

**WATERBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
2018-2019**

School Name: Crosby High School

School District: Waterbury

Name of Principal: Jade L. Gopie

Current School Year: 2018-2019

Name of VPs : Vincent Balsamo, Joanna Crudele, Cathleen Newmark

School Core Values and Beliefs:

We the members of the Crosby High School community are committed to providing a safe and welcoming environment that promotes a creative, innovative and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.

Our Core Values Include and Emphasize Students’:

- Service to Others
- Positive Behavior
- Initiative
- Respect
- Integrity
- Teamwork

The school data team authored this plan and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan.

SIP Development Team Members:

Principal’s Signature: _____

Date:

CROSBY HIGH SCHOOL IMPROVEMENT PLAN 2018-2019

GOAL 1 - ACADEMIC: To design and implement a rigorous, aligned, and engaging academic programs that allow all students to achieve at high levels.

OBJECTIVE 1.1: Plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. *(CCT Domain 2)*

Identified Needs <i>What evidence suggests the need for this goal?</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement.</i>	How will we monitor and provide evidence of implementation?	Professional Learning and Support Needed
<p>SAT ERW: (grade 11) April 2018 Mean Score = 405 April 2017 Mean Score = 424 March 2016 Mean Score= 434</p> <p>SAT Math: (grade 11) April 2018 Mean Score = 391 April 2017 Mean Score = 399 March 2016 Mean Score = 405</p> <p>NGSS Science = Scores not reported - Pilot Year</p> <p>Advanced Placement (AP)</p>	<p>Plan instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students. <i>(CCT Indicator 2a)</i></p> <p>Plan instruction to cognitively engage students in the content. <i>(CCT Indicator 2b)</i></p> <p>Select appropriate assessment strategies to monitor student progress. <i>(CCT Indicator 2c)</i></p>	<p>Instructional Data Team Protocol (Looking at Student Work Protocol: <i>LASW</i>)</p> <ul style="list-style-type: none"> ● Meeting Agendas ● Meeting Minutes ● Monitor of Students’ academic progress <p>Examining instruction through classroom observations</p> <p>School Leadership Team Agenda & Meeting Minutes</p>	<p><u>Instructional Data Team Rubric (IDT)</u></p> <p>Identify skills assessed All IDT members can explain to others the standards/learning progressions that are assessed, and can articulate the extent to which these assessments provide them with the information they need to support student learning. (Sustaining)</p> <p>Choose a focus area The Instructional Data Team (IDT) presents and analyzes the data and, as a result, identifies a focus area for student performance and improvement; this remains the focus in the data overview for all team members.</p>

GOAL 1 - ACADEMIC: To design and implement a rigorous, aligned, and engaging academic program that allow all students to achieve at high levels.

OBJECTIVE 1.2: Implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. (*CCT Domain 3*)

Identified Needs <i>What evidence suggests the need for this goal?</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement.</i>	How will we monitor and provide evidence of implementation?	Professional Learning and Support Needed
<p>SAT ERW: (grade 11) April 2018 Mean Score = 405 April 2017 Mean Score = 424 March 2016 Mean Score= 434</p> <p>SAT Math: (grade 11) April 2018 Mean Score = 391 April 2017 Mean Score = 399 March 2016 Mean Score = 405</p> <p>NGSS Science = Scores not reported - Pilot Year</p> <p>Advanced Placement (AP)</p>	<p>Implement instructional content for learning. (<i>CCT Indicator 3a</i>)</p> <p>Lead students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. (<i>CCT Indicator 3b</i>)</p> <p>Assess student learning, providing feedback to students and adjusting instruction. (<i>CCT Indicator 3c</i>)</p>	<p>Instructional Data Team Protocol (Looking At Student Work Protocol - <i>LASW</i>)</p> <p>Instructional Data Team Minutes and Agendas</p> <p>Examining Instruction through classroom observations</p> <p>Progress monitoring data for 12th grade students on track for graduation</p> <p>Progress monitoring data for 9th grade students on track status for earning 5 or more credits</p> <p>Monitoring student progress in Khan Academy SAT preparation structured sessions</p>	<p>Determine instructional strategies</p> <p>All Instructional Data Team (IDT) members collaboratively select targeted instructional strategies for addressing the problem of practice based on evidence and high-leverage impact.</p> <p>SAT / Khan Academy Professional Development</p>

