

NARAMAKE SCHOOL
SCHOOL GROWTH PLAN

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Goal:						
CMT* Reading	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade	70.7	64.3	62.3	66	69	72
Grade	64.3	67.7	70.2	74	77	80
Grade	71.7	60.4	75.8	78	81	83

Goal:						
CMT* Math	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade	79.3	76.8	75.5	82	82	91
Grade	87.5	82.3	75.5	82	82	91
Grade	88.7	86	80.6	82	82	91

Goal:						
CMT* Science	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011
Grade	NA	NA	80.6	82	84	86

Goal:						
Parent/ Community				08-09 School Baseline	09-10 School Target	District Goal 2011
Welcoming Atmosphere Checklist				TBD	46/49	48/49

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

School Growth Plan: Literacy

During the school year of 2007-2008, the Naramake School implemented the first steps of the District Improvement Plan. Below are the projected targets for improvement as well as the main priorities of the school for the coming year. *The 2011 district goals will be revisited when 2007-2008 CMT/CAPT data is received.

NORWALK PUBLIC SCHOOLS Naramake School

Goal 1: Literacy						
Naramake Scores - Percentage at or above Proficiency						
CMT/CAPT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011*
Grade 3	70.7	64.3	62.3	66	69	72
Grade 4	64.3	67.7	70.2	74	77	80
Grade 5	71.7	60.4	75.8	78	81	83

School Growth Plan: Literacy

Tier 2 School Goal #1- Consistent implementation as measured by the ISP implementation, DRA2, CMT 2009 results of the instruction provided with progress monitoring in order to decrease students who achieved a below basic 2008 CMT result by 25% in grades 3-5.

Background Narrative:

Naramake Elementary School has developed this plan in conjunction with the demographic data received from the 2008 CMT scores. The literacy scores indicated that we did not make AYP in literacy by a score of 1.8%. The goal of improving student achievement specifically in the below basic indicator area was selected as a result of this information. The main features of the plan below are direct monitoring by the classroom teachers, the Literacy Specialist, the Instructional Teams and the Building Level Data Team. The monitoring will be achieved through the use of ISP's, district assessments, DRA2, monthly running record results and pre and post data. They will be reviewed by the building level administration at Building and Instructional Data Team meetings. Instruction will be guided by the use of the assessment tools mentioned specifically for the identified students. All forms of the above mentioned strategies will be student centered, data-driven and be a collaborative way of effecting educational decisions for all students. This will include a comprehensive system of early intervening services (ie. Scientific Research Based Interventions). Naramake has recently adopted the EIP (Early Intervention Process) as recommended by the State of Connecticut to address the needs of all students at an early stage. The success criteria of this plan will include documented improvement on the assessments listed above as well as the culminating indicator of the 2009 CMT results. In addition, our goals are supported through strategies that include parent involvement, before and after school activities such as tutoring and technical assistance provided by the district. As cited in the District Improvement Plan, the achievement of our students who are currently functioning in the below basic category are a priority both at the district level and the school level.

Data Analysis:

- 1 Grade 3 had 22.6% of students who were below basic on the 2008 CMT results (12 students out of 55; targeting 3)
- 2 Grade 4 had 15.8% of students who were below basic on the 2008 CMT results (9 students out of 59; targeting 2)
- 3 Grade 5 had 16.1% of students who were below basic on the 2008 CMT results (10 students out of 65; targeting 3)

Strategies: All Strategies will be part of a comprehensive system of early intervening services (ie. SRBI/EIP)

1. . *School Data Team will meet with Literacy Specialist in Fall 2008 to review specific baseline data, discuss district direction and generate strategies to improve below basic scores based on building and grade level data*
2. . *Students will be monitored through the use of district assessments, DRA2 results, Running Records, ISP data team spreadsheets etc.*
3. . *Instructional Teams will generate strategies based on monthly results to improve student performance on a consistent basis*
4. . *Literacy Specialist will model group instruction using strategies as identified through test results at both building and grade level teams tto educators in grades 3-5*

Results and Implementation Indicators

- % of summary data related to students who scored below basic on the 2008 CMT reported to the Building Data Team (goal 100%)
- Literacy Specialist will meet monthly with educators in grades 3-5 to monitor and support implementation of strategies based on data analysis and team meeting outcomes
- % of students below basic will decrease by 25% in grades 3-5 on the 2009 CMT (31 students in grades 3-5)
- % of students with ISP's (Individual Student Plans) will decrease by 10%

