

## Richard C. Briggs High School School Growth Plan

Richard C. Briggs High School is Norwalk's alternative high school, and as such it is the smallest of Norwalk's three high schools. Most students at Briggs have had a history of school failure for a variety of reasons, such as attendance issues, as well as learning and behavioral difficulties.

The accompanying statistics do not tell the story of Briggs High School or of its students. Through a smaller, more intimate learning environment, many students begin to turn themselves around. As they do so, there are opportunities for them to take part in various activities.

- 2008-09 is the 5<sup>th</sup> year of Briggs' partnership with Norwalk Community College. This Partnership Academy bridges the chasm between high school and a successful college career by providing guidance and academic support for their assignments. Students in this program have an opportunity to earn college credits while finishing high school.
- The Art Department at Briggs has successfully developed partnerships with several local art institutions. Students regularly participate in workshops at the Silvermine Guild for the Arts, the Center for Contemporary Printmaking. Docent training at the Bruce Museum and the Aldrich Museum has also become a regular activity.
- After school programs in photography, basketball, tutorials, and art.

BHS has been the recipient of two significant grants over the past five years. 2008 was the last of three years of funding from a Comprehensive School Reform Grant. Among several things, this funding allowed BHS teachers to work with experts from the Connecticut Writing Project. Under the CWP tutelage, teachers have improved their skills in the teaching of writing across the curriculum as well as the "writing to learn" model. From this came our *Writing Across the Curriculum* initiative. The 2<sup>nd</sup> grant, from the 21<sup>st</sup> Century Community Learning Center, was awarded to BHS for the 2007-08 school year and is a five year grant. With a focus on improving student attendance, this funding has enabled BHS to build its afterschool programming. Also funded by this grant is the student employment program to help students with employability skills such as completing applications and interviewing. Our program developer also helps students locate positions and with work-related problems once they have the job.

BHS has struggled with low CAPT scores and has been identified as "a school in need of improvement". Through this plan the faculty has committed themselves to using different strategies to help students succeed. The growth projected for the 2009 CAPT may seem ambitious but the "n" is so small that 1 student radically changes the percentages positively or negatively. The data teams have examined CMT and CAPT scores as well as changes in attendance to make predictions.

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The present BHS demographics are as follows (including the 18 new students):

Grade	Asian American		Black		Hispanic		White		All		Total
	M	F	M	F	M	F	M	F	M	F	
9	1	0	11	4	6	4	3	1	21	9	30
Percentage	5	0	52	44	29	44	14	5	70	30	
10	0	0	4	9	6	7	4	3	14	19	33
Percentage	0	0	29	47	43	37	29	16	42	58	
11	0	0	11	8	8	2	3	2	22	12	34
Percentage	0	0	50	67	36	17	14	17	65	35	
12	0	0	5	4	4	4	1	2	10	10	20
Percentage	0	0	25	20	20	20	5	10	50	50	
Total	1	0	31	25	24	17	11	8	67	50	117
	2	0	46	50	36	34	16	16	57	43	

**Ethnic Summary**

	Asian American	Black	Hispanic	White	All
	1	56	41	19	117
Percentage	1	48	35	16	

**ELL Students**

Grade	Primary language	Sp ed?	M	F	Total
9	Spanish	No	1	0	1
9	Urdu	No	1	0	1
10	Spanish	No	2	0	2
11	Spanish	No	1	0	1
12			0	0	0
					5
Percent total population					4%

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F/R Lunch Summary- percentage of the total population (117)

Grade	Asian American		Black		Hispanic		White		All		Total
	M	F	M	F	M	F	M	F	M	F	
9	0	0	3	4	3	2	0	0	6	6	12
<b>Percentage</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>100</b>	<b>50</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>66</b>	<b>40%</b>
Grade 9 total:	1	0	11	4	6	4	3	1	21	9	30
10	0	0	1	7	5	3	0	2	6	12	18
<b>Percentage</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>78</b>	<b>83</b>	<b>43</b>	<b>0</b>	<b>67</b>	<b>43</b>	<b>63</b>	<b>54%</b>
Grade 10 total:	0	0	4	9	6	7	4	3	14	19	33
11	0	0	8	4	3	1	1	1	12	6	18
<b>Percentage</b>	<b>0</b>	<b>0</b>	<b>73</b>	<b>50</b>	<b>33</b>	<b>50</b>	<b>33</b>	<b>50</b>	<b>54</b>	<b>50</b>	<b>53%</b>
Grade 11 total:	0	0	11	8	8	2	3	2	22	12	34
12	0	0	2	1	2	1	0	1	4	3	7
<b>Percentage</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>25</b>	<b>50</b>	<b>25</b>	<b>0</b>	<b>50</b>	<b>40</b>	<b>30</b>	<b>35%</b>
Grade 12 total:	0	0	5	4	4	4	1	2	10	10	20
Total	0	0	14	16	13	7	1	4	28	27	55
Total Population	1	0	31	25	24	17	11	8	67	50	117
<b>Percentage:</b>	<b>0</b>	<b>0</b>	<b>45</b>	<b>64</b>	<b>54</b>	<b>41</b>	<b>9</b>	<b>50</b>	<b>42</b>	<b>54</b>	<b>47%</b>

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Special Education Summary- percentage of the total population (117)

