

West Haven High School
Two-Year Report for the
New England Association of
Schools and Colleges
October 2009

Two-Year Progress Report of West Haven High School

October 1, 2009

Part I

Highlighted Recommendations

1. Develop a process to ensure that all decisions regarding policies, procedures, and programs are rooted in the school's mission and support the learning expectations.

Status: Completed

Response: West Haven High School is undergoing intensive district-wide professional development that is aimed at improving student achievement. School improvement is currently being addressed through research-based instruction, analysis of current data (state and common formative assessments), and other student performance data. All professional development is aligned to the following district improvement goals:

1. To increase math proficiency by a minimum of 10% in order to meet or increase AYP targets established by the CSDE for whole group and subgroups.
2. To increase reading and writing proficiency by a minimum of 10% in order to meet or increase AYP targets established by the Connecticut State Department of Education (CSDE) for whole group and all subgroups.
3. To actively engage parents of students in the educational process.
4. To meet the Annual Measurable Achievement Objective (AMAO) targets established by the CSDE for achievement in English proficiency

Through the Connecticut Accountability for Learning Initiative and Title I Development Initiative funding, West Haven High School has already begun to implement this district philosophy and shared vision in a comprehensive fashion, which encompasses the school's mission and supports the learning expectations. The following

policies, programs, and procedures have been put into effect since the NEASC Visit in 2007:

1. Beginning in December 2008, the West Haven Central Office committed significant time and resources to the Leadership and Learning Center to begin the process of prioritizing and unwrapping the curricula.
2. All math, science, English/language arts and social studies curricula were prioritized and unwrapped for September 1, 2009.
3. All teachers of those subject areas, K-12, have received Making Standards Work professional development by Larry Ainsworth from the Learning and Leadership Center.
4. Subsets (teacher groups) of the core-curriculum development teams have been trained in the development and use of common formative assessments. Common formative assessments (CFAs) have been put in place for all grades K-12 in all core subject areas, beginning in September 2009.
5. Subsets of the core curriculum groups are scheduled for CFA certification training in October 2009. The individuals from this training will be certified to train all school staff in the development of common formative assessments, as well as the use of data.
6. Parents have been participating in the professional development opportunities
7. A website development team was formed to better address the district vision and mission (which was adopted from West Haven High School's mission). Parents will have the opportunity to view the goals and curricula and provide input, as necessary.
8. All ELL teachers have gone through the CALI professional development sessions for English Language Learners and are beginning to receive more research based strategies and information in order to revise the program.

9. All special education and ELL staff, 9-12, have attended professional development through Angela Peery of the Leadership and Learning Center, regarding Powerful Strategies for Effective Teaching.
10. The Leadership and Learning Center was contracted to work with West Haven Public Schools throughout the 2009-2010 school year in the area of ETS (Effective Teaching Strategies professional development including site visits, modeling of instruction, classroom support, keynotes, and coaching) and Common Formative Assessment training with Larry Ainsworth.
11. The development and ongoing support of Student Assistance Teams and Data Driven Decision Making training and facilitation/support has been requested from ACES.

As well as the work on Prioritizing and Unwrapping the Standards, The current curriculum development includes: the mission statement, academic expectation for student performance, course descriptions, student expectations, prerequisites (if applicable), course philosophy, special needs, textbooks and teaching materials, assessment tools, technology integration, State of Connecticut Goals and Standards, curriculum of the course, sample rubrics and sample assessments. In order to achieve maximum student learning, the creation and implementation of curriculum has completely changed.

With the school's Mission Statement and Learning Expectations as a guide, the unwrapped curriculum based on CT State Standards is being implemented. Collaboration time was also built into the schedule for each teacher to ensure that all decisions regarding policies, procedures and programs are rooted in school's mission and support the learning expectations and are being put into practice in a similar manner to all students. This allows for all teachers to teach with vertically and horizontally aligned curricula with similar state standards, framework and State Grade Level Expectations, and ensures standardizing the procedure of examining the way our students learn at our school.

2. Ensure that all students, no matter the course or level, are involved in higher order thinking, skill development and application of knowledge.

Status: Completed

Response: Beginning in January 2009, all teachers in the school and district were trained using the Connecticut Accountability for Learning Initiative (CALI), including modules on Making Standards Work, Common Formative Assessments, and Differentiated Instruction. The district contracted with Larry Ainsworth from The Leadership and Learning Center to work with teachers through the 2009-2010 school year, in order to align the curricula to State Standards and to make instruction and assessment more meaningful. Through this process, a district curriculum template was constructed, in order to ensure consistent use of curricula throughout the district. Currently, all curricula are being revised and aligned to state standards, with the addition of Essential Questions and Big Ideas. At the same time, common assessments are being formed, which will provide a venue for data collection and analysis of student work. The new curricula will be piloted in the 2009-2010 school year, as will the use of common formative assessments. Formal collaboration time has been built into the school schedule, allowing for teachers to develop differentiated instruction techniques that will provide a rigorous academic program, as well as meet the needs of all students. This collaboration time will also be used to create, implement, and assess common assessment instruments. With the implementation of the new curriculum model, along with common formative assessments and training on differentiated instruction, challenging learning opportunities will be provided for all students in all curricular areas and at all academic levels.

Research on heterogeneous grouping patterns was analyzed by the school leadership team and beginning in the 2009-2010 school year, all tracking between student levels was eliminated in all subject areas and courses throughout the school, with the exception of English classes. Over the course of the next few years, leveling in English classes will be removed by student grade level, beginning with the Seniors one year, the Juniors the

next, and so on. This will ensure that all students are provided challenging and rigorous instruction. Additionally, all curricula are being revised and aligned to state standards, with Essential Questions and Big Ideas. Throughout this process, the incorporation of higher order thinking skills, Bloom's Taxonomy, has been embedded into the curricula documents. Freshman students who did not achieve goal on the Connecticut Mastery Test (CMT) will be provided with additional support in order to gain mastery of essential skills. These students will receive extra instruction in the content area that they need. With the incorporation of common formative assessments and their rubrics in all classrooms, all students will be given the opportunity to succeed and achieve the academic expectations. In addition, this will afford them the continuous opportunity to be reassessed until reaching proficiency, as needed.

Through the use of common formative assessments, which include rubrics based on the school-wide rubrics, detailed teacher feedback has been made available to students in order to increase their level of achievement. All teachers have been trained in the use of Essential Questions, Big Ideas, and Common Formative Assessments, which are aligned with the school-wide rubrics. The rubrics associated with the common formative assessments leave room for detailed teacher comments and student reflection. The common planning time that has been built into the 2009-2010 school calendar also allows for teachers to pull students out of study halls or lunch to discuss their strengths and areas of need.

3. Ensure a consistent teacher supervision and evaluation process that provides regular and meaningful feedback from supervisors to teachers to promote instructional improvement.

Status: Completed

Response: Each teacher at West Haven High School is placed on the district's evaluation cycle. Teachers new to the profession or to the building are placed on step NT1 (Non-Tenured 1) and progress to NT4 by their fourth year in the school. At that

time, they are placed on Level 3 of the Evaluation Cycle and continue to Level 1 two years later. Each teacher on Levels NT1 through NT 4 and Level 1 teachers are on full evaluation for the year. These teachers can be formally observed and evaluated up to five times throughout the school year. Teachers are given a choice to be evaluated by their Department Head or the administrator in charge of their department. Each teacher must fill out a Pre-Observation form before each observation, which includes their plans for the lesson, what they hope to accomplish, and how they plan on accomplishing their lesson. After the formal observation, the teacher is required to fill out a Post-Observation form, which asks them to reflect on the efficacy of their lesson and their plans for improvement. The evaluator will then meet with the teacher and discuss the information on the Post-Observation form, their assessment of the lesson, and any ideas for improvement for that teacher. The teacher may be asked to observe another master teacher, attend workshops, or reflect more on their lesson, after which another meeting may take place if needed.

Any teacher that is on Level 2 or Level 3 of the Evaluation Cycle is asked to complete a Special Project as their Goal for the year. These teachers meet with their evaluator periodically throughout the year to discuss the status of their special project and any needs they may have. By the end of the school year, these teachers are asked to show the product of their special project, either through a reflection or presentation.

Teachers new to the profession or to the building are also given a mentor through the Teacher Educator and Mentor program (TEAM), formerly known as the BEST program. The following outlines the plans for this program, which is beginning in the 2009-2010 school year.

Modules-

The TEAM program requires the completion of 5 modules in 2 years. The program requires Year 1 teachers to complete modules 1 and 2 during their first year of teaching and modules 3, 4, and 5 during their second year of teaching. For the 2009-2010 school year all Year 1 and Year 2 teachers will be completing modules 1 and 2. Each module will be assessed and reviewed by a district TEAM committee. Successful completion of all five modules will be required for eligibility for the provisional educator

certificate. For Year 2 teachers, during the 2009-2010 school year, successful completion of modules 1 and 2 will be required for eligibility for the provisional educator certificate.

Requirements for the beginning teacher-

1. The beginning teacher will meet with his/her mentor bi-weekly (2x a month) to discuss topics related to each of the modules and keep a log of the meeting dates, times, and topics discussed, using log sheets.
2. The beginning teacher will reflect on each topic inside of the modules through journal entries, log entries, or reflections. The entries will include what the teacher is incorporating inside of the classroom pertaining to each module and what is working or not working, with an emphasis on student learning.
3. The beginning teacher will attend mandatory monthly meetings with the building master mentor.

Requirements for the Mentor

1. Mentors will meet bi-weekly (2x a month) with the beginning teacher to discuss topics related to each of the modules and keep a log of the meeting dates, times, and topics discussed.
2. Mentors will observe the beginning teacher at least once a month (if possible) and discuss observation with teacher and ways to improve.
3. Mentors will encourage the beginning teacher to shadow, observe, and collaborate with them and other colleagues within their discipline.
4. Mentors will attend mandatory monthly meetings with the building master mentor.

Module 1 of the TEAM program is broken down into the following categories:

1. Student Discipline
 - a) Behavior intervention and discipline strategies
 - b) Challenging situations and/or students
 - c) School wide discipline policy

2. Student engagement
 - a) Room arrangement (classroom atmosphere)
 - b) Routines/transitions
 - c) IEP's
 - d) Creating a classroom community
3. Positive Behavioral Supports
 - a) Behavior modifications / strategies
 - b) Behavior contracts

Module 2 of the TEAM program is broken down into the following categories:

1. Focus on Backward Design
 - a) Essential Questions and Big Ideas
 - b) Long term learning goals and objectives
 - c) Data to inform planning
2. Unwrapping Standards and Making Standards Work
 - a) Priority GLE's (Grade Level Expectations)
 - b) Student interests and prior knowledge
3. Content and Disciplinary thinking
 - a) Differentiation- teaching strategies and learning styles
 - b) Curriculum and pacing guides
 - c) Rigor/ Important concepts

Department Heads and administrators conduct frequent walk-throughs on all teachers, regardless of their placement on the Evaluation Cycle. Department Heads check each teacher's lesson plans every week, focusing on assessment and correlation of each lesson to the curriculum and state standards. Department Heads are required to turn in a checklist of all lesson plans, walk-throughs, and formal observations conducted each week. Department Heads are also required to turn in to the school principal a written report of status of departmental collaboration each month.

4. Develop and implement a formal process to assess the achievement of the academic expectations for each student.

Status: Completed

Response: Beginning in January 2009, all teachers in the school were trained using the Connecticut Accountability for Learning Initiative (CALI), including modules on Making Standards Work, Common Formative Assessments, and Differentiated Instruction. Through this process, a district curriculum template was constructed, in order to ensure consistent use of curricula throughout the district. Currently, all curricula are being revised and aligned to state standards, with the addition of Essential Questions and Big Ideas. At the same time, common assessments are being formed, which will provide a venue for data collection and analysis of student work. The new curricula will be piloted in the 2009-2010 school year, as will the use of common formative assessments. All curricula and common formative assessments are driven by the academic expectations of West Haven High School.

