



# *School Growth Plan*

**2008-2009**

Brien McMahon High School  
School Growth Plan  
2008-2009

The Brien McMahon High School Building Data Team reviewed data (CAPT, SAT, AP, ACT, Instructional Data Team reports, class enrollment), organizational effectiveness, and research, as well as input from teachers, in order to plan and write the BMHS School Growth Plan. This is a living document and will be reviewed, modified, and improved as the year progresses. This group will be responsible for ensuring that our school goals and the selected actions toward achieving our NCLB targets are both implemented and supported.

BMHS Building Data Team Members

Suzanne Brown Koroshetz – Principal  
Scott Hurwitz – Housemaster  
Mary Michailidis – Housemaster  
Patrick Milling – Housemaster  
Barbara Wood – Housemaster  
Erin Ahern – Science Teacher  
Karen Amaker – Guidance Counselor  
Kerry Benoit – Special Education Teacher  
Patrick Bradley – Social Studies Teacher  
Lorraine Jacques – Mathematics Teacher  
Aneury Morales – ESL Teacher  
Michael Sgarlata – English Teacher

One of BMHS' greatest assets is our diverse student body of 1709 students. The data summary by grade and ethnic group are shown in the tables.

Percentage of Students by Grade

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
29.9 %	26.7%	22.4%	21.0%

Percentage of Students by Ethnic Category

White	Black	Hispanic	Other
35.8%	30.6%	29.4%	4.2%

This data played an important role in the identification of our school goals and our NCLB target numbers. Trends in CAPT scores by sub group, as well as shifts in the demographic composition of BMHS, were considered. Specific details used to develop the goal numbers focused on the major features of the School Growth Plan. The identification and use of Marzano's effective teaching strategies by Instructional Data Teams are a focus of this year's staff development and implementation by teachers. Based on the research, the average of the effect size of each strategy was used to project increases in scores. The Building Data Team and all Instructional Data Teams are responsible for goal setting and monitoring implementation of strategies and progress. Marzano has identified these two areas as critical to school improvement.

BMHS' theory of action is that if all BMHS faculty are members of a proficient level Instructional Data Team, then there will be an increase in academic achievement for all students. This is consistent with the work of Reeves, DuFour, the CALI model, and others. The work of the Instructional Data Teams is directly aligned with the district numeracy, literacy, and family engagement goals. All members of the faculty must be actively involved in order for the goal to be met. Progress towards the goal will be monitored by the collection of Instructional Data Team meeting minutes, meetings between the Building Data Team and Instructional Data Teams, and data from the common formative assessments and district benchmark assessments.

BMHS' goal to provide additional support to struggling students requires the focus and attention of the entire faculty. The plan requires the establishment of writing and math centers, Math and English enhancement courses to support classroom teaching, and the development of an Academic Advisory Plan. The Building Data Team will write an Academic Advisory Plan and student achievement will be monitored.

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BMHS identified a diverse Walkthrough Committee to conduct a baseline assessment. This revealed the areas in need of improvement, enabling BMHS to provide a welcoming and engaging school culture for all families. The Building Data Team is responsible for the development and implementation of a plan to address the recommendations of the walkthrough assessment.

Overall, the BMHS plan represents the belief that all students can reach high levels of academic achievement, and emphasizes the commitment to continuous improvement. Failure is not an option. BMHS recognizes that we have the capacity to effect change. By implementing the action steps identified, we can improve student academic achievement and fulfill the mission of our school and the Norwalk Public School District.

**Brien McMahon High School**

<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>	70.5	77.2	79.6	82.6	85.6	86
<b>Writing</b>	72.7	82	88.8	91.8	94.8	90

<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>	69.7	71.2	76.1	79.1	82.1	79

<b>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>	79.6	80.4	77.8	80.8	83.8	85

<b>Goal 3: 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>3</b>	<b>11**</b>	<b>13**</b>
B. School-Wide Practices and Policies (14 elements)	<b>10</b>	<b>11</b>	<b>13</b>
C. Welcoming School Staff (8 elements)	<b>5</b>	<b>7</b>	<b>8</b>
D. Written materials (14 elements)	<b>6</b>	<b>12</b>	<b>13</b>
<b>Total Number of Elements Present</b>	<b>24</b>	<b>41</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.

\*\* School directory and map will be available at the front desk in the main office

## BMHS SCHOOL GROWTH PLAN

**School Goal #1:** All members of the BMHS faculty will work collaboratively as part of a proficient level Instructional Data Team (IDT) to increase the literacy and numeracy achievement of all students, decrease the academic gap between Black and White students and Hispanic and White students, and to increase the participation of students on standardized tests. Proficiency will be measured by the rubric in the NPS Accountability Plan.