Grade	Asian American		Black		Hispanic		White		All		Total
	M	F	M	F	M	F	M	F	M	F	
9	0	0	2	0	1	3	0	1	3	4	7
<b>Percentage</b>	0	0	<b>18</b>	<b>0</b>	<b>16</b>	<b>75</b>	<b>0</b>	<b>100</b>	<b>14</b>	<b>44</b>	<b>23%</b>
Grade 9 total:	1	0	11	4	6	4	3	1	21	9	30
10	0	0	4	1	0	2	1	0	5	3	8
<b>Percentage</b>	0	0	<b>100</b>	<b>11</b>	<b>0</b>	<b>28</b>	<b>25</b>	<b>0</b>	<b>35</b>	<b>16</b>	<b>24%</b>
Grade 10 total:	0	0	4	9	6	7	4	3	14	19	33
11	0	0	6	2	2	1	2	0	10	3	13
<b>Percentage</b>	0	0	<b>54</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>66</b>	<b>0</b>	<b>45</b>	<b>25</b>	<b>38%</b>
Grade 11 total:	0	0	11	8	8	2	3	2	22	12	34
12	0	0	1	0	2	1	0	0	3	1	4
<b>Percentage</b>	0	0	<b>20</b>	<b>0</b>	<b>50</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>10</b>	<b>20%</b>
Grade 12 total:	0	0	5	4	4	4	1	2	10	10	20
Total	0	0	12	3	4	3	3	1	19	7	27
Total Population:	1	0	31	25	24	17	11	8	67	50	117
<b>Percentage:</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>12</b>	<b>16</b>	<b>17</b>	<b>27</b>	<b>12</b>	<b>28</b>	<b>14</b>	<b>23%</b>

**Richard C. Briggs High School  
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The growth predicted for the 2008-2009 school year may seem ambitious but this is due to the small “n”

<b>Goal 1: To improve literacy in grade 10 as measured by the Reading and Writing sub-tests of CAPT</b>						
<b>CAPT*</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>District</b>
<b>Reading</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>School Target</b>	<b>School Target</b>	<b>Goal 2011</b>
<b>Grade 10</b>	21.7%	6.7%	25.0%	75%		86

<b>Goal 2: To improve numeracy in grade 10 as measured by the Mathematics sub-tests of CAPT</b>						
<b>CAPT*</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>District</b>
<b>Math</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>School Target</b>	<b>School Target</b>	<b>Goal 2011</b>
<b>Grade 10</b>	37.8%	16.1%	26.4%	70%		79

<b>Goal 3: To improve science literacy in grade 10 as measured by the Science sub-tests of CAPT</b>						
<b>CAPT*</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>School</b>
<b>Science</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>School Target</b>	<b>School Target</b>	<b>Goal 2011</b>
<b>Grade 10</b>	57.8%	21.4%	14.8%	38%		79

<b>Goal 4: To improve partnerships with parents and community stakeholders to increase the academic performance of all students.</b>						
<b>Parent/</b>				<b>08-09</b>	<b>09-10</b>	<b>District</b>
<b>Community</b>				<b>School Baseline</b>	<b>School Target</b>	<b>Goal 2011</b>
<b>Welcoming Atmosphere Checklist</b>						

\*Target and Actual Scores reflect the % of students At or Above Proficiency

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**SCHOOL GROWTH PLAN 2008-2011**

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**GOAL 1: To improve literacy in grade 10 as measured by the Reading and Writing sub-tests of CAPT**

**The growth predicted for the 2008-2009 school year may seem ambitious but this is due to the small “n”**

Obj. 1: Increase percentage of students in grade 10 proficient or better in reading at Richard C. Briggs High School from 25% in 2008 to 75% in 2009 and writing from 17.6% in 2008 to 60% in 2009 as measured by the 2009 CAPT.

Obj. 2: To increase the percentage of Black students in grade 10 proficient or better in reading from 23% of the Black students taking CAPT in 2008 to 40% in 2009 and writing from 7.7% in 2008 to 40% in 2009 as measured by the 2009 CAPT.

Obj. 3: To increase the percentage of Hispanic students in grade 10 proficient or better in reading from 0% of the Hispanic students taking CAPT in 2008 to 50% in 2009 and writing from 0% in 2008 to 50% in 2009 as measured by the 2009 CAPT.

Obj. 4: To increase the percentage of special needs students in grade 10 proficient or better in reading from 1% of the special needs students taking CAPT in 2008 to 50% in 2009 and writing from 0% in 2008 to 33% in 2009 as measured by the 2009 CAPT.

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### Data Analysis:

- The team examined CMT scores, as available, and, in 3 instances past CAPT scores.
  - CMT scores were only available for 8 students.
  - Three students performed below basic for reading on 8<sup>th</sup> grade CMTs (37.5%)
  - Two students performed at basic for reading on 8<sup>th</sup> grade CMTs (25%)
  - One student performed below basic for writing on 8<sup>th</sup> grade CMTs (12.5%)
  - Three students performed at basic for writing on 8<sup>th</sup> grade CMTs (37.5%)
  - Four students will be taking CAPT for the 2<sup>nd</sup> time as a 10<sup>th</sup> grader.
  - Of the four students who already participated in CAPT, 2 performed below basic (50%) in reading.
  - Of the four students who already participated in CAPT, 2 performed at basic (50%) in reading.
  - Of the four students who already participated in CAPT, 2 performed below basic (50%) in writing.
  - Of the four students who already participated in CAPT, 2 performed at proficient (50%) in writing.
- The team examined the identified students in terms of attendance for 2008-2009 school year and class performance.
- The team examined promotion and retention data
  - Of the present 10<sup>th</sup> graders, 4 have repeated 10<sup>th</sup> grade (30%)
    - Of these students, 3 students have earned 1 credit in English; 1 has earned 1.75 credits
  - Of the present 10<sup>th</sup> graders, 11 repeated 9<sup>th</sup> grade (85%)
    - Of these students, 1 student has earned .25 credits in English; 2 have earned .75 credits in English; 2 have earned 1.50 credits in English; 1 has earned 1.75 credits in English; 2 have earned 2 credits in English.
  - Of those that repeated grade 9, 2 repeated 9<sup>th</sup> grade 3 times (18%)
    - Of these students, 1 has earned 1 credit in English; 1 has earned 2.00 credits in English
  - One student repeated grade 9 twice and grade 10 twice (8%).
    - This student has earned 1.75 credits in English
- The team carefully discussed each student in each class and their potential, with interventions, to perform at or above proficiency on the CAPT.
- The team anecdotally discussed attendance patterns for the targeted students.