West Haven High School created several school-wide rubrics. There are currently eleven school-wide rubrics in place. The rubrics assess writing for communication, persuasive writing, math, science, reading fiction, reading non-fiction, reading for comprehension, oral presentations, use of technology, research, and presentation skills. All the rubrics are four point rubrics with a score point of one identified as conditional performance, a point of two is considered competent performance, a point of three is proficient performance, and a point of four is advanced performance. After collaboration amongst faculty and staff, it was decided that a score point of two (competent) would be considered the targeted level of achievement. The rubrics have been edited so that the score point of two is clearly identifiable as the passing standard. This score point is highlighted on the new rubric and an explanation of the passing standard is provided.

All common formative assessments used by teachers include rubrics based on the school-wide rubrics and are commonly used in all classes. The common formative assessments drive instruction and assessment throughout all curricula at West Haven High School. Teachers in all departments meet formally in their content areas three to

four times weekly in order to collaborate on instruction and common formative assessments. Teachers also use this time to analyze data they have collected from these common formative assessments and to modify instruction and assessment as needed. A committee will be formed in the Fall of 2009 to review the school's academic expectations and revise them as necessary.

5. Ensure all teachers provide regular opportunities for student reflection and self-assessment.

Status: Completed

Response: A core group of teachers in each discipline were trained in April 2009 on the construction and use of Common Formative Assessments. These assessments are based on the Essential Questions and Big Ideas for each unit that teachers were trained on in the winter. These assessments are also aligned with the Connecticut State Standards. Each assessment contains questions where the students are given a rubric and must follow this rubric to get the grade they desire. Students are able to self-assess their learning using these rubrics. Students who do not perform to the expected level of achievement on the rubric are given extra instructional time by the teacher and another chance at completing the assignment or project correctly, after detailed feedback from the teacher.

Each core group of teachers completed the common formative assessments and "dipsticks" for the first two units of study of the school year. Dipsticks are short assessments given throughout a unit of instruction, which gauge the understanding and comprehension of each student, concerning the subject matter. If comprehension is not attained by the students, as analyzed by the dipsticks, the teacher will either provide extra instruction for the necessary students or modify their instructional techniques, in order to better student understanding of the topic. Students are also given a pre-assessment at the beginning of each unit of study, meant to determine prior student knowledge or misconceptions. The teacher will use the data analyzed from these pre-assessments to drive instruction in the classroom. Before the final summative assessment of each unit,

the teacher will again give the pre-assessment to the students as a review for the unit. Students will then be able to self-assess their growth and knowledge of the curriculum from beginning to end of each unit of study.

During the formal collaboration time that is built into the schedule, teachers will continue to formulate more assessments where the students are given the opportunity to self-assess and peer-assess their work. Teachers currently meet three times a week, during formal collaboration time, and are working on creating common formative assessments and dipsticks for the rest of the units in each curricula. Also, with the opportunity for more teacher collaboration, teachers are creating more alternative assessments that require students to self-assess their own work. As a result of the professional development opportunities given on Powerful Strategies for Effective Teaching, given by Dr. Angela Peery of The Leadership and Learning Center, and the curricula training, given by Larry Ainsworth of The Leadership and Learning Center, students have also been working more in collaborative groups in classes where they peer-assess each other's work.

6. Provide professional development to support meaningful assessment strategies including the use of school-wide rubrics.

Status: Completed

Response: After assessing the need for collaboration among teachers in order to discuss and modify instruction and assessment in the classroom, seven professional development days were added into the district calendar, for the 2009-2010 school year. On these days, students attend school on a half-day schedule while the teachers stay for a two-hour professional development workshop. This time will be used by department members to discuss content, analyze data from common assessments, and discuss student achievement. Teachers will also use this time to create common formative assessments based on the school-wide rubrics. Additionally, a mandatory full day of professional development was added for January 27, 2010. On this day, Doug Reeves from The Leadership and Learning Center will address the high school teachers concerning the

90/90/90 Study, which stresses that all students, regardless of their background, can learn and achieve success. He will also speak on teacher leadership, in and out of the classroom.

The refinement of the curriculum will be followed by other activities and workshops, such as: inclusion of school-wide rubrics, selection of the appropriate resources needed to compliment the curriculum, development of pacing guides, application of research based learning strategies, development of common formative assessments and the continuation of data driven decision making. The district has also contracted with The Leadership and Learning Center to have Dr. Angela Peery train teachers on Powerful Strategies for Effective Teaching (PSET). Throughout the year, Dr. Peery will conduct site visits at the high school, observing teachers and their instructional methods and providing timely and meaningful feedback in order to improve teaching and learning.

Beginning in January 2009, all teachers in the school and district were trained using the Connecticut Accountability for Learning Initiative (CALI), including modules on Making Standards Work, Common Formative Assessments, and Differentiated Instruction. The district contracted with Larry Ainsworth from The Leadership and Learning Center to work with teachers through the 2009-2010 school year, in order to align the curricula to State Standards and to make instruction and assessment more meaningful. Through this process, a district curriculum template was constructed, in order to ensure consistent use of curricula throughout the district. Currently, all curricula are being revised and aligned to state standards, with the addition of essential questions and big ideas. At the same time, common assessments are being formed, which will provide a venue for data collection and analysis of student work. The new curricula will be piloted in the 2009-2010 school year, as will the use of common formative assessments. Formal collaboration time has been built into the school schedule, allowing for teachers to develop differentiated instruction techniques that will provide a rigorous academic program, as well as meet the needs of all students. This collaboration time will also be used to create, implement, and assess common assessment instruments. With the implementation of the new curriculum model, along with common formative assessments and training on differentiated instruction, challenging learning opportunities will be

provided for all students in all curricular areas and at all academic levels.

This new curricula design procedure will allow regular and timely feedback regarding student attainment of knowledge. It will sanction teachers to amend instruction to better meet the diverse learning needs of the students. The ongoing collaboration opportunities built in to teacher schedules and the professional development opportunities available will present specific opportunities for teachers to implement good assessment strategies in order to achieve the school's academic expectations. This Professional Development commitment will systematically address the current curricular issues and offer a strategic plan and standard for necessary development and revision, which is an on-going occurrence, in particular through the built-in professional development days.

7. Develop a formal process to communicate individual student achievement of the academic expectations to students and their families.

Status: Completed

Response: The school-wide rubrics are located in the student handbook that each student receives during the first week of school. Each student also has to sign for the handbook once they have received it to attest that they understand they will be held accountable for all of the information inside of the handbook. When the handbooks are given to the students during opening day procedures, a teacher reviews certain areas of it with the students. West Haven High School has edited the first day procedures to highlight and focus on the school-wide rubrics. When reviewing with the students, teachers will explain the targeted level of achievement with the students and show them where that information is located on the school-wide rubrics. Teachers also regularly instruct students on the required targeted level of achievement when assessing student work and assignments in the classroom. In addition, the rubrics are posted on the school's website and are available for parents to peruse for understanding.

Moreover, the implementation of small learning communities, such as the Freshman Academy, allows common planning time for teachers to collaborate on student work and achievement of the school wide rubrics. All teachers meet three times a week

in their content area groups to discuss curriculum, instruction, and student achievement. This collaboration time, which has been built into the 2009-2010 school calendar, allows all teachers to have more time to meet with students to discuss their performance related to the school-wide rubrics. This time is also utilized for parent conferences to discuss student achievement and needs. Teachers also are able to use this time to e-mail and call parents regarding their student's progress.

Through the use of the Parent Portal in PowerSchool, explicit, detailed, real-time information on individual student progress in achieving school-wide academic expectations to students and their families is possible. School-wide and course-specific rubrics provide information about student progress and achievement of the school-wide academic expectations and include specific requirements for different assignments. The assessment data gathered from these rubric-based assessments are also published in newsletters and on the Parent Portal.

8. Undertake a study of the school's current grouping practices, including the research, which supports the fostering of heterogeneity, and report any changes to the school's leveling practices.

Status: Completed

Response: Beginning in the 2007-2008 school year, West Haven High School began a four-year process of phasing out homogenous grouping. In the past, core courses were offered in varying levels: Developmental, Basic, Academic, Honors, and in some cases, Advanced Placement. WHHS will continue to offer Honors and Advanced Placement courses, however, by the 2011-2012 school year, all other courses will be heterogeneously grouped.

A small group of teachers and administrators was formed to research the benefits of heterogeneous grouping. This group visited several other schools in the area that have done away with homogenous grouping. Based on their findings, the West Haven School system has decided to do the same. High-achieving learning environments generally do not track students and instead encourage heterogeneous grouping and assignment

strategies. According to Oakes and Lipton (1992), along with these new arrangements come inevitable changes in school structures and practices, which might include reconstructed curriculum and expanded instructional strategies that better accommodate the learning styles of a heterogeneous group of students. Some evidence suggests that high achievers gain from ability grouping at the expense of low achievers, but most studies find no such trend. Overall, the effects of ability grouping are near zero for students at all achievement levels (p. 69). Ability grouping is often ineffective even at the secondary level, where student differences may be considerable (p. 72). Oakes, J., & Lipton, M. (1992, February). Detracking schools: Early lessons from the Field. *Phi Delta Kappan*, 73(6), 448-54.

Each department has begun to gradually change to heterogeneous grouping. Beginning with the 2007-2008 school year, the Social Studies, Science, and Math departments stopped offering Developmental courses. Students who would normally be placed at this level (many of whom are special needs students) were placed in Basic level classes. An inclusion teacher was placed in the classes with students who required added support. As of the 2008-2009 school year, all Social Studies classes were completely heterogeneous. In the 2009-2010 school year, all Science classes also became 100% heterogeneously grouped. The Math and English departments will continue to homogeneously group students for the next two years. Math offers Academic, Honors, and Advanced Placement courses, however the only Basic course offered is a Basic Algebra II class. English offers Developmental courses in addition to Basic, Academic, Honors, and Advanced Placement courses, however, this grouping only applies to the classes of 2010 and 2011. Freshman and Sophomore students are heterogeneously grouped in all classes throughout the school.

In the fall of 2008, West Haven High School began its Freshmen Academy. All classes in the Freshmen Academy are heterogeneous. Honors classes are still offered for freshmen, but they are outside of the Academy. The class of 2012 will continue to be grouped heterogeneously throughout their four years in high school, as will all succeeding classes. The 2009-2010 school year is the first year that all sophomore classes are heterogeneous, with the exception of Honors and AP level courses, and

Developmental English courses. During the first year of the Freshmen Academy no courses were offered at the Developmental level. However, after review of students' DRP scores, it was determined that it was in the students' best interests to continue offering English classes at the Developmental level. Therefore, by the 2011-2012 school year, all courses in the Math, Science, and Social Studies departments will be grouped heterogeneously, except Honors and Advanced Placement courses. All English classes will be grouped heterogeneously by the 2011-2012 school year, except Developmental, Honors and Advanced Placement courses.

9. Develop and implement a formal, on-going program through which each student has an adult member of the school community, in addition to the guidance counselor, who personalizes each student's educational experience, knows the student well, and assists the student in achieving the expectations in the mission.

Status: Completed

Response: The WHHS Advisory Program was created in order to ensure that each student has the opportunity to create a meaningful bond with a faculty member. Also, the Advisory Program aimed to improve overall school climate. In the spring of 2007, members of the WHHS Faculty-Administrative Council (FAC) identified reoccurring problems and brainstormed ways to improve West Haven High School. A subcommittee of faculty members (known as the FAC Advisory Committee) was formed to research national and local Advisory Programs in hopes of implementing one at WHHS.

