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**NORWALK PUBLIC SCHOOLS**

**DISTRICT IMPROVEMENT PLAN**

**2011-2014**

**Volume 2**



**ACHIEVEMENT  
IMPLEMENTATION  
ACCOUNTABILITY**

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Revised – October 27, 2011

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## Norwalk Public Schools

### DISTRICT IMPROVEMENT PLAN 2011-2014

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## Executive Summary

The 2011-2014 District Improvement Plan is a goal oriented, data driven, multi-year plan that identifies the specific and focused articulation of the work to be done to improve the performance of students across the District in (1) literacy and (2) numeracy, and (3) to create strong and viable linkages between the District and parents and the community.

The plan articulates our goals in these areas as determined by data analysis. It delineates the implementation strategies that will be used to realize our goals. Finally, the plan specifies the monitoring process we will use to ensure that the actual work is completed as designed. We have identified goals in each of these three areas: student achievement, district and school implementation strategies, and accountability for the implementation of the plan.

Our work is accomplished through two equal and important channels: the strategies and processes that can only be accomplished at the District level and the plans that are developed at the school level. We believe that if we utilize, in a consistent and coherent fashion, those instructional and procedural strategies recognized as having a significant impact on achievement and if we monitor and adjust this work as necessary, then we will see a positive impact on all students performing at high levels.

In addition to the district improvement plan, each school will develop its own *School Growth Plan*. This plan is the specific and focused articulation of the work to be done to meet District goals focusing on improving the performance of students in the school.

The School Growth Plan identifies those strategies and processes that are unique to the needs of the school and can only be accomplished at the school level with the support of central office staff.

The District Plan is a cohesive, coherent plan in three parts:

- the student achievement goals that we intend to achieve;
- the strategies and processes that will be used to achieve these goals, and
- the adult actions that will be used to monitor implementation

As a system, we will develop a high level of competency in the following areas:

- Using data teams
- Creating a transition to the Common Core
- Using research based teaching strategies demonstrated to impact student achievement

- Using differentiated instruction
- Using collaborative teacher work as a routine part of our professional practice
- Creating and using formative assessments
- Developing District benchmarks in all content areas
- Engaging parents in routine and appropriate ways in the life of our District and schools to ensure a strong collaboration that supports student achievement.

Our plan is the work of all staff in all schools, by grade level and departments, and all of central office.

The challenge of ensuring high achievement for all students can only be met by the focused collaboration of teachers and administrators on instructional issues of urgency supported by the Board of Education providing the necessary and essential commitment and resources.

The instructional issues of urgency include:

- examining student performance data to determine if all students are performing at acceptable levels;
- differentiating instruction in order to ensure that students at all levels are moving forward, especially special education and ELL students;
- teaching with a sensitivity to the race and cultural background of all of our students;
- monitoring our work to ensure we remain focused on our task.

**Our Vision: Building to Be the Best**

## District Mission

The Mission of the Norwalk Public Schools is to create a supportive learning community rooted in the belief that all children can learn. Our educators will challenge students to demonstrate high levels of achievement on a wide variety of clearly defined standards. Our students will graduate with the skills, knowledge, attitudes and experiences necessary to ensure their highest potential for success and life-long learning.

## Board of Education Goals

- We will build the Norwalk Public Schools into an exemplary district characterized by a cohesive and coordinated academic system with a set of clearly defined performance based outcomes for all students. Our work as a learning community will:
  - emphasize mastery of knowledge, strategies, and skills;
  - develop in our students the habits of thinking, cooperation and self-discipline;
  - focus on results;
  - ensure excellence and equity of opportunity;
  - value diversity;
  - instill respectfulness and responsibility.
- We will actively seek the input and involvement of all staff, parents, students, and the community when making the educational decisions necessary to ensure every student's success.
- We will effectively communicate to the public our plans, progress, and successes for implementation of our goals.
- We will develop annual operating and capital financial plans to implement the strategies necessary to achieve our goals and objectives and meet our contractual obligations in a manner that is fiscally responsible to our community.
- We will develop, communicate, and implement long-range educational and facilities plans based on student needs, program needs, equity, excellence, and fiscal responsibility.

*Adopted by the Board of Education – June 5, 2001*

## Historical Perspective

Annually since 2001 the Superintendent of Schools has presented to the Board of Education an Instructional Plan that articulates the instructional goals of a particular year. From 2001 until 2011, these goals focused principally on curriculum revision in all content areas and its implementation; the development and implementation of teacher and administrator evaluation plans connected to the work of instruction and student achievement; professional development that geared towards developing understanding and utilization of research based instructional strategies, and the development of school growth plans based on data analysis and the SMART goal model.

In November 2006, in response to the requirements of the State Education Department under the federal No Child Left Behind legislation, District staff began work on a District Improvement Plan. This plan was adopted by the Board of Education in February 2007 and approved by the State Education Department. The plan provided a strategic focus for all central office and school staff. It represented a specific agenda for the 2007-2011 school years with clearly defined goals, objectives, and strategies to be used to achieve specific student achievement goals.

The plan identified three goals:

- Improve performance in literacy, particularly in reading and writing, of all students in grades K-12 as measured by District and State assessments
- Improve performance in numeracy of all students in grades K-12 as measured by District and State assessments
- Improve partnerships with parents and community stakeholders to increase the academic performance of all students

The plan also acknowledged that, as important as the implementation of the District Plan is, improving student achievement will only occur if instructional staff in schools is committed to achieving the three goals in their daily work with students by focusing on their practice in the classroom. To this end, our administration and instructional staff must:

- Create and nurture a cultural norm that encourages and reinforces that teachers must collaborate with each other in thinking about classroom practice, assessing student work, planning instruction, and observing each other's practice;
- Align the work of the classroom around particular variables that research has demonstrated influence student achievement;
- Ensure that students are engaged in instructional tasks of high academic rigor;
- Ensure that students collaborate with each other and with their teachers in their work; and
- Continually assess the progress of students and use this information to inform instruction.
- Have a common understanding of the language to be used in our instructional work. (Appendix A).

## Evidence of District Progress

Connecticut State Department of Education  
Bureau of Accountability and Improvement

### Spring 2011 District Improvement Plan Monitoring Report

District: Norwalk Public Schools  
Date: June 17, 2011  
Reviewer: Adrian Wood, Education Consultant

#### Overview

This past spring, the technical assistance team from the Bureau of Accountability and Improvement at the Connecticut State Department of Education (CSDE) assigned to your district conducted a monitoring visit with your district's leadership team. The purpose of this visit was to receive an update on the status of all adult actions and interim student benchmark indicators identified in your district's improvement plan, as well as an update on the status of your district's three-tiered accountability system (instructional, school and district level data teams). The following report documents the findings from that visit as well as summarizes the results of your district's Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) for 2011.

Put together, this information will be used to inform recommendations for steps as your district develops and implements a new three-year district improvement plan. Findings from this monitoring report will also be used to make determinations about the level of involvement of the technical assistance team in your district over the next year.

#### I. Introduction

- **How has the district responded to the recommendations from the previous monitoring visit?**
  - Five recommendations were made in the last monitoring report: (1) Determine how to use the data to measure progress and continue implementation of Tier II strategies; (2) Continue providing professional development focused on building capacity to implement the District Improvement Plan and School Improvement Plan with fidelity; (3) Additional work with those schools which are not as current with their school and instructional data teams; (4) Implement walkthroughs; and (5) More targeted assistance at the school level based on need. Each recommendation was satisfactorily achieved. The district needs to continue monitoring and supporting the implementation of these recommendations.

- **Have there been any unexpected impacts upon the implementation of the plan?**
  - There have been no unexpected implications that have affected the implementation of the plan.

## II. What is the status of the district's three-tiered accountability system?

### District Data Team (DDT)

- **Has the DDT met each standard on the *CSDE Standards for District Data Teams*?**
  - During a Data Driven Decision Making Data Team (DDDMT) meeting, Norwalk's DDDMT collaborated with the CSDE technical assistance team in assessing the Executive Data Team (EDT's) structure and procedures relative to the "Standards for District Data Teams" protocol. All the standards were met.
- **If all standards have not been met, what strategies are planned to enable the DDT to meet those standards?**
  - Although all the standards have been met, the district will continue to work on improving their performance in each of the standards.

### School Data Teams

- **To what extent has the DDT established a process/structure to monitor the development, implementation and effectiveness of School Data Teams and to ensure their alignment with the District Improvement Plan?**
  - The DDDMT has done an exemplary job of monitoring and supporting school data teams. They have provided opportunities for staff training on how to analyze and interpret test results, setting aside time for instructional and administrative teams to meet and discuss data, and established process and procedures for assessing relevant data. Members of the DDDMT periodically visit school data teams to ensure data are being used to inform instructional improvement decisions directed at improving student outcomes. Their visits are also to ensure that the School Growth Plan (SGP) remained aligned with the District Improvement Plan while still providing each school with the opportunity to create their own set of Tier I and Tier II actions.
- **Are School Data Teams functioning in all schools in the district?**
  - Evidence presented during the monitoring visit and DDDMT meetings indicate that all schools have functioning school data teams.

- **Does the district have a dedicated time for School Data Teams to meet?**
  - Evidence presented during the monitoring visit and DDDMT meetings indicate that all school data teams have regularly scheduled meetings.
- **What evidence is collected by the DDT to monitor the work of the School Data Teams?**
  - The DDDMT periodically meets to review implementation of School District Improvement Plan to ensure that it remains aligned to the District Improvement Plan and to review action steps, agenda and minutes.
- **How many School Data Teams have met all standards on the *CSDE Standards for School Data Teams*?**
  - While many of the schools met the majority of the standards, all schools need to continue to refine their practices and improve. However every school is proficient in some areas. All schools are continuing to work on their performance in each of the standards.
- **What strategies are planned to assist the School Data Teams in meeting all standards?**
  - The DDDMT will continue providing professional development to all School Data Teams through Connecticut's Accountability for Learning Initiative (CALI) to assist them with their efforts to reach CSDE "Gold Standards" for School Data Team work.

### Instructional Data Teams

- **What evidence do School Data Teams collect on the frequency and effectiveness Instructional (Grade Level or Content Area) Data Team meetings?**
  - School Data Teams have made significant progress in monitoring and supporting instructional data team (IDT). Time is set aside during their meetings to review and discuss data from IDTs meetings.

### **III. What is the status of the district's fulfillment of its results indicators to this point?**

- **What is the evidence that the adult actions (strategies) identified in the District Improvement Plan have been implemented with fidelity?**

Goal 1: Literacy

1. Implement comprehensive Literacy Approach and Content-Area Reading Strategies

- Committees have been formed to articulate best practices in balanced literacy and reading instruction. The committee will produce a document in the fall 2011 for all K-5 teachers to use to guide implementation of best practices in daily instruction. All faculty in Tier 3 secondary schools have been provided with professional development and job-

embedded coaching in research-based content-area reading strategies. All faculty and administrators at Tier 3 secondary schools were trained in content-area reading strategies. Each school selected one school-wide reading strategy and will implement this reading strategy across all content areas.

2. Apply Reeves “Making Standards Work” to language arts program
  - The Grades K-5 and 6-8 English Language Arts (ELA) steering committee developed pacing guides for all K-8 ELA teachers to use to guide ELA instruction beginning next school year.
3. Implement systemwide series of district benchmark assessments
  - All teachers have administered Developmental Reading Assessment (DRA) 2 or Degrees of Reading Power (DRP) testing and tiered their students’ instruction through the Instructional Data Team (IDT) process. Literary Specialists and Subject Area Leaders ensure that appropriate instructional strategies are implemented.
4. Monitor core instruction and implement differentiated instruction to students indemnified through district data systems
  - All teachers are trained in Sheltered Instruction Observation Protocol (SIOP) and are using SOIP strategies in their classroom. The teachers are also sharing these strategies with their colleagues.

#### Goal 2: Numeracy

1. Apply Reeves “Making Standards Work” principles to mathematics program
  - All Norwalk math materials and programs are aligned to the Connecticut Framework and Grade Level Expectations.
  - Pacing guides have been created and are aligned to Connecticut Benchmark Assessments.
  - Math specific vocabulary lists have been created and taught at each grade level.
2. Implement a standard-based mathematics program in each of the elementary schools
  - Created and executed “Implementation Plan” for new curricula, pacing guides and vocabulary at all schools (K-8).
  - Created model/sample Common Formative Assessments for all curricular units (K-8).
  - Staff at Tier 3 schools received the following CALI training (Data Team/Data Driven Decision Making, Effective Teaching Strategies, Common Formative Assessments and Differentiated Instruction).
3. Develop and implement districtwide benchmark assessments
  - Some benchmarks assessments have been created. These various assessments have administered.

#### Goal 3: Family Community Partnership

1. All welcoming walkthroughs are completed.
2. A district process is being completed to organize parent and community recommendations from all schools. This process will provide common practices for better communication amongst the community, schools and the district.

- **What is the evidence of the impact of those identified strategies on adult practices?**
  - In reference to Goal 1, the district is continuing its implementation of some comprehensive Literacy Approach and Content Area Reading Strategies. Although this task is ongoing, work groups have been formed and they have begun drafting a document that includes best practices. Teachers have been informed that a new pacing guide will be used during the upcoming school year. Literacy specialists and subject area leaders are monitoring teachers to ensure that the appropriate instructional strategies are being implemented.
  - In reference to Goal 2, the district is continuing its implementation of a standards-based mathematics program in each of the elementary schools. The plan has been created and distributed throughout the district. The plan is also available on the district Web site. The Common Formative Assessments (CFA) has been created and some schools and teachers were able to modify the district's CFAs or create their own. These assessments have been administered and the results are being used to inform teaching and learning.
  - In reference to Goal 3, the district completed all welcoming walkthroughs. An online survey for parent feedback about school culture was developed. The results of the survey are expected by the end of the summer.
  
- **What is the evidence of the impact of those identified strategies on student outcomes?**
  - Data that looks at change in percent of students at or above proficiency by grade in three content areas (reading, math, and writing) from 2008 to 2010 is presented in the following tables. Data reflecting change in the achievement gap among subgroups are also presented. Based on these data, indicators of progress and some areas of concern are noted below.
  - Table 1 shows the average change in the percent of students on the reading section of the CMT and CAPT at the proficiency level, over three years across subgroups showed positive gains. Hispanic, black and special education free/reduced meals students showed the largest gains in the percent of students performing at or above proficiency in reading on the CMT.
  - Table 2 illustrates the gains in closing the achievement gap between comparison subgroups. Consistent gains were made across all comparison subgroups in Grades 3, 6 and 7. The data also shows that the gap between black vs. white and Hispanic vs. white students continues to decrease for all grades except Grade 10.
  - Table 3 illustrates the average change in the percent of students on the math section of the CMT and CAPT at the proficiency level, over three years across subgroups showed positive gains. Hispanic, black and special education free/reduced meals students showed the largest gains in the percent of students performing at or above proficiency in math on the CMT.
  - Table 4 illustrates the gains in closing the achievement gap between comparison subgroups. In Grades 3 and 8 gains were made across all comparison subgroups except English Language Learners (ELLs) vs. Non-ELLs. The data also shows the gap between Hispanic and white students decreased in Grade 10.

- **What is the status of the district's progress towards achieving the Tier I Student Outcome goals identified in the District Improvement Plan?**
  - The district continues to make significant progress toward achieving these goals.

(Note: In some cases, comparisons between and within subgroups (e.g., special education, non-special education, Free/reduced lunch eligible, non-free/reduced lunch eligible, English language learners and non-English language learners) are not reliable due to the small number of students within these groups at the grade level. If this is the case, comparisons are reported in the tables below for informational purposes only and will not be interpreted in this report.)

Table 1.

2008-2011 Change in Percent At/Above Proficiency by Grade Level and Sub-group READING											
District Name	Grade	Whole Pop.	Black	White	Hisp.	Special Ed.	Not Spec. Ed.	ELL	Non-ELL	F/R Meals	Full Price Meals
Norwalk	3	6.1	5.2	4.5	11.1	14.4	5.0	13.7	5.5	16.4	3.8
Norwalk	4	9.0	13.6	4.5	13.2	6.3	6.7	0.4	8.5	11.8	10.5
Norwalk	5	5.5	6.6	3.1	9.5	2.8	2.7	-20.1	6.1	7.7	8.6
Norwalk	6	18.7	29.7	11.5	22.9	13.7	15.4	20.1	17.1	29.8	13.5
Norwalk	7	9.9	15.4	1.8	15.5	13.9	8.4	10.8	7.7	13.7	9.7
Norwalk	8	3.0	0.7	-1.0	7.5	5.8	0.6	-9.6	3.1	8.4	2.2
Norwalk	CMT Average Change	8.7	11.9	4.1	13.3	9.5	6.5	2.6	8.0	14.6	8.1
Norwalk	10	-3.9	-9.4	1.0	-6.1	-0.5	-4.9	-11.2	-2.7	-4.5	-1.4

Table 2.

