

2007-2008 DISTRICT IMPROVEMENT PLAN SUMMARY AND DATA

Student Achievement Goals were identified for the 2007/2008 school year based on data analysis of the CMT and CAPT scores. The data analysis enabled the District to identify specific performance objectives by level. Within these three areas, schools developed their own growth plans based on the analysis of the data of the students in the school.

District Goal 1 (2007/2008): Improve performance in literacy, particularly in reading and writing, of all students in grades K-12 as measured by local and state assessments.
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Literacy Objectives by Level

Elementary School

- Objective E L1:** Increase percentage of Kindergarten students demonstrating literacy readiness as measured by the Kindergarten CAP, letter identification and language development assessments (Reading & Writing)
- Objective E L2:** Increase percentage of students in grades 3-5 who are proficient or better in reading to 77% and in writing to 84% as measured by the 2008 CMT to ensure that each subgroups demonstrates sufficient progress to meet both school and district adequate yearly progress (AYP) (Reading & Writing)
- Objective E L3:** Increase percentage of students in grades 3-5 at goal or better in reading to 58% and writing to 63% as measured by the 2008 CMT (Reading & Writing)
- Objective E L4:** Increase percentage of students reaching mastery on the CMT in the following strands (Reading Comprehension):
- Forming a General Understanding (73% mastery by 2008)
 - Developing Interpretation (75% mastery by 2008)
 - Making Reader-Text Connections (45% mastery by 2008)
 - Examining Content & Structure (58% mastery by 2008)
- Objective E L5:** Increase the raw score and average number of strands mastered on the CMT in the following areas (Writing):
- Direct Assessment of Writing (8.3 by 2008)
 - Editing and Revising (1.2 by 2008)

Middle School

Objective M L1: Increase percentage of students in grades 6-8 proficient or better in reading to 77% and writing to 82% as measured by the 2008 CMT to ensure that each subgroups demonstrates sufficient progress to meet both school and district adequate yearly progress (AYP) (Reading & Writing)

Objective M L2: Increase percentage of students in grades 6-8 at goal or better in reading to 65% and writing to 62% as measured by the 2008 CMT

Objective M L3: Increase percentage of students reaching mastery on the CMT in the following strands:

- Forming a General Understanding (69% mastery by 2008)
- Developing Interpretation (61% mastery by 2008)
- Making Reader-Text Connections (43% mastery by 2008)
- Examining Content & Structure (65% mastery by 2008)

Objective M L4: Increase the raw score and average number of strands mastered on the CMT in the following areas:

- Direct Assessment of Writing (8.0 by 2008)
- Editing & Revising (1.2 by 2008)

High School

Objective H L1: Increase percentage of students in grades 10 proficient or better in reading to 80% and writing to 82% as measured by the 2008 CAPT to ensure that each subgroup demonstrates sufficient progress to meet both school and district adequate yearly progress (AYP) (Reading & Writing)

Objective H L2: Increase percentage of students at goal or better in reading to 46% and writing to 52% as measured by the 2008 CAPT

Objective H L3: Increase the average score achieved by Norwalk students on the 2008 CAPT writing assessments:

- Interdisciplinary 1- (7.7 by 2008)
- Interdisciplinary 2- (7.7 by 2008)
- Editing & Revising- (12.5 by 2008)

District Goal 2 (2007/2008): Improve performance in numeracy of all students in grades K-12 as measured by District and State assessments
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Numeracy Objectives by Level

Elementary School

Objective E N1: Improve performance of K-2 students in numeracy as demonstrated by District and program assessments.

Objective E N2: Increase the percentage of students in grades 3-5 who are at goal or better in mathematics as measured by the 2008 CMT to 58%

Objective E N3: Increase the percentage of students in grades 3-5 at proficiency or better in mathematics as measured by the 2008 CMT to 80% to ensure that each subgroup demonstrates sufficient progress to meet both school and district adequate yearly progress (AYP)

Objective E N4: Reduce by 20% at each grade level the percentage of students not mastering each of selected target strands based on a comparison of 2006 and 2008 CMT scores. The target strands for grades 3-5 are strand 3 (equivalent fractions and decimals), strand 11 (estimating solutions to problems), strand 15 (approximating measures), and strand 16 (customary and metric measurements)

