



# **NORWALK HIGH SCHOOL**

## **School Growth Plan 2010-2011**

## **EXECUTIVE SUMMARY**

Our Building Data Team consists of the HS Principal, 4 Housemasters and 5 Department Chairpersons. Based on the analysis of 2010 CAPT Data, a focus on reading continues to be a priority. In the area of literacy, we will again take a school-wide approach to increase our proficiency in reading as measured by the CAPT exam. To insure that strong reading skills continue to be taught in every content area, our initial Professional Development Day this September focused on reading strategies and academic vocabulary. One may now see an evolving word wall in all classrooms.

The School Data Team will monitor the implementation of these strategies through data collected by scheduled and unscheduled walkthroughs throughout the course of the school year by the principal, and by the work of our instructional data teams.

The Building Data Team has also decided to complement our initial efforts in the area of reading, to focus on instructional strategies during our November Professional Development Day.

Additionally, practice assessments for the CAPT Reading for Information test will be once again administered to all 9<sup>th</sup> and 10<sup>th</sup> grade students across various subject areas. Our Level 1 and 2 students will continue to be placed in English Enhancement classes. This small class setting provides opportunity for differentiated and individualized instruction.

Lastly, grade level data teams will meet monthly to share common assessments data and instructional strategies targeted at improving reading proficiency. This comprehensive plan includes the participation of all teaching staff and should culminate in improved reading comprehension of all students. This plan aligns closely with the district's improvement plan.

In the area of numeracy, Norwalk HS has continued to implement a plan that features a 50% increase in classroom instruction for both Algebra B and Geometry B. students. This program services 142 9<sup>th</sup> graders and 76 10<sup>th</sup> graders. During these classes teachers use the flexibility to provide additional guided and independent practice along with frequent and extended assessments that feature CAPT-like problems and assessments. Online Carnegie Learning Program is also used for both Algebra and Geometry students with this extra time.

Our 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade teachers are beginning to identify students who struggle on the SAT test to better prepare them for taking the exam. They will use released SAT questions in their content area to allow the students to become familiar with the strategies and questions that they should

be using. Because all teachers prepare students for CAPT and SAT's, this plan involves the participation of all stakeholders. This plan is also in direct alignment with the district's improvement plan.

As far as Welcoming Atmosphere Walkthrough is concerned, using baseline data developed from the parent/community walk-through conducted in March 2010, we have identified four objectives under the Community heading of the District School Growth Plan: to improve the physical environment, the school-wide practices and policies, the hospitality of the school staff, and the quality of school-based written documents. This segment of the School Growth Plan mirrors that of the District's plan.

The school community will review the data, identify goals, create a timeline to complete goals, assign tasks to appropriate personnel, and oversee their implementation through administrative monitoring. We will orchestrate a parent/community walk-through in 2011 to verify progress and to ascertain the areas still in need of improvement. Results indicators will be number of elements in the Welcoming Atmosphere Checklist that the walk-through committee identifies as present during its tour of the building. It is anticipated that as the school community focuses on the four aforementioned areas, all individuals at NHS can be more productive, successful, and satisfied in their surroundings.

## Growth Plan Data Sheet - NORWALK High School

<b>Goal 1: Literacy</b>						<b>NCLB READING Target: 91% in 2011 and 2012</b>		
<b>School Reading Scores</b> - Percentage at or above Proficiency								
<b>CAPT</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>2010-11 School Target</b>	<b>District Goal 2011</b>	<i>Anticipated District Goal 2012</i>
<b>Reading</b>	80.8	82.3	83.3	74.7	80.1	86	<b>86</b>	87
<b>Writing</b>	81.9	82.8	89.1	79.6	80.4	83	<b>90</b>	91

<b>Goal 2: Numeracy</b>						<b>NCLB Target: 90% in 2011 and 2012</b>		
<b>School Math Scores</b> - Percentage at or above Proficiency								
<b>CAPT</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>2010-11 School Target</b>	<b>District Goal 2011</b>	<i>Anticipated District Goal 2012</i>
<b>Math</b>	67.4	70.6	76.6	72.9	74	78	<b>79</b>	82

<b>School Science Scores</b> - Percentage at or above Proficiency								
<b>CAPT</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>2010-11 School Target</b>	<b>Target for 2011</b>	<i>Anticipated Target for 2012</i>
<b>Science</b>	78.3	77.6	79.8	68	76.5	78	<b>77</b>	80

## **SMART GOAL**

**The percentage of all Norwalk High School students scoring at goal or higher in Reading will increase from 80.1% to 86% by the end of the school year as measured by the 2011 CAPT.**

### **Data Analysis:**

- Results of the 2010 CAPT indicate a weakness in the area of Reading For Information
- Results of the 2010 practice CAPT administered to Grade 9 students confirm a weakness in Interdisciplinary Writing and Reading For Information assessments

**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. If 100% of teachers are trained in Reading Across the Disciplines strategies, then these methods will be included as regular classroom practice.