Comparison of 2008 and 2011 Gap in Percent of Students At/Above Proficiency by Sub-group READING							
DISTRICT NAME	Grade	Year	Black vs. White	Hisp. vs. White	F/R vs. Non-F/R	Spec. Ed. vs. Non-Spec.Ed.	ELL vs. Non-ELL
Norwalk	3	2008	-33.4	-25.7	-34	-56.4	-36.6
Norwalk		2011	-32.7	-19.1	-21.4	-47	-28.4
Norwalk		CHANGE	0.7	6.6	12.6	9.4	8.2
Norwalk	4	2008	-39	-23.9	-26.9	-52.3	-45.9
Norwalk		2011	-29.9	-15.2	-25.6	-52.7	-54
Norwalk		CHANGE	9.1	8.7	1.3	-0.4	-8.1
Norwalk	5	2008	-36	-22.5	-25.5	-58	-37.2
Norwalk		2011	-32.5	-16.1	-26.4	-57.9	-63.4
Norwalk		CHANGE	3.5	6.4	-0.9	0.1	-26.2
Norwalk	6	2008	-39.1	-24.7	-27.6	-44.3	-47.7
Norwalk		2011	-20.9	-13.3	-11.3	-46	-44.7
Norwalk		CHANGE	18.2	11.4	16.3	-1.7	3
Norwalk	7	2008	-34.4	-25.6	-23.4	-47.6	-57
Norwalk		2011	-20.8	-11.9	-19.4	-42.1	-53.9
Norwalk		CHANGE	13.6	13.7	4	5.5	3.1
Norwalk	8	2008	-29.7	-28.7	-24.4	-55.7	-51.7
Norwalk		2011	-28	-20.2	-18.2	-50.5	-64.4
Norwalk		CHANGE	1.7	8.5	6.2	5.2	-12.7
Norwalk	10	2008	-26.3	-12.4	-14.9	-51.1	-37.9
Norwalk		2011	-36.7	-19.5	-18	-46.7	-46.4
Norwalk		CHANGE	-10.4	-7.1	-3.1	4.4	-8.5

Table 3.

2008-2011 Change in Percent At/Above Proficiency by Grade Level and Sub-group MATH											
District Name	Grade	Whole Pop.	Black	White	Hisp.	Special Ed.	Not Spec. Ed.	ELL	Non-ELL	F/R Meals	Full Price Meals
Norwalk	3	3.3	7.8	0.4	4.6	25.7	0.9	5.6	3.2	8.9	3
Norwalk	4	6.8	13.2	3.5	7.2	5	5	-5.2	7.8	9.9	6.6
Norwalk	5	10	13	8.2	12.2	37.7	5	-5.9	10.7	13.6	10.4
Norwalk	6	14	22	10.5	16.5	13.2	10.8	10.1	13.1	21.4	10.9
Norwalk	7	8.3	8.5	4.1	11.9	15.5	7	24.2	5.6	13.6	7.4
Norwalk	8	3.5	1.8	1	5.7	13.3	0.5	-10.4	3.9	9.3	2.1
Norwalk	CMT Average Change	7.7	11.1	4.6	9.7	18.4	4.9	3.1	7.4	12.8	6.7
Norwalk	10	-2.4	-8.6	-3.4	3.6	-15.8	-1.5	-13.2	-0.8	-1.8	0.2

Table 4.

Comparison of 2008 and 2011 Gap in Percent of Students At/Above Proficiency by Sub-group MATH							
DISTRICT NAME	Grade	Year	Black vs. White	Hisp. vs. White	F/R vs. Non-F/R	Spec. Ed. vs. Non-Spec.Ed.	ELL vs. Non-ELL
Norwalk	3	2008	-32.3	-15.4	-22.4	-57.8	-13.1
Norwalk		2011	-24.9	-11.2	-16.5	-33	-10.7
Norwalk		CHANGE	7.4	4.2	5.9	24.8	2.4
Norwalk	4	2008	-31.1	-12.3	-16.6	-47	-13.3
Norwalk		2011	-21.4	-8.6	-13.3	-47	-26.3
Norwalk		CHANGE	9.7	3.7	3.3	0	-13
Norwalk	5	2008	-30.6	-12.1	-17.4	-66.9	-15.7
Norwalk		2011	-25.8	-8.1	-14.2	-34.2	-32.3
Norwalk		CHANGE	4.8	4	3.2	32.7	-16.6
Norwalk	6	2008	-34.7	-19.3	-21.8	-39.5	-37.9
Norwalk		2011	-23.2	-13.3	-11.3	-37.1	-40.9
Norwalk		CHANGE	11.5	6	10.5	2.4	-3
Norwalk	7	2008	-27.2	-18.2	-24.4	-45.6	-46.9
Norwalk		2011	-22.8	-10.4	-18.2	-37.1	-28.3
Norwalk		CHANGE	4.4	7.8	6.2	8.5	18.6
Norwalk	8	2008	-26.4	-18.8	-21.2	-56	-29.7
Norwalk		2011	-25.6	-14.1	-14	-43.2	-44
Norwalk		CHANGE	0.8	4.7	7.2	12.8	-14.3
Norwalk	10	2008	-34.6	-23.4	-18.2	-37.2	-30.3
Norwalk		2011	-39.8	-16.4	-20.2	-51.5	-42.7
Norwalk		CHANGE	-5.2	7	-2	-14.3	-12.4

#### **IV. Commendations and Recommendations**

- **Commendations**

1. The Norwalk Public School District Improvement Plan continues to be implemented with fidelity that has resulted in continued progress as shown on the CMT and CAPT. This progress can be attributed to the hard work of the dedicated members of the DDDMT and district staff.
2. The DDDMT continues to work in collaboration with school system leaders and their staff to maintain a districtwide culture of inquiry that values the use of data for sound decision-making.

- **Recommendations**

1. Continue professional development focused on building capacity to implement the District Improvement Plan and School Improvement Plan with fidelity.
2. Continue working with those schools whose school and instructional data teams are still developing.
3. More targeted assistance at the school level based on need.

Finally, the Connecticut State Department of Education technical assistance team would like to commend Norwalk Public School District for its commitment to improving teaching and learning. We look forward to our continued partnership.

# **2011-2014 Student Achievement Goals**

The goals to improve student achievement are:

**District Goal 1:** Improve performance in literacy, particularly in reading and writing, of all students in grades K-12 as measured by local and state assessments.

<b>Goal 1: Literacy (Reading): Elementary Schools</b>							<b>DISTRICT TARGETS</b>		
<b>District Reading Scores</b> - Percentage at or above Proficiency									
<b>CMT</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>10-11 Actual</b>	<b>11-12 Target/Actual</b>	2011-12	2012-13	2013-14
							<b>Grade 3</b>	64	65
<b>Grade 4</b>	61	61	70	70	70	73	77	81	
<b>Grade 5</b>	64	71	73	72	76	78	80	84	

<b>Goal 1: Literacy (Reading): Middle Schools</b>							<b>DISTRICT TARGETS</b>		
<b>District Reading Scores</b> - Percentage at or above Proficiency									
<b>CMT</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>10-11 Actual</b>	<b>11-12 Target/Actual</b>	2011-12	2012-13	2013-14
							<b>Grade 6</b>	65	65
<b>Grade 7</b>	71	75	77	80	85	89	91	95	
<b>Grade 8</b>	67	73	73	71	76	81	84	89	

<b>Goal 1: Literacy (Reading) High Schools</b>							<b>DISTRICT TARGETS</b>		
<b>District Reading Scores</b> - Percentage at or above Proficiency									
<b>CAPT</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>10-11 Actual</b>	<b>11-12 Target/Actual</b>	2011-12	2012-13	2013-14
							<b>Reading</b>	77	80
<b>Writing</b>	81	87	77	81	85	89	91	93	

**District Goal 2: Improve performance in numeracy of all students in grades K-12 as measured by District and State assessments**

<b>Goal 2:Numeracy: Elementary Schools</b>									
<b>District Math Scores - Percentage at or above Proficiency</b>									
<b>CMT</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>10-11 Actual</b>	<b>11-12 Target/Actual</b>	<b>DISTRICT TARGETS</b>		
							<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>Grade 3</b>	80	80	84	83	84		86	88	90
<b>Grade 4</b>	75	78	83	84	84		86	89	91
<b>Grade 5</b>	72	78	83	87	88		90	91	93
<b>Goal 2:Numeracy: Middle Schools</b>									
<b>District Math Scores - Percentage at or above Proficiency</b>									
<b>CMT</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>10-11 Actual</b>	<b>11-12 Target/Actual</b>	<b>DISTRICT TARGETS</b>		
							<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>Grade 6</b>	75	72	78	79	86		89	91	93
<b>Grade 7</b>	75	79	81	84	87		89	91	94
<b>Grade 8</b>	73	79	82	81	82		85	87	90
<b>Goal 2:Numeracy: High Schools</b>									
<b>District Math Scores - Percentage at or above Proficiency</b>									
<b>CAPT</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>10-11 Actual</b>	<b>11-12 Target/Actual</b>	<b>DISTRICT TARGETS</b>		
							<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>Grade 10</b>	69	75	72	73	73		76	80	83

**Goal in Development** – Although we have not identified a specific achievement goal related to the performance of students on the Science CMTs and CAPTs, we have developed targeted achievement goals based on our own responsibility to our students.

<b>Science</b>									
<b>District Science Scores</b> - Percentage at or above Proficiency									
	06-07 Actual	07-08 Actual	08-09 Actual	09-10 Actual	10-11 Actual	11-12 Target/Actual	DISTRICT TARGETS		
							2011-12	2012-13	2013-14
<b>CMT - Grade 5</b>	-	79	85	86	87		89	91	92
<b>CMT - Grade 8</b>	-	68	70	66	71		72	74	76
<b>CAPT - Grade 10</b>	77	76	69	76	72		78	80	82

# Implementation Strategies and Accountability Plan

**SUMMARY**

We will focus on the implementation strategies to meet the achievement objectives:

**District Data Decision Making Team (DDDMT) Compliance Activities for 2011-2014**

- All schools will have Instructional/Grade - Level Data teams (IDTs) and a School Data Team (SDT) operating at an Exemplary level, as measured by the CSDE rubric.
- The District Data Decision Making Team (DDDMT) will be operating at an Exemplary level, as measured by the rubric designed for this purpose by CSDE.
- School Growth Plans for 2011-2014 will be reviewed and rated at a minimum expected rating of Proficient by the DDDMT, as measured by a rating rubric designed for this purpose, by November 30, 2011. (Appendix C).
- Classroom Walk-throughs will be conducted at all schools in order to provide evidence that adult actions are focusing on the school and district goals. (Appendix G)
- The DDDMT will form a District Common Core Transition Committee. The purpose of this subcommittee will be to direct and oversee the transition to Common Core State Standards at all 19 schools.
- Family and Community engagement will use the District adopted survey to focus on improving school communication to support student learning. (Appendix F).
  - Use the District adopted survey to conduct a School Communication needs assessment and review outcome
  - Develop and Implement Plan to Improve School Communication
  - Revise and Implement Plan to Improve School Communication

**School Growth Plans will provide evidence that Compliance Activities are being addressed.**

**District Goal 1: Improve performance in literacy, particularly in reading and writing, of all students in grades K-12 as measured by District and State assessments.**

**District Goal 2: Improve performance in numeracy of all students in grades K-12 as measured by District and State assessments.**

**District Improvement Plan Common Goals for LITERACY and NUMERACY**

- Evaluate and adjust existing Math and English Language Arts curricula to ensure alignment during the transition to full implementation of the Connecticut Common Core State Standards (CCCSS) in 2014-2015.
- Implement a system wide series of District Benchmark Assessments in order to track student progress
- Implement differentiated instruction to targeted students identified using District data systems

**LITERACY**

Goal 1: Evaluate and adjust existing ELA curriculum to ensure alignment during the transition to full implementation of the CCCSS in 2014-2015.

***Background Narrative:***

During 2011-2012, in accordance with the NPS (Norwalk Public Schools) Curriculum Cycle, the ELA (English Language Arts) Program will be engaged in curriculum review for grades 6-12. As part of the review cycle, the Grades 6-12 ELA CCCSS (English Language Arts Connecticut Common Core State Standards) Transition Committee will be appointed in order to ensure Norwalk's full implementation of the CCCSS by the 2014-2015 academic year. The Grades 6-12 ELA CCCSS Transition Committee will have three major charges: 1) evaluating the Grades 6-12 ELA Curriculum and the CCCSS, 2) acquiring professional development in instructional strategies aligned with the CCCSS for grades 6-12, and 3) reviewing and recommending additional classroom resource materials, including non-fiction and fiction texts, to support classroom instruction in the CCCSS Units of Instruction for grades 6-12. These actions will prepare Norwalk for gradual integration of the ELA CCCSS with the existing NPS ELA Curriculum Standards and the Connecticut Language Arts Framework with GLEs (Grade Level Expectations) in order to ensure success on the high-stakes assessments which are currently mandated by the State of Connecticut for ELA in grades 6-12, such as the CMT (Connecticut Mastery Test) and the CAPT (Connecticut Academic Performance Test). The professional development acquired by the Grades 6-12 ELA CCCSS Transition Committee will enable Norwalk to build in-house capacity to facilitate the future training of all secondary level ELA teachers in instructional strategies specifically aligned with the CCCSS. The review and recommendation process for identification of supplementary classroom resource materials—including fiction and nonfiction texts—will support the revision of the new Units of Study which will become part of the ELA CCCSS Curriculum in grades 6-12. During 2011-2012, in accordance with the NPS Curriculum Cycle, the ELA Program will be engaged in curriculum implementation for grades K-5. The Literacy Specialists will serve as the Grades K-5 ELA CCCSS Transition Committee and will receive professional development in the instructional strategies aligned with the CCCSS for grades K-5. This professional development will ensure that the district has in-house capacity for the future training of all K-5 teachers in the implementation of ELA strategies aligned with the CCCSS.

During 2012-2013, the Grades K-5 ELA CCCSS Transition Committee will have three major charges: 1) examining the Grades K-5 ELA Curriculum and the CCCSS, 2) planning and facilitating professional development for the K-5 ELA teachers to learn instructional strategies aligned with the CCCSS for grades K-5, and 3) reviewing and recommending additional classroom resource materials, including fiction and nonfiction texts, to support classroom instruction in the CCCSS Units of Instruction for grades K-5. The Grades 6-12 ELA CCCSS Transition Committee will revise the NPS ELA Grades 9-12 Curriculum to incorporate the CCCSS Units of Study, which will be organized by thematic/concept-based instructional units. Concurrently, Units of Study will be piloted to determine and address the need for additional revisions and refinements. Resources identified during the 2011-12 school year will be procured for implementation to support the pilot of the curriculum.

During 2013-2014, grades 6-12 will be in full implementation of the CCCSS. The Grades 6-12 ELA CCCSS Transition Committee will evaluate sample daily lessons voluntarily submitted to the district by classroom teachers for the purpose of storing the lessons on the Norwalk Public Schools website as open-source materials for use by NPS ELA teachers. These lessons will be linked to the new CCCSS Units of Study

(arranged by themes/concepts) and the NPS ELA Curriculum. During this time, the Grades K-5 ELA CCCSS Transition Committee will begin revision of the NPS ELA Grades K-5 Curriculum to incorporate the CCCSS Units of Study into thematic/concept-based instructional units. These Units of Study will be piloted to determine and address the need for additional revisions and refinements. Resources identified during the 2012-2013 school year will be procured for implementation to support the pilot of the curriculum.

***Strategies:***

**Strategies for 2011-12:**

1. The Grades 6-12 ELA CCCSS Transition Committee will examine the CCCSS and Connecticut's Units of Study to gain expert knowledge of standards for future curriculum development.
2. The Grades 6-12 ELA CCCSS Transition Committee will participate in professional development sessions in instructional strategies aligned with the CCCSS for grades 6-12.
3. The Grades 6-12 ELA CCCSS Transition Committee will review and identify additional classroom resource materials, including fiction and nonfiction texts, to support classroom instruction in the CCCSS Units of Instruction.
4. The Literacy Specialists for grades K-5 will participate in professional development in instructional strategies aligned with the CCCSS.