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**Strategies (Each strategy will relate to implementation and academic outcome.)**

1. The team identified the need for a reading intervention class for those students reading below a grade 3 reading level. The special education teacher has attended training in Lexia, a web-based reading program that will allow him immediate feedback for remediation and interventions. This program will be purchased within the next 2 months with money from the 21<sup>st</sup> century grant. Students will be encouraged to stay after school, for extra credit, twice a week to participate in the program. The program will also be used with selected students during class time. Professional development is available for this program on-line and via phone. Staff will participate in both forms of PD.
2. The team identified the need for a reading strategies intervention program for those students who are inefficient readers as identified by teachers and students (I read it but I don't remember what I read). One English teacher and the special education teacher attended a Literacy Workshop (Tools for Teaching Content Area Literacy) sponsored by SERC and will bring these new skills to their classes. They will also share the interventions with the rest of the staff during staff meeting time. Students will practice these skills across the curriculum.
3. It has been discussed that students who are poor writers and inefficient readers are sometimes reluctant to accept direct instruction. Revolution Prep CAHSEE, a web-based remedial language arts program, has been obtained and will be used in the English classes. This program is produced by a California based company and used extensively with Los Angeles youth who have passed their high school requirements but failed their exit exams. It has a better than 70% success rate. This program will be piloted this year and the results will be monitored weekly. Students will be monitored for time on task as well as improved skill level.
4. The Associate Director of the Connecticut Writing Project is one of the English teachers at Briggs. As his professional growth project this year he will be working with teachers in their classes to help them improve their skills in incorporating writing in their classes. As part of the data team he will also work with staff in helping them look at student work, specifically writing, and using the rubrics for each essay developed under the CAPT (grad prep) guidelines.
5. To strengthen our data team, one teacher will be attending the Making Standards Work workshops provided by CALI. She will disseminate the information learned during data team meetings in order to strengthen our data team.
6. Continue to post students' names on "Apples for Essays" tree as students complete essays.

**Results Indicators:**

**Implementation Indicators**

1. Language data team will meet biweekly to examine student work and to develop more effective teaching strategies (Goal 100%)
2. 100 % of the students identified as reading below grade 3 reading level will participate in Lexia, web-based reading remediation program and will be on task 80% of the time.
3. 100% of the students will complete 10 essays by the end of the school year.

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<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
1. Special Education Teacher and English teacher	<ol style="list-style-type: none"> <li>1. will participate in reading strategies training Nov. 14, 2008</li> <li>2. will participate in Lexia training Oct. 30, 2008 (special ed teacher only)</li> <li>3. begin using Revolution Prep CAHSEE, Dec. 1, 2008</li> <li>4. begin using Lexia after school, Dec. 1, 2008</li> <li>5. sharing of strategies information will occur at Nov. 24, 2008 staff meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Revolution Prep CAHSEE will be provided by company at no cost</li> <li>2. Lexia will be purchased with 21<sup>st</sup> Century Community Learning Center grant</li> </ol>
2. English teacher	<ol style="list-style-type: none"> <li>1. Provide principal with calendar of dates to be in classes to work with staff in classes re implementation of writing across the curriculum, Nov. 18, 2008</li> <li>2. Review use of rubrics at data team meeting, Nov. 18, 2008</li> </ol>	<ol style="list-style-type: none"> <li>1. Use school intern to cover English classes</li> </ol>
3. Principal	<ol style="list-style-type: none"> <li>3. contact Lexia re purchase of program, Nov. 18, 2008</li> <li>4. follow-up on teachers registering for Revolution Prep CAHSEE program, Nov. 19, 2008</li> <li>5. Provide time on Agenda for strategies presentation, Nov. 24, 2008</li> <li>6. Block out intern time for English teacher to allow for coaching</li> <li>7. Provide 3<sup>rd</sup> period mentoring on schedule (no meetings or appts during this time)</li> </ol>	None
4. All teachers	<ol style="list-style-type: none"> <li>1. Continue to implement writing across</li> </ol>	None

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	<p>the curriculum.</p> <ol style="list-style-type: none"> <li>2. Bring student work to data team meetings to learn how to look at student work using pre-established rubrics</li> </ol>	
5. Teacher mentors	<ol style="list-style-type: none"> <li>1. Review report cards and grades with mentees, Wednesday, Nov. 19, 2008</li> <li>2. Review grades, credits, attendance with mentees every Wednesday, period 3 during mentoring</li> <li>3. Carefully track mentees who are 10<sup>th</sup> graders and address attendance problems or class attendance problems immediately and make both guidance and administration aware of issues.</li> <li>4. Make phone calls home to chronic truants</li> <li>5. Attend scheduled PPTs and SRTs</li> </ol>	None
6. Data Team	<ol style="list-style-type: none"> <li>1. Review student work and discuss more effective teaching strategies.</li> </ol>	None

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**GOAL 2: To improve numeracy in grade 10 as measured by the Mathematics sub-tests of CAPT**

**The growth predicted for the 2008-2009 school year may seem ambitious but this is due to the small “n”**

Obj. 1: Increase percentage of students in grade 10 proficient or better in mathematics at Richard C. Briggs High School from 16% in 2008 to 30% in 2009 as measured by the 2009 CAPT.