Middle School

Objective M N1: Increase the percentage of students in grades 6-8 who are at goal or better in mathematics as measured by the 2008 CMT to 56%

Objective M N2: Increase the percentage of students in grades 6-8 at proficiency or better in mathematics as measured by the 2008 CMT to 80% to ensure that each subgroup demonstrates sufficient progress to meet both school and district adequate yearly progress (AYP)

Objective M N3: Reduce by 20% at each grade level the percentage of students not mastering each of selected target strands based on a comparison of 2006 and 2008 CMT scores. The target strands for grades 6-8 are strand 3 (equivalent fractions

and decimals), strand 8 (computation with fractions and integers), strand 11 (estimating solutions to problems), strand 16 (customary and metric measurements), and strand 22 (patterns)

High School

Objective H N1: Increase the percentage of students in grade 10 at goal or better in mathematics as measured by the 2008 CAPT to 45%

Objective H N2: Increase the percentage of students in grades 10 at proficiency or better in mathematics as measured by the 2008 CAPT to 75% to ensure that each subgroup demonstrates sufficient progress to meet both school and district adequate yearly progress (AYP)

Objective H N3: Increase the average raw score achieved by students in grade 10 on the 2008 CAPT in comparison to the 2006 CAPT in each of the four content domains by 0.6 points

<p>District Goal 3 (2007/2008): Improve partnerships with parents and community stakeholders to increase the academic performance of all students</p>
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Objective C1: Develop a District culture that values and promotes collaboration with families and community partners to support student learning

Objective C2: Enhance communication between Norwalk Public Schools and families as well as community partners to support student learning

Objective C3: Ensure a safe, welcoming, and engaging culture in all of Norwalk's Schools to support student learning

Objective C4: Develop and expand visible and viable community partnerships to contribute to improving student achievement

Objective C5: Further develop a District culture of internal collaboration as a foundation for effective external partnerships that contribute to improving student achievement

2007/2008 DIP Student Achievement Data - Target (Revised with State Education Department May 16, 2007) and Actual Scores

CMT Proficiency % Grade 3	All	Black	Hispanic	Asian	White	F/R Lunch	SPED	ELL
Mathematics								
2007 Actual	80	64	76	82	91	70	38	61
2008 Target	85	70	83	86	95	74	45	68
2008 Actual	80	60	77	95	92	66	27	69
Reading								
2007 Actual	64	44	52	89	81	48	9	28
2008 Target	76	59	67	96	89	55	20	43
2008 Actual	65	47	54	84	80	44	13	33
Writing								
2007 Actual	82	73	79	85	89	74	43	66
2008 Target	87	83	89	90	92	79	51	71
2008 Actual	80	71	77	89	87	68	16	67

CMT Proficiency % Grade 4	All	Black	Hispanic	Asian	White	F/R Lunch	SPED	ELL
Mathematics								
2007 Actual	75	59	70	86	86	65	33	55
2008 Target	80	65	77	90	90	69	40	62
2008 Actual	78	57	76	87	89	67	36	66
Reading								
2007 Actual	61	45	46	69	79	44	14	24
2008 Target	73	60	61	76	87	51	25	39
2008 Actual	61	39	54	73	78	45	15	21
Writing								
2007 Actual	80	67	69	94	92	69	30	58
2008 Target	85	77	79	98	95	74	38	63
2008 Actual	79	66	75	93	89	70	33	62

CMT Proficiency % Grade 5	All	Black	Hispanic	Asian	White	F/R Lunch	SPED	ELL
Mathematics								
2007 Actual	72	51	70	97	83	58	35	44
2008 Target	77	57	77	99	87	62	42	51
2008 Actual	78	58	77	95	89	67	19	65
Reading								
2007 Actual	64	41	59	94	76	48	18	25
2008 Target	76	56	74	100	84	55	29	40
2008 Actual	71	50	63	83	86	54	19	38
Writing								
2007 Actual	81	68	76	97	90	72	40	54
2008 Target	86	78	86	98	93	77	48	59
2008 Actual	85	74	81	98	92	77	47	73