**Strategies for 2012-13:**

1. The Grades K-5 ELA CCCSS Transition Committee will examine the CCCSS and Connecticut's Units of Study to gain expert knowledge of standards for future curriculum development.
2. The Grades K-5 ELA CCCSS Transition Committee will plan and facilitate professional development for the K-5 ELA teachers to learn instructional strategies aligned with the CCCSS.
3. The Grades K-5 ELA CCCSS Transition Committee will review and identify additional classroom resource materials, including fiction and nonfiction texts, to support classroom instruction in the CCCSS Units of Instruction arranged by themes/concepts.
4. The Grades 6-12 ELA CCCSS Transition Committee will begin revision of the NPS ELA Grades 6-12 Curriculum to incorporate the CCCSS Units of Study into thematic/concept-based instructional units.
5. The Grades 6-12 ELA CCCSS Units of Study will be piloted to determine and address the need for additional revisions and refinements. Resources identified during the 2011-12 school year will be procured to support implementation of this pilot.

**Strategies for 2013-14:**

1. The CCCSS for ELA in grades 6-12 will be fully implemented and supported through District-wide subject-area professional development.
2. The Grades 6-12 ELA Transition Committee will evaluate and post on the NPS website, open-source sample lessons aligned with the NPS ELA Curriculum Units of Study.
3. The Grades K-5 ELA CCCSS Transition Committee will begin revision of the NPS ELA Grades K-5 Curriculum to incorporate the CCCSS Units of Study into thematic/concept-based instructional units.
4. The Grades K-5 ELA CCCSS Units of Study will be piloted to determine and address the need for additional revisions and refinements. Resources identified during the 2012-2013 school year will be procured to support implementation of this pilot.

***Implementation Indicators (Adult Actions):***Indicators for 2011-12:

1. If the Grades 6-12 ELA CCCSS Transition Committee participates in professional development sessions in instructional strategies aligned with the CCCSS, then 100% of the Committee members will be able to demonstrate “expert level” of proficiency in their knowledge of the CCCSS and the aligned instructional strategies. “Expert level” of proficiency will be measured by the Committee’s series of “Training Checkpoint Assessments.”
2. If the Grades 6-12 ELA CCCSS Transition Committee reviews additional classroom resource materials, including fiction and nonfiction texts, then Committee will be able to identify recommended resources for implementation of the CCCSS which are rated as “exemplary level” on the Committee’s “Materials Acquisition Standards Checklist.”
3. If the Literacy Specialists for grades K-5 participate in professional development in instructional strategies aligned with the CCCSS, then the Literacy Specialists will be able to demonstrate “expert level” of proficiency in their knowledge of the CCCSS and the aligned instructional strategies. “Expert level” of proficiency will be measured by the Committee’s series of “Training Checkpoint Assessments.”

Indicators for 2012-13:

To be determined and/or modified in August 2012.

Indicators for 2013-14:

To be determined and/or modified in August 2013.

***Results Indicators (Student Actions):***Indicators for 2011-12:

1. If 100% of students in grades K-12 receive instruction based on the existing NPS ELA Curriculum during the transition to the CCCSS, then the schools will meet or exceed the district proficiency goals for reading on the 2012 CMT and 2012 CAPT (grade 3 at 74%, grade 4 at 73%, grade 5 at 78%, grade 6 at 87%, grade 7 at 89%, grade 8 at 81%, and grade 10 at 80%).

Indicators for 2012-13:

To be determined and/or modified in August 2012.

Indicators for 2013-14:

To be determined and/or modified in August 2013.

Actions/Timeline	Persons Responsible	Evidence of Completion	Resources	Monitoring Notes
<p><b>MS, HS: Facilitate and participate in meetings of the Grades 6-12 CCCSS Transition Committee to conduct evaluation of the CCCSS, identify instructional strategies, and guide the District toward implementation no later than 2013-14.</b> <i>(October 2011- June 2012)</i></p>	<ul style="list-style-type: none"> <li>· ELA Instructional Specialist</li> <li>· ELA Grades 6-12 CCCSS Transition Committee: 4 ELA Subject Area Leaders (MS), 2 ELA Dept Chairs (HS), 1 Briggs ELA Teacher (HS)</li> </ul>	<ul style="list-style-type: none"> <li>· Training Checkpoint Assessments Data</li> </ul>	<ul style="list-style-type: none"> <li>· 7 Substitute Teachers x \$90 per day=\$630 x 5 meeting days= \$3150</li> </ul> <p>Total: \$ 3,150</p>	
<p><b>MS, HS: Provide Grades 6-12 ELA CCCSS Transition Committee with advanced training in the CCCSS and aligned instructional strategies, as follows:</b></p> <ul style="list-style-type: none"> <li>· <u>(MS, HS) 9/27-28/2011:</u> CCCSS Curriculum Revision Workshop</li> <li>· <u>(MS) 10/14/2011:</u> “Revising and Editing for Grades 3-8”</li> <li>· <u>(HS) 10/31/2011:</u> “Teaching Interpretation for CAPT and CCCSS Success”</li> <li>· <u>(MS) 12/1/2011:</u> “Nancy Boyles- Getting to the Heart of the CCCSS: Comprehension Grades 2-8”</li> <li>· <u>(MS) 12/14/2011:</u> “Dissecting the CCCSS and Determining its Implications for K-8”</li> <li>· <u>(MS, HS) 1/18/2012:</u> “Teaching Theme, Main Idea, and Summary</li> </ul>	<ul style="list-style-type: none"> <li>· ELA Instructional Specialist</li> <li>· ELA Grades 6-12 CCCSS Transition Committee</li> </ul>	<ul style="list-style-type: none"> <li>· Training Checkpoint Assessments Data</li> <li>· Grades 6-12 ELA CCCSS Professional Development Plan for 2012-2013</li> </ul>	<p><u>9/27-28/2012:</u></p> <ul style="list-style-type: none"> <li>· Free Registration</li> <li>· 1 Substitute Teacher x 2 days=\$180</li> </ul> <p><u>10/14/2011:</u></p> <ul style="list-style-type: none"> <li>· 5 registration fees x \$125= \$625 (includes Instr. Spec.fee)</li> <li>· 4 Substitute Teachers x 1 day=\$360</li> </ul> <p><u>10/31/2011:</u></p> <ul style="list-style-type: none"> <li>· 4 registration fees x \$125= \$500 (includes Instr. Spec.fee)</li> <li>· 3 Substitute Teachers x 1 day=\$270</li> </ul> <p><u>12/1/2011:</u></p> <ul style="list-style-type: none"> <li>· 5 registration fees x \$179=\$895 (includes Instr. Spec.fee)</li> <li>· 4 Substitute Teachers x 1 day=\$360</li> </ul> <p><u>12/14/2011:</u></p> <ul style="list-style-type: none"> <li>· 5 registration fees x</li> </ul>	

Actions/Timeline	Persons Responsible	Evidence of Completion	Resources	Monitoring Notes
<p>to Address CCCSS in Secondary English”</p> <p>·(MS, HS) 2/15/2012: “Reviewing Elements of Grammar to Help Students Succeed on the Language Requirement of the New CCCSS”</p> <p>·(MS) 4/4/2012: “Getting Ready for Writing to be Tested by CCCSS, Grades 3-8”</p> <p><i>(September 2011 – June 2012)</i></p>			<p>\$125=\$625 (includes Instr. Spec.fee)</p> <p>·4 Substitute Teachers x 1 day=\$360</p> <p><u>1/18/2012:</u></p> <p>·8 registration fees x \$125 =\$1000 (includes Instr. Spec.fee)</p> <p>·7 Substitute Teachers x 1 day=\$630</p> <p><u>2/15/2012:</u></p> <p>·8 registration fees x \$85=\$680 (includes Instr. Spec.fee)</p> <p>·7 Substitute Teachers x 1 day=\$630</p> <p><u>4/4/2012:</u></p> <p>·5 registration fees x \$125=\$625 (includes Instr. Spec.fee)</p> <p>·4 Substitute Teachers x 1 day=\$360</p> <p>Total: \$ 8,000</p>	
<p><b>MS, HS: Conduct a review of curriculum resources, including fiction and nonfiction texts and instructional materials, to support Units of Study in CCCSS.</b></p> <p><i>(January 2011- June 2012)</i></p>	<p>·ELA Instructional Specialist</p> <p>·Grades 6-8 ELA CCCSS Transition Committee</p>	<p>·Materials Acquisition Checklist Data</p> <p>·List of Recommended Resources for Units of Study</p>	<p>·7 grade levels x 10 titles each= 70 titles x \$12 avg per title= \$840 x 8 committee members = \$ 6720</p> <p>Total: \$ 6,720</p>	

Actions/Timeline	Persons Responsible	Evidence of Completion	Resources	Monitoring Notes
<p><b>ES: Provide Grades K-5 ELA CCCSS Transition Committee (all Literacy Specialists) with advanced training in the CCCSS and aligned instructional strategies, as follows:</b></p> <ul style="list-style-type: none"> <li>· <u>9/27-28/2011</u>: CCCSS Curriculum Revision Workshop</li> <li>· <u>10/14/2011</u>: “Revising and Editing for Grades 3-8”</li> <li>· <u>12/1/2011</u>: “Nancy Boyles— Getting to the Heart of the CCCSS: Comprehension Grades 2-8”</li> <li>· <u>12/14/2011</u>: “Dissecting the CCCSS and Determining its Implications for K-8”</li> <li>· <u>1/20/2012</u>: “Writing Weekly Plans and Daily Shared Lessons for a CCCSS Comprehension Unit, Grades K-5”</li> <li>· <u>2/15/2012</u>: “Reviewing Elements of Grammar to Help Students Succeed on the Language Requirement of the New CCCSS”</li> <li>· <u>4/4/2012</u>: “Getting Ready for Writing to be Tested by CCCSS, Grades 3-8”</li> </ul> <p><i>(September 2011 – June 2012)</i></p>	<ul style="list-style-type: none"> <li>· ELA Instructional Specialist</li> <li>· Grades K-5 ELA CCCSS Transition Committee (all Literacy Specialists)</li> </ul>	<ul style="list-style-type: none"> <li>· Training Checkpoint Assessments Data</li> <li>· Grades K-5 ELA CCCSS Professional Development Plan for 2012-2013</li> </ul>	<p><i>Note: Release of Literacy Specialists does NOT require funds for substitute teacher coverage</i></p> <p><u>9/27-28/2012</u>:</p> <ul style="list-style-type: none"> <li>· Free Registration</li> </ul> <p><u>10/14/2011</u>:</p> <ul style="list-style-type: none"> <li>· 6 registration fees x \$125=\$750</li> </ul> <p><u>12/1/2011</u>:</p> <ul style="list-style-type: none"> <li>· 6 registration fees x \$179=\$1074</li> </ul> <p><u>12/14/2011</u>:</p> <ul style="list-style-type: none"> <li>· 6 registration fees x \$125=\$750</li> </ul> <p><u>1/20/2012</u>:</p> <ul style="list-style-type: none"> <li>· 7 registration fees x \$179=\$1253</li> </ul> <p><u>2/15/2012</u>:</p> <ul style="list-style-type: none"> <li>· 6 registration fees x \$85=\$510</li> </ul> <p><u>4/4/2012</u>:</p> <ul style="list-style-type: none"> <li>· 6 registration fees x \$125=\$750</li> </ul> <p>Total: \$ 5,087</p>	

**LITERACY**

Goal 2: Implement system-wide series of District Benchmark Assessments in order to track student progress.

***Background Narrative***

During 2011-2012, in accordance with the NPS (Norwalk Public Schools) Curriculum Cycle, the ELA assessment program for grades 6-12 will be in the process of curriculum evaluation. High schools will continue to administer the grades 9 and 10 District Benchmark Assessments in Response to Literature in Fall and Winter. Middle schools grades 6-8 will continue to administer the DRP in Fall and Winter. In elementary schools, the ELA assessment program is in the process of implementation during 2011-12 in accordance with the NPS Curriculum Cycle. During this time, DRA2 will continue to be administered in Fall, Winter, and Spring in ten elementary schools, with the remaining two schools participating in the Wireless Generation pilot of DIBLS and Reading 3D as part of a State grant.

During 2012-2013, the Grades K-5 and Grades 6-12 ELA CCCSS Transition Committees will study released assessment items and/or information issued by SBAC (Smarter Balanced Assessment Consortium). This study will guide the design of revised District Benchmark Assessments for alignment with CCCSS. In addition, in grades K-3, the Wireless Generation pilot will begin in one additional elementary school as the other eleven elementary schools continue with implementation of the DRA2.

During 2013-2014, the Grades K-5 and Grades 6-12 ELA CCCSS Transition Committee will continue to pilot and refine district benchmark assessments to ensure alignment with the CCCSS.

***Strategies:***Strategies for 2011-12:

1. Implement grades 9 and 10 District Benchmark Assessment in Response to Literature in Fall and Winter. Evaluate data with the Grades 6-12 ELA CCCSS Transition Committee.
2. Implement DRP as Fall and Winter District Benchmark Assessment in grades 6, 7, and 8. Evaluate data with Subject Area Leaders.
3. Implement DRA2 as Universal Screen and District Benchmark Assessment in grades K-5 in elementary schools in Fall, Winter, and Spring. Evaluate data with Literacy Specialists. (Note the exception: Grade K does not begin DRA2 testing until Spring 2012)

Strategies for 2012-13:

To be determined and/or modified in August 2012.

Strategies for 2013-14:

To be determined and/or modified in August 2013.

***Implementation Indicators (Adult Actions):***Indicators for 2011-12:

1. If 100% of grades 9-10 ELA teachers implement the Fall and Winter 2011 District Benchmark Assessment in Response to Literature, then teachers will prioritize and differentiate instruction based on the needs of their students in alignment with the ELA Curriculum and the CAPT Response to Literature Rubric. This will be measured by Walk-through data (from a 10% sample), which will indicate “exemplary level” implementation of differentiation of instruction in at least 65% of classrooms sampled. “Exemplary level” will be defined by the DI (Differentiated Instruction) Rubric.
2. If 100% of grades 6-8 ELA teachers implement the Fall and Winter DRP, then teachers will prioritize and differentiate instruction based on the needs of their students and provide students with the appropriate books for independent reading in accordance with the DRP score and the DRP targets established by the District. This will be measured by Walk-through data (from a 10% sample) of classrooms in the ELA Readers Workshop model, which will indicate at least 80% of students are matched with books aligned with their Independent Reading Level, as per the students’ DRP Units.
3. If 100% of K-5 teachers implement the Fall, Winter, and Spring DRA2 as prescribed in the District ELA Testing Calendar, 100% of teachers will plan differentiated reading instruction according to students’ independent reading level. This will be measured by Walk-through data collected by Literacy Specialists (from a 10% sample), which will indicate “exemplary level” implementation of differentiation of instruction (based on DRA2 level) in at least 85% of classrooms sampled. “Exemplary level” will be defined by the DI (Differentiated Instruction) Rubric.

Indicators for 2012-13:

To be determined in August 2012.

Indicators for 2013-14:

To be determined in August 2013.

***Results Indicators (Student Actions):***Indicators for 2011-12:

1. If 100% of students in grades 9-10 receive instruction that targets their needs as identified on the District Benchmark Assessment in Response to Literature, then grade 10 students will meet the District’s 2011 CAPT proficiency target of 80% in reading.
2. If 100% of students in grades 6-8 receive instruction that targets their needs and these students read books at their independent reading level as measured by the District’s identified targets for DRP on the Fall and Winter District Benchmark Assessment, then 100% of grades 6-8 students who receive targeted instruction in reading comprehension will demonstrate positive growth in their DRP level between Fall and Winter.
3. If 100% of students in grades K-5 receive instruction that targets their needs as measured by the DRA2 proficiency levels published by the District and the State of Connecticut, then 100% of grades K-5 students who receive targeted instruction in reading will demonstrate positive growth between Fall and late Spring in the District and State of Connecticut’s identified reading benchmarks for their grade level.

Indicators for 2012-13:  
To be determined and/or modified in August 2012.

Indicators for 2013-14:  
To be determined and/or modified in August 2013.