Obj. 3: To increase the percentage of Hispanic students in grade 10 proficient or better in mathematics from 0% of the Hispanic students taking CAPT in 2008 to 50% in 2009 as measured by the 2009 CAPT.

Obj. 4: To increase the percentage of special needs students in grade 10 proficient or better in mathematics from 8.3% of the special needs students taking CAPT in 2008 to 33% in 2009 as measured by the 2009 CAPT.

## Richard C. Briggs High School School Growth Plan

### Data Analysis:

- The team examined CMT scores, as available, and, in 3 instances past CAPT scores.
  - CMT scores were only available for 8 students.
  - Two students performed below basic for mathematics on 8<sup>th</sup> grade CMTs (25%)
  - Two students performed at basic for mathematics on 8<sup>th</sup> grade CMTs (25%)
  - Four students will be taking CAPT for the 2<sup>nd</sup> time as a 10<sup>th</sup> grader.
  - Of the four students who already participated in CAPT, 3 performed below basic (75%) in mathematics.
  - Of the four students who already participated in CAPT, 1 performed at basic (25%) in mathematics..
- The team examined the identified students in terms of attendance for 2008-2009 school year and class performance.
- The team examined promotion and retention data
  - Of the present 10<sup>th</sup> graders, 4 have repeated 10<sup>th</sup> grade (30%)
    - All have earned at least 1 credit in math
  - Of the present 10<sup>th</sup> graders, 11 repeated 9<sup>th</sup> grade (85%)
    - Of these students, 9 have earned at least 1 credit in math; 2 have earned .75 credits in math.
  - Of those that repeated grade 9, 2 repeated 9<sup>th</sup> grade 3 times (18%)
    - Of these students, 1 has earned 1 credit in math; 1 has earned .75 in math.
  - One student repeated grade 9 twice and grade 10 twice (8%).
    - This student has earned 1.25 credits in math.
- The team carefully discussed each student in each class and their potential, with interventions, to perform at or above proficiency on the CAPT.
- The team anecdotally discussed attendance patterns for the targeted students.

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**Strategies (Each strategy will relate to implementation and academic outcome.)**

1. It has been discussed that students who are disengaged from learning are reluctant to accept direct instruction from the teacher. Revolution Prep CAHSEE, a web-based remedial mathematics program, has been obtained and will be used in the mathematics classes. This program is produced by a California based company and used extensively with Los Angeles youth who have passed their high school requirements but failed their exit exams. It has a better than 70% success rate. This program will be piloted this year and the results will be monitored weekly. Students will be monitored for time on task as well as improved skill level. This program will be used in class and after school for extra credit.
2. To improve mathematics instruction in the classroom, one math teacher will be attending a math workshop sponsored by SERC entitled "Tiered Lessons for Math Instruction".
3. To strengthen our data team, one teacher will be attending the Making Standards Work workshops provided by CALI. She will disseminate the information learned during data team meetings in order to strengthen our data team.
4. In order to strengthen the mathematics curriculum and allow students to see math as part of every curriculum, one math teacher, as her professional growth project, will work with other staff to help them incorporate math into all curriculum areas (math across the content areas).
5. Designate a Math Bulletin Board to celebrate math successes (Math Across the Curriculum projects, CAPT results, Grad Prep successes, tests, etc)
6. One math teacher will observe math classes in the comprehensive high schools to appropriately align the curriculum

**Results Indicators:**

**Implementation Indicators**

1. Technical (math/science/art) data team will meet biweekly to examine student work and develop more effective teaching strategies (Goal 100%).
2. 100% of the identified students will participate in Revolution Prep CAHSEE math remediation program.
3. 100% of subject area teachers will incorporate math in their lessons, as appropriate.

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<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
1. Mathematics teacher (1)	<ol style="list-style-type: none"> <li>1. will participate in three day CALI workshop, Making Standards Work, Nov. 19, 20, 21, 2008</li> <li>2. sharing of workshop information will occur at Nov. 24, 2008 staff meeting</li> <li>3. Provide principal with calendar for working with teachers re Math Across the Curriculum, Nov. 24, 2008</li> <li>4. Ascertain which students would benefit from Revolution Prep CAHSEE and download and implement program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Workshop provided by CALI</li> <li>2. Use school intern to cover English \ classes</li> <li>3. Revolution Prep CAHSEE program, provided to BHS free along with PD and texts.</li> </ol>
2. Mathematics teacher (2)	<ol style="list-style-type: none"> <li>1. Will participate in Tiered Lessons for Math Instruction as provided by SERC.</li> <li>2. Sharing of workshop information</li> <li>3. Use web-based Revolution Prep CAHSEE in math classes to supplement NPS curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. Workshop paid by BHS PD budget</li> <li>2. Revolution Prep CAHSEE program, provided to BHS free along with PD and texts.</li> </ol>
3. Principal	<ol style="list-style-type: none"> <li>1. follow-up on teachers registering for Revolution Prep CAHSEE program, Nov. 19, 2008</li> <li>2. Provide time on Agenda for strategies presentation, Nov. 24, 2008 and 1<sup>st</sup> Monday after Tiered Lessons workshop</li> <li>3. Block out intern time for Mathematics teacher to allow for coaching</li> <li>4. Research grant money for additional computers</li> <li>5. Assign intern to math class for 2 days to</li> </ol>	None