2. If 100% of Grade 9 and 10 Language Arts teachers administer the CFA in Reading For Information and Response to Literature and analyze the results of the assessments using the data team process, then they will select standards of focus and instructional strategies to include in the classroom that are supported by the data.

3. If 100% of History teachers of grade 9 and 10 students administer Interdisciplinary Writing common assessments through current events (non-fiction) lesson plans and analyze the results of the assessments in their IDTs using the 5-step process, then they will select appropriate standards of focus and instructional strategies to include in the classroom that are supported by the data.

4. If 100% of teachers administer the grade 9 practice segments in Interdisciplinary Writing and Reading For Information and analyze the data to identify students in need of intervention, then those intervention plans will be implemented and monitored.

**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. If all students actively participate in the classroom by using the Reading Across the Disciplines strategies teachers discussed in their IDT meetings, then student achievement will increase.
2. If all Grade 9 and 10 students in English Language Arts who are identified as needing intervention through the SRBI process participate in intervention strategies, including: extra help sessions, tutorials and after-school help, then their achievement will increase as measured by the CFAs.
3. If all Grade 9 and 10 students in History classes who are identified as needing intervention through the SRBI process participate in intervention strategies, including: extra help sessions, tutorials and after-school help, then their achievement will increase as measured by the CFAs.
4. If all Grade 10 students who are identified as in need of intervention through the results of the practice CAPT administered in the spring of grade 9 participate in the Academic Enhancement Class through the first semester of their 10<sup>th</sup> grade year, then their achievement will improve as measured by pre/post assessments.

## **SMART GOAL**

**The percentage of all Norwalk High School students scoring at goal or higher in Mathematics will increase from 74% to 78% by the end of the school year as measured by the 2011 CAPT.**

- **Data Analysis:**

- Results of individual students of the 2010 CAPT were given to individual teachers in the Mathematics Department.
- Results of the 2010 CAPT Practice test were given to individual teachers in the Mathematics Department.

### **Implementation Indicators**

1. If 100% of 9<sup>th</sup> and 10<sup>th</sup> grade mathematics students at risk are offered 1.5 times more instruction, then they will have a better foundation in Algebra and Geometry.
2. If 100% of all 9<sup>th</sup> and 10<sup>th</sup> grade mathematics teachers administer bi-monthly practice CAPT questions, then students will be more familiar with the questioning of the test.
3. If 100% of 9<sup>th</sup> and 10<sup>th</sup> grade data teams start to work more effectively and efficiently, then students at risk will be targeted and receive help in their weaknesses in mathematics.

### **Results Indicators**

1. If 100% of 9<sup>th</sup> and 10<sup>th</sup> grade mathematics students at risk are offered 1.5 times more instruction, then the students should be more familiar and better prepared for the 2011 CAPT test.
2. If 100% of all 9<sup>th</sup> and 10<sup>th</sup> grade mathematics teachers administer bi-monthly practice CAPT questions, then the students should be more familiar and better prepared for the 2011 CAPT test.
3. If 100% of 9<sup>th</sup> and 10<sup>th</sup> grade data teams start to work more effectively and efficiently, then the students should be more familiar and better prepared for the 2011 CAPT test.

## Growth Plan Data Sheet - NORWALK High School

<b>Goal 3: Community</b>					
<b>Parent Community Partnerships</b>					
<b><i>Welcoming Atmosphere Checklist*</i></b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>2010-11 School Target</b>	<b>District Goal 2011</b>	<i>Anticipated District Goal for 2012</i>
A. The Physical Environment (13 Elements)	4	8	11		
B. School-Wide Practices and Policies (14 Elements)	11	10	13		
C. Welcoming School Staff (8 elements)	5	5	8		
D. Written Materials (14 elements)	14	12	14		
<b>Total Number of Elements Present</b>	34	35	46	<b>Minimum of 46 out of 49</b>	49 out of 49

## **SMART GOAL**

**\_\_\_\_\_Norwalk High School will increase from 35 indicators present to 46 indicators present as measured by the 2011 Welcoming Atmosphere Walk-Through.**