Actions/Timeline	Persons Responsible	Evidence of Completion	Resources	Monitoring Notes
<p><b>HS: Revise and implement grades 9-10 District Benchmark Assessments, rubrics, and data collection tool for Fall 2011 and Winter 2012. Evaluate data with ELA Department Chairs. (September 2011-February 2012)</b></p>	<ul style="list-style-type: none"> <li>· ELA Instructional Specialist</li> <li>· ELA Dept Chairs</li> <li>· Grades 9 and 10 ELA teachers</li> <li>· School administrators</li> </ul>	<ul style="list-style-type: none"> <li>· Fall 2011 District Benchmark Assessment data for grades 9 and 10</li> <li>· Winter 2011 District Benchmark Assessment data for grades 9 and 10</li> <li>· Walk-through data using DI Rubric</li> </ul>	<ul style="list-style-type: none"> <li>· Internal copy center services—no additional costs associated</li> </ul>	
<p><b>MS: Implement Grades 6-8 DRP as Universal Screen and District Benchmark Assessment in Fall and Winter. Evaluate data with ELA Subject Area Leaders. (September 2011-February 2012)</b></p>	<ul style="list-style-type: none"> <li>· ELA Instructional Specialist</li> <li>· ELA Subject Area Leaders</li> <li>· Grades 6-8 ELA teachers</li> <li>· School administrators</li> <li>· Testing and Evaluation Specialist</li> <li>· IT Director</li> </ul>	<ul style="list-style-type: none"> <li>· Fall 2011 DRP data for grades 6, 7, and 8</li> <li>· Winter 2011 DRP data for grades 6, 7, and 8</li> <li>· Walk-through data on DRP Units and Independent Reading</li> </ul>	<ul style="list-style-type: none"> <li>· Questar Student Fee for Research Data Disk \$1050 + \$ 6245 Scoring Services Fee + \$4400 Student Answer Sheets= \$11,695.00</li> <li>Total: \$11,695.00</li> </ul>	
<p><b>ES: Implement DRA2 as Universal Screen and District Benchmark Assessment in Fall, Winter and Spring as prescribed by District ELA Testing Calendar. Evaluate data with Literacy Specialists. (September 2011-May 2012)</b></p>	<ul style="list-style-type: none"> <li>· ELA Instructional Specialist</li> <li>· Literacy Specialists</li> <li>· Grades K-5 teachers</li> <li>· School administrators</li> <li>· IT Director (data portal)</li> <li>· IT outside consultant (data portal)</li> </ul>	<ul style="list-style-type: none"> <li>· Fall 2011 DRA2 data for grades 1-5</li> <li>· Winter 2012 DRA2 data for grades 1-5</li> <li>· Spring 2012 DRA 2 data for grades K-5</li> <li>· Walk-through data using DI Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Costs for update of data portal covered by the IT Department’s budget (approximately \$1000)</li> </ul>	

**LITERACY**

Goal 3: Implement differentiated instruction to targeted students identified using District data systems.

<b><i>Background Narrative</i></b>
In 2010-2011, we had a successful first year of training and implementation of the Sheltered Instruction Observation Protocol (SIOP) with several groups of teachers. SIOP is a research-based model that helps teachers provide effective instruction to English Language Learners (ELLs) and struggling learners. This instruction allows ELLs to have access to content-area curriculum and promotes high levels of academic success. During 2011-2012, training and implementation will continue with the first groups of teachers, and begin with a new cohort of 30 secondary teachers. During 2012-2014, we will re-access training needs and continue implementation.
<b><i>Strategies:</i></b>
<p><u>Strategies for 2011-12:</u></p> <ol style="list-style-type: none"> <li>1. Provide 6 days of SIOP training (conducted by Deborah Short, Ph.D.) for a second cohort of 30 secondary teachers.</li> <li>2. Continue SIOP training at a pilot elementary school (conducted by Deborah Short, Ph.D.)</li> <li>3. Provide follow-up and implementation with all teachers trained in SIOP through discussion sessions, SIOP newsletter and observations.</li> </ol> <p><u>Strategies for 2012-13:</u> To be determined and/or modified in August 2012.</p> <p><u>Strategies for 2013-14:</u> To be determined and/or modified in August 2013.</p>
<b><i>Implementation Indicators (Adult Actions):</i></b>
<p><u>Indicators for 2011-12:</u></p> <ol style="list-style-type: none"> <li>1. If 100% of targeted groups of teachers are trained in SIOP, then 85% of these teachers in a selected sample will use 20 out of the 30 features of SIOP to a highly evident degree in their classrooms, as evidenced by observations using the SIOP checklist.</li> <li>2. If 100% of targeted groups of teachers are trained in SIOP, then 100% of these teachers in a selected sample will use at least one of the following means to share strategies at their respective schools: professional development sessions, faculty meetings, grade level/content-area meetings, data team meetings, placing ideas in “toolbox” binders, pairing up with a colleague who is not in the training, etc., as measured by records of “transfer training” and evidence of the transferred strategy being used in classrooms, using the SIOP checklist.</li> <li>3. If 100% of teachers at a pilot elementary school are trained in SIOP, then 90% of these teachers will show evidence of using SIOP</li> </ol>

strategies to a highly evident degree during walk-throughs, as measured by the select features on the SIOP checklist.

Indicators for 2012-13:

To be determined and/or modified in August 2012.

Indicators for 2013-14:

To be determined and/or modified in August 2013.

***Results Indicators (Student Actions):***

Indicators for 2011-12:

1. If high school ELLs are taught in classes in which teachers are using SIOP strategies, ELLs will show an average growth of 3% in their GPA's at the end of the 2011-2012 school year, compared to a similar group of ELLs at the end of the 2010-2011 school year.
2. If high school ELLs are taught in classes in which teachers are using SIOP strategies, ELLs will sustain an average 20% drop in absenteeism compared to a similar group of ELLs in the 2009-2010 school year (before SIOP was implemented).
3. If middle school and high school ELLs are taught in classes in which teachers are using SIOP strategies, at least 90% of ELLs will show an increase in their overall scaled scores on the annual language proficiency assessment (Language Assessment System – LAS Links) in the 2011-2012 school year.
4. If 100% of students at a pilot elementary school are in classes in which teachers are using SIOP strategies, then the school will meet the literacy goals indicated in their School Growth Plan.

Indicators for 2012-13:

To be determined and/or modified in August 2012.

Indicators for 2013-14:

To be determined and/or modified in August 2013.

Actions/Timeline	Persons Responsible	Evidence of Completion	Resources	Monitoring Notes
<b>MS and HS: Provide 6 days of SIOP training to 30 secondary teachers. Provide administrators with a walk-through checklist.</b> <i>(August 2011—April 2012)</i>	· ELL Instructional Specialist	Agendas, handouts, CEU sign-in sheets, walk-through checklist	Training: \$21,250; PD summer stipend: 30 teachers x 12 hours x \$26 per hour= \$9,360; Substitutes: 30 teachers x 4 days x \$90= \$10,800 (Title IIA, Title III)	First 2 days completed: Aug. 22, 2011 Aug. 23, 2011
<b>ES: Provide 3 additional days of SIOP training at pilot elementary school. Provide administrators with a walk-through checklist</b> <i>(November 2011—June 2012)</i>	· ELL Instructional Specialist	Agendas, handouts, and CEU sign-in sheets, walk-through checklists, walk-throughs	Training: \$8,925; Substitutes: 30 teachers x \$90= \$2700 (Title I, Title IIA, Title III)	
<b>Publish at least 6 SIOP newsletters to be distributed electronically to all teachers trained or being trained in SIOP and their administrators</b> <i>(October 2011-June 2012)</i>	· ELL Instructional Specialist	Copies of newsletters	None	
<b>Provide at least 3 discussion sessions for secondary content-area teachers trained or being trained in SIOP.</b> <i>(October 2011-June 2012)</i>	· ELL Instructional Specialist	Agendas/notes from sessions	None	
<b>Provide SIOP training / discussion time for ELL teachers during ELL dept. meetings.</b> <i>(October 2011-June 2012)</i>	· ELL Instructional Specialist	Agendas/notes from dept. meetings	None	

**NUMERACY, 2011-2014**

**Goal 1:** *Evaluate and adjust existing Math curricula to ensure alignment during the transition to full implementation of the Connecticut Common Core State Standards (CCSS) by 2014-2015.*

***Background Narrative:***

Norwalk Public Schools (NPS) made significant progress toward this Goal at the end of the previous three-year District Improvement Plan (DIP).

During the 2010-2011 school year, the newly formed K-5 and 6-12 Steering Committees jointly previewed, identified and recommended Common Core textbooks that could be “piloted” during the 2011-2012 school year. Those “pilots” (and the numerous other recommendations) were presented to the Board of Education (BOE) and received the unanimous endorsement of the District Data Team at its final June meeting. Currently, NPS is piloting “Go Math” at six (6) elementary schools and “Big Ideas” at the middle school level. The ultimate goal is to move the District (all 12 elementary schools) to one (1) mathematics program in 2012-2013 that is aligned to CCCSS and promotes ELL, Differentiation, Tiered Instruction (SRBI) and appropriate use of Technology.

In addition, the NPS Curriculum Department reviewed and adjusted its 5-year Curriculum Revision Plan so that all Disciplines would be ready to implement the Connecticut Common Core State Standards (CCSS) on or before the 2014-2015 school year which is the first year of the mandatory national testing. With the recent advance release (9/28/2011) of Connecticut’s new Common Core aligned mathematics Curricula and Pacing Guides (CCSS), along with the possibility of a Connecticut NCLB waiver, NPS could transition to the CCCSS in mathematics as a whole District as soon as September 2012. Currently, we must both prepare and take the current elementary (CMT) and secondary (CAPT) State of Connecticut tests, while at the same time transitioning over to the Common Core for the 2014-2015 school year. This plan has been revised to reflect the implementation of the CCCSS in mathematics in September 2012. Hence, 2011-2012 is the “Development” year in the Curriculum cycle while 2013-2015 are the three “Implementation” years of the new CCCSS. (\*Note – 2010-2011 was the “Evaluation” year in the Curriculum cycle – The current curricula and materials were thoroughly evaluated and aligned to current Connecticut Grade Level Expectations (G.L.Es). Deficiencies were noted and confirmed by both State test scores and the new Connecticut Benchmark Assessment System (CBAS) which NPS participated in for the first time in grade 3-8. While it was helpful to use this data to both inform and drive our instruction, much of this work is now moot due to the coming national standards (CCSS). It did, however, serve to strengthen our data teams and improve instruction, and it will continue to raise student achievement this year and in the future.)

During the current school year of 2011-2012, The Math Steering Committees (with the support of the Instructional Specialist and Numeracy Coaches) will produce new Curricula and Pacing Guides for grades K-8 in mathematics that are completely aligned to the CCCSS. These Committees (as well as the support personnel) will receive professional development in Math instructional strategies related to the CCCSS from the local area RESC (Regional Educational Service Center, i.e. CES/Cooperative Educational Services) and CALI (Connecticut Accountability for Learning Initiative). At the Secondary level (6-12), the necessary curricular changes are focused only on Algebra I at this time as it is currently the only course subject to future testing via the CCSS and Connecticut High School Reform movement. NPS, via the Secondary Steering Committee, has already made the necessary adjustments and produced for the first time a truly “common” Algebra curriculum for all secondary schools (grades 6-12) that is more rigorous than the current Connecticut Algebra standards. In addition to common textbooks and

curriculum, all Algebra I students will see increased rigor and accountability when they take common quarter exams (for the first time) four times per year. The District is also “piloting” an Intensified Algebra (IA) at the middle schools (and the alternative high school) that promises to increase the number of students who SUCCESSFULLY complete Algebra in 8<sup>th</sup> grade and go on to high school “college and career” ready. This pilot is in addition to increased rigor and placement criteria that have been established for Algebra in grades 7-10.

During 2012-2013, the District will adopt one math program for all 12 elementary schools, transition to the CCCSS (K-8), participate in the newer more rigorous Connecticut Algebra “pilot” (that includes quadratics), increase the number of Intensified Algebra sections by conducting the course during the school day and expand this program to all high schools (see Goal #3 = Differentiation).

During 2013-2014, the District will continue implementation of the CCCSS in mathematics and focus on Goals #2 and #3 (see below). The Steering Committees will continue their work in the hope of bringing greater consistency in instruction and student achievement to the District.

### ***Strategies:***

#### Strategies for 2011-12:

1. The Math Steering Committees (plus Coaches and Instructional Specialist) will receive advanced training in the implementation and adoption of the CCCSS.
2. The Math Steering Committees will produce both Curriculum and Pacing Guides (via the “Rigorous Curriculum Model” favored by the State of CT) for grades K-8 and further refine the Algebra I program via pacing and common assessments (quarter tests).
3. Continue K-5 “pilots” of CCSS textbooks as we transition to one (1) program for Fall 2012.
4. Continue 6-8 “pilots” of CCSS textbooks as we transition to one (1) program for Fall 2012.
5. Continue Intensified Algebra (IA) “pilots” at the middle schools in an effort to expand to all high schools (Fall 2012)

#### Strategies for 2012-13: (To be determined and/or modified in August 2012)

1. Adopt one (1) math program for all 12 elementary schools that is aligned to the CCCSS.
2. Transition to the CCCSS in grades K-8 plus Algebra I (CT pilot curriculum with quadratics).
3. Adopt one (1) math program for all four middle schools that can be used for all levels (Phase I & II).
4. Expand Intensified Algebra to the high schools and incorporate it into the school day (@ both middle and high school.)

#### Strategies for 2013-14:

To be determined and/or modified in August 2013

***Implementation Indicators (Adult Actions):***Indicators for 2011-12:

If the Math Steering Committees (plus Coaches and Instructional Specialist) receive advanced training in the implementation and adoption of the CCCSS, then they will be able to do the following: 1.) Produce high quality/exemplary Curriculum and Pacing Guides for grades K-8; and 2.) Further refine the Algebra I program via pacing and common assessments (quarter tests). (“high quality/exemplary” defined as meeting the State of CT/CSDE/Ainsworth “Rigorous Curriculum Model” AND includes both Resources and Assessments.)

If NPS produces the above documents and offers additional training, then we will be able to offer high quality/exemplary CCSS “pilots” in at least six (6) elementary schools and one middle school. (“high quality/exemplary” pilots defined as meeting the following four criteria:

1.) Aligned to the Common Core (CCSS); 2.) ELL accessible; 3.) Differentiation/SRBI/Tiered instruction; and 4.) Technology-based.

If NPS is able to train a sufficient core of teachers in Intensified Algebra (IA), then we will be able to offer a successful “pilot” in at least two middle schools and one high school. (“successful” pilot defined below under Results Indicators = 50% of students moving on to Geometry)

Indicators for 2012-13:

To be determined and/or modified in August 2012

Indicators for 2013-2014:

To be determined and/or modified in August 2013.

***Results Indicators (Student Actions):***Indicators for 2011-12:

If 50% (pilot = 6/12 schools) of students in grades K-8 receive instruction based on the CCCSS, then they will meet or exceed the District proficiency goals on the mandated State assessments (CMT). (see District Targets in this DIP)

If Intensified Algebra (IA) is run at the middle and high schools (Briggs), then at least 50% of the participants will successfully complete Algebra and go on to Geometry. (This would be a substantial increase in the overall number of students taking and passing Algebra I)

Indicators for 2012-13:

To be determined and/or modified in August 2012

Indicators for 2013-2014:

To be determined and/or modified in August 2013

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Actions/Timeline 2011-2012	Persons Responsible	Evidence of Completion	Resources	Monitoring Notes
<p><b>The Math Steering Committees (plus Coaches and Instructional Specialist) will receive advanced training in the implementation and adoption of the CCCSS.</b></p> <p>-9/26/11: CCSS – CT State symposium on CCSS</p> <p>-9/27-28//2011: CCCSS Curriculum Revision Workshop</p> <p><b>The Math Steering Committees will produce both Curriculum and Pacing Guides (via the “Rigorous Curriculum Model” favored by the State of CT) for grades K-8 and further refine the Algebra I program via pacing and common assessments (quarter tests).</b></p> <p><b>Continue K-5 “pilots” of CCSS textbooks as we transition to one (1) program for Fall 2012.</b></p> <p><b>Continue 6-8 “pilots” of CCSS textbooks as we transition to</b></p>	<p><u>Curriculum Department</u> - Instructional Specialists</p> <p><u>Math Instructional Specialist</u> - Coaches - Select teacher(s)</p> <p><u>Math Instructional Specialist</u> - Steering Committee</p> <p><u>Math Instructional Specialist</u> - Select teachers</p> <p><u>Math Instructional Specialist</u> - Select teachers</p>	<p>Attendance + materials + CEUs</p> <p>Attendance + sample Curricula&amp; Pacing Guides created</p> <p>K-8 Curricula + Pacing Guides Algebra Quarter tests</p> <p>6 Schools “piloting” as per District Data Team</p> <p>Pre and post testing data</p>	<p>9/26: Free Registration</p> <p>9/27-28/2012: ·Free Registration</p> <p>Steering Committee meetings:  6 mtgs X 10 subs (@90/day) = \$5,400  * subs covered under PD grant money</p> <p>Same or less than current consumable budget = \$45,000 (no new cost)</p> <p>13 sections @ \$150 section + shipping =</p>	<p>Completed 9/26</p> <p>Completed 9/28</p>

<b>Actions/Timeline 2011-2012</b>	<b>Persons Responsible</b>	<b>Evidence of Completion</b>	<b>Resources</b>	<b>Monitoring Notes</b>
<p><b>one (1) program for Fall 2012.</b></p> <p><b>Continue Intensified Algebra (IA) “pilots” at the middle schools in an effort to expand to high schools (Fall 2012)</b></p>	<p><u>Math Instructional Specialist</u></p> <ul style="list-style-type: none"> <li>- Select Principals</li> <li>- Guidance Counselors</li> <li>- Teachers</li> </ul>	<p>Training + Attendance + electronic reports</p>	<p>\$2,145</p> <p><u>Training for teachers:</u>                      \$4,110 plus subs (5 @90 X 2 days each) = \$900 + 3 teachers X 6 hours (@ \$26/hour = \$468 (\$5,478 total)</p> <p><u>Program costs:</u>                      4 sites @ \$3,410/site = \$13,640 (total) plus teacher wages (maximum \$12,000/site = of \$48,000 total)</p> <p>* All of the above <u>training and program</u> costs are paid by a grant written for this purpose.</p> <p>Total: \$ 119,663</p>	

**NUMERACY, 2011-2014**

**Goal 2:** *Implement a system-wide series of District Benchmark Assessments in order to track student progress.*

***Background Narrative***

At the end of the previous 3-year District Improvement Plan (DIP), the District made significant progress toward implementing District-wide Benchmarks.