In the fall of 2007, members of the FAC Advisory Committee visited six schools throughout Connecticut to gather data about how Advisory Programs work best. This committee was made up of one Assistant Principal, the school's Provost, the Social Studies Department Head, two Math teachers, a Social Worker, and a School Psychologist, who visited the following high schools: Wolcott High School, North Haven High School, Bassick High School in Bridgeport, Branford High School, Cheshire High School, and Lyman Hall High School in Wallingford. Other members of the FAC

Advisory Committee included Principal Ronald Stancil, a School Psychologist, and a Science teacher. After each of the site visits, members of the FAC Advisory Committee met for debriefings and began formulating an Advisory Program that would work well at WHHS.

In the spring of 2008, some members of the FAC Advisory Committee made a PowerPoint presentation to the entire WHHS faculty explaining the rationale behind an Advisory program, national research that supports Advisory programs, the six site visits, and a specific proposal to start an Advisory program at WHHS. The proposal was for Advisory sessions to occur on 16 Wednesdays (roughly twice a month). Advisory sessions were to begin at 8:20 a.m. (directly after first period), last 24 minutes, and include a maximum of 15 students in each Advisory. Students were to be randomly assigned to a faculty member and to stay with that person for the rest of their time at WHHS. All space in the building was to be utilized including every classroom, all conference rooms, several faculty offices, both gymnasiums, the Library Media Center, and the cafeteria. The proposed Advisory schedule shaved three minutes from all eight periods thus creating a 24-minute Advisory session.

Concern arose over whether or not the WHHS Advisory Program would create an extra teaching period and thus violate the existing teacher contract. After some negotiation, an Advisory Program that replaced one period (on a rotating basis) was agreed upon. For example, on the first Advisory day, Period 1 would be replaced by the Advisory session. On the next Advisory day, Period 2 would be replaced by the Advisory, and so on. This would continue throughout the year, so that each period in an 8 period school day was to be missed only twice.

During the 2008-2009 school year, the implementation of the Advisory program went fairly smoothly. Because of snow days and CAPT and midterm and final exam concerns, there were only 14 Advisory sessions. Delivering lunches to students who missed their lunch period due to the Advisory schedule proved burdensome. Faculty and student surveys were done throughout the year and during the final Advisory at the end of May. Some teachers expressed concern that valuable class time was being missed due to the Advisory schedule. In the spring of 2009, teachers' union officials agreed to the originally proposed Advisory schedule for 2009-10 where three minutes will be shaved

from all eight periods thus creating a 24-minute Advisory session. Some students and faculty members expressed concern that the topics chosen for discussion were not grade appropriate and did not generate much discussion. Only a few teachers reported discipline or attendance problems. Many teachers felt that Advisory was working well and that a bond was being formed as teacher and students discussed various issues and got to know one another.

In 2008-09, Advisory topics included icebreakers such as a “Getting To Know You” activity, becoming familiar with the WHHS Activity Handbook, discussing academic integrity issues, discussing the dangers of Facebook-type websites, and competing in fun trivia contests. Teachers were also able to discuss the student’s progress in their classes and any issues they might have with their academic or social careers. The goal of each Advisory was to generate a meaningful discussion in hopes of forming a bond between the adult mentor and each student. Overall, the first year of the Advisory Program was successful, and plans for different Advisory activities for the 2009-2010 school year are currently being made by the FAC Advisory Committee.

10. Develop and implement a program to ensure adequate maintenance and replacement of equipment in order to provide timely upkeep of equipment and other issues which impact teaching and learning.

Status: Completed

Response: The Audio Visual Coordinator and the Library Media Specialist implement a guided system-level selection policy that embodies the philosophy and procedures set forth by the needs of the teachers through the curriculum. An accurate electronic inventory is continually updated for all equipment at WHHS. The AV Coordinator works cooperatively with administrators and teachers to provide equipment resources which when used adequately stimulate growth in thinking skills, and promote the overall educational program. The needs are addressed through an on-going survey process initiated by the Audio Visual Coordinator to the Department Heads and teachers.

Through constant communication, equipment needs are identified and budgeted. This ensures proper planning and handling of security and maintenance of all AV equipment. This ensures that new acquisitions are compatible with existing equipment and standardized as much as possible.

An accurate audio-visual plan was created with a plan of action with specific procedures for WHPS. The plan includes:

- 1) Exact procedures to procure any equipment utilization.
- 2) Justification of support and need for acquiring equipment and technological media
- 3) Cost-effective means and measures
- 4) Curriculum connection
- 5) Measurement and data collection of use of media

Based on the information received through the needs survey, the AV Coordinator works with the teachers to prepare a purchase order which includes a justification and purpose for the acquisition. The rationale for this practice and procedure is designed to assist the user in acquiring the appropriate AV equipment. The purchase order is electronically prepared and next sent to the building principal after which it is forwarded to the district administration office for review and processing.

The implementation of equipment use and technology in education focuses on enhancing opportunities for student growth and development of continuous learning skills. Through the use of equipment, media and technology, students can acquire and strengthen skills in reading, writing, listening, observing, organizing, and communicating ideas. The essential role of implementing audio-visual utilization and technology in education is to facilitate and ensure that the equipment will fulfill the function for which it is intended. Providing a learning atmosphere in which students and school personnel are provided a technologically enhanced educational environment for gaining and using knowledge to achieve notable potential will prepare them for beneficial skills in a high-tech world. To achieve this practice and procedure, media is promoted aggressively through teacher collaboration, curriculum infusion, staff development, equipment acquisition, technology support services, and on-going assessment. Properly used, equipment and technology will make students reach true potential and also help raise

academic achievement levels. Essentially, each student's learning experience must be connected to the real world. Properly implemented, equipment and technology will help students acquire the skills they need to survive in a highly technological knowledge-based society.

In order for students to retain the information from learning encounters, each endeavor in school must make that connection. With equipment and technology tools and a project-learning approach, students are more likely to stay engaged and on task and therefore reducing behavioral problems in the classroom. Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them with a realistic snapshot of what is to come in the workforce.

11. Provide adequate texts and materials to support teaching and learning.

Status: Completed

Response: West Haven High School has already begun to address this recommendation by acquiring an array of texts and materials to support teaching and learning. At West Haven High School, the Library Media Specialist is responsible for the inventory and distribution of technology to the staff. Their inventory includes – LCD projectors, VCRs, Televisions, DVD players, and Smart Boards.

Additionally, teachers and administrators have been provided with MacBook laptop computers. As the school is equipped with wireless Internet, teachers have access to the PowerSchool Grade Reporting System throughout the building and technological support through a private company, The Business Network Group (BNG). In turn, the district contracted IKON in order to establish a copying and finishing center. Staff can email or submit a written request for copies.

The Library Media Specialists have made a determined effort to supply print resources that match the curriculum for all reading levels appropriate for the school's diverse population. In December of 2008, the Library Media Specialists used this money to order 369 new print books and 11 eBooks for use by students with varying reading abilities. In addition, the Media Specialists met with the Freshmen Academy English

teachers and the Freshmen Academy Reading Specialist several times. Through these meetings, an electronic literature program, Tumblebooks Readers, is also being introduced for further reading and literature enhancement. In addition, the “Read180 Program” from the Scholastic company was purchased for \$37,000 with a \$3,000 hosting fee. The two reading specialists were provided a workshop from Scholastic before the start of school (2008-2009), followed by a follow-up workshop six weeks after implementation.

The Social Studies Department purchased 400 Global Studies textbooks at a total cost of \$32,000. Additionally, the department purchased 60 new U.S. History texts that cost \$5,000. Each year, the Social Studies department purchases an average of 50 used textbooks to replace lost books, at a cost of \$3,000, as well as a yearly subscription for 300 student copies of the periodical New York Times Upfront Magazine at a cost of \$2,400. Furthermore, eight LCD projectors, at a cost of \$600 each, were purchased in order to enable Social Studies teachers to use PowerPoint presentations in their classrooms.

The Science Department purchased the following texts for the 2009-2010 school year, in order to enhance teaching and learning: Marine Science textbooks: \$2,750, Physical Science textbooks: \$4,462.20, Biology Honors textbook: \$599.82, Biology Honors CDs: \$74.85, and 35 Chemistry textbooks \$4534.90. In turn, the department purchased \$5,911.29 worth of lab supplies across all content areas. The Science Department teaches out of thirteen classrooms in the building, each of which has an LCD projector, either mounted in the ceiling or on a portable cart. The Science Department also has the use of two SmartBoards which are shared between department members.

The English department purchased additional core reading books and additional supplemental reading books which were decided would be more relevant literature for all students: Great Expectations, Things Fall Apart, The Bluest Eye, The Hobbit, A Separate Peace, The Great Gatsby, 1984, Frankenstein, The Crucible, Hamlet, The Scarlet Letter, Wuthering Heights, Animal Farm, Of Mice and Men, The Things They Carried, Cyrano de Bergerac, 2001: A Space Odyssey, When I Was Puerto Rican, A Yellow Raft in Blue Water, Things Fall Apart, and An Introduction to Speech Communication. Moreover,

over 500 student agenda's were purchased and distributed to all ninth grade students to assist in student organization.

The Math Department purchased the following for the 2008-2009 school year:

- \$663.48 worth of new text books
- 1 – The Official SAT Teacher Guide
- 1-Problem Solving Strategies: Crossing the River With Dogs & Other Mathematical Adventures (student text and instructor's book)
- 90 – 6” safe-T Protractors
- 90 – Compasses
- 2 – Organizers for graphing calculators
- 3 – (Cartons of 12) AA Batteries for calculators
- 90 – TI84 Plus Calculators

The Math Department also purchased the following for the 2009-2010 school year:

- 100 – Master Math for SAT
- 160 – Algebra I Textbooks
- 6 – Algebra I Teacher Editions
- 90 – Essentials of High School Math
- 30 – TI34 Plus Calculators

Additional Texts and Materials Purchased:

- The World Language department purchased 12 Fast Track Phonics resources for \$214.80, Magnetic White Board for \$413.86, and \$1,000 of teaching supplies.
- The Business Department purchased 30 Cannon Calculators totaling \$299.40.
- The Technology Education Department purchased students edition textbooks and workbooks for \$719.48.
- School Supplies for teachers such as binders, folders, pens, pencils, highlighters, lined paper, colored paper, sharpies, dry erase markers, staplers, staples, paper clips, tape dispensers, tape, and assortment of other supplies totaling \$15,743.29
- Art Supplies totaling \$14,939.

12. Report the results of the facility audit, the Board's decision to address facility issues, and include the short-term and long-term plans to address science classrooms as well as other concerns in the facility.

Status: In Progress

Response: A dialogue began with the Board of Education concerning the building of a new school instead of renovating an old building, which would need more renovations in the future, in November of 2008. It was decided that a committee would be formed that would look into the validity of building a new high school, instead of renovating an old building. This committee met through December of 2008 and January of 2009. At the Board of Education Meeting on January 20, 2009, the BOE agreed to purchase services from the Division of School Construction of the Capitol Region Education Council (CREC) for the purposes of performing a facility audit of West Haven High School.

 This project involved a study of existing conditions of the current High School facility with a determination of deficiencies as identified through observations, interviews, and a review of existing plans and documents. The purpose of this study was to provide a comprehensive summary of conditions with options to improve. The Board of Education agreed to hire CREC for \$60,000 with the plan of getting a detailed report by June 30, 2009.

