
NORWALK HIGH SCHOOL

SCHOOL GROWTH PLAN

Norwalk High School Growth Plan

Narrative

The Norwalk High School Growth Plan reflects our intention to meet carefully constructed targets in literacy and numeracy. In addition, this plan also clearly outlines our intention to make our high school a more welcoming place for our community to visit.

In the area of literacy, Norwalk High School has made a concerted effort to create common assessments within the English Department. These assessments focus on CAPT skills in the areas of Response to Literature and Reading for Information. These assessments will be administered to all 9th and 10th graders. Our level 1 and 2 students will continue to be placed in English Enhancement classes. This small- class setting will provide differentiated and individualized instruction. This will better prepare students for the CAPT test. We will also enlist the help of parents, encouraging their students to utilize the in-school tutorial program. Additionally, our grade-level data teams will meet monthly to share common assessment data and instructional strategies targeted at improving reading proficiency.

In the area of numeracy, Norwalk High School has implemented a plan that features a 50% increase in classroom instruction for both Algebra B and Geometry B. This program serves 140 ninth graders and 240 tenth graders. During these classes, teachers are given the flexibility to provide additional guided and independent practice along with frequent and extended assessments that feature CAPT-like problems and assessments. Basically, CAPT is embedded in daily instruction with the ability to assess more frequently.

Finally, a proactive walk- through will provide us with a baseline in preparation for a formal evaluation in late winter. With a significant construction project drawing to a close, our challenge is to create a school environment that promotes and supports student achievement while maintaining a stronger appeal to the community.

In all, our Growth Plan showcases a school that focuses on student achievement.

School Growth Plan : Norwalk High School

Norwalk High School

Goal 1: Literacy						
NCLB Targets: 81% through 2010 and 91% in 2011						
School Reading Scores - Percentage at or above Proficiency						
CAPT	Gen-2 05-06 Actual	Gen-3 06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Reading	81	82	83	84	86	86(88)
Writing	82	83	89	90	91	90(92)

Goal 2: Numeracy						
NCLB Targets: 80% through 2010 and 90% in 2011						
School Math Scores - Percentage at or above Proficiency						
CAPT	Gen-2 05-06 Actual	Gen-3 06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Math	67.4	70.6	76.6	79	82	79 (85)

School Science Score - Percentage at or above Proficiency						
CAPT	Gen-2 05-06 Actual	Gen-3 06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011
Science	78.3	77.6	79.8	81.5	83	84.5

School Growth Plan

2008-2011

School Goal #1 – Develop data teams to identify subgroup achievement gap to reach (at minimum) Safe Harbor status as measured by the 2008/2009 CAPT reading test.

Data Analysis:

CAPT Results for Reading Proficiency in 2007/2008 were:

- All 10th grade students: 80% at/above proficiency
- Black: 63.6% at/above proficiency
- Hispanic: 82.2% at/above proficiency
- White: 92.7% at/above proficiency
- F/R Lunch: 72.2% at/above proficiency

Reduce the percentage of black students not proficient by at least 10% in reading as measured by the 2008/2009 CAPT reading test.

- Maintain or exceed the current level of reading proficiency in all other subgroups as measured by the 2008/2009 CAPT reading test.
- Based on 2007/2008 CAPT results, Reading for Information and Response to Literature are targeted areas of weakness.

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

1. Grade-level instructional data teams will develop common assessments based on Reading for Information and Response to Literature CAPT rubric for all 9th and 10th grade English classes.
2. Revise English Enhancement curriculum to include Pre/Post common assessments in the areas of Reading for Information, Response to Literature, and Interdisciplinary Writing.
3. Revise pre/post common assessment in Freshman Studies curriculum, based on the skills of developing an interpretation, making reader-text connections, and verbal fluency.
4. Develop a practice CAPT exam for all freshmen in the areas of Reading for Information, Response to Literature, and Interdisciplinary Writing in March 2009.
5. Recommend and offer tutorial periods for students identified as level 1 and 2 in the sophomore cohort and inform parents of students who are in danger of not achieving reading proficiency.

Results Indicators:

Implementation Indicators

- 100% of Grade-level data team leaders will report monthly progress of common assessment results to the English Department and building data team.
- 100% of English Enhancement students' CAPT results will be disaggregated and charted to assess continuous improvement.