2010-2011 school year, the District implemented the first true Benchmarks (District-wide) by participating in the Connecticut Benchmark Assessment System (CBAS) for grades 3-8: CBAS was taken twice in grades 3-8 and once in grades 6-8. The results revealed specific curricular gaps that could be remediated prior to the actual CMT. This remediation took place at many schools throughout the District with noticeable improvements being made.

- Also in 2010-2011, the new Secondary Math Steering Committee created (for the first time) a common Algebra I curriculum and Pacing that will standardize the content and rigor and consistency in this key class. All Algebra I classes (whether they be taken at a middle or high school) have the same textbook, the same curriculum, the same pacing and will have the same Benchmark assessments at the end of now each marking period (quarter).

- Also, in 2010-2011, the newly formed Elementary Steering Committee evaluated several grade K-2 Benchmark options. The list was narrowed to a few possibilities which can be “piloted” in 2011-2012.

2011-2012, the goal is to participate more fully in CBAS – Three times/yearly in grades 3-5 and at least once in grades 6-8. The frequency in grades 6-8 is limited due to the computer infrastructure and the difficulty of testing 600 to 800 students at each middle school in a short period that does not compromise instruction time.

2012-2014 – Full participation (3 times/annually) for grades 3-8. The Request for Proposals (RFP) for the CBAS from the State indicates that CBAS will morph into a pool of questions that encompass the Common Core (and there is talk of it becoming the National interim assessment). If either scenario occurs, it will remain the primary Benchmark for NPS.

***Strategies:******Strategies for 2011-2012:***

1. Continue to implement CBAS in grades 3-8 (Three times/yearly in grades 3-5 and at least once in grades 6-8.)
2. Create and administer District quarter tests in Algebra I to maintain fidelity and consistency in the curriculum & pacing.
3. “Pilot” K-2 Benchmarks (both paper/pencil and computer adaptive options) for future adoption.

Strategies for 2012-2013:

To be determined and/or modified in August 2012

Strategies for 2013-2014:

To be determined and/or modified in August 2013

***Implementation Indicators (Adult Actions):***Indicators for 2011-2012:

100% of teachers will implement District Benchmark Assessments for Math (CBAS) in grades 3-8 during the testing window.

100% of Algebra I teachers will administer common quarter tests during the testing window.

The Elementary Steering Committee will either choose or create K-2 Benchmarks to “pilot” in Math.

Indicators for 2012-2013:

To be determined and/or modified in August 2012

Indicators for 2010-11:

To be determined and/or modified in August 2013

***Results Indicators (Student Actions):***Indicators for 2011-2012:

If 100% of students participate in the Benchmark system, then the District will meet or exceed its goals on the CMT.

If 100% of Algebra I students are exposed to common Curriculum and Pacing Guides, then the Algebra II failure rate will decline by at least 10% for that class in successive years (2013-2014).

Indicators for 2012-2013:

To be determined and/or modified in August 2012

Indicators for 2013-2014:

To be determined and/or modified in August 2013

<b>Actions/Timeline 2011-2012</b>	<b>Persons Responsible</b>	<b>Evidence of Completion</b>	<b>Resources</b>	<b>Monitoring Notes</b>
<b>Continue to implement CBAS in grades 3-8.</b>	<u>Math Instructional Specialist</u>	CBAS reports	Free from State of CT - PD and assistance provided by math Instructional Specialist and Numeracy coaches	Begun in 2010-2011
<b>Create and administer District quarter tests in Algebra I to maintain fidelity and consistency in the curriculum &amp; pacing.</b>	<u>Math Instructional Specialist</u> - Steering Committee	Tests + Test results (organized, analyzed and distributed)	Steering Committee meetings (4) - 4 X 10 subs @90 = \$3,600 total	
<b>“Pilot” K-2 Benchmarks (both paper/pencil and computer adaptive options) for future adoption.</b>	<u>Math Instructional Specialist</u> - Steering Committee	Recommendations for K- 2 Benchmarks will be distributed.	Steering Committee meetings (2) -2 x12 subs @90 = \$2,190 total  Total: \$ 5,790	

**NUMERACY, 2011-2014**

**Goal 3:** *Implement differentiated instruction to targeted students identified using District data systems.*

***Background Narrative***

Differentiation of Instruction (DI) as well as the offering of Tiered instruction (as per CT law = July 2009) remains a major challenge for the Mathematics Department across the District at all grade levels. Regardless of textbook, program or curricula, the ability to manage flexible groups (as opposed to whole-class instruction) will be a major factor in our ability to transition to the Common Core State Standards (CCSS).

During the 2010-2011 school year, the Curriculum Department chose to Tier the schools in terms of performance/student achievement. The “Tier 3” schools with the greatest achievement gaps were targeted for extra attention by the Department. These schools received all of the regular services, but a significantly higher amount of attention from administrative coaches, the Numeracy Coaches as well as the Instructional Specialist for mathematics. The corresponding Professional Development (PD) in mathematics focused on Data-Driven Decision Making (DDDM), Scientific Research Based Interventions (SRBI/RTI), and Differentiated Instruction (DI). There was also significant PD on the proper use of Flexible Grouping, Key Academic Vocabulary, targeted remediation and the creation of a Professional Learning Community (PLC). All of this resulted in substantial gains at the two schools that were targeted: In fact, one made Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) in just one testing cycle, and the other was close and remains on the list for continued assistance.

During the 2011-2012 school year, the District will continue to implement the SRBI model of Tiered intervention to our schools in mathematics. The identified schools will receive a combination of services listed above as well as possible grant programs.

2012-2013 – To be determined and/or modified in August 2012

2013-2014 – To be determined and/or modified in August 2013

***Strategies:*****Strategies for 2011-2012:**

1. Continue to train the Numeracy Coaches and select teachers in Differentiated Instruction, Scientific Research Based Interventions (SRBI/RTI), Data-Driven Decision-Making & Data Teams (DDDM/DT), Key Academic Vocabulary, Technology and Flexible Grouping.
2. Train teachers to use data from state and local assessments to identify students for targeted instruction (grades K-12).
3. Focus the above training on Tier III schools with the greatest gaps in student achievement.

Strategies for 2012-2013:

To be determined and/or modified in August 2012

Strategies for 2013-2014:

To be determined and/or modified in August 2013

***Implementation Indicators (Adult Actions):***Indicators for 2011-2012:

If 100% of teachers (at the targeted Tier III schools) receive Professional Development in SRBI, DI, DDDM/DT & Key Academic Vocabulary, then Walk-through data (from a 10% sample) will show high quality/exemplary implementation in at least 60% of the classrooms. (“high quality/exemplary” defined by the DI rubric)

Indicators for 2012-2013:

To be determined and/or modified in August 2012

Indicators for 2013-2014:

To be determined and/or modified in August 2013

***Results Indicators (Student Actions):***Indicators for 2011-2012:

If 100% of students in the Tier III schools receive SRBI interventions, Differentiated Instruction and Key Academic Vocabulary, then those schools will meet or exceed their Proficiency Goals on the CMT.

Indicators for 2012-2013:

To be determined and/or modified in August 2012

Indicators for 2013-2014:

To be determined and/or modified in August 2013

<b>Actions/Timeline 2011-2012</b>	<b>Persons Responsible</b>	<b>Evidence of Completion</b>	<b>Resources</b>	<b>Monitoring Notes</b>
<p><b>Continue to train the Numeracy Coaches and select teachers in Differentiated Instruction, Scientific Research Based Interventions (SRBI/RTI), Data-Driven Decision-Making &amp; Data Teams (DDDM/DT), Key Academic Vocabulary, Technology and Flexible Grouping.</b></p> <p><u>10/27/11</u> – Workshop - “Data Team Process”</p> <p><u>11/30/11</u> – Workshop - “Keeping Students Actively Engaged while Differentiating in Tier I”</p> <p><u>12/6/11</u> – Workshop - “Getting Students to write in Math, gr. 6-8”</p> <p><u>12/14/11</u> – Workshop – “Dissecting the Common Core (CCSS) and determining its implications in the classroom, K-8”</p> <p><u>2/7/12</u> – Workshop – “Using Manipulative to build Conceptual Understanding”</p>	<p><u>Math Instructional Specialist</u> - Numeracy Coaches</p>	<p>Attendance, CEUs, Visit logs</p>	<p><u>10/27/11</u> – Webinar = FREE + 6 subs = \$540</p> <p><u>11/30/11</u> – Webinar = FREE + 6 subs = \$540</p> <p><u>12/6/11</u> - 6 X \$125 + subs (\$540)= \$1,290 total</p> <p><u>12/14/11</u> - 6 X \$125 + subs (\$540) = \$1,290 total</p> <p><u>2/7/12</u> - 6 X \$125 + subs (\$540) = \$1,290 total</p>	



<p>2/14/12 – Workshop – “Building Basic Math Fluency in the Middle Grades”</p> <p><u>5/2/12</u> – Workshop - “Using Reading Strategies in Math”</p>			<p>total</p> <p>2/14/12 - 6 X \$125 + subs (\$540) = \$1,290 total</p> <p>5/2/12 - 6 X \$125 + subs (\$540) = \$1,290 total</p> <p>Total: \$18,300</p>	
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# Appendices

## Appendix A



### Glossary of Terms

**Accountability:** the notion that people (e.g., teachers, administrators) or an organization (e.g., a school, school district, State Department of Education) are held responsible for improving student achievement.

**Adequate Yearly Progress (AYP):** an individual state's measure of yearly progress toward achieving state academic standards. It is the minimum level of improvement that states, school districts, and schools must achieve each year, according to the No Child Left Behind Act.

**Alignment:** the degree to which assessments, curriculum, instruction, instructional materials, professional development and accountability systems reflect and reinforce the educational program's objectives and standards.

**Annual Measurable Achievement Objectives (AMAO):** three targets are measured for English language learners (ELLs) in districts that receive Title III grant funding. Two are in the area of English language acquisition measuring progress and proficiency rates from year to year. The third target is AYP if the subgroup of ELLs in a district is 40 or more.

**Assessment:** the measurement of knowledge, skills and beliefs to determine the level of student achievement in a particular content area (e.g., performance-based assessments, written exams, quizzes).

**Balanced Assessment:** The components of a balanced assessment system are interim assessments, formative assessment tools and practices, and summative assessments.

**Benchmark:** a description of a specific level of student achievement expected of students at particular ages, grades, developmental levels or during a specific point in the school year.

**Benchmark Assessment:** interim assessments administered periodically to measure students' mastery of standards-based curriculum objectives.

**Best Practice:** a technique or methodology that has been proven to reliably lead to a desired result through research and experience.

**Big Idea:** key generalization or enduring understanding that students will take with them after the completion of a learning unit.

**Blueprint for Reading Achievement:** Connecticut document that is based upon the consensus of the Early Reading Success Panel members, which provides a general overview of basic research findings about reading, including the nature of skilled reading, the competencies important in reading achievement and the components of a comprehensive, high-quality curriculum of reading instruction. The Blueprint also includes competencies required for reading success for children in kindergarten through Grade 3.

**Beyond the Blueprint:** Connecticut document that builds upon the *Blueprint for Reading Achievement* by providing guidance on the teaching of reading to students in Grades 4 through 12, as well as across content areas.

**Connecticut Accountability for Learning Initiative (CALI):** is a statewide model of continuous school and district improvement with the goal of closing Connecticut's achievement gaps.

**Common Assessments:** a broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be summative or interim.

**Common Core State Standards:** national academic standards adopted by Connecticut that provide a clear and consistent framework to prepare our children for college and the workforce.

**Cognitive Academic Language Proficiency (CALP):** cognitive academic language typically takes 5-7 years to develop.

**Curriculum:** guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials and assessments to ensure that all students are able to achieve standards.

**Curriculum-based Measures (CBM):** measures for ongoing monitoring of students' progress through a curriculum.

**Data Teams:** teams of educators that participate in collaborative, structured, scheduled meetings, which focus on the effectiveness of teaching as determined by student achievement. Data Teams adhere to continuous improvement cycles, analyze trends, and determine strategies to facilitate analysis that results in action. Data Teams can occur at the state, district, school and instructional level.

**Data Team Leader:** educator who is responsible for leading the data team. Responsibilities may include facilitating meetings, communicating work to the larger community, focusing discussions around data, challenging assumptions, establishing meeting agendas, meeting monthly with principal and other Data Team leaders, and championing the work of data-driven decision making.

**Decision Rules:** clear, specific guidelines for making data-driven decisions (e.g., at least 80 percent of students should be meeting academic benchmarks for the core curriculum to be considered effective).

**Differentiated Instruction (DI):** a proactive decision-making process that considers critical student learning differences and the curriculum. Differentiated instruction decisions are made by teachers and are based on: (1) formative assessment data; (2) research-based instructional strategies; and (3) a positive learning environment.

**District Data Team (DDT):** team of central office educators, with teacher, administrator and support staff representation, who meet monthly to monitor the implementation and efficacy of district improvement plans, and analyze disaggregated benchmark data from all schools in the district to make curriculum and policy decisions.

**District Reference Group (DRG):** classification system in which districts that have public school students with similar socioeconomic status and need are grouped together. Grouping like-districts together is useful in order to make legitimate comparisons among districts.

**Effective Teaching Strategies (ETS):** nine categories of research-based instructional strategies that were identified to be most effective in a meta-analysis conducted by Marzano, Pickering & Pollock (2001). They include: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; cues, questions and advance organizers. Connecticut has added a tenth strategy, non-fiction writing, based on the research of Douglas Reeves.

**English Language Learners (ELLs):** please see *Limited English Proficient*.

**English as a Second Language (ESL):** a method of instruction for students who are learning English as a new language; usually involves pulling students out of the regular class for specific English instruction and/or providing ESL support in the mainstream class.

**Essential Question:** open-ended question with emotive force that invites students into the learning process and establishes a learning goal of being able to answer the essential question with a big idea at the end of an instructional unit.

**Fidelity of Implementation:** use and delivery of curricula, instructional strategies, behavioral systems and interventions in the manner they were designed and intended to be used (e.g., adhering to the treatment time and key features required for a particular intervention).

**Formative Assessment:** process used by teachers to determine how to adjust instruction in response to student needs and by students to adjust learning strategies.

**Grade Level Expectations (GLE):** a description of what students should know and be able to do at the end of a grade level. (NOTE: These have been replaced by Common Core Standards in Mathematics and English Language Arts/Literacy.)

**Goal Line:** graphically, this is the line connecting the student's baseline performance to a data point representing the long-range goal (also referred to as an aimline).

**High-leverage Adult Action:** specific actions taken by adults to “cause” student achievement outcomes (e.g., 100 percent of faculty, student support staff and administrators will participate in the data team process).

**Holistic Accountability:** a system that includes not only academic achievement scores, but also specific information on curriculum, teaching and leadership practices. It includes a balance of quantitative and qualitative indicators which focus on the progress of individual students. Holistic accountability includes Tier I, II and III Indicators (Douglas Reeves, 2004).

**Horizontal Data Team:** team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level.

**Instructional Data Team:** team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level (horizontal team) or content area across grade levels (vertical team); they include school leaders, specialists and behavioral/mental health personnel. Common formative assessment data and samples of student work are analyzed to identify strengths and weaknesses in student learning and determine what adult actions and instructional strategies will best address students and learning objectives. The team reconvenes to analyze the effectiveness of the selected strategies as determined by common summative assessments.