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	allow math teacher to visit math classes at the 2 comprehensive high schools.	
4. All teachers	<ol style="list-style-type: none"> <li>3. Work with Mathematics teacher to implement mathematics across the curriculum.</li> <li>4. Bring student work to data team meetings to learn how to look at student work</li> </ol>	None
5. Teacher mentors	<ol style="list-style-type: none"> <li>1. Review report cards and grades with mentees, Wednesday, Nov. 19, 2008</li> <li>2. Review grades, credits, attendance with mentees every Wednesday, period 3 during mentoring</li> <li>3. Carefully track mentees who are 10<sup>th</sup> graders and address attendance problems or class attendance problems immediately and make both guidance and administration aware of issues.</li> <li>4. Make phone calls home to chronic truants</li> <li>5. Attend scheduled PPTs and SRTs</li> </ol>	None
4. Data Team	<ol style="list-style-type: none"> <li>1. Review student work and discuss more effective teaching strategies.</li> </ol>	None
5. Instructional Specialist	<ol style="list-style-type: none"> <li>1. Facilitate BHS observation of math classes in the 2 comprehensive high schools.</li> </ol>	None

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**GOAL 3: To improve science literacy in grade 10 as measured by the Science sub-tests of CAPT**

**The growth predicted for the 2008-2009 school year may seem ambitious but this is due to the small “n”**

Obj. 1: Increase percentage of students in grade 10 proficient or better in science at Richard C. Briggs High School from 14.8% in 2008 to 38% in 2009 as measured by the 2009 CAPT.

Obj. 2: To increase the percentage of Black students in grade 10 proficient or better in science from 17.6% of the Black students taking CAPT in 2008 to 40% in 2009 as measured by the 2009 CAPT.

Obj. 3: To increase the percentage of Hispanic students in grade 10 proficient or better in science from 0% of the Hispanic students taking CAPT in 2008 to 50% in 2009 as measured by the 2009 CAPT.

Obj. 4: To increase the percentage of special needs students in grade 10 proficient or better in science from 10% of the special needs students taking CAPT in 2008 to 40% in 2009 as measured by the 2009 CAPT.

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### Data Analysis:

- The team examined CMT scores, as available, and, in 3 instances past CAPT scores.
  - CMT scores were only available for 8 students.
  - The English (Reading and Writing) and the Math scores were analyzed
  - Two students performed below basic for mathematics on 8<sup>th</sup> grade CMTs (25%)
  - Two students performed at basic for mathematics on 8<sup>th</sup> grade CMTs (25%)
  - Three students performed below basic for reading on 8<sup>th</sup> grade CMTs (37.5%)
  - Two students performed at basic for reading on 8<sup>th</sup> grade CMTs (25%)
  - One student performed below basic for writing on 8<sup>th</sup> grade CMTs (12.5%)
  - Three students performed at basic for writing on 8<sup>th</sup> grade CMTs (37.5%)
  - Four students will be taking CAPT for the 2<sup>nd</sup> time as a 10<sup>th</sup> grader.
  - Of the four students who already participated in CAPT, neither student performed at/above proficiency
  - Of the four students who already participated in CAPT, 2 performed below basic (50%) in reading.
  - Of the four students who already participated in CAPT, 2 performed at basic (50%) in reading.
  - Of the four students who already participated in CAPT, 2 performed below basic (50%) in writing.
  - Of the four students who already participated in CAPT, 2 performed at proficient (50%) in writing.
  - Four students will be taking CAPT for the 2<sup>nd</sup> time as a 10<sup>th</sup> grader.
  - Of the four students who already participated in CAPT, 3 performed below basic (75%) in mathematics.
  - Of the four students who already participated in CAPT, 1 performed at basic (25%) in mathematics..
- The team examined the identified students in terms of attendance for 2008-2009 school year and class performance.
- The team examined promotion and retention data
  - Of the total 10<sup>th</sup> grade population 90% have no Biology credit
  - Of the total 10<sup>th</sup> grade population 7.6% have 0 science credit; 30.8% have .50 science credit; 15% have .75 science credit; 23% have 1 science credit; 7.6% have 1.25 science credits; 15% have 1.75 science credit
  - Of the present 10<sup>th</sup> graders, 4 have repeated 10<sup>th</sup> grade (30%)
    - 75% have no Biology credit; 25% has .50 Biology credit
    - 25% earned .75 science credits; .50% earned 1.00 science credit; .25% earned 1.75 science credits
  - Of the present 10<sup>th</sup> graders, 11 repeated 9<sup>th</sup> grade (85%)
    - Of these students, only 1 student passed .50 Biology credit; all others earned 0 Biology credits
    - Of these students, 11% earned 0 credits in science; 44% earned .50 credits in science; 11% earned 1.25 credits in science; 11% earned 1.75 credits in science
  - Of those that repeated grade 9, 2 repeated 9<sup>th</sup> grade 3 times (18%)
    - Of these students, both earned 0 Biology credits

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- Of these students, both earned at least 1 credit in science
- One student repeated grade 9 twice and grade 10 twice (8%).
  - This student has earned .50 Biology credit
  - This student has earned 1 credit in science
- The team carefully discussed each student in each class and their potential, with interventions, to perform at or above proficiency on the CAPT.
- The team anecdotally discussed attendance patterns for the targeted students.
- All students are presently enrolled in Biology class