OBJECTIVE 1.3: Implement an NGSS-aligned high school science curriculum that emphasizes explaining phenomena, creating solutions to real-world problems, developing models, and arguing from evidence. (*CCT Domain 3*)

<p>Identified Needs <i>What evidence suggests the need for this goal?</i></p>	<p>Adult Action Indicators <i>Identify adult actions that will impact student achievement.</i></p>	<p>How will we monitor and provide evidence of implementation?</p>	<p>Professional Learning and Support Needed</p>
<p>Connecticut adoption of the Next Generation of Science Standards for grade 11.</p> <p>Grade 11 students will take a CSDE-administered NGSS test in the Spring of 2019.</p>	<p>Administrators will: Become familiar with the teaching and learning shifts associated with NGSS.</p> <p>Support the use of common planning time for discussion of NGSS teaching practices.</p> <p>Support the purchase of science equipment and supplies as the school budget allows.</p> <p>Teachers will: Implement NGSS 3-dimensional instructional practices using the CREC curriculum as adapted by the Science Council.</p> <p>Implement the CREC curriculum at the start of marking period three for grades 9 and 10. Perform mandatory embedded tasks for 11th graders, and implement the full CREC chemistry curriculum in 2019-20.</p> <p>At the District’s direction, administer a common unit assessment and report student performance. The assessment data will be used to inform instruction.</p> <p>Work closely with colleagues and administration to share strategies and improve teaching and learning.</p> <p>Be provided instructional support through District professional development.</p>	<p>Administrators will: Conduct walk-throughs and focus walks using a look-for tool to monitor implementation of three-dimensional teaching practices and adherence to the lesson and unit sequence specified in the Unit Pacing Guides.</p> <p>Participate in grade level science discussions.</p> <p>Teachers will: Analyze common unit test data to monitor student progress.</p>	<p>The District will provide all high school science teachers with a comprehensive NGSS-aligned instructional program.</p> <p>The District will provide all teachers with science professional development.</p>

GOAL 2 - CULTURE & CLIMATE: To foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

OBJECTIVE 2.1 : Promote student engagement, independence, and interdependence in learning and facilitate a positive learning community(*CCT Domain 1*)

Identified Needs <i>What evidence suggests the need for this goal?</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement.</i>	How will we monitor and provide evidence of implementation?	Professional Learning and Support Needed
	<p>Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. (<i>CCT Indicator 1a</i>)</p> <p>Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. (<i>CCT Indicator 1b</i>)</p> <p>Maximizing instructional time by effectively managing routines and transitions. (<i>CCT Indicator 1c</i>)</p> <p>Build relationships between colleagues</p> <p>Build relationships between staff and students</p> <p>Build relationships among staff, students and families</p>	<p>Academic Behavior Rubric (ABR)</p> <p>Instructional Data Team Protocol (Looking At Student Work - LASW Protocol)</p> <p>Advisory Lessons</p> <p>Examining Instruction through Classroom Observations</p> <p>Positive Behavior Interventions and Supports (PBIS) Initiatives</p> <p>Monitor discipline referrals</p> <p>Increase in staff attendance rate</p> <p>Increase in student attendance rate</p> <p>Increase in staff and student participation in school-wide activities</p> <p>Feedback gathered from staff and student climate surveys</p>	<p>Academic Behavior Rubric (ABR)</p> <p>Instructional Data Team (Looking At Student Work - LASW Protocol)</p> <p>Relationship building professional development activities to be implemented with staff and students</p>

GOAL 2 - CULTURE & CLIMATE: To foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

OBJECTIVE 2.2: On Track Status; Graduation Rate

Identified Needs: <i>What evidence suggests the need for this goal?</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation	Professional Learning and Support Needed
<p><u>On Track Status:</u> <i>(grade 9 students earning 5+ credits)</i> June 2018: 244/300 = 84.4% June 2017: 219/280 = 78%</p> <p><u>Graduation Rate:</u> *Class of 2018: 214/250 = 86% *Class of 2017: 226/255= 89% *prior to SDE</p>	<p>Continuation and support of the Recuperative Academy: This specialized program is for students identified as overage/under credited (Juniors with less than 10 credits and Seniors with less than 15 credits). The goal of the Recuperative Academy is to help students get back on track and /or graduate with their 4 year cohort through a blended learning model.</p> <p><u>Math and Literacy Interventionist:</u> Students will show growth in high school numeracy skills in alignment with the CT Common Core Standards. This specialist will conduct benchmark assessments, gather evidence from teachers and samples of student work and provide direct, targeted intervention with 11th grade students in numeracy and SAT preparation. The interventionist will use the data from the grade 10 PSAT scores to provide additional support and monitor the progress of students. In addition, the math interventionist will push into identified classes and support the teacher and students where there are a high number of at-risk students as measured by their academic performance scores.</p>	<p>Monitor student academic progress in data team meetings/academy meetings/ PowerSchool academic reports /progress reports and School Wide data team analysis of academic data by teacher, course and department each marking period.</p> <p>Advisory lesson on how to review report card, credits</p>	<p>Supports needed for implementation of teaching standards: Next Generation Science Standards (NGSS) CT Core Teaching Standards (CCT) Career and Technical Education Standards (CTE)</p> <p>College, Career and Civic Life Framework for Social Studies Standards (C3)</p>