**Language Assessment Scales Links (LAS):** state mandated annual assessment to determine English Proficiency.

**Limited English Proficient (Federal term, CT-ELL):** the identification given to students who score below proficiency on LAS Links reading and writing.

**Looking at Student Work (LASW):** the collaborative analysis of student work by educators using a structured protocol to inform instruction; it is an integral component of the Data Team process.

**Local Norms:** average patterns of performance defined in relation to a local population, such as that of a school or district.

**Long-term Student Outcome:** specific indicators used to determine whether state and district learning expectations have been achieved as evidenced by student “effect” data (e.g., The percentage of Latino students that are proficient in estimation will increase from 57 percent to 75 percent as measured by the spring 2010 Connecticut Mastery Test).

**National Norms:** average patterns of performance defined in relation to a national population.

**Performance-based Assessment (PBA):** an assessment of student learning that calls for a demonstration and/or application of learned content that is integrated into lessons.

**Professional Learning Community (PLC):** collegial group of educators who are united in their commitment to continuous adult and student learning, work and learn collaboratively to realize a common mission, visit and review other classrooms, and participate in decision making.

**Progress Monitoring:** regularly using data to track students’ or a school’s or district’s progress toward a goal for increased student achievement.

**Reciprocal Accountability:** “if the district (or state) is to hold schools accountable for producing specific outcomes for their students, the district (or state) has the responsibility to provide those schools with the resources (human, material and intellectual) and the conditions necessary to produce those outcomes” (Elmore in Hess, 2006, p.119).

**Response to Intervention (RtI):** please see *Scientific Research-Based Interventions*.

**Results Indicators:** describe the specific behaviors (both student and adult) that the Data Team expects to see as a result of implementing agreed-upon strategies. Results indicators help Data Teams to determine whether or not the strategies, if implemented with fidelity, are working prior to a summative assessment so that mid-course corrections can be made.

**Rubric:** scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product or project.

**School Climate:** the nature of the interrelationships among people in the school community physically, emotionally and intellectually; how the people within the school community treat one another (adult to adult interactions, adult to student interactions and student to student interactions) through their actions, verbal and non-verbal exchanges, tone of voice and the use/abuse of inherent power advantages.

**School Data Team:** team of school educators, including the principal, teacher representatives and behavioral/mental support staff, who meet monthly to monitor the implementation and efficacy of the school improvement plan, and monitor the progress of Instructional Data Teams to make curriculum and policy decisions.

**Scientific Research-Based Interventions (SRBI):** the use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention).

**Sheltered Instruction Observation Protocol (SIOP):** a model of instructional strategies that will make course content accessible to ELLs teachers and administrators; may assess their own lessons to determine if they are employing the recommended sheltered strategies.

**Slope in an RtI Model:** a student's rate of improvement. Slope is determined by how the student is responding to the intervention.

**SMARTER Balanced Assessment Consortium (SBAC):** is a national consortium of states that have been working collaboratively since December 2009 to develop a student assessment system aligned to the Common Core State Standards.

**SMART Goal:** a goal that is specific, measurable, achievable, relevant/realistic, time-bound (e.g., The percentage of sixth grade students that are proficient in estimation will increase from 57 percent to 75 percent as measured by the spring 2010 Connecticut Mastery Test).

**Summative Assessment:** assessment that is employed mainly to assess cumulative student learning at a particular point in time (e.g., the Connecticut Mastery Test, the Connecticut Academic Performance Test).

**Teacher Support/Intervention Teams:** teams of educators that are responsible for data analysis and decision-making in Tier II and Tier III, and that may overlap with data teams. They include certain core members (e.g., the school principal, the school psychologist), as well as other members that may rotate on and off the team, depending on the needs of the student under consideration (e.g., special educators, reading/language arts consultants or coaches).

**Tier III Indicator:** narrative analysis of relationship between Tiers I and II; this can include conclusions, questions raised, next steps, etc.

**Tier I in SRBI:** the general education core curriculum, instruction, and social/behavioral supports for all students, with adequate differentiation of instruction.

**Tier II in SRBI:** short-term interventions for struggling students who have not responded adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system.

**Tier III in SRBI:** more intensive or individualized short-term interventions for students who fail to respond adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system.

**Title III (Grant Program of No Child Left Behind):** Sets requirements for placement and programming of ELLs.

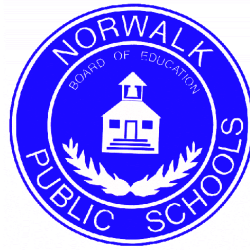
**Trendline:** the single line of best fit when the student's successive scores during intervention are plotted on a graph; the slope of the trendline shows the student's rate of improvement.

**Unwrapped Standard:** a standard that has been analyzed by educators so that it is clear what students need to know and be able to do once they have attained proficiency.

**Vertical Data Team:** team of teachers who teach the same content in different grade levels who are responsible for data analysis and instructional/curricular decision-making, with regards to a specific content area.

**[www.ctreports.com](http://www.ctreports.com):** this Web site is designed to provide quick and easy access to student performance results on Connecticut's statewide testing programs. On this site, you will find a wealth of information at your fingertips in a highly interactive and flexible format.

Source of Glossary: Leadership and Learning Center (317 Inverness Way S., Suite 150, Englewood, CO 80112) and Bernhardt, V.L. (2004) *Data Analysis for Continuous Improvement* (2<sup>nd</sup> ed.). Larchmont, NY: Eye on Education, Inc.



***SCHOOL NAME***

**School Growth Plan  
2011-2014**

# School Growth Plan - Flowchart for Alignment

**Step #1**  
**Review District Goals**  
District Data Team

**Step #2**  
**Conduct School Data Analysis and Complete Executive Summary**  
Used to create and support the School SMART Goal by the School Data Team

**Step#3**  
**Create School SMART Goals**  
Based on the Data Analysis by the School Data Team

**Step#4**  
**Create Implementation and Results Indicators (If...Then - adult and student behavior)**  
Used to support the SMART Goals

**Step# 5**  
**Complete Implementation Timeline**  
Used to support the Implementation Indicators (adult behavior only)

## Executive Summary

**Executive Summary** - is a narrative description of your School Growth Plan (SGP), the goals you chose and the evidence backing those choices including satisfactory and unsatisfactory results from the year before. It describes your plans for improvement. The Executive Summary should be written so that parents and other stakeholders who are not well versed in educational terminology can understand the rationale for improvement at your school. All schools are expected to include an executive summary as an introduction to their School Growth Plan.

Please address the following questions in your executive summary:

What data did we use? (Achievement and Demographic)

How did we identify the goals?

How did we involve stakeholders? (List School Data Team members)

What unique factors impact the success of the plan?

What are the connections between the DIP and your SGP?

## School Targets

**Literacy School Target** – is the percentage of students at Level 3 (Proficient) or higher who you identify that will allow the school to achieve or exceed the expectation set forth by the District Level Target in reading.

**Numeracy School Target** – is the percentage of students at Level 3 (Proficient) or higher who you identify that will allow the school to achieve or exceed the expectation set forth by the District Level Target in math.

## SMART Goals

A statement that identifies a desired performance; represents the essential knowledge, **skills**, behaviors, and attitudes that must be demonstrated in order to be successful with a particular performance (See page 6 for a complete description).

## Growth Plan Data Sheet - *SAMPLE* Elementary School

<b>Goal 1: Literacy</b>		NCLB Targets: 79% through 2010.				NCLB Target: 89% in 2011 through 2013			
<b>School Reading Scores</b> - Percentage at or above Proficiency									
<b>CMT</b>	06-07	07-08	08-09	09-10	10-11	2011-12	<b>District Targets</b>		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Grade 3							74	78	80
Grade 4							73	77	81
Grade 5							78	80	84

<b>Goal 2: Numeracy</b>		NCLB Targets: 82% through 2010.				NCLB Target: 91% in 2011 through 2013			
<b>School Math Scores</b> - Percentage at or above Proficiency									
<b>CMT</b>	06-07	07-08	08-09	09-10	10-11	2011-12	<b>District Targets</b>		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Grade 3							86	88	90
Grade 4							86	89	91
Grade 5							90	91	93

## Growth Plan Data Sheet – *SAMPLE* Middle School

<b>Goal 1: Literacy</b>									
NCLB Targets: 79% through 2010.					NCLB Target: 89% in 2011 through 2013				
<b>School Reading Scores</b> - Percentage at or above Proficiency									
<b>CMT</b>	06-07	07-08	08-09	09-10	10-11	2011-12	<b>District Targets</b>		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Grade 6							87	91	93
Grade 7							89	91	95
Grade 8							81	84	89

<b>Goal 2: Numeracy</b>									
NCLB Targets: 82% through 2010.					NCLB Target: 91% in 2011 through 2013				
<b>School Math Scores</b> - Percentage at or above Proficiency									
<b>CMT</b>	06-07	07-08	08-09	09-10	10-11	2011-12	<b>District Targets</b>		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Grade 6							89	91	93
Grade 7							89	91	94
Grade 8							85	87	90

### Growth Plan Data Sheet – *SAMPLE* High School

**Goal 1: Literacy** NCLB Targets: 81% through 2010. NCLB Target: 91% in 2011 through 2013

**School Reading Scores** - Percentage at or above Proficiency

<b>CAPT</b>	06-07	07-08	08-09	09-10	10-11	2011-12	<b>District Targets</b>		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Reading							80	84	86
Writing							89	91	93

**Goal 2: Numeracy** NCLB Targets: 80% through 2010. NCLB Target: 90% in 2011 through 2013

**School Math Scores** - Percentage at or above Proficiency

<b>CAPT</b>	06-07	07-08	08-09	09-10	10-11	2011-12	<b>District Targets</b>		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Math							76	80	83

**School Science Scores** - Percentage at or above Proficiency

<b>CAPT</b>	06-07	07-08	08-09	09-10	10-11	2011-12	<b>District Targets</b>		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Science							78	80	82

**SMART GOAL**

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**Data Analysis:**

**Implementation Indicators** – describe with an “If/Then” statements that defines the adult actions to be implemented that will support the school goals. This is stated in terms of a percentage of staff that is expected to implement the action. The “then” part of the statement is the evidence that the adult action has been implemented (e.g. If 100% of teachers are trained in CRISS strategies, then teacher’s lesson plans will reflect CRISS strategies).

- 1.
- 2.
- 3.

**Results Indicators** – describe with an “If/Then” statement that defines student action and the expected student results that will support the school goals. (i.e. If all students are trained in CRISS Strategies, then reading comprehension will improve as measured by pre/post CFA results)

- 1.
- 2.

3.

## School Growth Plan - Implementation Timeline

**Adult Actions** – are the steps necessary to complete the implementation indicator for each goal

**Person Responsible** – specifically names the person(s) responsible for the completion of the Adult Action

**Resources** – materials needed to complete the Adult Action

**Evidence of Completion (Replaces: Monitor Notes/Implementation Indicators on Chart)**

- Did the adults do what they said they would do?
- What evidence will you use to document that adult behaviors changed as a result of your actions?
- What evidence will you use to document that student outcome(s) is/are improving?

### Implementation Timeline

Adult Actions (Specify Completion Date)	Person Responsible	Resources	Evidence of Completion
1.			
2.			
3.			

## School Compliance Activities for 2011-2014

- All schools will have Instructional/Grade - Level Data teams (IDTs) and a School Data Team (SDT) operating at an Exemplary level, as measured by the CSDE rubric.
- School Growth Plans for 2011-2014 will be reviewed and rated at a minimum expected rating of Proficient by the DDDMT, as measured by a rating rubric designed for this purpose, by November 2011.
- Classroom Walkthroughs will be conducted at all schools in order to provide evidence that adult actions are focusing on the school and district goals.
- Family and Community engagement will use the District adopted survey to focus on improving school communication to support student learning.

<b>Improve Individual School Communication with Families and Community</b>	
Year 1: 2011-2012 School year	Conduct a School Communication needs assessment and review outcome
Year 2: 2012-2013 School year	Develop and Implement Plan to Improve School Communication
Year 3: 2013-2014 School year	Revise and Implement Plan to Improve School Communication

**\*\*\*School Growth Plans will provide evidence that Compliance Activities are being addressed**

Appendix C

**PHASE I: COMMITMENT, PLANNING, ORGANIZATION**

Criteria	Getting Started	Partially Implemented	Implemented	Exemplary	Sample Evidence
<b>1.1 Awareness of Plan</b>	Less than 50% of staff members are provided the plan.	Teachers only are provided the plan with explanation.	All teachers and aides members are provided the plan with explanation.	All staff members, certified/non certified and parents are provided the plan with explanation.	Website Agendas from meetings Minutes from meetings
<b>1.2 Committee Composition</b>	Membership of School Data Team lacks rationale for selection, is not representative of all groups	School Data Team membership is representative of some of the staff and administration.	School Data Team membership is representative of staff and administration.	All core academic and/or grade level personnel are representative on the School Data Team	Committee membership List of functions for each member
<b>1.3 Leadership</b>	School Data Team meets irregularly and exerts little or no control over process.	School Data Team meets two or three times a year and attempts to keep all staff members informed.	School Data Team meets four or six times in a year and attempts to keep all staff members informed.	School Data Team meets at least one time per month to coordinate, update and/or monitor SGP activities, and keeps all staff members informed.	Minutes from meetings Published schedules
<b>1.4 Executive Summary Elements</b> <b>What data did we use? (Achievement and Demographic)</b>  <b>How did we identify the goals?</b>  <b>How did we involve stakeholders? (List School Data Team members)</b>  <b>What unique factors impact the success of the plan?</b>  <b>What are the connections between the DIP and your SGP?</b>	The executive summary contains none of the required elements	The executive summary contains up to two of the required elements	The executive summary contains three or four of the required elements	The executive summary contains all of the required elements	Written Executive Summary

<p><b>1.5 School Data Targets</b></p>	<p>The School Growth Plan (SGP) does not state evidence of success or limits that evidence to a single source, such as CMT/CAPT scores.</p>	<p>The SGP states evidence of success based on results of 2-3 assessments of student performance compared to baseline data.</p>	<p>The SGP states evidence of success based on results of more than three forms of assessments of student performance compared to baseline data.</p>	<p>The SGP states evidence of success based on results of more than three forms of assessments that are disaggregated to measure achievement of identified subgroups compared to baseline data.</p>	<p>Executive summary and Growth Plan Data Sheet</p>
<p><b>1.6 Time Management</b></p>	<p>The school schedule provides no time for staff members to plan and monitor implementation.</p>	<p>The school schedule provides little time for staff members to plan and monitor implementation.</p>	<p>The school schedule includes planned times for those charged with implementing and monitoring the action plan.</p>	<p>The school schedule provides time for reflection, discussion, and adjustment of strategies; for review of student work; and for necessary staff development.</p>	<p>School schedule revision SDT meeting schedule Faculty meeting agendas PD release times IDT minutes</p>
<p><b>1.7 Monitoring the Implementation</b></p>	<p>The School Data Team has no knowledge or evidence that strategies are being implemented</p>	<p>The School Data Team receives information from IDT's or depts. two or three times a year in order to adjust the SGP as necessary</p>	<p>The School Data Team receives information from IDT's or depts. four to six times a year in order to adjust the SGP as necessary</p>	<p>The School Data Team receives monthly information from IDT's or departments. four to six times a year in order to adjust the SGP as necessary</p>	<p>SDT meeting schedule Revisions to the SGP IDT minutes</p>

**PHASE II: GATHERING AND ANALYZING DATA**

Criteria	Getting Started	Partially Implemented	Implemented	Exemplary	Sample Evidence
<b>2.1 Data Collection</b>	The SGP contains limited or irrelevant data collected irregularly from one source.	The SGP contains a minimum of two sources of data per goal.	The SGP contains three or more sources of data per goal and where applicable the data collection is ongoing.	The SGP contains four or more sources of data per goal and where applicable the data collection is ongoing. The data is appropriately disaggregated.	CMT or CAPT data DRA data Student Behavioral data See pages 4 and 5: Multiple Sources of Data Surveys
<b>2.2 Reporting Process</b>	There is no connection between the data analysis and the goals selected.	The data analysis is connected to the goals selected.	The data analysis is connected to the goals selected and a rationale for each goal is provided.	The data analysis is connected to the goals selected; a rationale for each goal is provided and data analysis is clearly displayed in labeled charts and/or graphs.	Charts Graphs Data Analysis
<b>2.3 Use of Data for Decision-making</b>  Step 1—Collect and chart data(cause & effect) Step 2—Analyze strengths and obstacles Step 3—Establish goals: set, review, revise Step 4—Select implementation indicators Step 5—Determine results indicators	The SGP is developed without using DDDM	The SGP is developed by using 1 or 2 steps of the DDDM process	The SGP is developed by using 3 or 4 steps of the DDDM process	The SGP is developed by using all of the DDDM process steps	Charts Graphs Data Analysis Goals Implementation Indicators Results Indicators Agendas for SDT meetings Minutes from SDT meetings

**PHASE III: SMART GOALS AND INDICATORS**

Criteria	Getting Started	Partially Implemented	Implemented	Exemplary	Sample Evidence
<b>3.1 SMART Goal Components</b> Specific Measurable Attainable Realistic/Relevant Time-sensitive.	Goal statements are not written as a SMART goal	Goal statements contain 3 of the SMART goal components	Goal statements contain 4 of the SMART goal components	Goal statements are written as SMART goals containing all 5 components	School Growth Plan
<b>3.2 Focus</b>	The focus of the SGP is not established	At least one goal and indicator focuses on student performance.	Goals and indicators focus on student and adult performance.	All goals and indicators focus on student and adult performance and indicate increased student achievement	School Growth Plan
<b>3.3 Implementation Indicators</b>  <b>If adult action changed...</b>  <b>Then adult action is...</b>	Adult actions are not contained in the SGP.	Adult actions are contained in the SGP	Adult actions are contained in the SGP, but are not necessarily evident in the classroom.	Adult actions are contained in the SGP and implementation is evidenced by use in the classroom.	CAPT, CMT, District Assessment , Drop-ins, UCLA Teacher Walk-Through Protocol, CT State Classroom Observation, classroom walk-through,
<b>3.4 Results Indicators</b>  <b>If student action changed...</b>  <b>Then student result is...</b>	Student actions refer to no subgroups	Student actions refer to one subgroups, but does not improve achievement for all students	Student actions refer to multiple subgroups but does not improve achievement for all students	Student actions refer to multiple subgroups and improves achievement for all students	Disaggregated data, CAPT, CMT, and District Assessments.
<b>3.5 Measurability</b>	The school cannot determine goal achievement, because the goals cannot be measured	The school cannot determine goal achievement, because only once source of data is used.	The school can determine goal achievement because goals are measurable and rest on two sources of data.	The school can determine goal achievement data by using student data from three sources.	School Growth Plan, CAPT, CMT, DRA, District Benchmarking, Probes, Affect Data.

