualification.

Tier-1 Goals for Student Achievement:

The strategic planning committee recommended the following goal statement: *“The number of students achieving goal level will increase at a rate of at least ____ percentage points per year while narrowing the gap between students receiving free/reduced-price lunch and those paying full price.”*

The number of students achieving goal level in **Mathematics** will increase at a rate of at least **10 percentage points per year** while narrowing the gap between students receiving free/reduced-price lunch and those paying full price.

The number of students achieving goal level in **Reading Across the Disciplines** will increase at a rate of at least **9 percentage points per year** while narrowing the gap between students receiving free/reduced-price lunch and those paying full price.

The number of students achieving goal level in **Writing Across the Disciplines** will increase at a rate of at least **7.5 percentage points per year** while narrowing the gap between students receiving free/reduced-price lunch and those paying full price.

The number of students achieving goal level in **Science** will increase at a rate of at least **9 percentage points per year** while narrowing the gap between students receiving free/reduced-price lunch and those paying full price.

The District Data Team has taken a very innovative and sophisticated approach to this challenge. The team approved the table below. The table describes the amount of improvement that is expected in each state test and each grade level based on the previous year’s achievement. In this way, goals will always be rigorous but also relevant. This use of data allows our goals to automatically adjust and evolve each year based on the previous year’s successes or struggles. Ansonia High School has embraced this approach to meet our Tier-1 Goals for student achievement.

% At Goal	Points of growth expected next year	% At Goal	Points of growth expected next year	% At Goal	Points of growth expected next year
100	0.0	66	3.0	32	8.0
99	0.0	65	3.0	31	8.0
98	0.0	64	3.0	30	8.5
97	0.0	63	3.0	29	8.5
96	0.0	62	3.5	28	9.0
95	0.5	61	3.5	27	9.0
94	0.5	60	3.5	26	9.0
93	0.5	59	3.5	25	9.5
92	0.5	58	4.0	24	9.5
91	0.5	57	4.0	23	10.0
90	0.5	56	4.0	22	10.0
89	0.5	55	4.5	21	10.0
88	0.5	54	4.5	20	10.5
87	1.0	53	4.5	19	10.5
86	1.0	52	4.5	18	11.0
85	1.0	51	5.0	17	11.0
84	1.0	50	5.0	16	11.5
83	1.0	49	5.0	15	11.5
82	1.0	48	5.5	14	11.5
81	1.5	47	5.5	13	12.0
80	1.5	46	5.5	12	12.0
79	1.5	45	6.0	11	12.5
78	1.5	44	6.0	10	12.5
77	1.5	43	6.0	9	13.0
76	2.0	42	6.5	8	13.0
75	2.0	41	6.5	7	13.5
74	2.0	40	6.5	6	13.5
73	2.0	39	7.0	5	14.0
72	2.0	38	7.0	4	14.0
71	2.5	37	7.0	3	14.5
70	2.5	36	7.5	2	14.5
69	2.5	35	7.5	1	15.0
68	2.5	34	7.5	0	15.0
67	2.5	33	8.0		

Tier 2 Adult Actions:

Guarantee challenging, engaging, and intentional instruction.

Connecting our work to *Changing the Odds*:

- "Highly effective teachers are intentional about their teaching and master a broad repertoire of instructional strategies to help students accomplish their learning goals."

Our SMART goal connected to this research finding:

- By June 2014, at least 80% of all 9-12 teachers will have an in-depth understanding and implementation of ETS and will match instructional strategies to Common Core State Standards as evidenced by student work, curriculum development and implementation, lesson plans, and administrative observations/evaluations.

↓Gap Analysis↓

Where we currently stand in relation to our goal:

- Currently, approximately 100% of 9-12 teachers have been offered opportunities to increase their knowledge of ETS. However, 50% of the 9-12 teachers have demonstrated the use of ETS with fidelity. To fulfill this goal, 9-12 teachers need ongoing, embedded and personalized support on ETS.
- Currently, 100% of newly hired staff participates in a three-day orientation.

↓Tier 2 Adult Work↓

Adult action to address needed improvement:

1. Ongoing orientation for new teachers in ETS
2. DTL will offer ongoing opportunities for teacher development in ETS.
3. Principals work with Master Teachers to support teachers in ETS and to provide job embedded support.
4. Formal teacher evaluation will consider ETS as part of feedback provided.
5. Monitor for fidelity through supervision, lesson plans, observations, and individualized coaching.
6. The district, under the guidance of the Assistant Superintendent, will develop a framework for induction training connected to the District Improvement Plan.

↓Results Indicators↓

Observable and measurable outcomes:

1. End-of-year capstone projects will be required of 100% of students in grades 9 by the year 2013
2. One-hundred percent of formal teacher evaluations will require evidence of ETS in the observed lesson.
3. One-hundred percent of teacher lesson plans will indicate effective use of at least one ETS.
4. One-hundred percent of new professional staff members will participate in an induction program as implemented by the district.

Ensure curricular pathways to success.

Connecting our work to *Changing the Odds*:

- "When students demonstrate mastery of a particular standard, they move on to the next level...these programs view standards as providing important mile markers for each student's journey through learning."

Our SMART goal connected to this research finding:

- By June 2015, 90% of teachers will use CFA data in their respective disciplines to determine which students have mastered a standard and will move on or need additional support in a standard.

↓Gap Analysis↓

Where we currently stand in relation to our goal:

- Currently, most AHS teachers review CFA data but then move forward with all students regardless of results, except occasionally re-teaching to the entire class if the results are very poor.