**Strategies (Each strategy will relate to implementation and academic outcome.)**

1. A timeline will be established to meet district benchmarks and remediation will be offered for those not meeting benchmarks.
2. The Math Across the Curriculum initiative will be implemented to help with analyzing graphs, tables and charts and making math connections.
3. Writing the experiments and analyzing student work will be supported by the Reading and Writing Across the Curriculum imitative and data team analysis.
4. The science teachers will work closely with the English and math teachers to strengthen the reading, writing and math skills of students with deficiencies.
5. One on one review offered for those not meeting weekly tests/quizzes.
6. Providing one on one instruction to allow students to become student instructors.
7. To strengthen our data team, one teacher will be attending the Making Standards Work workshops provided by CALI. She will disseminate the information learned during data team meetings in order to strengthen our data team.
8. Designate a Science Bulletin Board to celebrate science successes (CAPT results, Grad Prep successes, quarterly tests, etc)

**Results Indicators:**

**Implementation Indicators**

1. Technical (math, science, art) data team will meet biweekly to examine student work and to develop more effective teaching strategies (Goal: 100%)
2. 85% of the students presented with the opportunity will participate in one on one review.
3. 100% of the students will complete writing the experiments and revising the finished product with 80% accuracy.

Persons Responsible	Actions/Timeline	Resources
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1. Science teacher	<ol style="list-style-type: none"> <li>1. Will work with math teacher to implement math across the curriculum.</li> <li>2. Will implement one on one review after each quiz given.</li> <li>3. Will bring samples of student work to data team meetings.</li> <li>4. Will work with district science department to develop big concepts and unwrapping standards. Timeline set by Science instructional specialist.</li> </ol>	None
2. Principal	<ol style="list-style-type: none"> <li>1. Provide sub for teacher to attend district science meetings</li> <li>2. Provide time for teacher to work with math and English teachers.</li> </ol>	None
3. Teacher mentors	<ol style="list-style-type: none"> <li>1. Review report cards and grades with mentees, Wednesday, Nov. 19, 2008</li> <li>2. Review grades, credits, attendance with mentees every Wednesday, period 3 during mentoring</li> <li>3. Carefully track mentees who are 10<sup>th</sup> graders and address attendance problems or class attendance problems immediately and make both guidance and administration aware of issues.</li> <li>4. Make phone calls home to chronic truants</li> <li>5. Attend scheduled PPTs and SRTs</li> </ol>	None
4. Data Team	<ol style="list-style-type: none"> <li>1. Review student work and discuss more effective teaching strategies.</li> </ol>	None

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**GOAL 4: To improve partnerships with parents and community stakeholders to increase the academic performance of all students.**

- Obj. 1: Improve communication between Richard C. Briggs High School and families regarding student school and period attendance.
- Obj. 2: Ensure a safe, welcoming, and engaging culture to support student learning
- Obj. 3: Improve and expand the existing partnerships that Richard C. Briggs High School enjoys with community partners.

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### **Data Analysis:**

- For the 2008-2009 school year, a Welcome Back to School picnic was held on August 13, 2008 and was attended by students (10 students) and parents (4 parents), as well as staff (100% of staff). This will become a yearly tradition.
- The Holiday Party, an annual event, underwritten by the Human Services Council, will be held on December, 18, 2008 from 6:00pm to 8:30pm. This event is usually very well attended.
- Parent meetings are held monthly. These meetings are sparsely attended (8 parents/meeting or 8% of population).
- Community partners are: Human Services Council, Center for Contemporary Printmaking, Silvermine Art School, Norwalk Community College, General Electric, Person to Person
  - HSC provides funding for Holiday Party and Graduation, as well as the School-Based Health Center
  - Center for Contemporary Printmaking and Silvermine Art School provides opportunities for BHS students to work with professional artists in their own art studios. They also provide scholarships for additional art experiences.
  - Norwalk Community College collaborates with BHS to provide BHS students a supported college experience.
  - General Electric has provided volunteers to work on school beautification and renovation projects. They painted the daycare as well as provided new appliances and toys (2007). This year they paid for and planted a garden in front of the school and provided a new BHS sign.
  - Person to Person provides transportation for BHS students for field trips. This allows students to attend docent training at the Aldrich Museum, workshops at CCPM, Silvermine Art School, art trip to NYC, participation in S.T.A.R.S., a leadership training for students involved in alternative schools and programs, college and post secondary vocational school tours. They also provide scholarships for BHS students who want to attend college or post secondary vocational school.

### **Strategies (Each strategy will relate to implementation and academic outcome.)**

1. Form a BHS advisory board consisting of community, parent, and student stakeholders. These meetings will be held three times a year to coordinate priorities and services. The purpose of this advisory board is to work with administration to provide quality education in quality facility.
2. Provide bulletin board for community stakeholders to showcase their efforts at BHS (i.e., pictures of GE volunteers helping with planting, pictures of Holiday Party, pictures from Silvermine and CCPM, pictures of students and professor at NCC, pictures of volunteer drivers at various field trips).
3. Provide special buttons and T-Shirts for BHS volunteers.