 The architectural firm Antinozzi and Associates was recommended by CREC and did the initial design. On April 20, 2009, a Special Informational Meeting of the Board of Education was held, in order to hear the results of the facility audit. After review, the architectural firm recommended the building of a new high school on the existing site, to be completed in three stages. Two portions of the existing building will be saved; the area that houses the auditorium and the area that houses the gymnasium and the pool. The ice skating rink will also remain where it is. The entire building in between would be new. The cost of the new building would be \$109,279,000. With a projected reimbursement rate of 75.36% from the State, the cost to West Haven taxpayers would be \$28,926,346.

 The old back of the building will become the new front of the building area. This is

the area most people see when they come for athletic events or come to the gymnasium. The new front of the school will have a strong architectural image and the gymnasium will also have a separate entrance for use when events occur. There will be three levels: ground, first, and second floor. There will be glass windows all around the building except in one portion behind the storage rooms. The main entrance will have a significant lobby and the new library will be at the heart of the building and evident to everyone who enters. Administration Offices will be to the right and to the left would be a stair and elevator and beyond that to the left will be Adult Ed. To the far left of the building would be the music department and all that area would be renovated. Lavatories will be placed there also and then classrooms. The service courtyard area will have the custodial area, boiler room, kitchen and new cafeteria. At the end of the corridor will be an entrance into the existing gymnasium. This entire building will be renovated also just like the auditorium side. The locker rooms will be renovated and include steam rooms and a wrestling and fitness room. This will be totally renovated primarily for athletic uses.

The next level will house student services: guidance, career center, and all of the staff who will help the students. Special Education, including ESL, will also be housed on this level along with a couple of new programs called facility management and the CAD Program, along with some offices and lavatories. The curriculum program for the juniors and seniors will be housed here: Math, English, World Language and the new wing will consist of all the Freshman Academy courses (four sections that comprise all of the freshman students in that one area). Then there is a stairway. The freshmen do not have to go into any areas that house sophomores, juniors, or seniors where they might feel uncomfortable.

The students will be organized so that they are properly supervised. There are ten stairwells in the current building, making supervision difficult. By reducing the number of stairwells to three, rather than ten, it will cut down a lot on the amount of space and will address some of the operational problems. The second floor plan will house the balance of the juniors and seniors and the Sophomore Academy, which is comprised of four sections like the Freshman Academy. This building would be constructed while students occupied the building. Construction is planned to begin on December 2, 2012

and finish in 2014.

This presentation was also given to City Council members in May of 2009. On June 22, 2009, the City Council approved the following motions:

1. The West Haven City Council authorized the West Haven Board of Education to apply to the CT Commissioner of Education for the grant needed for the proposed West Haven High School Building Project.
2. That the seven members of the Building Oversight Committee and seven West Haven residents and the West Haven High School principal will be established as the West Haven High School Building Committee
3. The West Haven City Council authorized the preparation of schematic drawings and the outline specifications for the proposed West Haven High School Building Project.
4. The West Haven City Council authorized the financing of the local share of the West Haven High School Building Project.

Immediately, the paperwork was sent to the state, in order to get the 75.36% reimbursement rate. Currently, the Board of Education is waiting to hear from the state regarding grant funding and approval.

Although this is the long-term plan, West Haven High School recognized that this did not solve the problem of the needed renovations of the existing science classrooms. When the Visiting Team came to the high school in the fall of 2007, three classrooms were being used as general science classrooms, which did not have running water or a gas supply. Science teachers, who had been teaching in these three rooms, had been coordinating among themselves and the rest of the teachers in the science department for the use of laboratory classrooms when they wanted to conduct a lab in class. After investigation by the Follow-Up Committee, it was found that no water or gas lines ran under these three rooms. It was decided that it would be ineffectual and extremely costly to run water and gas lines under these rooms.

Fortunately, there are three rooms on the second floor of the building with running water that were being used as math classrooms. It was determined that these three rooms would be turned over to the science department, in order that labs can be conducted in a room with a water source. The math department would take over the classrooms that were being used by the science department that did not have running water. This change went into affect at the beginning of the 2009-2010 school year, in order to not disrupt the teaching and learning that was occurring in these classrooms. Although these three rooms do not have a gas supply available, they will only be used by science classes where gas usage is not part of the curriculum.

The Visiting Team also recommended the renovation of six other science lab classrooms. These classrooms still have furniture, science equipment, and technology that dates back to the opening of the school in the 1960s. It was decided that these science rooms would not be completely renovated because of the long-term plan to build a new high school. However, needed repairs and renovations were completed over the Summer of 2009. In the Spring of 2009, a committee of teachers, administrators, custodians, and City Council members toured the science classrooms and noted needed repairs and maintenance, after speaking with the classroom teachers. All science classrooms were painted over the summer, as well as plumbing repairs and replacement of hardware on cabinets. All lab table bases and cabinets were painted black, giving the rooms a cleaner look and feel. Broken window shades and projector screens, broken cabinets, and lighting were all fixed by the beginning of the 2009-2010 school year. The Board of Education allocated \$15,000 for the repair and maintenance to science classrooms for the 2009-2010 school year, allowing for all needed repairs to be completed by the beginning of school.

13. Describe the steps taken to increase security in the building.

Status: Completed

Response: The City of West Haven is the recipient of a \$150,000 federal grant to help defray the cost of increasing security at its schools. West Haven High School received the largest portion of this grant money to address its security concerns. West Haven High School presently has 64 CCTV security cameras throughout the facility and grounds. The federal grant provided for 14 additional cameras increasing the number to 78 CCTV cameras around the building in strategic locations, in order to provide a safe environment for the school community. In addition, all 87 exterior doors are locked and entrance to the school is only permitted through three entrances: the main entrance at the front of the building, the pool entrance by the athletic department and the teachers' entrance across from the Ice Hockey Rink. After 7:30 AM, these entrances are all locked and entrance is only permitted through the use of a buzzer system, which is controlled by a security guard stationed in the Main Foyer of the school. Students late to school must sign in at the Security Desk, after being buzzed in the Main Entrance. Department Heads will then escort the late students to their first period class. Progressive discipline is followed for students in violation of the tardy policy. Students who are habitually late to school are given a warning, further infractions result in central detention after school, and further instances result in a "new" three-hour extended detention held on Wednesdays after school.

A new sign was purchased for the Main Entrance, instructing visitors that they must now buzz in and the door is unlocked by school personnel that are stationed at the security desk in the main hallway of the school. Once allowed entrance into the building, all visitors must sign in at the front desk and pass their identification through the Lobby Guard system. This system creates a visitor's ID badge, which includes a copy of their picture and name, and also checks for inclusion on any state and federal sex offender list. In turn, The West Haven Board of Education retained four security guards, two school resource officers, and an additional assistant principal, who work in collaboration with the administration, under the supervision of the Provost, to patrol the building. Moreover, new radios were purchased in order to increase communication.

Furthermore, all students and staff are required to wear identification badges on their upper torso. First period teachers are required to check each of their students in

order to ensure that they are wearing their ID. The names of students without IDs are emailed to the library media center, where the identification badges are created and delivered to the student during that class period.

Two-Year Progress Report of West Haven High School

October 1, 2009

Part II

Evaluation Report Recommendations

STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning

1. Formalize process for measurement of civic and social expectations.

Classification: In Progress

Response: Following the completion of the accreditation visit, the steering committee recognized the need to establish a group that could develop a process for measuring the school's civic and social expectations. A committee of teachers was formed in the Fall of 2008, with the goal of formalizing this process. At this time, this committee is still collecting data and creating benchmarks that will help to measure student progress in attaining the civic and social expectations. The goal of this committee is to show student attainment of civic and social expectations through school recognition or even graduation, in order to make it meaningful to the entire school community. The plan is to have this process formalized by the Spring of 2010.

2. Evaluate and compare year-to-year data to measure progress and growth in the meeting of civic and social expectations.

Classification: In Progress

Response: Although a formal process for measurement of the school's civic and social expectations is still in progress, a committee has been formed that is already collecting the data necessary to measure the progress and growth in meeting these expectations. Data collection includes number of suspensions, truancy, arrests, and expulsions to measure student demonstration of respect, student appreciation of diversity, and student attributes of honesty and integrity. An Academic Integrity Committee was formed, which included teachers and students, that formalized a process for dealing with

academic integrity issues. Data will be collected by this committee on the number of students who cheat or plagiarize in class and a formal review and appeal process has been formed. School counselors maintain individual portfolios that document the use of counseling services to make informed career choices. Club advisors measure student participation in clubs, activities, and community service. Also, as part of our Student Advisory Program, students are polled on their participation in clubs, activities, and community service. As discussed above, this committee is working on creating benchmarks that will help measure the school's civic and social expectations, which will be in place by the Spring of 2010.

3. Increase school-wide use of common assessments and data analysis to ensure the alignment of mission and expectations.

Classification: Completed

Response: Beginning in January 2009, core groups of teachers were trained in the Connecticut Accountability for Learning Initiative (CALI), including Making Standards Work and Common Formative Assessments. These teachers worked on rewriting the school curricula to ensure they were aligned to state standards and also aligned district-wide K-12. Beginning in May 2009, all teachers were sent for training concerning these modules. As of this time, every teacher in the school has been trained on these modules and have begun forming common formative assessments for all classes, which are being piloted in the 2009-2010 school year. Also, the master school schedule has been changed, allowing for daily teacher collaboration time. This time has been allocated in order for teachers to begin the process of data collection and analysis of these common formative assessments, which will drive teacher instruction and assessment.

4. Ensure regular review of the mission includes the analysis of data, including common assessments of the academic expectations.

Classification: Completed

Response: The mission statement is reviewed annually by the Mission and Expectations Committee, in order to review and revise the mission when necessary. In the Fall of 2008, this committee met and discussed the need for review and revision of the Mission in order to ensure this document accurately reflects the fundamental values and beliefs about student learning in the West Haven High School community. At that time, the committee, through the collection of data from common assessments, decided to keep the current mission statement, after surveying the rest of the school staff. It was decided that another review of the mission would begin in the Fall of 2009, which would incorporate all the new initiatives that the school is currently implementing. As common assessments continue to become an integral part of the West Haven High School instructional philosophy, more data will be gathered by this committee and reviewed.

5. Ensure that decisions regarding policies and programs are based on the mission and expectations for learning.

Classification: Completed

Response: Since the accreditation visit, many new policies and programs have been implemented at West Haven High School, driven by the mission and expectations for learning. An Advisory Program was created and built into the school schedule that allows for each student to have an adult member of the school community to personalize their educational experience. Please see Detailed Response #9 for more information on the school's Advisory Program. An Academic Integrity Committee was formed to foster an environment where students become independent, self-disciplined learners, and acquire attributes such as honesty, integrity, and intellectual curiosity. A new master school schedule was created for the 2009-2010 school year, which allocates formal collaboration time for all teachers to meet with their subject areas daily. Also, with the creation of the Freshman Academy, tracking between student levels has been eliminated in all subject areas and courses throughout the school, with the exception of English

classes. All of these policies and programs and more have been implemented based on the school's mission and expectations for learning. Please see Detailed Response #1 for a more complete description.

STANDARD FOR ACCREDITATION: Curriculum

1. Provide clear guidance to curriculum writers by employing a comprehensive template to ensure that all curriculum documents include specific opportunities for students to practice and achieve the school's academic expectations.

Classification: Completed

Response: All teachers in the school were trained using the Connecticut Accountability for Learning Initiative (CALI), including modules on Making Standards Work and Common Formative Assessments. Through this process, a district curriculum template was constructed, in order to ensure consistent use of curricula throughout the district. Currently, all curricula are being revised and aligned to state standards, with the addition of Essential Questions and Big Ideas. At the same time, common assessments are being formed, which will provide a venue for data collection and analysis of student work. Each common formative assessment contains questions, which need to be answered with the use of a rubric, which are based on the school-wide rubrics and the school's academic expectations.