Persons Responsible	Actions/Timeline	Resources
<p>1. Principal, Literacy Specialist</p> <p>2. Literacy Specialist</p> <p>3. Principal, School Data Team</p> <p>4. Classroom Teachers</p>	<p>1. The Principal and Literacy Specialist will review the state mandated ISP's in November 2008 and February 2009. Individual progress will be reviewed at each grade level data team meeting</p> <p>2. Begins modeling and providing support for teachers in grades 3-5</p> <p>3. School Data Team will review monthly results of data collected from each grade level team by the principal/vice principal</p> <p>4. Classroom teachers in grades 3-5 will administer literacy assessments, provide direct instruction based on this data and administer a post assessment to monitor growth (ie. monthly writing samples, monthly running records)</p>	<p>1. Individual Student Plans as submitted by teachers</p> <p>2. Literacy Specialist who provides direct service</p> <p>3. DRA2, running records, writing portfolios, etc.</p> <p>4. District assessments, writing assessments such as Writer's Workshop units and reading assessments such as the DRA2, etc.</p>

School Growth Plan: Numeracy

During the school year of 2007-2008, the Naramake School implemented the first steps of the District Improvement Plan. Below are the projected targets for improvement as well as the main priorities of the school for the coming year. *The 2011 district goals will be revisited when 2007-2008 CMT/CAPT data is received.

NORWALK PUBLIC SCHOOLS Naramake School

Goal 1: Numeracy						
Naramake CMT Scores - Percentage at or above Proficiency						
CMT/CAPT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011*
Grade 3	79.3	76.8	75.5	82	82	86
Grade 4	87.5	82.3	75.5	82	82	84
Grade 5	88.7	86	80.6	82	82	84

School Growth Plan: Numeracy

Tier 2 School Goal #1- Consistent implementation as measured by a spreadsheet designed for this purpose, of the instruction provided with progress monitoring in order to decrease students who achieved a below basic 2008 CMT result by 25% in grades 3-5.

Background Narrative:

Naramake Elementary School has developed this plan in conjunction with the demographic data received from the 2008 CMT scores. The goal of improving student achievement specifically listed in the below basic indicator area was selected as a result of this information. The main features of the plan below are direct monitoring by the classroom teachers, the Numeracy Specialist, the Instructional Teams and the Building Level Data Team. The monitoring is achieved through the use of grade level specific data collection sheets. The spreadsheets include such information as specific CMT strands that are tested, the achievement of each type of skill set, whether the skill is Tier 1, 2 or 3, etc. This will be reviewed by the building level administration at data team meetings. Future instruction is guided by the results of the pre and post assessment information. All forms of the above mentioned strategies will be student centered, data-driven and be a collaborative way of effecting educational decisions for all students. This will include a comprehensive system of early intervening services (ie. Scientific Research Based Interventions). Naramake has recently adopted the EIP (Early Intervention Process) as recommended by the State of Connecticut to address the needs of all students at an early stage. The success criteria will include documented improvement on the assessment listed above as well as the culminating indicator of the 2009 CMT results. In addition, our goals are supported through strategies that include parent involvement, before and after school activities such as tutoring and technical assistance provided by the district. As cited in the District Improvement Plan, the achievement of our students who are currently functioning in the below basic category are a priority at the district level and the school level.

Data Analysis:

- 1 Grade 3 had 7.5% of students who were below basic on the 2008 CMT results (4 students out of 55; targeting 1)
- 2 Grade 4 had 5.3% of students who were below basic on the 2008 CMT results (3 students out of 59; targeting 1)
- 3 Grade 5 had 8.1% of students who were below basic on the 2008 CMT results (5 students out of 65; targeting 2)

Strategies: All strategies will be part of a system of early intervening services (ie. SRBI/EIP)

1. . School Data Team will meet with Numeracy Specialist on October 8, 2008 to review specific baseline data, discuss district direction and generate strategies to improve below basic scores based on building and grade level data
2. . Students will be monitored through the use of an assessment tool (spreadsheet) that analyzes pre and post assessment data
3. . Instructional Teams will generate strategies based on monthly results to improve student performance on a consistent basis
4. . Numeracy Specialist will model group instruction using strategies as identified through test results at both building and grade level meetings to educators in grades 3-5