CMT Proficiency % Grade 6	All	Black	Hispanic	Asian	White	F/R Lunch	SPED	ELL
Mathematics								
2007 Actual	75	52	71	85	90	58	31	43
2008 Target	80	58	78	87	94	62	38	50
2008 Actual	72	51	66	100	85	58	38	38
Reading								
2007 Actual	65	43	56	73	84	44	22	20
2008 Target	77	58	71	80	92	51	33	35
2008 Actual	65	43	57	83	82	48	27	23
Writing								
2007 Actual	80	66	76	92	92	68	38	58
2008 Target	85	76	86	95	95	73	46	63
2008 Actual	69	54	60	86	81	56	29	30

CMT Proficiency % Grade 7	All	Black	Hispanic	Asian	White	F/R Lunch	SPED	ELL
Mathematics								
2007 Actual	75	60	66	94	88	54	33	28
2008 Target	80	66	73	96	92	58	40	35
2008 Actual	79	64	73	83	91	62	38	36
Reading								
2007 Actual	71	57	60	84	87	49	24	30
2008 Target	83	72	75	91	95	56	35	45
2008 Actual	75	57	66	79	92	59	32	23
Writing								
2007 Actual	76	65	69	87	88	60	24	33
2008 Target	81	75	79	92	92	65	32	38
2008 Actual	73	56	66	83	88	58	31	36

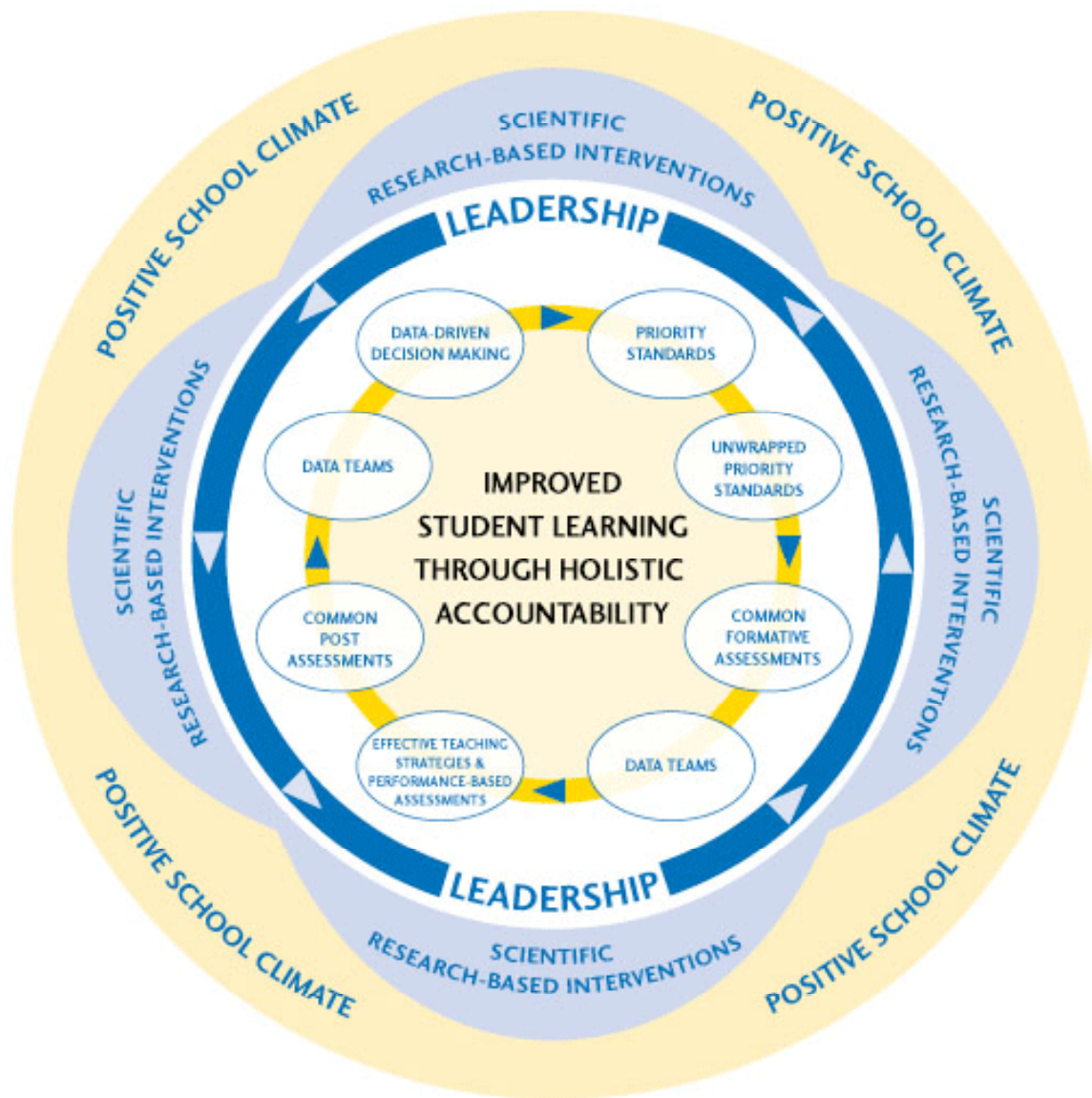
CMT Proficiency % Grade 8	All	Black	Hispanic	Asian	White	F/R Lunch	SPED	ELL
Mathematics								
2007 Actual	73	57	68	93	87	60	23	52
2008 Target	78	63	75	95	91	64	30	59
2008 Actual	79	65	73	94	92	65	29	52
Reading								
2007 Actual	70	51	60	97	82	48	18	31
2008 Target	82	66	75	100	90	55	29	46
2008 Actual	73	60	61	91	89	56	23	25
Writing								
2007 Actual	73	59	68	90	85	57	30	36
2008 Target	78	69	78	93	88	62	38	41
2008 Actual	80	72	71	94	91	67	36	33

