

**TRACEY SCHOOL**  
**SCHOOL GROWTH PLAN**

## **School Growth Plan: Tracey Elementary School 2008 - 2009**

The School Growth Plan for Tracey School focuses on the Norwalk Public School District's goals to (1) improved student achievement performance in reading; (2) improved student achievement performance in mathematics; and (3) improve partnerships with parents and community stakeholders.

The AYP data for the 2007 – 2008 school year has identified Tracey School as a school in need of improvement, year 1. The school's goals for improvement in both reading and mathematics are based upon this information. As a school, each of our subgroups have continued to exhibit progress in mathematics, exceeding the AYP target of 82%. In reading, however, the AYP target of 79% was not met. When examining the CMT results for reading, it is clear that more work is needed, especially for our black, Hispanic and economically disadvantaged subgroups.

When we look at the individual grade results, there are areas of encouragement. We are very proud of our 2007-2008 grade five students in all instructional areas. ConnCan has recognized Tracey's grade five students as sixth in the state for the achievement of our Hispanic students in all areas of the CMT. One area that shows tremendous need at this point is grade four in reading, with only 38.8% at or above proficiency.

The main feature of our plan includes establishing data teams at the School (building) and Grade (instructional) levels. By developing a new scheduling system for the 2008 – 2009 school year, we have been able to support data team meetings, and providing training to staff members (including CALI training). These teams are currently in place. With the overall goals for improved achievement in place, the teams have more specifically identified focused areas for instruction. This includes In addition, building initiatives such as Readers Workshop and Growing with Math will continue to be used. Increasing communication with parents and community stakeholders will be addressed by the School Data Team (surveys and classroom newsletters) and through the district initiative of the Walk through Action Team.

Data supporting the selection of the three goals include:

- 4<sup>th</sup> Generation CMT results;

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- NCLB results
- District Literacy Assessments
- DRA and DRP results;
- Kindergarten Screening results;
- And District Math Assessments.

All members of the certified staff are members of a grade level and/or School Data Team. Parents have been receiving updates on data team work at PTO meetings and through the classroom newsletters.

Monitoring of the plan's implementation will take place on a regular basis using rubrics provided by the district or developed by the building. Success criteria as listed in the Growth Plan include:

- 100 % of classrooms will use RW structure for reading instruction
- 100% of grade levels will implement data teams
- 100% of staff will receive training in at least 1 CALI component
- School Data Team will be implemented
- 100% of classrooms will use Growing with Math to instruct students and follow district developed pacing guides

The initial emphasis for the Data Teams will be on reading instruction since the greatest need as identified by NCLB is in the area of reading achievement for the whole school and most of the sub-groups tested.

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**Growth Plan Data Sheet – Tracey Elementary School**

<b>Goal 1: Literacy</b> <b>NCLB Targets: 79% through 2010 and 89% in 2011</b>						
<b>School Reading Scores - Percentage at or above Proficiency</b>						
<b>CMT</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 School Target</b>	<b>09-10 School Target</b>	<b>School/District Goal 2011</b>
<b>Grade 3</b>	71.2	47.9	58.7	60	65	<b>70/72</b>
<b>Grade 4</b>	51.6	63.4	38.8	55	60	<b>63/68</b>
<b>Grade 5</b>	56.5	68.4	77.3	50	62	<b>70/74</b>

<b>Goal 2: Numeracy</b> <b>NCLB Targets: 82% through 2010 and 91% in 2011</b>						
<b>School Math Scores - Percentage at or above Proficiency</b>						
<b>CMT</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 School Target</b>	<b>09-10 School Target</b>	<b>School/District Goal 2011</b>
<b>Grade 3</b>	80.3	76.1	76.2	79	82	<b>84/86</b>
<b>Grade 4</b>	71	78.9	74.6	77	79	<b>82/84</b>
<b>Grade 5</b>	73.9	86	88	79	82	<b>85/84</b>

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**Growth Plan Data Sheet – Tracey Elementary School (page 2)**

<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. 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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**GOAL 1: Improve performance in Reading for all students in Grades K-5 as measured by local and state assessments**

Data Analysis:

- Gr. 3,4,5 CMT 4<sup>th</sup> generation results
- NCLB results
- Gr. 3,4,5 Fall district reading assessments
- 2008 spring DRA results Gr. K,1,2,3
- 2008 Gr. 2 DRP results
- K screening
- Gr. 1,2 district literacy screenings

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

1. Implement school data team functioning at proficient level or better by end of school year
2. Implement grade level data teams K-5 functioning at proficient level or better by end of year
3. Monitor Readers' workshop structure as well as differentiated instruction for targeted students using data team info
4. Train staff in CALI components – CFA, DDDM, Effective teaching strategies, School Climate, Unwrapping Standards
5. Targeted small group instruction/ongoing throughout year
6. Haskins instructional strategies in k,1,2
7. Coordination of ELL instruction with classroom instruction
8. Focused intervention and enrichment strategies during I/E time
9. Continued use of Marzano's Academic Vocabulary and Elements of reading vocabulary instruction
10. CMT Unit of Study

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Results Indicators:

Implementation Indicators

- 100 % of classrooms will use RW structure for reading instruction
- 100% of grade levels will implement data teams
- 100 % of staff will receive training in at least 1 CALI component
- School data Team will be implemented
- Vocabulary instruction will be included in teachers' lesson plans
- Minutes of data team meetings will reflect planning between all teachers
- Lit. Specialist schedule will document instructional strategies, groupings, and use of I/E time