Results and Implementation Indicators

- % of summary data related to students who scored below basic on the 2008 CMT reported to the Building Data Team (goal 100%)
- Numeracy Specialist will meet monthly with educators in grades 3-5 to monitor and support implementation of strategies based on data analysis of team meeting outcomes
- % of students below basic will decrease by 25% in grades 3-5 (total of 12 in grades 3-5)
- Grade levels will give pre and post assessments related to each goal and review weekly at grade level data team meetings as evidenced by the minutes

Persons Responsible	Actions/Timeline	Resources
1. Principal, Numeracy Specialist	1. The Principal and Numeracy Specialist will review the state mandated ISP's in Fall 2008 and February 2009. Individual progress will be monitored at each grade level team meeting	1. Individual Student Plans as provided by the classroom teachers

Persons Responsible	Actions/Timeline	Resources
2. Numeracy Specialist	2. Begins modeling and providing support for teachers in grades 3-5	2. Numeracy Specialist who provides direct service
3. Principal, School Data Team	3. School Data Team will review monthly results of data collected from created spreadsheet – pre and post assessment by the principal/vice principal	3. Provided excel spreadsheets created by Instructional Data Teams
4. Classroom Teachers	4. Classroom teachers in will administer pre assessments, provide direct instruction based on this data and administer a post assessment to monitor growth	4. Provided spreadsheet for data collection that identifies tiered areas, CMT strand areas, etc.

School Growth Plan: Family and Community Partnerships

During the school year of 2007-2008, the Naramake School implemented the first steps of the District Improvement Plan. Below are the projected targets for improvement as well as the main priorities of the school for the coming year. *The 2011 district goals will be revisited when 2007-2008 CMT/CAPT data is received.

NORWALK PUBLIC SCHOOLS Naramake School

Goal 1: Family and Community Partnerships						
Naramake Scores - Percentage at or above Proficiency						
Baseline Data	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011*
	NA	NA	NA	Baseline scores from checklist to be collected 3/09	Collected scores from checklist	46 out of 49 on Welcoming Atmosphere Checklist

School Growth Plan: Family and Community Partnerships

Tier 2 School Goal #1- To develop a list of prioritized recommendations that are implemented based on the suggestions for improvement from baseline data scores using the Welcoming Atmosphere checklist

Background Narrative:

Naramake Elementary School will be participating in the Welcoming Atmosphere process as of March 2009. Training will be completed at this point and the process of collecting data from the survey will be implemented. The goals selected for improvement will be taken directly from the results of the survey. The main features of the plan will include the development of an action plan, the data collected from the survey and the ongoing monitoring of the data collected from follow up walkthroughs. All forms of the developed strategies will be student centered, data-driven and be a collaborative way of effecting educational decisions for all students. This will include a comprehensive system of early intervening services (ie. Scientific Research Based Interventions). Naramake has recently adopted the EIP (Early Intervention Process) as recommended by the State of Connecticut to address the needs of all students at an early stage. The success criteria will include the 49 results indicators and their subsequent outcomes on the survey. As cited in the District Improvement Plan, the success indicators of family and community partnerships are a priority at both the district and building level.

Data Analysis:

- 1 Welcoming Atmosphere team will complete the March-May implementation framework.
- 2 Data from initial screening will be used to prioritize recommendations
- 3 Naramake will maintain on ongoing parent-school team to oversee implementation of recommended improvements

Strategies: All strategies will be a system of early intervening services (ie. SRBI/EIP)

1. . Develop an action plan to improve welcoming atmosphere based on findings of walkthrough
2. . Submit action plan to PCPC for review and approval by committee
3. . Follow up walkthroughs on an annual basis to assess improvements and ongoing progress
4. . Sharing of summary data compiled by PCPC

Results and Implementation Indicators

- % of walkthrough criteria to meet the goal of 46 out of 49 implemented criteria – The Physical Environment, School-Wide Practices and Policies, Welcoming School Staff and Written Materials
- % of action plan goals addressed at a 100% improvement level based on additional data collection
- % of criteria to remain at 46/49 as an ongoing goal of 100% improvement

Persons Responsible	Actions/Timeline	Resources
1. Principal/Assistant Principal	1. Principal/Assistant provided orientation and information to staff on Welcoming Practices process and expectations.	1. Prior training on process provided by District
2. Staff Volunteers/School Based Team	2. Staff volunteers needed to implement process within a four week time span after receiving training	2. Training provided by District
3. PCPC team facilitator	3. PCPC team facilitator assigned to school to complete first round of walkthrough training	3. Provided survey