CAPT Proficiency % Grade 10	All	Black	Hispanic	Asian	White	F/R Lunch	SPED	ELL
Mathematics								
2007 Actual	69	44	59	84	88	56	29	35
2008 Target	75	58	65	87	88	53	35	48
2008 Actual	75	57	68	85	91	62	42	47
Reading								
2007 Actual	77	62	62	93	93	64	35	32
2008 Target	80	69	72	95	94	68	38	40
2008 Actual	80	64	78	87	91	69	34	44
Writing								
2007 Actual	81	69	67	87	94	69	43	40
2008 Target	85	78	76	91	95	73	48	47
2008 Actual	87	78	82	100	96	79	52	50

Current Work

Although the District has been making progress in improving student achievement as measured by the CMTs and CAPTs, the District has still not reached the expected standard under the provisions of NCLB. Consequently, the District Improvement plan for school years 2008/2009 and beyond has been revised under the State of Connecticut’s Accountability for Learning Initiative (CALI). CALI is a process-based model grounded in the work of Douglas Reeves. Goal oriented and data driven, this model is a useful framework for school districts that are focusing on systemic improvement.

Working with a team from the State Education Department, Dr. Michael Wasta, Dr. Warren Logee, Mr. Adrian Wood, and a consultant from Cooperative Educational Services, Ms. Esther Bobowich, a District Leadership team has developed a revised Improvement Plan that will guide our work over the next three years.



Connecticut Accountability for Learning Initiative

In the 2007/2008 school year, District administrators revised the 2007/2008 District Improvement Plan to include new student achievement goals, reaffirm the goal to enhance parental and community involvement and identify the specific strategies that would be used consistently across the District to meet these goals as well as delineate the accountability model to ensure this implementation. Mindful of its obligation to implement the elements of the CALI model, a leadership team met over a period of months with representatives from the State Education Department and a consultant from Cooperative Educational Services to develop the plan. The District Leadership Team, which will serve in the capacity of a District Data Decision Making Team, consists of:

Dr. Salvatore Corda, Superintendent of Schools

Director of Administration – TBA

Michael McGrath, Asst. Director of Pupil Personnel Services

Robin Ives, Cranbury Elementary School Principal

Ivette Ellis, Silvermine Elementary School

Dr. Lynne Moore, West Rocks Middle School Principal

Jean Evans, Instructional Specialist for Language Arts

Joan Glass, Instructional Specialist for Social Studies

Carol Marinaccio, Instructional Specialist for Grants

Mary Peniston, Executive Assistant to the Superintendent
Elementary School Teacher – TBA