2. Increase the level and availability of technology resources to support teaching and learning.

Classification: Completed

Response: The district hired a new technology firm, *Business Network Group*, to oversee the information technology (IT) support management system for the West Haven Schools. Since July 1, 2008, this change allowed an on-site network team in conjunction with an existing Board of Education support staff to drastically change the IT infrastructure and management. This team implemented an array of technological resources, including an on-line centralized Help Desk, a network equipment upgrade, workstation deployments, Wide Area Network Build, and a new exchange 2007 E-mail Server with Archiving. Also, at the beginning of the 2008-2009 school year, a business classroom was converted into a second computer lab, available for whole class use. This computer lab has 30 Internet connected computers, which has allowed more classes to integrate technology into class instruction. Additionally, each department was allocated two SmartBoards to be shared among department members, and teachers were trained in their use.

3. Maximize the availability and use of instructional and informational technology including existing computer labs for learning in all academic areas.

Classification: Completed

Response: At the time of the NEASC Committee's Visit, the Library Media Center (LMC) offered the only open computer lab with access and availability for entire class use. The LMC had thirty-one computers and was booked every day and every period. It was extremely difficult for teachers to book the LMC for timely class use and many classes were unable to avail themselves of this resource. In order to fix this problem, at the beginning of the 2008-2009 school year, a business classroom was converted into a second computer lab, available for whole class use. This new computer lab has thirty Internet connected computers, which has allowed more classes to integrate technology into class instruction. In addition, fifteen Internet connected computers were added to the main part of the Library for the overflow of students from the LMC Lab. Money was also allocated for each department to purchase SmartBoards and LCD Projectors.

4. Deliver cohesive professional development opportunities that support the implementation of the curriculum that responds to student achievement data.

Classification: Completed

Response: Beginning in January 2009, all teachers in the school were trained using the Connecticut Accountability for Learning Initiative (CALI), including modules on Making Standards Work and Common Formative Assessments. Through this process, a district curriculum template was constructed, in order to ensure consistent use of curricula throughout the district. Currently, all curricula are being revised and aligned to state standards, with the addition of Essential Questions and Big Ideas. At the same time, common assessments are being formed, which will provide a venue for data collection and analysis of student work. The new curricula are being piloted in the 2009-2010 school year, as is the use of common formative assessments. Formal collaboration time has been built into the school schedule, allowing for teachers to create, implement, and assess common assessment instruments.

5. Provide support for all students in achieving the academic expectations.

Classification: Completed

Response: Research on heterogeneous grouping patterns was analyzed by the school leadership team and beginning in the 2009-2010 school year, all tracking between student levels has been eliminated in all subject areas and courses throughout the school, with the exception of English classes. This ensures that all students are provided challenging and rigorous instruction. Also, freshman students who did not achieve goal on the Connecticut Mastery Test (CMT) are provided with additional support in order to gain mastery of essential skills. With the incorporation of common formative assessments and the use of rubrics in all classrooms, all students will be given the opportunity to succeed

and achieve the academic expectations. In addition, this will afford them the continuous opportunity to be reassessed until reaching proficiency, as needed.

6. Provide opportunities for all students to engage in higher order thinking, inquiry-based learning, and problem solving strategies in all courses and levels.

Classification: Completed

Response: Research on heterogeneous grouping patterns was analyzed by the school leadership team, and beginning in the 2009-2010 school year, all tracking between student levels has been eliminated in all subject areas and courses throughout the school, with the exception of English classes. This ensures that all students are provided challenging and rigorous instruction. Additionally, all curricula are being revised and aligned to state standards, with Essential Questions and Big Ideas. Throughout this process, the incorporation of higher order thinking skills, Bloom's Taxonomy, has been embedded into the curriculum documents. Teachers have made a concerted effort to include more inquiry-based learning and problem solving strategies in their daily instruction and assessment.

7. Increase opportunities in the curriculum for interdisciplinary learning, skill development, and application of knowledge.

Classification: Completed

Response: The incorporation of the Freshman Academy has afforded Ninth Grade teachers collaboration time within their content areas and their interdisciplinary team. During the 2008-2009 school year, these teachers met together four times a week: three times with their interdisciplinary team and one time with their content level team. In these team meetings, teachers are afforded the opportunity to make connections among the disciplines and create interdisciplinary assignments and lessons. These teams look for natural connections among disciplines, in order for students to glean an understanding

of the relationships between content areas. Beginning in the 2009-2010 school year, these teams will meet twice a week with their interdisciplinary team and twice a week with their content area team. As the curricula are revised throughout the district, natural connections within the disciplines are sought after. Additionally, formal collaboration time has been built into the new school schedule, in order for all teachers to continue this process. All teachers, outside of the Freshman Academy, meet three times a week in their content areas, in order to discuss student work and achievement, analyze data from common assessments, and discuss ways to include more interdisciplinary connections in their instruction.

8. Increase curriculum articulation in all programs among and between the high school and the two sending middle schools.

Classification: Completed

Response: Since January 2009, all teachers in the district have been trained on the Connecticut Accountability for Learning Initiative (CALI), including Making Standards Work and Common Formative Assessments. As the curricula have been revised, teachers from the high school have worked very closely with teachers from the two sending middle schools, in order to align the curriculum, not only to the state standards but also K-12. Teachers met and discussed content knowledge and grade level skills needed to advance to the next level. This process allowed teachers and school leaders to see the continuity of instruction from grade level to grade level. This helped to ensure that skills and content knowledge were not being excessively duplicated from grade to grade, but instead were being scaffolded, to provide a framework for student learning.

9. Ensure adequate levels of instructional supplies and technology to fully support each curriculum area.

Classification: Completed

Response: Despite significant budget constraints, the district has provided a new computer lab for whole class use, which is in addition to the computer lab in the LMC. At the beginning of the 2008-2009 school year, the Library Media Specialists were asked to poll the teachers as to the audio/visual equipment they needed in their classrooms. As a result of this, equipment was bought to fulfill the needs of the classroom teachers, without the teachers having to spend their own money. For example, every science classroom now has its own LCD projector for use by teachers and students, eliminating the need to share LCD projectors between teachers. Each department also has at least one or two SmartBoards to share among department members, with more to be ordered in the 2009-2010 school budget.

The Co-Chairs of the NEASC Follow-Up Committee met with the Superintendent and the District Business Manager in September 2008 to discuss more funding for the LMC. As a result of this meeting, the Superintendent agreed to allocate \$5,000 to the LMC in order to buy print materials that would meet the needs of the diverse student population. In December of 2008, the Library Media Specialists used this money to order 369 new print books and 11 eBooks for use by different students. In addition, one of the Media Specialists met with the Freshmen Academy English teachers and the Freshmen Academy Reading Specialist several times. Through these meetings, an electronic literature program, **Tumblebooks Readers**, was also introduced for further reading and literature enhancement. Please see Detailed Response #11 for a more complete description.

10. Complete the renovation of the remaining science labs to ensure equal opportunities for teaching and learning.

Classification: Completed

Response: When the Visiting Team came to the high school in the fall of 2007, three classrooms were being used as general science classrooms, which did not have running water or a gas supply. Science teachers in these three rooms had been coordinating among themselves and the rest of the teachers in the science department for the use of laboratory classrooms when they wanted to conduct a lab in class. After investigation by the Follow-Up Committee, it was found that no water or gas lines ran under these three rooms and it was decided that it would be ineffectual and extremely costly to address this problem.

Fortunately, there were three rooms on the second floor of the building with running water that were being used as math classrooms. It was determined that these three rooms would be turned over to the science department, in order that labs could be conducted in a room with a water source. This change went into effect at the beginning of the 2009-2010 school year. Although these three rooms do not have a gas supply available, they are being used by science classes where gas usage is not part of the curriculum.

The Visiting Team also recommended the renovation of six other science lab classrooms. These classrooms still have furniture, science equipment, and technology that dates back to the opening of the school in the 1960's. With the plans to build a new high school, complete renovations of these science rooms has been put on hold, since it was decided not to renovate rooms when a new school would be built. However, since the new building is not scheduled to begin construction until 2012, improvements to these science rooms were made over the summer of 2009. The Superintendent approved \$15,000 for the following improvements: painting the rooms, fixing broken cabinets, desks, and plumbing issues, replacing the furniture in one room with new lab tables and chairs, and replacing broken or missing window shades and overhead screens. Please see Detailed Response #12 for a more complete response.

STANDARD FOR ACCREDITATION: Instruction

1. Expand use of instructional strategies to develop higher order thinking skills and provide challenging learning opportunities for all students in all curricular areas and at all academic levels.

Classification: Completed

Response: Beginning in January 2009, all teachers in the school were trained using the Connecticut Accountability for Learning Initiative (CALI), including modules on Making Standards Work, Common Formative Assessments, and Differentiated Instruction. Through this process, a district curriculum template was constructed, in order to ensure consistent use of curricula throughout the district. Currently, all curricula are being revised and aligned to state standards, with the addition of Essential Questions and Big Ideas. At the same time, common formative assessments are being formed, which will provide a venue for data collection and analysis of student work. The new curricula are being piloted in the 2009-2010 school year, as is the use of common formative assessments. Formal collaboration time has been built into the school schedule, allowing for teachers to develop differentiated instruction techniques that will provide a rigorous academic program, as well as meet the needs of all students. This collaboration time will also be used to create, implement, and assess common assessment instruments. With the implementation of the new curriculum model, along with common formative assessments and training on differentiated instruction, challenging learning opportunities will be provided for all students in all curricular areas and at all academic levels.

2. Provide a formal, ongoing teacher collaboration process that includes teacher self-reflection and professional discourse to improve instructional strategies,

practices, and planning, and maximizing opportunities for interdisciplinary activities.

Classification: Completed

Response: Starting in the 2009-2010 school year, formal collaboration time has been built into the school master schedule. Freshman Academy teachers will meet four times a week, as they have been for the past year: twice a week in their content team and twice a week in their interdisciplinary team. The rest of the teachers in the school will meet three times a week in their content area groups. During this time, teachers will discuss their curriculum, common formative assessments, and instructional strategies. This will allow teachers to have professional discourse and maximize opportunities for interdisciplinary learning for all students.

3. Optimize the use of time to analyze student work and identify instructional strategies to improve student achievement.

Classification: Completed

Response: Starting in the 2009-2010 school year, formal collaboration time has been built into the school master schedule. Freshman Academy teachers will meet four times a week, as they have been for the past year: twice a week in their content team and twice a week in their interdisciplinary team. The rest of the teachers in the school will meet three times a week in their content area groups. During this time, teachers will discuss their curriculum, common formative assessments, and instructional strategies. This will allow teachers to have professional discourse and maximize opportunities for interdisciplinary learning for all students. In order to make sure that this time is correctly utilized, feedback forms will be completed weekly by the team leaders in order to monitor instructional growth and data analysis. Moreover, the department heads will take an active role in leading content area meetings.

4. Ensure a consistent teacher supervision and evaluation process that provides regular and meaningful feedback from supervisors to teachers to promote instructional improvement.

Classification: Completed

Response: See Detailed Response # 3.

5. Maximize the availability of current technology resources to improve access for all students and teachers.

Classification: Completed

Response: Despite significant budget constraints, the district has provided a new computer lab for whole class use, which is in addition to the computer lab in the LMC. At the beginning of the 2008-2009 school year, the Library Media Specialists were asked to poll the teachers as to the audio/visual equipment they needed in their classrooms. As a result of this, equipment was bought to fulfill the needs of the classroom teachers, without the teachers having to spend their own money. For example, every science classroom now has its own LCD projector for use by teachers and students, eliminating the need to share LCD projectors between teachers. Each department also has at least one or two SmartBoards to share among department members, with more to be ordered in the 2009-2010 school budget.