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<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
1. Principal	1. School data team will be formed and meet on a regularly scheduled basis beginning in Sept.	1. Time for meetings
2. Principal, grade level teachers and specialists	2. Grade level data teams will be formed and meet on regularly scheduled basis beginning in Sept.	2. School schedule will be developed to provide time for Grade level data team meetings
3. Principal, Asst. Principal, teachers	3. Just in time training will be provided to Data Team members, ongoing	3. CES, SDE, ACES, Mike Wasta, District Growth Team
4. Principal, Asst. Principal	4. Monitor RW instruction in classrooms, ongoing	4. Classroom Obs., lesson plans, walk-throughs
5. Principal, Asst. Principal, Literacy Specialist	5. Develop rubric describing level of RW implementation in classroom, Nov.-Jan.	5. District Literacy Specialist, Outside Consultant
6. Lit Specialist, instructional aides, Classroom teacher, SPED staff	6. targeted small group instruction/ongoing throughout year	6. common planning time needed
7. Lit Specialist	7. Haskins instructional strategies in k,1,2, ongoing	7. Haskins training provided for classroom teachers and aides
8. classroom teacher, Lit Specialist, ELL/Bilingual teacher	8. Coordination of ELL instruction with classroom instruction, ongoing	8. Common planning time
9. Administration, Lit Specialist, classroom teacher, instructional aides, ELL staff, SPED staff	9. Focused intervention and enrichment strategies during I/E time, ongoing	9. Schedule accommodations, coordination of support and instructional staff, planning time

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<p>10. Classroom teacher</p> <p>11. Grade 3,4,5 teachers, Lit Specialist, SPED staff</p>	<p>10. continued use of Marzano's Academic Vocabulary and Elements of reading vocabulary instruction, ongoing</p> <p>11. CMT Unit of Study, end of Jan./Feb</p>	<p>10. materials for instruction</p> <p>11. Study materials prepared by Tracey staff</p>
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**GOAL 2: Improve performance in numeracy for all students in Grades K-5 as measured by local and state assessments**

Data Analysis:

- Gr. 3,4,5 4<sup>th</sup> generation CMT results
- 2007-08 district end of year assessments
- 2008 district pre-assessments
- K screening

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

1. Implement school data team functioning at proficient level or better by end of school year
2. Implement grade level data teams functioning at proficient level or better by end of school year.
3. Continue to use Growing With Math and its pacing guides at all grade levels
4. Train staff in CALI components
5. Targeted small group instruction
6. Administer and interpret district mid-year assessments

Results Indicators:

Implementation Indicators

- School data team will be implemented and meet on regular basis
- 100% of grade level data teams will be implemented
- 100% of classrooms will use Growing with Math to instruct students and follow district developed pacing guides
- 100% of staff will receive training in at least 1 CALI component
- Lesson plans will document differentiation for targeted students identified by data team process and data analysis

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<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
1. Principal	1. School data team will be formed and meet on a regularly scheduled basis beginning in Sept.	1. Time for meetings
2. Principal, grade level teachers and specialists	2. Grade level data teams will be formed and meet on regularly scheduled basis beginning in Sept.	2. School schedule will be developed to provide time for Grade level data team meetings
3. Principal, Asst. Principal, teachers	3. Just in time training will be provided to Data Team members, ongoing	3. CES, SDE, ACES, Mike Wasta, District Growth Team
4. Principal, Asst. Principal	4. Monitor Growing with Math instruction in classrooms, ongoing	4. Classroom Obs., lesson plans, walk- throughs
5. Principal, Asst. Principal, district Math Instructional Specialist	5. Provide GWM pacing guides for grade levels, fall 2008	5. District Math Instructional Specialist, Outside Consultant (GWM)
6. Classroom teacher, instructional aides, SPED staff	6. Targeted small group instruction, ongoing	6. Common planning time
7. Classroom teacher, Math instructional specialist, data teams	7. Administration and interpretation of district mid-year assessments/Jan.	7. mid-year assessment, scoring guide, data team time

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**GOAL 3: Implement the Welcoming Atmosphere Program to ensure a safe Welcoming, and engaging school culture**

<p>Data Analysis:</p> <ul style="list-style-type: none"><li>• Walk-Through baseline assessment</li><li>• Parent/Guardian School Involvement Survey results</li><li>• Number of parents/guardians attending school events</li></ul> <p>Strategies (Each strategy will relate to implementation and academic outcome.)</p> <ol style="list-style-type: none"><li>1. Implement the Welcoming Atmosphere Program</li><li>2. Develop, distribute, collect and analyze data from Parent/Guardian School Involvement Survey</li><li>3. Monitor attendance at School sponsored functions</li></ol>
<p>Results Indicators:</p>
<p>Implementation Indicators</p> <ul style="list-style-type: none"><li>• Identify baseline walk-through criteria</li><li>• Increase number of criteria met in next Walk-through</li><li>• Parent/Guardian involvement at school activities shows increase</li></ul>

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<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
<ol style="list-style-type: none"> <li>1. Principal, PTO</li> <li>2. Action Team contact person</li> <li>3. Action Team</li> <li>4. School Data Team</li> <li>5. School data team, classroom teachers, PTO</li> </ol>	<ol style="list-style-type: none"> <li>1. Form Walk-through Action Team, Nov.</li> <li>2. Participate in Action Team Training when scheduled by district</li> <li>3. Conduct Walk-through, after training takes place</li> <li>4. Develop, distribute, collect and analyze data from School Survey, Nov. – Dec.</li> <li>5. Monitor parent/guardian attendance at school functions, all year</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents/Guardians, Staff</li> <li>2. Training team from district</li> <li>3. Availability of Action Team</li> <li>4. Teachers help at conferences to collect surveys</li> <li>5. Person(s)and process in place to record attendance at school functions</li> </ol>

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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>