**PHASE IV: IMPLEMENT AND MONITOR THE SCHOOL GROWTH PLAN**

Criteria	Getting Started	Partially Implemented	Implemented	Exemplary	Sample Evidence
<b>4.1 Selection of Implementation and Results Indicators</b>	Implementation and Results indicators are based solely on Administrative recommendations	Implementation and Results indicators are based on suggestions from a few staff members.	Implementation and Results indicators are selected by the School Data Team based on a review or study of data.	Implementation and Results indicators are selected by the SDT based on data and input from the various stakeholders in the school.	School Growth Plan, Random sampling of agendas of data, SDT, IDT, minutes of SDT, and IDT.
<b>4.2 Alignment of Implementation and Results Indicators</b>	No Implementation and Results indicators align with goals.	Implementation and Results indicators align with the goals.	Implementation and Results indicators align with the goals, and there is some evidence that the indicators meet the needs of students.	All Implementation and Results indicators align with the goals and there is evidence that all indicators meet the needs of all students as outlined in the Implementation Timeline	School Growth Plan, agenda and minutes of SDT, IDT.
<b>4.3 Resources</b> (Found in the Implementation Timeline)	The SGP does not clearly identify needed resources or align them with goals.	The SGP identifies resources, but they are not aligned with the goals.	The SGP identifies resources that are aligned with the goals.	The SGP identifies resources that are aligned with the goal and there is evidence that they improve student outcomes	Resources  Implementation Timeline
<b>4.4 Person Responsible</b> (Found in the Implementation Timeline)	The SGP does not identify responsibilities to individuals and/or groups.	The SGP assigns responsibilities to individuals and/or groups	The SGP assigns responsibilities to individual and /or groups that support the goals	The SGP assigns specific responsibilities and deadlines to individuals and/or groups that support the goals	Implementation Timeline
<b>4.5 Staff Development</b> (Found in the Implementation Indicators and the Implementation Timeline)	The SGP includes no staff development that correlates with the goals in the SGP.	The SGP includes staff development, but the PD activities are not clearly related to the Implementation and Results indicators	The SGP includes a staff development plan that correlates directly to the Implementation and Results indicators	The SGP includes ongoing and future staff development directly related to the Implementation and Results indicators	School Growth Plan Implementation Timeline  Implementation Indicators
<b>4.6 *Evidence of Completion</b>	Include no evidence from any of three key	Include evidence from one of the key	Includes evidence from two of the key	Include evidence from all three key components	Monitoring notes, lesson plans,

(Found in the Implementation Timeline)  Holistically Scored(4.1-4.6)  Evidence of changing adults actions – (See below)	components for the goal	components for the goal	components for the goal	for the goal	projections into the future
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**\*Evidence of Completion - Key Components (What evidence do you foresee/plan that will satisfy the goal)**

- Demonstrate evidence that person/persons (adults) responsible completed the indicated actions.
- Demonstrate evidence to document those adult behaviors changed as a result of your actions.
- Demonstrate evidence to document that student outcome(s) is/are improving.

**PHASE V: ONGOING REVIEW AND UPDATE OF THE RESULTS INDICATORS**

Criteria	Getting Started	Partially Implemented	Implemented	Exemplary	Sample Evidence
<b>5.1 Analysis of Results Indicators</b>	The school does not collect multiple sources of data to drive instructional practices	The school uses multiple sources of data and prepares a description of changes from baseline performance levels but does not use this information to drive instructional practices	The school uses multiple sources of data that compares pre and post performance levels and uses this information to drive instructional practices	The school uses multiple sources of data that compares pre and post performance levels, reports the results graphically and clearly, disaggregates results when appropriate, drives instructional practices and organizes the information to assist in adjusting their SGP	Written evidence, minutes, revised goals, etc of changes in instruction as well as changes to the SGP. Review of data showing results
<b>5.2 Use of Results Indicators by the School Data Team</b>	The School Data Team doesn't report results.	The School Data Team report results from the implementation process.	The School Data Team reports the results of the implementation process, reviews results and prepares recommendations for goals.	The School Data Team reports the results of the implementation process, reviews the results, recognizes and celebrates successes and analyzes causes of satisfactory and unsatisfactory results. This analysis leads to recommendations of the School Data Team	Minutes of SGP meetings  Revise SGP  Next year's Executive Summary
<b>5.3 Use of SRBI</b>  <b>Tier I</b> <b>Instructional strategies for all</b>  <b>Tier II</b> <b>Identify 15-20 % of students who are not succeeding</b>  <b>Tier III</b>	The school does not link ongoing SRBI data to their SGP.	The school uses the data results of SRBI to help identify/change goals for the SGP.	The school reports the results of the SRBI process, reviews results and prepares recommendations for goals	The school reports the results of the SRBI process, reviews the results, recognizes and celebrates successes and analyzes causes of unsatisfactory results. This analysis leads to recommendations for the School Data Team	Minutes of SGP meetings  Minutes from the SRBI Committee  Revise SGP  Next year's Executive Summary

<b>Identify 5- 10 % of students who are not succeeding</b>					
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### School Growth Plan Summary Sheet

Date of feedback: \_\_\_\_\_

School: \_\_\_\_\_

Date of SGP visit: \_\_\_\_\_

Team Leader: \_\_\_\_\_

	Getting Started	Partially Implemented	Implemented	Exemplary
<b>SGP Summary Results</b>	Little or no evidence of development or implementation	Limited development and/or partial implementation	Fully functioning and operational level of implementation	Exemplary level of development and/or implementation
<b>PHASE I: COMMITMENT, PLANNING, ORGANIZATION (7)</b>  Criteria: 1.1 through 1.7				
<b>PHASE II: GATHERING AND ANALYZING DATA (3)</b>  Criteria: 2.1 through 2.3				
<b>PHASE III: SMART GOALS AND INDICATORS (5)</b>  Criteria: 3.1 through 3.5				
<b>PHASE IV: IMPLEMENT AND MONITOR THE SGP (6)</b>  Criteria: 4.1 through 4.6				
<b>PHASE V: ONGOING REVIEW AND UPDATE OF RESULTLS INDICATORS (3)</b>  Criteria: 5.1 through 5.3				

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT

# Standards for School Data Teams

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[The attached standards can be used to assess the functioning of school data teams.]

**District:** \_\_\_\_\_

**School:** \_\_\_\_\_

*Revised October 11, 2011*

### *Standards for School Data Teams*

#### Introduction:

The School Data Team is part of a system of collaborative teams at the district, school and instructional levels. Together, this network of teams enables the professionals at all three levels to focus their efforts on common student outcomes; develop strategies appropriate to their level; and align their strategies to ensure a coherent and focused approach to improving student achievement.

Specifically, the School Data Team focuses its efforts on developing school-wide strategies. These strategies should be those that the school is in the best position to implement. The strategies should be focused on changing those adult actions that are the highest current priority for a school. Examples are strategies that are related to how the school is scheduled, how teachers are assigned, how the early literacy program is organized, how the mathematics program is supported and reinforced, or how attendance is enhanced. The strategies are developed after a school has conducted a thorough analysis of its performance with respect to the student outcome indicators given to it by the district. Based upon this analysis the school team will decide which areas of student achievement are the highest priorities and will focus a plan of adult actions on those priorities.

A high functioning School Data Team produces many benefits. Some of these benefits include:

- ensures that the school plan is focused on the student outcome indicators created by the district, thus assuring alignment.
- identifies the highest priorities for a school to focus upon in terms of student outcomes, and adult actions, thus assuring focus.
- coordinates the work of the many Instructional Data Teams in a school, enhancing internal alignment and focus.
- creates a common mission for the school.

The School Data Team accomplishes the above through a collaborative team process that moves through a continuous improvement cycle. This cycle includes the following steps: creating the School Improvement Plan that is aligned with the District Plan; implementing the plan; monitoring the effectiveness of the plan; and adjusting the plan in response to the continuous flow of data concerning causes and effects.

The following set of standards for School Data Teams was created after watching teams operate in a number of districts over a period of several years. By successfully implementing these Standards, a School Data Team optimizes its effectiveness in achieving the student outcomes it desires.

## Standards for School Data Teams

Based upon extensive work in a number of districts during the past several years a clear picture of the most effective School Data Teams has emerged. This document describes in detail the characteristics of the most effective School Data Teams in five domains –Membership, Structure, Data Analysis, Process and The School Improvement Plan. The goal is for all teams to be rated exemplary. For each domain the rating will be exemplary, met, progressing, or not begun. To be rated exemplary, all indicators within a domain must meet the standard. Each rating for each standard within a domain must be accompanied by evidence to support the rating.

Domain	Standards					Evidence
		Not Begun	Progressing	Met	Exemplary	
<b>Membership</b>  <u>Domain Rating</u> ○ Exemplary ○ Met ○ Progressing ○ Not Begun	1. Principal and other building administrators are regular, attending members of the team.					
	2. Elementary – representatives from <u>each</u> grade level; Secondary – representatives from <u>each</u> department					
	3. Representatives from non-classroom staff.					
	4. Parent and/or student representation is optional. However, if included, specific roles are identified.					

Domain	Standards	Not Begun	Progressing	Met	Exemplary	Evidence
<p><b>Structure</b></p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> <li>○ Exemplary</li> <li>○ Met</li> <li>○ Progressing</li> <li>○ Not Begun</li> </ul>	<p><b>1. Norms/Ground Rules are developed and followed. (i.e. have an agenda, start and end on time, open and honest dialogue, everyone has a voice, confidentiality, etc.)</b></p>					
	<p><b>2. Regularly scheduled and conducted meetings. ( i.e. future meeting dates, times, and locations are established and distributed)</b></p>					
	<p><b>3. Meetings are of sufficient length to ensure monitoring of implementation of all aspects of the school improvement plan.</b></p>					
	<p><b>4. Roles are clearly defined (i.e. chair facilitates the meeting and reinforces ground rules , recorder takes minutes which summarize discussion and documents actions taken and records person(s) responsible for future actions)</b></p>					
	<p><b>5. Agenda is developed and forwarded to all members of the team at least one week before the next meeting. (i.e. agenda lists those topics for</b></p>					

	<p>discussion and resolution that address aspects of the SIP which increases and improves teaching toward the ultimate goal of increasing student achievement)</p>					
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Domain	Standards	Not Begun	Progressing	Met	Exemplary	Evidence
	<p>6. Minutes are sent to all members following the meeting. (i.e. minutes should summarize discussion, record, identify roles and responsibility for future team or work group members, and inform constituents about future deadlines/reports.</p>					
<p><b>Data Analysis</b></p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> <li>○ Exemplary</li> <li>○ Met</li> <li>○ Progressing</li> </ul>	<p>1. The team conducts a comprehensive analysis of the performance of the students in the school at least annually. This analysis covers not only academic performance measures but social/behavioral as well.</p>					

○ <i>Not Begun</i>	2. As a result of the analysis of student performance, the team identifies the most significant student performance issues in the school. These issues are limited in number and represent the school's current highest priority.					
	3. Each student performance issue is expressed as a SMART goal.					

Domain	Standards					Evidence
		Not Begun	Progressing	Met	Exemplary	
	4. The team conducts a comprehensive analysis of its current adult practices in order to determine which adult practices issues are most significantly contributing to the student performance issues identified.					
	5. As a result of the analysis of adult practices, the team identifies the most significant adult practices that need to be changed in the school to improve the student performance issues of concern. These adult practices should be					

	limited in number and represent the school's current highest priority of adult practices that needs to change.					
	6. Each adult practice issue is expressed as a SMART goal.					
Domain	Standards	Not Begun	Progressing	Met	Exemplary	Evidence
<b>Process</b> <u>Domain Rating</u> <ul style="list-style-type: none"> <li>○ Exemplary</li> <li>○ Met</li> <li>○ Progressing</li> <li>○ Not Begun</li> </ul>	1. At each meeting there is ample opportunity for participation by every member.					
	2. The discussion follows the agenda (focused, time-limited).					
	3. Group stays on task.					
	4. Discussion is largely supported by evidence and data.					
	5. Group serves as a problem-solving group as obstacles arise.					
	6. Decisions made by the group are supported by all members					

	7. At the end of each meeting, next steps are clearly identified and a timeline is developed for follow-up.					
	8. Those responsible for each action plan are clearly articulated.					
	9. The team uses relevant data (both adult action data and student outcome data) to determine the effectiveness of their actions designed to achieve the identified student outcomes.					
	10. The team modifies the plan in response to the data and tracks each change.					
	11. The team conducts a comprehensive review of the plan at least once per year.					
	12. The team coordinates and may direct the work of the Instructional Data Teams.					
<b>Domain</b>	<b>Standards</b>	<b>Not Begun</b>	<b>Progressing</b>	<b>Met</b>	<b>Exemplary</b>	<b>Evidence</b>
<b>School Improvement Plan</b>	1. Based upon the results of the Data Analysis process the team writes an Action Plan for each					

<p><b><u>Domain Rating</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Exemplary</i></li> <li>○ <i>Not Yet Exemplary</i></li> <li>○ <i>Progressing</i></li> <li>○ <i>Not Begun</i></li> </ul>	<p><b>Adult practice SMART goal identified. This Action Plan describes the major steps the school will take to achieve the desired change in adult behavior including timelines, persons responsible, and other relevant information.</b></p>					
	<p><b>2. The team will identify the specific measures that will be used to document changes in adult practice as well as changes in student performance.</b></p>					
	<p><b>3. The team is able to describe a strong rationale for the connection between the student outcome being addressed and the adult practice selected.</b></p>					
	<p><b>4. At least an estimate for the cost of any strategic adult action is included in the plan.</b></p>					
	<p><b>5. Actions are based upon a cited body of research and/or experience and evidence.</b></p>					
	<p><b>6. The plan is focused upon the schools' highest, current priority (ies).</b></p>					
	<p><b>7. A copy of the plan is distributed to each staff member and is discussed regularly. The plan is posted on the school's web site.</b></p>					

**Ratings Key**

**Not Begun** – The team has not yet addressed this issue.

**Progressing** – The team has begun working on this issue and is making adequate progress.

**Met** – The team has addressed this issue and their performance meets the standard as described.

**Exemplary** – The team has done a superior job on this issue and surpasses the standard in obvious and dramatic fashion.