The Co-Chairs of the NEASC Follow-Up Committee met with the Superintendent and the District Business Manager in September 2008 to discuss more funding for the LMC. As a result of this meeting, the Superintendent agreed to allocate \$5,000 to the LMC in order to buy print materials that would meet the needs of the diverse student population. In December of 2008, the Library Media Specialists used this money to order 369 new print books and 11 eBooks for use by different students. In addition, one of the Media Specialists met with the Freshmen Academy English teachers and the Freshmen Academy Reading Specialist several times. Through these meetings, an electronic

literature program, **Tumblebooks Readers**, was also introduced for further reading and literature enhancement. Please see Detailed Response #11 for more information.

6. Implement a cohesive professional development plan for all faculty members to improve instructional strategies for effective teaching and learning.

Classification: Completed

Response: Beginning in January 2009, all teachers in the school were trained using the Connecticut Accountability for Learning Initiative (CALI), including modules on Making Standards Work, Common Formative Assessments, and Differentiated Instruction. Through this process, a district curriculum template was constructed, in order to ensure consistent use of curricula throughout the district. Currently, all curricula are being revised and aligned to state standards, with the addition of Essential Questions and Big Ideas. At the same time, common assessments are being formed, which will provide a venue for data collection and analysis of student work. The new curricula is being piloted in the 2009-2010 school year, as is the use of common formative assessments. Formal collaboration time has been built into the school schedule, allowing for teachers to develop differentiated instruction techniques that will provide a rigorous academic program, as well as meet the needs of all students. This collaboration time will also be used to create, implement, and assess common assessment instruments. With the implementation of the new curriculum model, along with common formative assessments and training on differentiated instruction, challenging learning opportunities will be provided for all students in all curricular areas and at all academic levels.

STANDARD FOR ACCREDITATION: Assessment of Student Learning

1. Formalize time for teacher collaboration on the design and analysis of common assessments, alternative assessments, and school-wide performance.

Classification: Completed

Response: Starting in the 2009-2010 school year, formal collaboration time has been built into the school master schedule. Freshman Academy teachers will meet four times a week, as they have been for the past year: twice a week in their content team and twice a week in their interdisciplinary team. The rest of the teachers in the school will meet three times a week in their content area groups. During this time, teachers will discuss their curriculum, common formative assessments, and instructional strategies. This will allow teachers to have professional discourse and maximize opportunities for interdisciplinary learning for all students. Teachers will focus their time on creating common assessments and analyzing the data from these assessments in order to modify their instructional and assessment techniques, which will lead to increased school-wide performance.

2. Develop protocols for collecting, analyzing, and reporting student achievement of civic and social expectations.

Classification: In Progress

Response: Following the completion of the accreditation visit, the steering committee recognized the need to establish a group that could develop a process for measuring the school's civic and social expectations. A committee of teachers was formed in the Fall of 2008, with the goal of formalizing this process. At this time, this committee is still collecting data and creating benchmarks that will help to measure student progress in attaining the civic and social expectations. The goal of this committee is to show student attainment of civic and social expectations through school recognition or even graduation, in order to make it meaningful to the entire school community. The plan is to have this process formalized by the Spring of 2010. Data collection includes number of suspensions, truancy, arrests, and expulsions to measure student demonstration of respect,

student appreciation of diversity, and student attributes of honesty and integrity. An Academic Integrity Committee was formed, which included teachers and students, that formalized a process for dealing with academic integrity issues. Data will be collected by this committee on the number of students who cheat or plagiarize in class and a formal review and appeal process has been formed. School counselors maintain individual portfolios that document the use of counseling services to make informed career choices. Club advisors measure student participation in clubs, activities, and community service. Also, as part of the Student Advisory Program, students are polled on their participation in clubs, activities, and community service. As discussed above, this committee is working on creating benchmarks that will help measure the schools' civic and social expectations, which will be in place by the Spring of 2010.

3. Clearly communicate relevant academic expectations for each learning activity.

Classification: Completed

Response: With the implementation of the new curriculum model (CALI), relevant academic expectations are clearly delineated for each learning activity on the rubrics used for common formative assessments. During the common collaboration time, which is built into the schedule, teachers are able to analyze and evaluate the data produced from these rubrics, in order to modify instruction to meet student needs.

4. Clearly delineate levels of achievement on rubrics establishing minimums of success.

Classification: Completed

Response: West Haven High School created several school-wide rubrics. There are currently eleven school-wide rubrics in place. The rubrics assess writing for communication, persuasive writing, math, science, reading fiction, reading non-fiction, reading for comprehension, oral presentations, use of technology, research, and presentation skills. All the rubrics are four point rubrics with a score point of one identified as conditional performance, a point of two is considered competent performance, a point of three is proficient performance, and a point of four is advanced performance. After collaboration amongst faculty and staff, it was decided that a score point of two (competent) would be considered the targeted level of achievement. The rubrics have been edited so that the score point of two is clearly identifiable as the passing standard. This score point is highlighted on the new rubric and an explanation of the passing standard is provided.

5. Ensure regular communication of individual student achievement of the academic expectations in the mission based on the use of school-wide rubrics to students and their families.

Classification: Completed

Response: The school-wide rubrics are located in the student handbook that each student receives during the first week of school. Each student also has to sign for the handbook once they have received it to attest that they understand they will be held accountable for all of the information inside of the handbook. When the handbooks are given to the students during opening day procedures, a teacher reviews certain areas of it with the students. West Haven High School has edited the first day procedures to highlight and focus on the school-wide rubrics. When reviewing with the students, teachers will explain the targeted level of achievement with the students and show them where that information is located on the school-wide rubrics. In addition, the rubrics are posted on the school's website and are available for parents to peruse for understanding.

Moreover, the implementation of small learning communities, such as the Freshman Academy, allows common planning time for teachers to collaborate on student work and achievement of the school wide rubrics. This collaboration time, which was built into the 2009-2010 school calendar for all teachers, allows all teachers to have more time to meet with students to discuss their performance related to the school-wide rubrics. This time will also be utilized for parent conferences to discuss student achievement and needs.

6. Provide detailed teacher feedback to students to effectively communicate specific strengths and potential areas of need.

Classification: Completed

Response: Through the use of common formative assessments, which include rubrics based on the school-wide rubrics, detailed teacher feedback has been made available to students in order to increase their level of achievement. All teachers have been trained in the use of Essential Questions, Big Ideas, and Common Formative Assessments, which are aligned with the school-wide rubrics. The rubrics associated with the common formative assessments leave room for detailed teacher comments and student reflection. The common planning time that has been built into the 2009-2010 school calendar also allows for teachers to pull students out of study halls or lunch to discuss their strengths and areas of need. Also, a new course began in the 2009-2010 school year, which targets freshmen who did not meet goal on the Connecticut Mastery Test (CMT). These students receive extra instruction in the content area that they need.

7. Formalize school-wide professional development to support meaningful assessment strategies.

Classification: Completed

Response: Beginning in January 2009, all teachers in the school were trained using the Connecticut Accountability for Learning Initiative (CALI), including modules on Making Standards Work, Common Formative Assessments, and Differentiated Instruction. Through this process, a district curriculum template was constructed, in order to ensure consistent use of curricula throughout the district. Currently, all curricula are being revised and aligned to state standards, with the addition of Essential Questions and Big Ideas. At the same time, common assessments are being formed, which will provide a venue for data collection and analysis of student work. The new curricula is being piloted in the 2009-2010 school year, as is the use of common formative assessments. Formal collaboration time has been built into the school schedule, allowing for teachers to develop differentiated instruction techniques that will provide a rigorous academic program, as well as meet the needs of all students. This collaboration time will also be used to create, implement, and assess common assessment instruments. With the implementation of the new curriculum model, along with common formative assessments and training on differentiated instruction, challenging learning opportunities will be provided for all students in all curricular areas and at all academic levels.

8. Increase opportunities for student self-assessment and peer assessment.

Classification: Completed

Response: A core group of teachers in each discipline were trained in April 2009 on the construction and use of Common Formative Assessments. These assessments are based on the Essential Questions and Big Ideas for each unit that teachers were trained on in the winter. These assessments are also aligned with the Connecticut State Standards. Each assessment contains questions where the students are given a rubric and must follow this rubric to get the grade they want. Students are able to self-assess their learning using these rubrics. Each core group of teachers created the assessments for the first two units of study of the school year. During the formal collaboration time that is

built into the schedule for next year, teachers will continue to formulate more assessments where the students are given the opportunity to self-assess and peer-assess their work. Also, with the opportunity for more teacher collaboration, teachers are creating more alternative assessments that require students to self-assess their own work. Students have also been working more in collaborative groups in classes where they peer-assess each other's work. Please see Detailed Response #5 for more information.

STANDARD FOR ACCREDITATION: Leadership and Organization

1. Advocate aggressively to secure the funds required for curricular and co-curricular programs that support teaching and learning initiatives.

Classification: Completed

Response: Due to the work of our new Assistant Superintendent, Dr. Anne Druzolowski, West Haven was able to secure a grant to pay for the entire district to be trained using the CALI module. The district-wide professional development plan begins with its cornerstone --- revision and creation of curriculum for and with classroom teachers K - 12, thus ensuring an articulation across grade levels which definitely impact teaching and learning in the high school classroom. The professional development plan continues into this coming school year and includes ongoing sessions relative to the development of common formative assessments, data driven decision-making and utilizing research based instructional strategies to improve student achievement. A variety of funding sources are being used to move the district wide agenda: Title I AARA funding, IDEA AARA funding, and state funded resources for the Connecticut Accountability and Learning Initiative (CALI). Area Cooperative Educational Service Center (ACES), the regional educational support system, is the resource which provides some of the school's professional development. Additionally, the Dr. Douglas Reeve's Leading and Learning Center is part of the three-year plan to provide training and ongoing and onsite support to all of the schools in the district. All teachers were trained on Making Standards Work, Differentiated Instruction, and Common Formative

Assessments. All curricula are being re-written district-wide, in order to align with the state standards and to prioritize instruction. As the curricula have been revised, teachers from the high school have worked very closely with teachers from the two sending middle schools, in order to align the curriculum, not only to the state standards but K-12. Teachers met and discussed content knowledge and grade level skills needed to advance to the next level. This process allowed teachers and school leaders to see the continuity of instruction from grade level to grade level. This helped to ensure that skills and content knowledge were not being excessively duplicated from grade to grade, but instead were being scaffolded, to provide a framework for student learning. Time has been built into the high school master schedule for the 2009-2010 school year, giving teachers the opportunity to meet collaboratively within their content groups three times a week. This will allow teachers the time to discuss curriculum, instruction, and assessment, while also analyzing data from common formative assessments.

2. Clearly define the roles of the administrative team as instructional leaders of the building.

Classification: In Progress

Response: In July 2009, Pamela B.Gardner, who had spent the last six years as an assistant principal at Frank Scott Bunnell High School in Stratford became the new principal of West Haven High School. Mrs. Gardner sees the need to clearly delineate the roles of the administrative team, however she is in the process of evaluating each administrator and their responsibilities in the school. Once the school year begins and staffing concerns settle down, she will sit down with the administrators and define their positions and responsibilities so that all administrators share in the leadership of the school.