High School Teacher – TBA

Middle School Parent – TBA

Helene Becker, Instructional Specialist for English Language Learners

Esther Bobowich, Consultant, CES

Dr. Warren Logee, Consultant, CSDE

Anthony Daddona, Asst. Supt for Curriculum and Instruction

Janie Friedlander, Director of Pupil Personnel Services

Ralph Valenzisi, Director of Instructional Technology

Sara Reilly, Rowayton Elementary School Principal

Robert McCain, Nathan Hale Middle School Principal

Suzanne Koroshetz, Brien McMahon High School Principal

John Keogh, Instructional Specialist for Mathematics

Dr. Ken Martinelli, Instructional Specialist for Science

Mary Budrawich, Instructional Specialist for Early Childhood

Diane Filardo, Coordinator of Testing and Assessment
Middle School Teacher – TBA

Elementary School Parent – TBA

High School Parent – TBA

Dr. Michael Wasta, Consultant, CSDE

Mr. Adrian Wood, Consultant, CSDE

Dr. Karen Lang, retired Assistant Superintendent for Instruction, and Michael Rafferty, the former Instructional Specialist in Language Arts served key roles in the development of the District plan.

2008/2009 Student Achievement Goals

The goals to improve student achievement for the 2008/2009 school year are:

District Goal 1: Improve performance in literacy, particularly in reading and writing, of all students in grades K-12 as measured by local and state assessments.

Goal 1: Literacy (Reading):		Elementary Schools				
District Reading Scores - Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Target/Actual	08-09 Target/Actual	09-10 Target/Actual	District Goal 2011
Grade 3	63	64	76/65			72
Grade 4	62	61	73/61			68
Grade 5	66	64	77/78			74

Goal 1: Literacy (Reading):		Middle Schools				
District Reading Scores - Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Target/Actual	08-09 Target/Actual	09-10 Target/Actual	District Goal 2011
Grade 6	71	65	80/72			75
Grade 7	69	71	83/75			80
Grade 8	70	67	82/73			78

Goal 1: Literacy (Reading):		High School				
District Reading Scores - Percentage at or above Proficiency						
CAPT	05-06 Actual	06-07 Actual	07-08 Target/Actual	08-09 Target/Actual	09-10 Target/Actual	District Goal 2011
Reading	74	77	80/80			86
Writing	76	81	85/87			90

District Goal 2: Improve performance in numeracy of all students in grades K-12 as measured by District and State assessments

Goal 2: Numeracy:		Elementary Schools				
District Math Scores - Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Target/Actual	08-09 Target/Actual	09-10 Target/Actual	District Goal 2011
Grade 3	72	80	85/80			86
Grade 4	70	75	80/78			84
Grade 5	75	72	77/78			84

Goal 2: Numeracy:		Middle Schools				
District Math Scores - Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Target/Actual	08-09 Target/Actual	09-10 Target/Actual	District Goal 2011
Grade 6	72	75	80/72			82
Grade 7	68	75	80/79			83
Grade 8	67	73	78/79			83

Goal 2: Numeracy:		High Schools				
District Math Scores - Percentage at or above Proficiency						
CAPT	05-06 Actual	06-07 Actual	07-08 Target/Actual	08-09 Target/Actual	09-10 Target/Actual	District Goal 2011
Grade 10	67	69	75/75			79

With the receipt of the CMT and CAPT data, the leadership team will conduct the data analysis that will assess the performance of Norwalk students on the strands identified in the objectives of the 2007/2008 District plan; determine the specific targets for the school year 2008/2009 for overall District performance and each subgroup, and determine the particular performance objectives for those strands in the State examinations where the District needs to demonstrate the greatest improvement. When these determinations are made, the plan will be revised to reflect the decisions of the Leadership Team.

Goal in Development – Although we have not identified a specific achievement goal related to the performance of students on the Science CMTs and CAPTs, we have developed targeted achievement goals based on our own responsibility to our students.