- **Data Analysis:**
- **Results of official Welcoming Atmosphere Walk through in March, 2010.**
- **Results of Longitudinal data gathered in 2008 and 2009 from preceding walkthroughs.**

**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. If an individual assumes permanent school wide responsibility for the status of hall bulletin boards, then they will be more effectively used in a sustained fashion and future walkthrough participants as well as staff and students, will find evidence of quality use of this resource.
2. If the custodial staff is directed to focus on the condition of the bathrooms, then maintenance and repairs will improve in this area of the building.
3. If teachers and guidance staff are encouraged to contact homes more frequently, then the school/home bond can be strengthened.
4. If staff and administration seek new ways to identify the contributions of parent volunteers, then the number of opportunities to celebrate parents’ input will increase.
5. If the security staff is directed to have in place a schedule whereby someone is always at the lobby desk, then no longer will there be times during the school day when that desk is vacant.

**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. If the aforementioned implementation indicators are put into effect, then the welcoming atmosphere at NHS will improve; consequently this improvement will lend itself to a safer, more engaging culture to support student learning.

## School Growth Plan - Implementation Timeline

**Adult Action**– 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. All teachers will participate in follow-up training of Reading Across the Disciplines strategies in the Fall/Spring of 2010-11 school year. The instructional strategies will be implemented daily.	Language Arts /ELL/Math – Instructional Specialists	Handouts from training  Teaching Reading in the Content Area - Workbook	Teacher attendance/sign in sheets from training  Principal Classroom Walk through notes  Visible Word Walls in each classroom
2. All Grade 9 & 10 English teachers will administer CFAs over the course of the school year . Assessment results and effective teaching strategies will be discussed and	Grade 9 & 10 English Teachers (IDT)  Department Chair	Teacher made CFAs	IDT Meeting Minutes CFA Results

<p>selected at the IDT meetings.</p> <p>3. All Grade 9 &amp; 10 History teachers will administer CFAs focusing on Interdisciplinary Writing over the course of the school year. Assessment results and effective teaching strategies will be discussed and selected at the IDT meetings.</p>	<p>Grade 9 &amp; 10 History Teachers (IDT)</p>	<p>Teacher made CFAs</p>	<p>IDT Meeting Minutes CFA Results</p>
<p>4. Teachers will administer all Grade 9, practice CAPT assessments in Interdisciplinary Writing and Reading for Information in March of 2011.</p>	<p>Building Data Team</p>	<p>CAPT Released Items</p>	<p>Practice CAPT results  Recommended Intervention Plan for students in need</p>

### Implementation Timeline for Numeracy

Adult Actions (Specify Completion Date)	Person Responsible	Resources	Evidence of Completion
<p>1. 9<sup>th</sup> and 10<sup>th</sup> grade students scheduled for the 1.5 periods of Algebra and Geometry</p> <p>2. 9<sup>th</sup> and 10<sup>th</sup> grade Mathematics teacher administers the bimonthly practice question.</p> <p>3. The use of data teams will be running more efficiently.</p>	<p style="text-align: center;"><b>Housemaster</b></p> <p style="text-align: center;"><b>Teachers and Department Chairperson</b></p> <p style="text-align: center;"><b>Principal</b></p>	<p style="text-align: center;"><b>None</b></p> <p style="text-align: center;"><b>None</b></p> <p style="text-align: center;"><b>Training and Craig Creller</b></p>	<p style="text-align: center;">Students Schedule</p> <p style="text-align: center;">Binders that have the released items and the data collected from the questions.</p> <p style="text-align: center;">Observations from the Department Chairperson and Housemaster</p>

## School Growth Plan - Implementation Timeline

### Implementation Timeline

Adult Actions (Specify Completion Date)	Person Responsible	Resources	Evidence of Completion
1.Name an employee to oversee bulletin board use throughout the building	Principal	None	Bulletin boards will become a more effective and integral part of the school climate
2.Direct custodial and maintenance staff to focus more time and attention on school bathrooms	Principal	None	Conditions in bathrooms will improve
3. Direct teaching staff and guidance counselors to contact parents and guardians more frequently	Principal	Native Spanish speakers to call homes where Spanish is the primary language	At years' end, teachers will have evidence of additional home contacts which have positively impacted student performance.
4. Determine where and how specifically NHS can honor the contributions of parent volunteers	Principal, Housemasters, Chairs	Undetermined	By the end of the school year, NHS will have established a list of events at which parents are acknowledged and some may have been held during the 2010-2011 school year.

5. The security staff is directed to establish a personnel schedule to insure that the main lobby is manned at all times during the school year.

Principal

None

Our goal is met; the desk in the lobby is manned at all times.