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<b>Results Indicators:</b>
<b>Implementation Indicators</b>  1. % of the 2. % of the 3. % of the

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<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
1. Principal	<ol style="list-style-type: none"> <li>1. Make phone calls and set up advisory board meeting.</li> <li>2. Designate a volunteer bulletin board and put a student in charge.</li> <li>3. Investigate cost of T-Shirts and buttons</li> <li>4. Designate a student to be a volunteer greeter.</li> <li>5. Attend CALI sponsored Positive School Climate workshop</li> </ol>	21 <sup>st</sup> Century Community Learning Center grant to pay for T-Shirts and Buttons.
2. Secretary	<ol style="list-style-type: none"> <li>1. Send out attendance letters</li> <li>2. Translate in-take information into Spanish</li> <li>3. Translate letters that get sent home into Spanish</li> <li>4. Translate for meetings</li> </ol>	None
3. Technology Department	<ol style="list-style-type: none"> <li>1. Set up auto-dialer to allow attendance phone calls to alert parents of absences and class cuts.</li> </ol>	None

## Appendices

### Charts of data used to develop School Growth Plan

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<b>2009 est. CAPT GRADE 10 Results – Black Subgroup- 5 students</b>													
		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5			
		<b>Below Basic</b>		<b>Basic</b>		<b>Proficient</b>		<b>Goal</b>		<b>Advanced</b>			
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		
Sch Avg	Reading	1	20%	2	40%	1	20%	1	20%				
	Math	1	20%	2	40%	2	40%						
	Science	1	20%	2	40%	2	40%						
	Writing	1	20%	2	40%	1	20%	1	20%				
<b>Gr 8 Gr 10</b>	<b>CMT CAPT</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		
CMT	Math	2	40%			1	20%						
CMT	Reading	2	40%					1	20%				
CMT	Writing	1	20%	1	20%			1	20%				
CAPT	Math												
CAPT	Science												
CAPT	Reading												
CAPT	Writing												

Out of the 5 Black students we do not have data for 2 of them. %, therefore, based on tested group only.

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<b>2009 est. CAPT GRADE 10 Results – Hispanic Subgroup- 2 students</b>													
		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5			
		Below Basic		Basic		Proficient		Goal		Advanced			
		#	%	#	%	#	%	#	%	#	%		
Sch Avg	Reading					1	50%		1	50%			
	Math					1	50%		1	50%			
	Science					1	50%		1	50%			
	Writing					1	50%		1	50%			
<b>Gr 8 Gr 10</b>	<b>CMT CAPT</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
CMT	Math											1	50%
CMT	Reading								1	50%			
CMT	Writing											1	50%
CAPT	Math												
CAPT	Science												
CAPT	Reading												
CAPT	Writing												

Only have scores for 1 of the 2 students

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<b>2009 est. CAPT GRADE 10 Results – White Subgroup- 6 students</b>												
		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5		
		Below Basic		Basic		Proficient		Goal		Advanced		
		#	%	#	%	#	%	#	%	#	%	
Sch	Reading					4	66.7%		2	33.3%		
Avg	Math	1	16.7%	2	33.3%	3	50%					
	Science			5	83.3%	1	16.7%					
	Writing			1	16.7%	2	33.3%		2	33.3%		
<b>Gr 8</b>	<b>CMT</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
<b>Gr 10</b>	<b>CAPT</b>											
CMT	Math			1	16.6%	2	33.3%					
CMT	Reading			2					1	16.6%		
CMT	Writing			1	16.6%	2	33.3%					
CAPT	Math	2		1	16.6%							
CAPT	Science	1	16.6%	2	33.3%							
CAPT	Reading	1	16.6%	2	33.3%							
CAPT	Writing	1	16.6%			2	33.3%					

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<b>2009 est. CAPT GRADE 10 Results – Free/Reduced Subgroup- 5 students</b>												
		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5		
		Below Basic		Basic		Proficient		Goal		Advanced		
		#	%	#	%	#	%	#	%	#	%	
Sch Avg	Reading			2	40%	1	20%	2	40%			
	Math			3	60%			2	40%			
	Science			1	20%	2	40%	2	40%			
	Writing			2	40%	1	20%	2	40%			
<b>Gr 8 Gr 10</b>	<b>CMT CAPT</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
CMT	Math					2	100%					
CMT	Reading			1	50%			1	50%			
CMT	Writing					1	50%	1	50%			
CAPT	Math											
CAPT	Science											
CAPT	Reading											
CAPT	Writing											

Out of 5 students only 2 have CMT scores. % based on 2 students.

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<b>2009 est. CAPT GRADE 10 Results – Special Ed Subgroup- 5 students</b>													
		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5			
		<b>Below Basic</b>		<b>Basic</b>		<b>Proficient</b>		<b>Goal</b>		<b>Advanced</b>			
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		
Sch Avg	Reading	1	20%	3	60%	1	20%						
	Math			4	80%	1	20%						
	Science			3	60%	2	40%						
	Writing			2	40%	3	60%						
<b>Gr 8 Gr 10</b>	<b>CMT CAPT</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		
CMT	Math	2	66.6%	1	33.3%								
CMT	Reading	3	100%										
CMT	Writing	1	33.3%	2	66.6%								
CAPT	Math												
CAPT	Science												
CAPT	Reading												
CAPT	Writing												

Out of 5 students only 3 have CMT scores. % based on 3 students.