Science						
District Science Scores - Percentage at or above Proficiency						
	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Target/Actual	09-10 Target/Actual	2011 Goal
CMT - Grade 5	--	--	79			TBD
CMT - Grade 8	--	--	68			TBD
CAPT – Grade 10	78	77	76			TBD

District Goal 3: Improve partnerships with parents and community stakeholders to increase the academic performance of all students

- Objective C1:** Assess welcoming atmosphere of school through Welcoming Practices/Walkthrough and develop action plan based on data
- Objective C2:** Create more student/parent friendly student handbooks
- Objective C3:** Create Secretaries’ Handbooks to enhance welcoming practices

Implementation Strategies and Accountability Plan

SUMMARY

In the 2008/2009 school year we will focus on the implementation strategies to meet the achievement objectives:

CALI IMPLEMENTATION

- Goal 1: Data Teams at the District and Building levels will be operating at a Proficient level, as measured by a rubric designed for this purpose.
- Goal 2: School Growth Plans for the 2008-2009 school year will be reviewed and rated at a minimum expected rating of Proficient by the DDDMT, as measured by a rating rubric designed for this purpose, by November 2008.
- Goal 3: Develop and implement a Professional Development Program to support CALI implementation, specifically, district and school data teams, school growth plans, developing and unwrapping power standards

LITERACY

- Goal 1: Consistent implementation of the Comprehensive Language and Literacy Framework (Fountas & Pinnell 2001) and CRISS strategies from Beyond the Blueprint (CSDE, 2006)
- Goal 2: Apply Reeves Making Standards Work (MSW) principles to the language arts program
- Goal 3: Implement a system wide series of district benchmark assessments in order to track student progress
- Goal 4: Monitor core instruction as well as implement differentiated instruction to targeted students identified using District data systems

NUMERACY

- Goal 1: Apply Reeves Making Standards Work (MSW) principles to mathematics program
- Goal 2: Implement a standards-based mathematics program in each of the elementary schools
- Goal 3: Develop and implement district-wide benchmark assessments (continued from previous year)

FAMILY-COMMUNITY

- Goal 1: Ensure a safe, welcoming, and engaging culture in all of Norwalk's Schools to support student learning as measured by pre- and post- Welcoming School criteria assessments.
- Goal 2: Review and update all district and school handbooks, making them more family friendly
- Goal 3: Engage secretaries in the development of a district wide handbook as an additional strategy to address welcoming practices

CALI IMPLEMENTATION

Goal 1: Data Teams at the District and Building levels will be operating at a Proficient level as measured by a rubric designed for this purpose.

Background Narrative:

This Goal is directly related to long term district and building based capacity for continuous improvement of student achievement. The charge of the DISTRICT DATA DECISION MAKING TEAM (DDDMT) is to identify the required non-negotiable actions that are now mandated by the CSDE to attain this goal that must be reflected in this Plan and involves the active participation and cooperation of all levels of the administrative and teaching staff of the Norwalk Public School System. School DATA TEAMS are charged with the analysis of student performance data, as well as other data that has implications for student achievement, e.g., attendance tardiness, discipline, etc. Based on their analysis, these teams will develop the School Growth Plans. The action column contains the district level non-negotiable activity that must be implemented in the time frame indicated and will be monitored for implementation by designated responsible individuals and/or groups.

Strategies

1. The DDDMT will meet on a monthly basis to review the progress of the implementation; modify tasks and timelines as necessary, and provide support to school teams as needed.
2. The School Data teams will meet on a regular schedule to review school performance data; set goals for the school growth plan; monitor the implementation process, and provide support to grade level, course specific, or vertical teams.

Implementation & Results Indicators:

1. District and school teams will function using norms and practices conducive to effective teamwork.
2. District and School Growth Plans will be clear, specific, and focused on achieving the student achievement goals.
3. A clear outcome of the deliberations of these teams will be related to enhancing the effectiveness of the instructional core, i.e., the interaction between teacher and student in the presence of content.