3. Examine class groupings for emphasis on academic rigor and critical thinking as expressed in the school's mission.

Classification: Completed

Response: At the time of the Accreditation Visit, West Haven High School was implementing an inclusion model of teaching, where students were homogeneously grouped according to ability level. Courses were offered through multiple levels of instruction: basic, academic, honors, and advanced placement. Over the course of the past two years, leveling of students has been phased out in all subject areas, except for English courses. Honors and Advanced Placement courses are still offered, however, the rest of the students in the school are grouped heterogeneously. Although leveling is still occurring in the English Department, there is a plan to phase out this practice over the next two years, starting with the Senior English courses, continuing to the Junior classes the following year, and so on. Teachers have been trained on Differentiated Instruction, although more training is required, especially for new hires. Special Education students will be spread throughout these courses, as much as possible, and will be visited a few times a week by a Special Education teacher in each course. Due to the district-wide curriculum initiative, all curricula are being rewritten at West Haven High School. Once the curricula are aligned with the state standards, prioritized, and common formative assessments are put in place, student achievement will rise. Through the formal collaboration time, teachers will be able to meet on a regular basis to discuss their instruction and assessment techniques, which will lead to higher expectations for students in all areas. All students will be taught at a higher level, using Essential Questions and Big Ideas, which will increase academic rigor and critical thinking skills.

4. Optimize available time to promote professional collaboration to enhance teaching and learning.

Classification: Completed

Response: Formal collaboration time has been built into the school schedule, allowing for teachers to develop differentiated instruction techniques that will provide a rigorous academic program, as well as meet the needs of all students. This collaboration time will also be used to create, implement, and assess common assessment instruments. With the implementation of the new curriculum model, along with common formative assessments and training on differentiated instruction, challenging learning opportunities will be provided for all students in all curricular areas and at all academic levels. During the 2008-2009 school year, Freshman Academy teachers met collaboratively four times a week—one time within their content team and three times within their interdisciplinary team. Teachers decided they needed to spend more time working together in their content teams for the following year. During the 2009-2010 school year, this has been changed so that the Academy teachers meet twice a week with their content teams and twice a week with their interdisciplinary teams. Sophomore teachers meet three times a week within their content teams, as do junior, senior, and elective courses.

5. Increase formal opportunities for students, teachers, and parents to provide input in the decision-making process.

Classification: In Progress

Response: At the time of the Accreditation Visit, a majority of students and faculty members reported that they did not have a say in important decisions regarding the high school. In response to this, a Faculty-Administrative Council was convened, made up of interested teachers and school administrators. The purpose of this committee was to meet and discuss issues in the school, which needed improvement. Due to this committee, the school's Advisory Program was created and implemented in the 2008-2009 school year, in which each student was given a faculty advisor who personalized each student's educational experience. Mrs. Gardner, the new high school principal, who began her tenure at West Haven High School in July 2009, is also working on a plan to create a new

School Advisory Committee. This committee will consist of at least one teacher from each department, three to four parents, and three to four students. They will meet monthly to discuss issues and concerns that occur at the high school. This committee will begin to meet by October of the 2009-2010 school year. Additionally, the school has kept its practice of electing two to three students per year to the Board of Education. These student representatives attend Board Meetings and speak at the meetings on concerns at the high school as well as informing the community of upcoming activities and awards for student achievement.

6. Allocate time for teachers in the ELL program to meet together as a team.

Classification: Completed

Response: Beginning in the 2008-2009 school year, the ELL teachers were given a daily common planning time. During this time, these teachers review their student caseloads by looking at the Quick Lookups for grades on PowerSchool, student attendance, and log entries on behavior. They also go over the curricula of the classes their students are in so that they can match what they are doing in the ESL classes with what is going on in the core classes of their students. They also track graduation progress, contact parents and other teachers as needed in order to make sure that the ESL and ELL students are receiving the proper services. The ELL Inclusion teacher is also given time to meet with her subject teachers on a weekly basis in order to discuss and modify instruction and assessment.

7. Implement creative options that will reduce class size and alleviate excessive student loads.

Classification: Completed

Response: During the 2008-2009 school year, class size was first reduced in classes in the Freshman Academy. Each of these classes held an average of nineteen to twenty students. Starting with the 2009-2010 school year, a concerted effort was made by Department Heads and administrators during the planning and scheduling of students into their courses, so that class size would be reduced in the rest of the classes in the school/. Due to the elimination of a team of teachers at May V. Carrigan Middle School at the end of the 2008-2009 school year, each subject area gained an extra teacher at the high school. Also, the closing of Stiles Alternative Learning Center brought another teacher to each subject area. The Department Heads and school administration worked diligently to create a schedule that would lower class size to no more than twenty-four students per class. Due to the addition of two extra teachers per subject area, classes were scheduled to keep class size as low as possible.

8. Develop and implement a personalization program that supports student achievement of the school's academic, social, and civic expectations.

Classification: Completed

Response: See highlighted recommendation #9.

9. Provide professional development that supports collaboration, allows for effective examination of student data and results, and enhances the school's instruction, assessment, and curriculum development.

Classification: Completed

Response: Beginning in January 2009, core groups of teachers were trained in the Connecticut Accountability for Learning Initiative (CALI), including Making Standards Work and Common Formative Assessments. These teachers worked on rewriting the school curricula to ensure they were aligned to state standards and also aligned district-wide K-12. Each curriculum includes Big Ideas and Essential Questions, which drive instruction. Beginning in May 2009, all teachers were sent for training concerning these modules. As of this time, every teacher in the school has been trained on these modules and has begun forming common formative assessments for all classes, which are being piloted in the 2009-2010 school year. Also, the master school schedule has been changed, allowing for daily teacher collaboration time. This time has been allocated in order for teachers to begin the process of data collection and analysis of these common formative assessments, which will drive teacher instruction and assessment.

STANDARD FOR ACCREDITATION: School Resources for Learning

1. Allocate resources, programs, and student support services to enhance teaching and learning and ensure equitable opportunities for all students.

Classification: Completed

Response: Since the NEASC Accreditation Visit in 2007, the school counseling program has acquired and implemented a new software program, NAVIANCE, which is available to all students. The program consists of an array of topics that foster student development throughout their high school career and beyond. Students can examine different college choices, career opportunities, SAT and ACT registration, financial aid opportunities, and self-discovery. The Career Resource Center, which was previously located in an obscure corner of the school building, has been moved to a more centralized location across from the cafeteria, affording equal access to all interested students. At the time of the NEASC Committee's Visit, the Library Media Center (LMC) offered the only open computer lab with access and availability for entire class use. The LMC had thirty-one computers and was booked every day and every period. It was extremely difficult for teachers to book the LMC for timely class use and many classes were unable to avail themselves of this resource. In order to fix this problem, at the beginning of the 2008-2009 school year, a business classroom was converted into a second computer lab, available for whole class use. This new computer lab has thirty Internet connected computers, which has allowed more classes to integrate technology into class instruction. In addition, fifteen Internet connected computers were added to the main part of the Library for the overflow of students from the LMC Lab. Money was also allocated for each department to purchase SmartBoards and LCD Projectors. Beginning in the 2009-2010 school year, a Student Assistance Team will be created, consisting of administrators, teachers, school counseling personnel, and the school resource officer. The purpose of this initiative will be to proactively address challenges within students' lives in order to provide the needed assistance or individualized attention to each student in need.

2. Regularly evaluate the delivery of student support programs and services.

Classification: Completed

Response: Progress of special education students is reviewed, monitored, and evaluated per a student's IEP (Individualized Education Program) quarterly, by the teaching staff and/or ancillary staff depending on services received. Each student's case manager is required to meet with the students on their case-load monthly. Depending on this evaluation, modifications and adjustments to the services rendered to each student is made. School psychologists and social workers are met with monthly by the Assistant Director of Pupil Services to discuss the effectiveness of their services, needs, and professional development. School psychologists and social workers are also required to keep a daily log of their student meetings, which is reviewed weekly. The Assistant Director of Pupil Services completed an extensive statistical analysis of inclusion practices, including instruction, which resulted in a greater offering of the number of inclusion classes, thus reducing the number of total special education students in any given classroom. In addition to the redistribution of students, teachers were also reassigned to a broader offering of classes, thus reducing the size of inclusion classes.

3. Update the policies that currently govern the accessibility and use of the library media center.

Classification: Completed

Response: At the time of the NEASC Committee's Visit, the Library Media Center (LMC) was the only open computer lab with access and availability for entire class use. The LMC had 31 computers and was booked every day and every period. It was extremely difficult for teachers to book the LMC for class use and many classes were unable to avail themselves of this resource. In order to fix this problem, at the beginning of the 2008-2009 school year, a business classroom was converted into a second computer lab, available for whole class use. This new computer lab has 30 computers and is staffed full-time, which has allowed more classes to integrate technology into class instruction.

4. Establish a formal pre-referral process for the identification of students with special needs.

Classification: In Progress

Response: In September 2009, training will commence for a Student Support Team, which will be composed of teachers, school psychologists, social workers, school counselors, nurses and school administrators. This team will be trained to begin a process to early identify students most at risk. The process will be developed so that teachers will bring students to the table to provide consultation and interventions prior to referral. Professional development has been set up and Area Cooperative Educational Services (ACES) will be conducting this for the team.

5. Reestablish the student assistance center to address the myriad needs of the school's diverse population.

Classification: In Progress

Response: Beginning in the 2009-2010 school year, a Student Assistance Team will be created, consisting of administrators, teachers, school counseling personnel, and nurses. The purpose of this initiative will be to proactively address challenges within students' lives in order to provide the needed assistance or individualized attention to each student in need. Teachers and school staff will be able to refer students who they think need assistance to this program, in order to construct a plan to help the student address any problems or concerns that interfere with their educational or psychological well-being. Training in the use of this program and for the Assistance Team will take place in the Fall of 2009. This training will be facilitated on an on-going basis through ACES

6. Enhance the LMC facilities including print and on-line resources and technology to fully support the implementation of curriculum and instruction.

Classification: Completed

Response: The library media specialists have made a determined effort to supply print resources that match the curriculum for all reading levels appropriate for the school's diverse population. However, wide variety of reading levels and budget constraints made it a challenge to continually supply resources that would provide maximum learning experiences for all students and meet suggested curriculum needs. The Co-Chairs of the NEASC Follow-Up Committee met with the Superintendent and the District Business Manager in September 2008 to discuss this problem. As a result of this meeting, the Superintendent agreed to allocate \$5,000 to the LMC in order to buy print materials that would meet the needs of the diverse student population. In December of 2008, the library media specialists used this money to order 369 new print books and 11 eBooks for use by different students. The library media specialists also are in charge of all audio/visual purchasing and through their budget provide classroom teachers with hardware, such as VCRs, LCD projectors, and CD players. As a result of a shortage of audio/visual hardware in all departments, many teachers had purchased their own equipment and projectors. At the beginning of the 2008-2009 school year, the library media specialists were asked to poll the teachers as to the audio/visual equipment they needed in their classrooms. As a result of this, equipment was bought to fulfill the needs of the classroom teachers, without the teachers having to spend their own money. For example, every science classroom now has its own LCD projector for use by teachers and students, eliminating the need to share LCD projectors between teachers. Each department also has at least one or two SmartBoards to share among department members, with more to be ordered in the 2009-2010 school budget.

7. Provide school-wide access to the library's online catalog.

Classification: Completed

Response: The LMC had an online catalog available to all staff members and students at all times. Unfortunately, this online catalog was not networked and was available on only four aging computers in the LMC. In October of 2008, this online catalog was fully networked and is now available to all staff and students on all accessible computers.

STANDARD FOR ACCREDITATION: Community Resources for Learning

1. Inform the community about the funding needs of the school to raise awareness of the limits placed on teaching and learning by current funding levels.