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<b>Goal 1: Literacy</b> <b>NCLB Targets: 81% through 2010 and 91% in 2011</b>						
<b>School Reading Scores - Percentage at or above Proficiency</b>						
<b>CAPT</b>	<b>Gen-2 05-06 Actual</b>	<b>Gen-3 06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 School Target</b>	<b>09-10 School Target</b>	<b>District Goal 2011</b>
<b>Reading</b>	21.7%	6.7%	25.0%	75%		<b>86</b>
<b>Writing</b>	35%	15.8%	17.6%	60%		<b>90</b>

<b>Goal 2: Numeracy</b> <b>NCLB Targets: 80% through 2010 and 90% in 2011</b>						
<b>School Math Scores - Percentage at or above Proficiency</b>						
<b>CAPT</b>	<b>Gen-2 05-06 Actual</b>	<b>Gen-3 06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 School Target</b>	<b>09-10 School Target</b>	<b>District Goal 2011</b>
<b>Math</b>	37.8%	16.1%	26.4%	70%		<b>79</b>

<b>Goal 3: School Science Score - Percentage at or above Proficiency</b>						
<b>CAPT</b>	<b>Gen-2 05-06 Actual</b>	<b>Gen-3 06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 School Target</b>	<b>09-10 School Target</b>	<b>School Goal 2011</b>
<b>Science</b>	57.8%	21.4%	14.8%	38%		

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<b>Goal 4: Community</b>			
<b>Parent Community Partnerships</b>			
<i>Welcoming Atmosphere Checklist*</i>	<b>Baseline 08-09 Actual</b>	<b>09-10 School Target</b>	<b>District Goal 2011</b>
A. The Physical Environment (13 elements)			
B. School-Wide Practices and Policies (14 elements)			
C. Welcoming School Staff (8 elements)			
D. Written materials (14 elements)			
<b>Total Number of Elements Present</b>			<b>Minimum of 46</b>

\* In each category, A-D, schools will indicate the number of checklist criteria they met.  
Total number of checklist items: 49.

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Grade 10- 2007/2008 CAPT

		MATH				SCIENCE				RDG ACROSS CURRIC				WTG ACROSS CURRIC			
		Total math				Total science				Total rdg				Total writing			
Group	Year	N	Avg scale score	% at/above goal	% at/above prof	N	Avg scale score	% at/above goal	% at/above prof	N	Avg scale score	% at/above goal	% at/above prof	N	Avg scale score	% at/above goal	% at/above prof
Briggs	2007	31	180.2	0	16.1	28	196.7	0	21.4	30	174.6	0	6.7	19	181.2	0	15.8
Black	2007	20	176.1	0	15.0	18	196.9	0	22.2	21	177.8	0	9.5	11	195.3	0	18.2
	2007	9	178.7	0	11.1	9	193.0	0	11.1	9	167.1	0	0	8	161.8	0	12.5
	2007	2	227.5	0	50	1	226.0	0	100	0	0	0	0	0	0	0	0

		MATH				SCIENCE				RDG ACROSS CURRIC				WTG ACROSS CURRIC			
		Total math				Total science				Total rdg				Total writing			
Group	Year	N	Avg scale score	% at/above goal	% at/above prof	N	Avg scale score	% at/above goal	% at/above prof	N	Avg scale score	% at/above goal	% at/above prof	N	Avg scale score	% at/above goal	% at/above prof
Briggs	2008	19	186.9	5.3	26.3	27	184.0	3.7	14.8	20	175.3	0	25.0	17	190.7	0	17.6
Black	2008	11	187.0	0	27.3	17	181.5	0	17.6	14	173.6	0	28.6	10	189.4	0	10
	2008	4	189.3	0	25.0	3	180	0	0	1	194	0	0	2	183.5	0	0
	2008	4	184.5	25	25	7	191.6	14.3	14.3	5	176.2	0	20	5	196.2	0	0

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<b>ASSESSMENT RUBRIC FOR SCHOOL GROWTH PLANS</b>			
<b>School reviewed:</b>		<b>Date of review:</b>	
<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>PROGRESSING</b>	<b>NOT YET MEETING STANDARD</b>
<p>SGP Indicators are focused and contain high leverage that exerts a broad positive effect on student achievement as demonstrated by data.</p> <p>SGP Strategies, although few in number, involve a high percentage of the staff. Indicators are seamlessly linked to strategies and contribute to a clear determination of the effectiveness of the each strategy.</p> <p>SGP narrative includes and describes a dramatic and persuasive depiction of less tangible elements operating within the school that affect student achievement.</p>	<p>The SGP contains all the components of the SGP including: demographic data, school progress on indicators, strategies, narrative</p> <p>All of numerical data is accurate.</p> <p>All indicators are related to variables associated with the causes of achievement in the areas of teaching, leadership, curriculum, assessment and parent involvement.</p> <p>Indicators are NOT restatement of District goals.</p> <p>Strong rationale to support identified indicators, backed by data and/or research.</p> <p>Strategies are: action oriented, measurable, specific, and describe what adults will do</p> <p>Narrative focuses on the issues that help explain the numbers and/or address school growth issues that are not represented by the numbers.</p>	<p>The SGP contains all the components of the SGP including: demographic data, school progress on indicators, strategies, narrative.</p> <p>All of numerical data is accurate.</p> <p>Some of the indicators are very similar to District indicators, although crafted in relation to the school, not the district.</p> <p>Rationale to support identified indicators is not strongly backed by data and/or research.</p> <p>Strategies are sometimes vague.</p> <p>The narrative is not clearly related to explaining the numbers or focused on items relevant to the SGP.</p>	<p>One or more components of the SGP is missing: demographic data, school progress on indicators, strategies, narrative</p> <p>Numerical data is inaccurate or missing</p> <p>None of the indicators are related to cause variables.</p> <p>None of the indicators are supported by data and/or research.</p> <p>All strategies are vague and absent measurable results indicators.</p>