

## **Anderson High School Summary of Initial Findings**

The following summary can be used with the Initial Findings Report to provide a snapshot of the important themes and potential next steps for Anderson High School.

### **Strongest Need Themes and Development Opportunities**

- Feelings of overwhelm from the parents, students and teachers
- Grading is inconsistent - handbook policy not being utilized
- Students perceive and some teachers agree that teachers are not equitable in the treatment of all students in both their disciplinary and instructional practices
- Lack of overall diversity in AP and IB
- Cultural proficiency

### **Next Steps for Immediate Success**

- Community Dialogue - Student, Parent, and Teacher Voice
- Professional Learning for Teachers- Building consistency across all course work
- Align initiatives to gain operational efficiency building-wide
- Continue to initiate and engage faculty about whether there is a need to enhance cultural proficiency

<b>Topic/Theme</b>	<b>Findings</b>	<b>Reference from Study</b>	<b>Next Steps</b>	<b>Effective Practice</b>
<b>Operational Excellence</b>	Lack of deep attention across the school staff to key initiatives reduces potential value-add of those initiatives	p.37 Quality Statement Core Findings p 44 Survey Results p. 51 Quality Statement Summary  Focus Groups	<ol style="list-style-type: none"> <li>1. Audit all current initiatives at Anderson prioritizing based on the impact to student achievement/instructional excellence and cultural awareness</li> <li>2. Isolate the redesign priorities for review by staff and engage in dialogue as to the need for change</li> <li>3. Generate single list of school initiatives for 2008-2009 and begin planning in January '08 accordingly</li> </ol>	<ul style="list-style-type: none"> <li>• Engagement of <b><u>ALL</u></b> constituents in the process through community dialogue</li> <li>• Application of local and state audit opportunities.</li> <li>• Systematic multi-year application of school initiatives</li> </ul>

Topic/Theme	Findings	Reference from Study	Next Steps	Effective Practice
<b>Cultural Proficiency</b>	Changing demographics create need to reflect on the cultural proficiency of teachers, parents, and student at Anderson. Lack of previous need has generated individual behaviors and overall school practice that is not conducive to a culturally integrative environment	p. 34 Quality Statement Core Findings p.49 Quality Statement Summary  Focus Groups	<ol style="list-style-type: none"> <li>1. Continue to engage in Cultural Diversity training started in Fall '07</li> <li>2. Develop student forums for safe discussion to support cultural awareness</li> <li>3. Examine school/teacher expectations as articulated in student schedules, course offerings and course/instructional design</li> </ol>	<ul style="list-style-type: none"> <li>• On-going Community Forums</li> <li>• “Inside-Out” approach to building levels of cultural proficiency</li> </ul>
<b>Teacher Collaboration</b>	Lack of teacher positioning to effectively and formally collaborate with colleagues leads to increased levels of overwhelm for both staff and students as well as an inability to consistently and directly address students needs	p. 43 Survey Results p.48 Quality Statement Summary  Focus Groups	<ol style="list-style-type: none"> <li>1. Examine schedule changes to ensure common planning time</li> <li>2. Organize teacher collaborative to ensure formal reflective practice with on-going feedback</li> <li>3. Training for all staff in a number of areas including but not exclusive to:               <ol style="list-style-type: none"> <li>a. Differentiated Instruction</li> <li>b. Instructional Pedagogy</li> <li>c. Collaborative Course/Unit Design</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Small Learning Community Design</li> <li>• Block Schedule (numerous formats to be discussed)</li> <li>• Responsible inclusion of SPED and ELL</li> </ul>

Topic/Theme	Findings	Reference from Study	Next Steps	Effective Practice
<b>Grading Policy</b>	Inconsistent grading practice among teaching staff leads to student overwhelm and parent dissatisfaction with the quality of learning in classrooms	p. 43 Survey Results p 46 – 48 Quality Statement Summary  Focus Groups	<ol style="list-style-type: none"> <li>1. Review articulation of grading policy in student handbook, parent communication, individual course syllabi</li> <li>2. Generate cross departmental accountability system to ensure adherence to stated grading policy</li> </ol>	<ul style="list-style-type: none"> <li>• Universal Grading Policy</li> <li>• Standards-driven grading system and report card</li> </ul>
<b>Career Pathways</b>	While there are no findings direct to this topic, interest in exploring career pathways has been clearly expressed by members of the Anderson staff and students.	NA	A number of the steps outlined in previous sections will provide the backdrop to exploring potential program changes at Anderson.	<ul style="list-style-type: none"> <li>• Small Learning Community Design</li> </ul>
<b>Advisory</b>	Advisory should be offered to every student throughout all four years to ensure maturation of teacher-student relationships and address growing feelings of isolation among sections of your student population	p.34 Quality Statement Core Findings p. 36 Quality Statement Core Findings	<ol style="list-style-type: none"> <li>1. Alignment with district services to support the redesign and implementation of advisory across the campus.</li> </ol>	<ul style="list-style-type: none"> <li>• District services (training, design, etc) for advisory, if fully implemented, provide the necessary structure and support to address this finding.</li> </ul>