School Growth Plan: Norwalk High School

Persons Responsible	Actions/Timeline	Resources
1. Principal, Housemaster, Dept. Chair	September, 2008 – Train grade-level data teams and DT Leaders to ensure implementation and analysis of common assessments.	CALI-based Professional Development for all teachers.
2. English Dept. Chair and English Instructional Specialist, English teachers	December 2008 –Revise English Enhancement curriculum.	Data gathered from Common Assessments and 2007/2008 CAPT results.
3. English Dept. Chair and English Instructional Specialist, and English teachers	December 2008—Revise Freshman Studies common assessments.	Data gathered from Common Assessments and 2007/2008 CAPT and CMT results.
4. Principal, Housemaster, English Dept. Chair	December 2008—Create schedule for freshman practice CAPT test to be administered in March 2009.	CAPT testing materials and transportation schedule for students.
5. Principal, Guidance, English Dept. Chair, Housemaster, teachers	March 2009—Assess CAPT practice and identify sophomore cohort who are in danger of not achieving reading proficiency.	Data collection via excel spreadsheet and teachers available to score assessments.

SCHOOL GROWTH PLAN 2008-2011

School Goal #2: Increase the percentage of 10th grade students achieving proficiency or above in Mathematics as measured on CAPT.

Data Analysis:

- Using CAPT data to identify our weaker strands
- Look at the overall proficiency of students and the increases made over the last three years to set new goals
- Look at the CMT scores from our feeding Middle Schools

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

1. 9th grade students placed in Algebra B are required to take one and a half classes
2. 10th grade students placed in Geometry B are required to take one and a half classes
3. Design multiple common summative assessments in 9th grade similar to the CAPT exam
4. CAPT elements are embedded in the 10th grade curriculum for both common and summative assessments

Results Indicators:

Implementation Indicators

- Data Team will document minutes and statistics of all meetings
- Data Teams will compile a list of targeted students
- Data Teams will review student work and watch the progression of the targeted students

School Growth Plan: Norwalk High School

Persons Responsible	Actions/Timeline	Resources
1. 9 th grade teachers	1. Identify and list targeted students at risk in 9 th grade who will not meet the proficiency requirement on CAPT.	1. After first marking period
2. 10 th grade teachers	2. Identify and list targeted students at risk in 10 th grade who will not meet the proficiency requirement on CAPT	2. After the first marking period
3. Mathematics Department	3. During collaborative time and common planning period teachers will develop common assessments and activities designed like the CAPT test	3. All year long

SCHOOL GROWTH PLAN

2008-2011

GOAL: Ensure a safe, welcoming and engaging culture at NHS to support student learning as measured by the pre and post Welcoming School Criteria Assessments.

Data Analysis:

- Results of in-house walk-through in December 2008 to ascertain level of adherence to the 49 elements listed in the Walk through Tool Kit.
- Results of Pre- Welcoming School Criteria Assessment (1/09).
- Results of post-Welcoming School Criteria Assessment.

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

1. Review Welcoming Atmosphere Walk-Through tool kit, and identify elements where improvement is necessary.
2. Make changes required to adhere to elements of this document.
3. Review and update all school handbooks, making them more family friendly.
4. Identify an NHS representative to attend district meetings to develop a district wide handbook to address welcoming practices.

Implementation Indicators : Pending Walk-Through
Percentage of increase with the base line Walk Through Data.

School Growth Plan Norwalk High School

Persons Responsible	Actions/Timeline	Resources
1. Principal and Walk-Through Team	<ul style="list-style-type: none"> • Participate in baseline walkthrough of building, December 2009. • Analyze data from Walk-Through • Create an action plan to address areas of weakness • Oversee a January walk-through, analyze data, and set goals for year two. 	
2. Principal and housemasters	<ul style="list-style-type: none"> • Update school handbooks by September 2009 	
3. Principal	<ul style="list-style-type: none"> • Identify secretary to represent NHS at district wide handbook revision meetings 	

ASSESSMENT RUBRIC FOR SCHOOL GROWTH PLANS

School reviewed:		Date of review:	
EXEMPLARY	PROFICIENT	PROGRESSING	NOT YET MEETING STANDARD
<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>