**Student Achievement  
By  
Subgroups  
2009-2011**

<b>CMT Proficiency % Grade 3</b>	<b>All</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>White</b>	<b>F/R Lunch</b>	<b>SPED</b>	<b>ELL</b>
<b>Mathematics</b>								
2009 Actual	84	71	79	94	94	74	49	66
2010 Actual	83	68	84	83	91	78	46	68
2011 Actual	84	68	82	98	93	75	53	75
<b>Reading</b>								
2009 Actual	68	52	59	85	81	51	22	42
2010 Actual	69	54	63	78	81	56	21	38
2011 Actual	71	52	66	87	85	60	27	47
<b>Writing</b>								
2009 Actual	84	78	78	88	90	72	39	61
2010 Actual	82	71	79	89	89	74	30	61
2011 Actual	80	70	77	96	85	72	39	65

<b>CMT Proficiency % Grade 4</b>	<b>All</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>White</b>	<b>F/R Lunch</b>	<b>SPED</b>	<b>ELL</b>
<b>Mathematics</b>								
2009 Actual	83	65	79	94	95	71	44	67
2010 Actual	84	65	78	94	96	69	51	42
2011 Actual	84	71	83	97	92	77	41	61
<b>Reading</b>								
2009 Actual	70	53	58	88	86	51	23	25
2010 Actual	70	50	60	85	87	50	32	18
2011 Actual	70	53	67	84	82	56	21	22
<b>Writing</b>								
2009 Actual	81	70	76	94	90	70	28	53
2010 Actual	86	83	80	89	93	78	36	45
2011 Actual	86	76	85	92	92	78	34	55

<b>CMT Proficiency % Grade 5</b>	<b>All</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>White</b>	<b>F/R Lunch</b>	<b>SPED</b>	<b>ELL</b>
<b>Mathematics</b>								
2009 Actual	83	68	80	94	93	75	48	68
2010 Actual	87	72	83	95	97	77	41	52
2011 Actual	88	71	89	94	97	81	57	59
<b>Reading</b>								
2009 Actual	73	53	70	81	85	59	25	38
2010 Actual	72	56	62	88	86	56	24	21
2011 Actual	76	56	73	91	89	62	22	18
<b>Writing</b>								
2009 Actual	88	74	89	97	94	83	46	80
2010 Actual	89	83	88	90	93	84	39	61
2011 Actual	91	87	90	89	94	86	47	66
<b>CMT Proficiency % Grade 6</b>	<b>All</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>White</b>	<b>F/R Lunch</b>	<b>SPED</b>	<b>ELL</b>
<b>Mathematics</b>								
2009 Actual	78	57	74	90	90	67	24	54
2010 Actual	79	61	78	87	89	71	35	54
2011 Actual	86	73	82	94	96	79	51	48
<b>Reading</b>								
2009 Actual	70	48	62	82	86	54	19	21
2010 Actual	79	61	77	87	90	67	29	34
2011 Actual	84	73	80	88	94	78	41	43
<b>Writing</b>								
2009 Actual	76	57	70	92	87	62	27	52
2010 Actual	80	65	80	90	87	72	34	56
2011 Actual	82	72	80	85	89	76	32	50

<b>CMT Proficiency % Grade 7</b>	<b>All</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>White</b>	<b>F/R Lunch</b>	<b>SPED</b>	<b>ELL</b>
<b>Mathematics</b>								
2009 Actual	81	65	77	95	91	69	52	44
2010 Actual	84	69	83	97	92	76	41	59
2011 Actual	87	73	85	100	95	76	53	60
<b>Reading</b>								
2009 Actual	77	63	72	87	88	66	45	32
2010 Actual	80	68	74	89	90	69	28	36
2011 Actual	85	73	82	89	93	73	46	34
<b>Writing</b>								
2009 Actual	70	54	65	81	83	59	38	25
2010 Actual	72	60	64	89	83	60	23	35
2011 Actual	75	61	74	82	84	62	28	33

<b>CMT Proficiency % Grade 8</b>	<b>All</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>White</b>	<b>F/R Lunch</b>	<b>SPED</b>	<b>ELL</b>
<b>Mathematics</b>								
2009 Actual	82	65	77	93	95	69	45	41
2010 Actual	81	66	79	95	90	71	53	42
2011 Actual	82	67	79	89	93	74	42	41
<b>Reading</b>								
2009 Actual	73	48	67	82	91	55	37	18
2010 Actual	71	50	68	84	84	58	34	11
2011 Actual	76	60	68	84	88	64	29	15
<b>Writing</b>								
2009 Actual	76	60	69	97	90	62	27	29
2010 Actual	69	53	64	78	82	59	38	19
2011 Actual	77	63	72	84	88	68	26	25

<b>CAPT Proficiency % Grade 10</b>	<b>All</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>White</b>	<b>F/R Lunch</b>	<b>SPED</b>	<b>ELL</b>
<b>Mathematics</b>								
<b>2009 Actual</b>	<b>72</b>	<b>53</b>	<b>69</b>	<b>89</b>	<b>86</b>	<b>57</b>	<b>30</b>	<b>45</b>
<b>2010 Actual</b>	<b>73</b>	<b>56</b>	<b>62</b>	<b>89</b>	<b>91</b>	<b>55</b>	<b>36</b>	<b>37</b>
<b>2011 Actual</b>	<b>73</b>	<b>48</b>	<b>72</b>	<b>90</b>	<b>88</b>	<b>60</b>	<b>26</b>	<b>33</b>
<b>Reading</b>								
<b>2009 Actual</b>	<b>74</b>	<b>54</b>	<b>69</b>	<b>82</b>	<b>90</b>	<b>54</b>	<b>35</b>	<b>30</b>
<b>2010 Actual</b>	<b>78</b>	<b>64</b>	<b>72</b>	<b>82</b>	<b>93</b>	<b>60</b>	<b>38</b>	<b>34</b>
<b>2011 Actual</b>	<b>76</b>	<b>55</b>	<b>72</b>	<b>87</b>	<b>92</b>	<b>64</b>	<b>33</b>	<b>33</b>
<b>Writing</b>								
<b>2009 Actual</b>	<b>77</b>	<b>59</b>	<b>75</b>	<b>83</b>	<b>90</b>	<b>64</b>	<b>31</b>	<b>36</b>
<b>2010 Actual</b>	<b>81</b>	<b>66</b>	<b>75</b>	<b>93</b>	<b>96</b>	<b>65</b>	<b>46</b>	<b>25</b>
<b>2011 Actual</b>	<b>85</b>	<b>69</b>	<b>85</b>	<b>95</b>	<b>95</b>	<b>77</b>	<b>41</b>	<b>54</b>
<b>Science</b>								
<b>2009 Actual</b>	<b>69</b>	<b>47</b>	<b>63</b>	<b>80</b>	<b>87</b>	<b>49</b>	<b>26</b>	<b>24</b>
<b>2010 Actual</b>	<b>76</b>	<b>58</b>	<b>70</b>	<b>86</b>	<b>92</b>	<b>58</b>	<b>31</b>	<b>24</b>
<b>2011 Actual</b>	<b>72</b>	<b>45</b>	<b>70</b>	<b>84</b>	<b>91</b>	<b>55</b>	<b>23</b>	<b>23</b>

# Communication Survey

<b>Compliance Activity</b>	
<b>Improve Individual School Communication with Families and Community</b>	
Year 1: 2011-2012 School year	Conduct a School Communication needs assessment and review outcome
Year 2: 2012-2013 School year	Develop and Implement Plan to Improve School Communication
Year 3: 2013-2014 School year	Revise and Implement Plan to Improve School Communication

### School Communication Survey

This survey is designed to collect information from parents, students, and other interested stakeholders about our school's communication patterns.

Please circle your role in our community: **Parent**  **Other Stakeholder**

# SAMPLE

<b>Background Information</b>						
Please circle the number that best describes your own communication patterns.						
	Never	Sometimes	Always			
1. I read the local community newspaper.	1	2	3			
2. I watch community programming on local access television.	1	2	3			
3. I use texting, instant messaging, or both to communicate with family, friends, and colleagues.	1	2	3			
4. When they're available, I watch digital videos posted online.	1	2	3			
5. I access the Internet from a mobile device—such as a cell phone, iPad, iPod touch, or gaming device.	1	2	3			
6. I spend time networking with friends and family on Facebook.	1	2	3			
7. I spend time interacting with businesses and community groups on Facebook.	1	2	3			
8. I spend time networking with friends and family on Twitter.	1	2	3			
9. I spend time following the updates of business and community groups on Twitter.	1	2	3			
10. I struggle to keep up with the important messages in my life.	1	2	3			
<b>School Communication Questions</b>						
Please circle the number that indicates the extent to which you agree or disagree with the following statements concerning our school's communication patterns. Then, indicate how important each expectation is to you.						
Message Delivery and Engagement	Disagree	Neutral	Agree	Not Important	Somewhat Important	Very Important
1. Our school communicates important information—openings, closings, and schedules—in a timely and effective manner.	1	2	3	1	2	3
2. Our school regularly communicates student successes including academic achievements, athletic results, and visual/performing arts accomplishments.	1	2	3	1	2	3
3. Our school markets itself well by publicly sharing interesting course offerings and after-school clubs.	1	2	3	1	2	3
4. Our school regularly shares news about the qualifications and accomplishments of its teachers.	1	2	3	1	2	3

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Message Delivery and Engagement	Disagree	Neutral	Agree	Not Important	Somewhat Important	Very Important
5. I can receive messages from our school in a variety of different ways—through my cell phone or mobile device, in print, or from my computer.	1	2	3	1	2	3
6. Our school's website is an engaging destination that I always look forward to exploring.	1	2	3	1	2	3
7. I would like to see more photos and videos of school happenings shared on our school's website.	1	2	3	1	2	3
8. I am satisfied with the way I'm currently receiving messages from our school.	1	2	3	1	2	3
9. The messages our school shares regularly catch my attention and stand out from the messages shared by the other organizations—businesses, community groups, and workplaces—in my life.	1	2	3	1	2	3
10. Our school's messages leave me confident and proud to live in this community.	1	2	3	1	2	3
Transparency and Interaction	Disagree	Neutral	Agree	Not Important	Somewhat Important	Very Important
1. I expect the organizations in my life—businesses, schools, and religious and community groups—to publicly interact with their members.	1	2	3	1	2	3
2. I value organizations—businesses, schools, and religious and community groups—that are responsive, publicly collecting feedback and openly responding to concerns.	1	2	3	1	2	3
3. I am aware of the efforts that our school makes to collect and to act on feedback from our community.	1	2	3	1	2	3
4. I am satisfied with the efforts that our school makes to collect and to act on feedback from our community.	1	2	3	1	2	3
5. Our school respects and values dissenting opinions.	1	2	3	1	2	3
6. Our school is open and honest in its dealings with stakeholders.	1	2	3	1	2	3
7. I would interact with our school more often if it used social media services like Facebook and Twitter.	1	2	3	1	2	3

## 21st Century Communications Rubric

Researchers have shown time and again that highly effective principals are highly effective communicators, engaging their communities in ongoing conversations about teaching and learning. The challenge for today’s principal is that while the nature of our messages haven’t changed—parents still need to understand a school’s vision, community leaders still need to know how to best support our schools, and students still need to find connections between what they’re learning in school today and what they’ll need to be successful tomorrow—yesterday’s communication tools are ineffective. Consider using this rubric to evaluate the currency of your school’s communication plan.

### Scoring Your School’s Communication Plans

#### LEVEL 3

Messages can be delivered and received anytime and from any place using an Internet-connected device. Messages regularly include interactive content—like video clips from school performances, photos from athletic events, podcast recordings of important messages, and links to external sites for continued exploration—captured and shared in real time. While customized for individual stakeholder groups and often shared in traditional ways, messages can also be accessible to broader audiences and posted in several different social media forums in an effort to reach out to digitally connected parents, students, and stakeholders. Messages are crafted and delivered instantly at the school level. The principal has complete control and flexibility over message frequency and content. Messaging patterns provide ongoing opportunities for two-way interaction between stakeholders and school staff members. The principal transparently demonstrates a willingness to listen and to respond to the community.

**Overall, this communication plan shows extensive evidence that the school is listening to—and interacting with—the communities it serves.** School leaders have clearly worked to establish footprints in popular social media services and are regularly initiating conversations with all important audiences. What’s more, they are crafting engaging messages likely to catch the attention of today’s parents, students, and stakeholders. Finally, this communication plan is defined by its versatility, allowing audiences to interact with school messages in a variety of different forums and with a variety of different devices.

**LEVEL 2**

Messages are shared in several different formats. Static websites, newsletters, phone messages, community newspapers, press releases, and electronic mailing lists are all used in an attempt to reach wider audiences. The school's website shows clear efforts to craft engaging messages and to capture the attention of today's audiences. Video messages are embedded, audio content is posted, and collections of links are updated and maintained. While there is no evidence of real-time communication or complete flexibility on the part of the principal to reach out to important audiences, messages are current, reflecting a genuine commitment to sharing school happenings. The principal regularly responds to interested stakeholders, but those interactions happen in one-to-one situations that the school rarely initiates.

**Overall, this communication plan shows willingness on the part of the school to share interesting and timely messages with the communities it serves.** Content created is engaging and likely to stand out to today's parents, students, and stakeholders. There is little evidence, however, that the school is willing to listen to or interact with audiences. Communication patterns are largely one-dimensional—staff members deliver while constituents passively receive. Little has been done to establish footprints in popular social media services.

**LEVEL 1**

Messages are generally delivered in limited formats—a weekly newsletter sent home with students, a Monday’s Message from the principal, or an occasional article in the community newspaper. The school relies heavily on a static, text-heavy website to reach online audiences. Sharing messages is a time-consuming, multistep process that depends on the action of several different employees. Messages shared are often out of date, lending a sense of apathy to the school’s communication efforts. There are no opportunities for message recipients to respond to or interact with one another. There are no opportunities for message recipients to respond to or interact with school employees.

**Overall, this communication plan shows little evidence that the school is listening to—and interacting with—the communities it serves.** There seem to be no efforts to reach out to constituents by using popular social media services. What’s more, there seem to be no efforts to provide opportunities for constituents to interact with messages that the school shares. Finally, there seem to be no efforts to craft the kinds of interactive, engaging messages that today’s parents, students, and stakeholders have grown to expect.

# Walk-through Protocol Guide

## *Walk-through Protocol Guide*

### *Norwalk Public Schools Walk-through Protocol*

#### ***Background:***

All Norwalk Schools have designed their own School Growth Plans based on the new rubric developed and approved by the Norwalk District Data team in 2010. In preparing the guide, the discussion focused on what data would schools need to collect in order to show progress. All school growth plans require staff – or adults- to modify practice, initiate new strategies or improve systems / procedures for instruction and assessment.

The District Data team agreed that one way to collect data on these adult actions would be to use Classroom Walk-throughs. A subcommittee of the District Data team worked with a consultant from Cooperative Educational Services, to design a simple yet informative process for using classroom walk-throughs to collect information about the progress on school wide adult indicators as well as student indicators. The two questions the walk-throughs focus on are:

- What are we doing well
- What do we need to get better at?

Walk-throughs help us to collect data on the current practice and help us to make decisions about getting to a desired practice. All school administrators will be trained in this data collection process to use in their buildings with teachers as a way to answer those two questions based on their School Growth Plans. These questions should be revised to address the focus of the goals identified in each individual school growth plan. For example if a school is targeting instruction on using graphic organizers to improve writing, these questions might be rewritten as:

- ***Where do we see evidence that we are doing well with teaching students how to use graphic organizers with their writing?***
- ***What do we need to get better at when teaching students how to use graphic organizers with their writing?***

Collecting data on school wide adult indicators is important to every school's improvement and can help us make fundamental changes that significantly impact student achievement.

**Classroom Walkthrough Observation/Data Collection**

Walkthrough Date	
Subject/Course	
School	
Grade	
Focus Question	
Professional Practice Indicators (PPI)	Evidence of PPI

**Summary of Walk-through Data Collection**

<b>Walkthrough Date</b>		
<b>Follow-up Discussion Date ( optional) Example: School faculty meeting</b>		
<b>School</b>		
<b>Grade</b>		
<b>Subject/Course</b>		
<b>Walkthrough Timeframe</b>	<b>3-5 minutes per classroom</b>	
<b>Observer(s)</b>	<b>One administrator and 2 -3 teachers minimum</b>	
<b>Walkthrough Focus</b>		
<b>Professional Practice Indicators (PPI)</b>	<b>Strengths /Evidence of PPI</b>	<b>Questions as a result</b>
<b>Additional Comments</b>		