### Data Analysis:

- CAPT Data – Achievement gap between Black and White Students and Hispanic and White Students; percentage of students at Goal and Above Goal
- SAT participation, AP participation, and ACT participation
- CFA Data

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

1. Provide in house training for IDTs in the workings of IDTs, using SharePoint as a data warehouse tool, and Marzano's Effective Teaching Strategies
2. Provide CALI training to faculty members in Coaching Data Teams and Effective Teaching Strategies
3. Create a schedule that allows IDTs to meet at least once a month to discuss student work
4. Utilize professional development days and after school meeting days to provide additional time of IDTs
5. Monitor IDT progress in meeting their SMART goals to address the numeracy and literacy goals of the school
6. Plan and execute a test taking experience for students preparing for the CAPT and the SAT

### Results Indicators:

#### Implementation Indicators

- Attendance at professional development workshops
- % of IDTs submitting minutes for all meetings
- % of IDTs completing the 5 Step Data Team Process once per quarter
- % of IDTs meeting their SMART goal
- % of IDTs operating at proficiency or higher by midterms and the end of the year
- % of walkthrough observations that show use of one of Marzano's Effective Teaching Strategies

**BMHS School Goal #1**

<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
Administrative Team	August 2008 – Provide training in IDT operations and use of the IDT assessment rubric	
Principal, IDTs	August 2008 – Establish a baseline rubric assessment for all IDTs	
Principal	August 2008 – Enroll faculty into the CALI workshops	District PD Money
IDTs - Teachers	Monthly August 2008 – June 2009 – Teachers met a minimum of once a month as IDTs. At a minimum one common assessment is given per quarter. Data analysis is completed. Strategies are identified to ensure SMART goals are met. Students needing additional supports are identified.	
Principal	Monthly September 2008 to June 2009– Devote a minimum of one faculty meeting or mini faculty meeting to IDT work	
IT, Administrative Team	November 2008 – Provide SharePoint training and Marzano’s Effective Teaching Strategy Training to all faculty	

<p>Whole School</p> <p>BDT</p> <p>BDT</p>	<p>November 2008 – Raising the Academic Bar Day: 9<sup>th</sup> and 10<sup>th</sup> graders have a CAPT experience, 11<sup>th</sup> graders take an SAT</p> <p>January 2009 - Submit a proposal to offer PSATs</p> <p>November 2008 – June 2009 – Monitor the progress of IDTs using minutes, 5 Step Process Documents, achievement of SMART Goals, IDT Presentations</p>	<p>Cost of PSATs</p>
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**School Goal #2:** Provide additional support for students who have been identified as struggling learners based on: CMT or CAPT scores, results of common formative assessments or district benchmark assessments given by IDTs.

Data Analysis:

- CMT and CAPT scores
- IDT data analysis of CFAs
- Interim reports and Quarterly Grades
- CFA Data Analysis - identification of students in need of intervention

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

1. Identify students, based on CMT, CAPT, common formative or benchmark assessments or interim or quarterly grades who could benefit from the additional support of a math or writing center or an enhancement class.
2. Implement math and writing centers to provide support for struggling students in math, reading and writing.
3. Form a partnership with parents of students in under performing sub-groups to identify areas where the school may provide support.
4. Plan staff development to address IDTs concerns about the high number of struggling readers.
5. Investigate successful Academic Advisory Programs that will provide academic support to students. Provide adult and peer-to-peer mentoring to promote student accountability.

Results Indicators:

Implementation Indicators

- Number of teachers assigned to math and writing centers
- Number of students assigned to math and writing centers and Math and English Enhancement classes
- % of students whose grades increase utilizing the support
- Action plans written and implemented based on identified areas from the parent groups
- Attendance at Reading Across the Disciplines workshop
- Progress reports for students who utilize the support
- Increase in number of support programs
- Development of a plan for Academic Advisories

**BMHS School Goal #2**

Persons Responsible	Actions/Timeline	Resources
Administrative Team	August 2008 – Identify teachers for the math and writing centers	
Administrative Team, Guidance Counselors, Department Chairs	August 2008 – ongoing – Identify students to be supported by the math and writing centers	
Principal and World Language Teachers	September 2008 - Identify needs of Spanish speaking parents and set an action plan for the 2008-09 school year	
Principal and PEP <sup>1</sup> IDT	September 2008 –Begin courageous conversations with parents about the academic achievement gap. Establish a calendar for focus groups and develop action plan	
Principal and Teachers	October 2008 – June 2009 – Implement the action plan from the parents groups	
Principal	November 2008 – Provide reading strategy staff development for small group and full faculty	PD Funds
BDT	April 2009 – write a proposal for Academic Advisories	

<sup>1</sup> Parents and Educators in Partnership

## BMHS SCHOOL GROWTH PLAN

**School Goal #3:** Implement the Welcoming Atmosphere Walkthrough program to ensure a welcoming and engaging school culture for all families

### Data Analysis:

- Welcoming Atmosphere Walkthrough baseline assessment
- Student Survey
- Parent Survey

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

1. Implement the recommendations of the Welcoming Atmosphere Walkthrough Committee

### Results Indicators:

#### Implementation Indicators

- Establish a diverse Walkthrough Team to conduct the Baseline Walkthrough Assessment
- Development of a plan to address the recommendations of the Walkthrough Committee
- Increase in the total score on the welcoming atmosphere checklist from 08-09 benchmark data

**BMHS School Goal #3**

Persons Responsible	Actions/Timeline	Resources
Housemaster	October 2008 – Establish a diverse school Walkthrough Committee consisting of parents and teachers	
DDT – Walkthrough Committee	October 2008 – Participate in training to implement the Welcoming Atmosphere Walkthrough	
Walkthrough Committee	October 2008 - Conduct a walkthrough to establish a SY 2008- 2009 baseline	
BDT	January 2008- Analyze the baseline data and create an action plan to meet the 2011 District Goal of a minimum of 46 checklist items	