Classification: Completed

Response: In November of 2008, the Co-Chairs of the NEASC Follow-Up Committee presented the funding needs of the high school to the Board of Education and the Superintendent, in order to comply with the NEASC Commission's recommendations. The funding necessary to complete the renovations of the science laboratories and the library media center were thoroughly presented and discussed at this meeting. A dialogue then began between the Superintendent and the Board of Education members concerning the idea of building a new school. A committee was formed to look into the matter and it was decided on January 20, 2009, to hire the Capitol Region Education Council (CREC) in order to commission a needs assessment of the high school. In May 2009, CREC reported their findings to the BOE and advised that a new high school should be built on the existing site. The cost of the project is estimated at \$111 million. With expected reimbursements from the state of 75%, the cost to the taxpayers of West Haven would be around \$28 million. A public forum was held in June 2009 before the City Council decided to approve the building of the new high school. Currently, the Board of Education is applying for state reimbursement and is waiting for a response from the state to determine the actual cost of the project. Every step of this

process has been documented in the media for the community to see. There have been articles in the New Haven Register and the West Haven Voice concerning the funding issues of the high school. Any member of the community is welcome to attend the Board of Education and City Council meetings, where these issues feature prominently on the agenda.

2. Immediately increase the efforts to ensure the consistent upkeep and cleanliness of the building, especially the bathrooms.

Classification: Completed

Response: West Haven High School has implemented many different initiatives in order to address the issue of building cleanliness. The Superintendent has taken special interest in this project. This has resulted in more attention being given to the school in general, and much more attention given to building cleanliness. To ensure accountability for the custodial staff, a new protocol was implemented in January 2008, which included the school's Provost being placed in charge of ensuring that the custodians clean the building adequately every evening. Custodians are observed and their work is reviewed on a more frequent basis. The Provost conducts daily morning walk-throughs throughout the building to ensure that the night custodians cleaned the building satisfactorily. Special attention is given to the inspection of the bathrooms. In addition, there has been an extra custodian placed on the night shift for five hours a night to assist in maintaining building cleanliness, while focusing attention on the bathrooms and the stairwells. Bathrooms are monitored closely throughout the day by staff and maintenance issues are reported promptly, resulting in quicker attention when needed. At the end of the day, the day custodians check the bathrooms to see if there are any severe maintenance issues, which are then reported to the Provost. Teachers and staff also monitor the cafeteria in order to restrict students from leaving with any food or beverages.

3. Provide funding for the completion of the science lab renovations.

Classification: Completed

Response: When the Visiting Team came to the high school in the fall of 2007, three classrooms were being used as general science classrooms, which did not have running water or a gas supply. Science teachers in these three rooms had been coordinating among themselves and the rest of the teachers in the science department for the use of laboratory classrooms when they wanted to conduct a lab in class. After investigation by the Follow-Up Committee, it was found that no water or gas lines ran under these three rooms and it was decided that it would be ineffectual and extremely costly to address this problem.

Fortunately, there are three rooms on the second floor of the building with running water that are currently being used as math classrooms. It was determined that these three rooms would be turned over to the science department, in order that labs can be conducted in a room with a water source. This change went into effect at the beginning of the 2009-2010 school year. Although these three rooms do not have a gas supply available, they will be used by science classes where gas usage is not part of the curriculum.

The Visiting Team also recommended the renovation of six other science lab classrooms. These classrooms still have furniture, science equipment, and technology that dates back to the opening of the school in the 1960's. With the plans to build a new high school, complete renovations of these science rooms has been put on hold, since it was decided not to renovate rooms when a new school would be built. However, since the new building is not scheduled to begin construction until 2012, improvements to these science rooms were made over the summer of 2009. The Superintendent approved \$15,000 for the following improvements: painting the rooms, fixing broken cabinets, desks, and plumbing issues, replacing the furniture in one room with new lab tables and chairs, and replacing broken or missing window shades and overhead screens.

4. Optimize the use of existing computer facilities to maximize access for full-class instruction and individual student use.

Classification: Completed

Response: At the time of the NEASC Committee's Visit, the Library Media Center (LMC) offered the only open computer lab with access and availability for entire class use. The LMC had thirty-one computers and was booked every day and every period. It was extremely difficult for teachers to book the LMC for timely class use and many classes were unable to avail themselves of this resource. In order to fix this problem, at the beginning of the 2008-2009 school year, a business classroom was converted into a second computer lab, available for whole class use. This new computer lab has thirty Internet connected computers and is staffed full-time by a paraprofessional, which has allowed more classes to integrate technology into class instruction. In addition, fifteen Internet connected computers were added to the main part of the Library for the overflow of students from the LMC Lab.

5. Implement an ongoing plan to provide facility upgrades and improved conditions supported by adequate funding to update teaching spaces, equipment, and technology.

Classification: Completed

Response: A five-year technology plan was approved in 2008. Technology funding is paid for by local and federal grants (Title I, Title II, and IDEA) and also through state funding. The plan for building the new high school has been sent to the state and is awaiting approval for the 75% reimbursement rate, which is expected back by the end of June 2010. All science classrooms were re-plumbed, repainted, and furniture equipment was fixed and updated. These improvements were paid for out of the school board budget's general fund, which has allocated \$15,000 for this project. Technology classrooms were also updated, repainted, and improved with this money. Monthly inspections by the Supervisor of Custodians, the Superintendent, the Assistant Superintendent, and school administration will be made in order to check for any

classroom needs and improvements. Any additional money needed for these projects will come from the general fund, and will also be budgeted for the 2010-2011 school year.

6. Implement a plan for the appropriate cataloging, maintenance, repair, and replacement of equipment and furnishings.

Classification: Completed

Response: All technology was catalogued and inventoried in April 2009, including all equipment. The school district has contracted with The Business Network Group (BNG) to take charge of all the district's technology needs. BNG has been working for the past year on hardware upgrades, inventory, and maintenance and will begin more software inclusion in the fall of 2009. BNG outsourced the cataloging of all equipment to Prism Point Technologies, which was completed in the Spring of 2009. All copying has been centralized at one district-wide location. Teachers can fill out a form either on-line or on paper and submit their copy needs to the Copy Center, which will return the finished product to the teacher within two days. The rest of the copy machines in the building are managed and maintained by IKON. The Main Office is being remodeled for the start of the 2009-2010 school year. The auditorium was completely renovated over the 2008-2009 school year and now has new seats, carpet, paint, and a state of the art lighting and speaker system. New boilers were installed in June 2009 and the Ice Rink was also renovated. Additionally, new turf was installed in the stadium for safety and health reasons during the summer of 2009. The new Superintendent and new Assistant Superintendent have done numerous examinations of the facility, with the result of much needed repair and renovation, furniture replacement and/or repair, re-plumbing and inventorying of all equipment. Every week, the maintenance status of the building and equipment will be reviewed by the Supervisor of Custodians, whose office has been moved to the high school from the Blake Administrative Building. Additionally, all the equipment and furniture from the Stiles Alternative Learning Center will be moved to the high school over the summer of 2009.

7. Ensure sufficient security for the building and grounds including locking the exterior doors of the school.

Classification: Completed

Response: In the Fall of 2008, new security procedures were put into place at the high school. All exterior doors were locked and entrance to the school was only permitted through two entrances: the Main Entrance at the front of the building and the Teacher's Entrance across from the Ice Hockey Rink. After 7:40 AM, these entrances were also locked and entrance was only permitted through the use of a buzzer system. Visitors must now buzz in and the door is unlocked by school personnel that are stationed at the Security Desk in the Main Hallway of the school. Once allowed entrance into the building, all visitors must sign in at the front desk and pass their identification through the LobbyGuard system. This system creates a Visitor's ID badge, which includes a copy of their picture and name, and also checks for inclusion on any state or federal sex offender list. Please see Detailed Response #13 for further information.

Mission Statement and Expectations

MISSION STATEMENT

We at West Haven High School:

Commit to an education that promotes critical thinking, communication and the problem solving.

Advocate the development of student talent, as well as collaboration with parents and the local community.

Reinforce the values of mutual respect, courtesy and diversity.

Encourage students to develop responsibility, accountability and self-discipline.

Expectations For Student Performance

Academic Expectations For student Performance

West Haven High School student will:

- Demonstrate effective oral and written communications
- Use technological resources to enhance research skills
- Apply mathematical reasoning and skills to solve problems.
- Apply basic scientific skills, knowledge, and methods in a variety of real world situations.
- Read efficiently and understand fiction and nonfiction.

Civic and Social Expectations for Students

West Haven High School Students will;

- Demonstrate respect for peers, teachers, staff and community.
- Recognize and appreciate the diversity within our community.
- Be encouraged to participate in clubs, activities, and community service to express uniqueness and creativity.
- Understand and utilize counseling services to make informed career choices.
- Acquire attributes such as honesty, integrity, and intellectual curiosity.
- Become independent, self-disciplined learners and acquire attributes such as honesty, integrity, and intellectual curiosity.
- Be encouraged to lead a healthy lifestyle.

Part IV: Substantive Change

No substantive changes have occurred since the decennial evaluation.

Part V: Strengths / Achievements

One major strength that West Haven High School is very proud of is the ongoing systematic professional development initiatives in curriculum, instruction, and assessment. The addition of formal collaboration time into the daily schedule for all staff members, in order to discuss common assessments and student achievement data, is another source of pride. There are many other strengths and achievements that are discussed in more detail within the body of the two-year report.

Part VI: Restructuring or other Reform Initiatives

Since the decennial evaluation, West Haven High School has readily addressed the recommendations in the Commission's Report. Three major initiatives that are linked to the decennial visit and the Two-Year Report are the revising of the curricula using the CALI model and the creation of common formative assessments, the formal collaboration time built into the daily schedule for every teacher three times a week, and the continuation of the Advisory Program. These initiatives represent major changes that should result in improved teaching and learning experiences. These initiatives are addressed in detail within the two-year report.

Part VII: Follow-Up Program at West Haven High School

The Follow-Up Program consisted of a wide range of faculty members, across all departments. Four committees were established for the 2008-2009 school year. Committee members were given six hours of professional development at the beginning

of the 2008-2009 school year and another six hours at the beginning of the 2009-2010 school year. Committees also met after school as needed. The work completed in these committees was disseminated to the rest of the faculty via e-mail and department meetings. During monthly faculty meetings, conclusions drawn by the committees were shared and discussed.

Information and conclusions gathered by these committees was shared with community members and parents at Parent Teacher Student Association meetings. Feedback was gathered from students during the Advisory Program and Student Council. The members of the Follow-Up Committee are as follows:

Trish Robles, Science

Chrystal Fanelli, English

Mark Consorte, Social Studies

Margaret Cahill, Math

Dana Martinez, Foreign Language

Margie Maher, Fine Arts

Faraz Sabir, Student

Miriam Rivera, Parent

Bob Sanders, Parent

Paul Cavanna, Social Studies

Tony Pedevillano, Technology

Marilyn Lynch, Library Media

Tracey Acquarulo, English

Brandy Heflin, Science

Stephanie Williams, Student

Shamsi Aysha, Student

Sarah Smith, Parent

STATISTICAL DATA SHEET

School: West Haven High School

Principal: Mrs. Pamela Gardner

City, State: West Haven, CT

School Telephone: (203) 937-4360

E - MAIL: Pamela.Gardner@whschools.org **FAX Number:** (203) 937-4370

Dates of Accreditation Visit: September 23-26, 2007

Grades: 9-12 **School Enrollment:** 1751 at time of the evaluation

Grades: 9-12 **School Enrollment:** 1589 at present time

Based upon the state's definition of a dropout, indicate the dropout rate for the most recently completed school year as well as for the preceding two years:

3.3% 2007
1.2% 2008
2.4% 2009

DISPOSITION OF VISITING COMMITTEE REPORT RECOMMENDATIONS

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	Number	Percentage
Completed	45	86.5
In Progress	7	13.5
Planned for the Future	0	0
Rejected	0	0
No Action	0	0
Total	52	100

**Electronic Signature of
Principal/Headmaster**_____

**Electronic Signature of Chair of Follow-Up
Committee**_____ **Position:** Science Teacher

Date Progress Report Submitted : September 29, 2009