↓Tier 2 Adult Work↓

Adult action to address needed improvement:

1. Teachers trained to differentiate instruction based on CFA results.
2. Teachers trained to actively adjust unit pacing based on CFA results and suggest adjustments to pacing guides based on summative assessments.
3. Administrators and supervisors monitor fidelity of implementation of CFAs for this purpose.
4. Lead Teachers provide individual support to teachers having difficulty
5. Guidance Counselors use Mastery Test and Benchmark data to provide students Tier 2 and Tier 3 support in reading and mathematics
6. Administrators set up a protocol for using and sharing lessons/instructional practices on the wiki
7. Teachers will share successful lessons/instructional practices on the wiki
8. Administer entrance benchmark exams for students who are new to the district for appropriate placement in the curricular sequence.

↓Results Indicators↓

Observable and measurable outcomes:

1. Using data from walk-throughs and observations, the percent of teachers effectively using CFAs to advance students based upon mastery will be:
 - a. 50% by June 2013,
 - b. 75% by June 2014, and
 - c. 90% by June 2015.
2. Using data from walkthroughs and observations, the percent of teachers using differentiated instruction based upon mastery results will be:
 - a. 50% by June 2013,
 - b. 75% by June 2014, and
 - c. 90% by June 2015.
3. The percentage of teachers sharing lessons/instructional practices on the wiki will be
 - a. 50% by June 2013,
 - b. 75% by June 2014, and
 - c. 90% by June 2015.

Provide whole-child student supports.**Connecting our work to *Changing the Odds*:**

- "Exposure to multiple risk factors has a strong negative link to success and accounts for nearly half of the documented achievement gap between minority and non-minority students."

Our SMART goal connected to this research finding:

By 2013-2014 Ansonia High School will develop and implement a Freshmen Academy Program and revise the formal advisory program for all students.

↓Gap Analysis↓**Where we currently stand in relation to our goal:**

- Currently 100% of students are scheduled into a formal advisory program that meets daily with an extended period once a week.
- Currently there is no Freshmen Academy. To fulfill this goal, designated locations, scheduling and staff development are needed.

↓Tier 2 Adult Work↓**Adult action to address needed improvement:**

1. Create a schedule for advisory activities such as PBIS, Naviance, club meetings, and team building
2. Supplement advisory binder of resources, activities, and lesson plans for teachers to use
3. Survey staff to monitor and assess the effectiveness of the Advisory Program
4. Revise Advisory Program according to feedback and scheduling needs
5. Create a schedule for Freshmen Academy students
6. Provide training for freshmen teachers in the team model

↓Results Indicators↓**Observable and measurable outcomes:**

1. Revisions to advisory program will be implemented by the 2013-2014 school year
2. A formal Freshmen Academy program will be implemented by the 2013-2014 school year

Create high-performance school cultures

Connecting our work to *Changing the Odds*:

- "The missing ingredient - the thing that beat-the-odds schools were attending to that struggling schools were not - was their school culture."

Our SMART goal connected to this research finding:

- By June 2015, Ansonia High School will have fully implemented a Positive Behavior Intervention and Supports (PBIS) framework which can include other scientifically research-based positive behavior programs to establish high expectations of mutual respect for all school personnel and students.

↓Gap Analysis↓

Where we currently stand in relation to our goal:

- Currently 75% of teachers have received professional development to implement school-based behavior programs.

↓Tier 2 Adult Work↓

Adult action to address needed improvement:

1. Implement a new discipline referral form and procedure
2. Incorporate bimonthly PBIS lessons in the formal advisory program
3. Provide professional development and resources.
4. Budget for the implementation of the framework which can include other research-based positive school culture programs.
5. Monitor and assess the effectiveness of the program using SWIS data collection system.
6. Teachers and administrators will implement the chosen program with fidelity.
7. Develop and administer a survey to parents, students, school personnel, and community members to gather data on school climate and culture.

↓Results Indicators↓

Observable and measurable outcomes:

1. Review the PBIS Behavior Mission statement and Handbook to make adjustments as needed by 2015
2. Ansonia High School will fully implement the chosen framework which will include research-based

positive behavior programs.

3. Ninety percent of students in grades 9-12 will develop learning goals using Naviance.

4. Eighty percent of parents, students, all school personnel, and the community will indicate via survey that there is a positive learning environment and mutual respect in school.

Develop data-driven, high-reliability district systems.

Connecting our work to *Changing the Odds*:

- "Attend to the core business: great teachers and great teaching"

Our SMART goal connected to this research finding:

- By June 2015, 100% of teachers and administrators will implement a district-wide approach to instruction that clarifies expectations for teachers and ensuring high-quality teachers are in place to deliver instruction.

↓Gap Analysis↓

Where we currently stand in relation to our goal:

- Currently, we have not developed a district-wide approach to instruction that clarifies expectations for teaching. We must clarify what good teaching looks like and encourage a common instructional language and ensure consistent use of research-based strategies in every classroom.

↓Tier 2 Adult Work↓

Adult action to address needed improvement:

1. All teachers will participate in team collegial visits and use the framework to guide their discussion in bridging the gap between the definition of "good teaching" and what quality instruction looks like.
2. The administrators will use data gathered from observations to make informed decisions about providing staff development both collectively and individually.
3. Use an instructional evaluation plan that aligns with our shared definition of "good teaching" and accurately monitors implementation of quality instruction.
4. If area of need is identified, teachers will receive just-in-time training from DTL, modeling/support from Master Teachers, guidance from building administrators, and professional development.

↓Results Indicators↓

Observable and measurable outcomes:

1. Development of a framework that defines "good teaching" completed by June 2013
2. All teachers will participate in collegial visits and post-visit discussions using the framework by June 2015

3. Administrators will determine the needs of individual teachers based on classroom observations and provide support if needed by June 2014
4. Administrators will be trained in the use of the new teacher evaluation instrument and its connection to the shared definition of good teaching by June 2013