GOAL 2 - CULTURE & CLIMATE: To foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

OBJECTIVE 2.3: Attendance

Identified Needs: <i>What evidence suggests the need for this goal?</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation	Professional Learning and Support Needed
<p><u>Chronic absentee Rate</u></p> <p>June 2018: 24.4%</p> <p>June 2017: 30.6%</p> <p>June 2016: 32 %</p>	<p>Implement with fidelity a comprehensive chronic absenteeism plan by adopting the three tiered intervention model.</p> <p>Continuation of attendance team (CAT) to proactively act upon chronic absenteeism data.</p> <p>Weekly meetings with attendance counselor and Principal</p> <p>Attendance Policy Implementation: Calls, letters, home visits, referral to support services when appropriate</p> <ol style="list-style-type: none"> 1. Focus on students attending school every day and on time a top priority. 2. Work with parents and community agencies to address barriers that keep students from attending school/class. 3. Develop action plan with parents and community agencies to address systemic barriers that may be causing large numbers of students to become chronically absent 4. Empower parents and families with workshops sponsored by community agencies via parent liaisons 	<p>Crosby Chronic Absenteeism Team (CAT) continues to collaborate with students/staff/families/community to improve climate in order to decrease the chronic absenteeism rate. The CAT will continue to meet weekly to monitor student attendance and effectively address the needs of all chronically absent and potentially chronically absent students.</p>	

GOAL 2 - CULTURE & CLIMATE: To foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

OBJECTIVE 2.4: Parent Engagement

Identified Needs: <i>What evidence suggests the need for this goal?</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation	Professional Learning and Support Needed
<p>Low past parent participation rate at school events</p>	<p>Revitalize and re-engage PTSA with school community</p> <p>Parent participation / election to School Governance Council</p> <p>Continue the Annual Walk for Success</p> <p>Continue the Annual College Acceptance Day</p> <p>Continue the Annual Hispanic Heritage and Black History Month Celebrations</p> <p>Continue the Annual College / STEM Fair</p> <p>Parent Liaison and staff to extend invitation to parents / families</p> <p>Plan school events during times convenient for families</p> <p>Provide translation services</p>	<p>Monitor Parent Feedback Survey</p> <p>Participation rate at school events (data collected through sign in sheets)</p> <p>Data from Parent Focus Groups</p>	<p>Governance council training modules</p> <p>Parent training modules with Parent Liaison</p>

GOAL 3: OPERATIONS: To create systems and processes that promote organizational efficiency and effectiveness

OBJECTIVE: Focus on teacher collaboration time / Looking at Student Work (LASW) Protocols / Department meeting collaboration time

Identified Needs: <i>What evidence suggests the need for this goal</i>	Adult Action Indicators <i>Identify adult actions that will impact student achievement</i>	How will we monitor and provide evidence of implementation	Professional Learning and Support Needed
<p>There is a need to ensure that Crosby has developed highly effective Instructional Data Teams and School Wide Data Teams with established protocols to support goals around:</p> <p>Academics, On Track Status Attendance and Relationships</p>	<p>All teachers (when permitted in the schedule) have weekly common planning time.</p> <p>Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight and/or exemplary protocols to ensure that common planning time is used effectively</p> <p>Focus of Department monthly meetings is teacher collaboration</p>	<p>Looking At Student Work Protocols (LASW)</p> <p>Instructional Data Teams Observation / Participation</p> <p>Evidence indicators of data teams; minutes, student academic performance on classroom and district assessments</p>	<p>Looking At Student Work Protocols (LASW)</p> <p>Instructional Data Teams (IDT) rubric</p> <p>Calibration of scoring using rubrics aligned to assessments</p>