Actions/Timeline	Persons Responsible	Implementation Indicators	Outcome Indicators	Resources	Monitoring Notes
Training and Implementation of Central Office DDDMT <i>(Spring 2007 and ongoing)</i>	Consultants	Schedule of DDDMT meetings	Functioning Team Development and distribution of Implementation and Accountability Plan (September 2008)	Funding through state and other grants for consultants and trainers Year long contact with CSDE Accountability Team	
Assessment of DDDMT effectiveness <i>(ongoing)</i>	DDDMT Consultant	DDDMT assesses its own effectiveness	DDDMT revises practices as necessary	Consultants to develop assessment protocol/forms.	
Building administrators training to provide leadership for DIP and CALI implementation <i>(August, 2008)</i>	State Trainers	Principals receive training	Principals provide training to staff	CES/State trainers Principals	
Development of DIP and suggested School targets For SGP. <i>(September, 2008)</i>	DDDMT	Analysis of 2008 CMT/CAPT data	Dissemination of targets by DDDMT	CT. Reports; Test coordinator provides data format	
Building administrators training for use of revised SGP <i>(June, 2008)</i>	DDDMT	Principals receive training	Completion and feedback on the efficacy of the training.	SGP form (Appendix training in SGP review rubric (Appendix	

Actions/ <i>Timeline</i>	Persons Responsible	Implementation Indicators	Outcome Indicators	Resources	Monitoring Notes
<p>Creation of School Grade, and Common Course Data Teams <i>(October, 2008)</i></p>	<p>Superintendent of Schools Building Principals Literacy/Numeracy Specialists</p>	<p>Process for creation of teams. Membership: Elementary - Principal, Assistant Principal, Literacy Specialist, Classroom teacher(s), Special Education teacher(s), aides as appropriate Secondary – Principal, Housemaster(s)/Asst. Principal, Reading teacher (if available) departmental representatives, Special Education teacher(s), aides as appropriate</p>	<p>Teams in place</p>	<p>Building Staff</p>	
<p>Training and Implementation of School, Grade, and Common Course Data Teams <i>(Continuous)</i></p>	<p>DDDMT Note: PD for Data Team training must be differentiated and tiered to reflect current school based training needs and aligned to Ct. Standards for Administrators. Asst. Supt.</p>	<p>Assistant Supt. conducted a survey of all schools regarding the level of Data Team training. DDDMT will analyze surveys to create Professional Development calendar for Data Team Training. (Fall 2008)</p>	<p>All School Data Team members will be trained by December 2008 and functioning on a proficient level by June 2009. Participants will provide assessment (e.g., 3, 2, 1 Card, etc.) of training sessions. (June 2009) 100% participation of teachers and aides by June 2009</p>	<p>Budget: Title IIA for substitute and training costs CES/State trainers Rubric to determine Proficiency rating Standardized monitoring, recording, and reporting forms for data team use beginning August 2008.</p>	

Actions/ <i>Timeline</i>	Persons Responsible	Implementation Indicators	Outcome Indicators	Resources	Monitoring Notes
<p>Assessment and Implementation of School, Grade, and Common Course Data Teams <i>(Continuous)</i></p>	<p>DDDMT Director Building Principal School, Grade, and Common Course Data Teams</p>	<p>Explicit protocol and format for Data team meetings. Administrators initiate and maintain monitoring of all teams. (Start August 2008 and ongoing) Collection of monitoring, recording, and reporting data of school data teams. DDDMT creates a mid-and end of year survey of School Data Teams designed to assess team effectiveness Routine team self-assessment of effectiveness DDDMT reviews data and meets with each school to discuss Data Team implementation and effectiveness. Routine review and discussion of operation of school data teams at monthly Principals' meetings.</p>	<p>School teams revise practices as necessary Evidence of improvement of student achievement through data analysis. Review of analysis of data of school assessments by DDDMT with suggestions for 2009/2010 systemic and local continued professional development for addressing implementation needs, questions, concerns and other issues.</p>	<p>Consultants to develop assessment forms. IT Dept to create online surveys and other feedback media for staff and parents. (Winter 2008) Time allocation at meetings and involvement of appropriate DDDMT and other staff. Development of an online perceptual data capture mechanism.</p>	

Actions/Timeline	Persons Responsible	Implementation Indicators	Outcome Indicators	Resources	Monitoring Notes
Development of School Growth Plans <i>(November 15, 2008)</i>	School Data Teams Director monitors use with Principal and Team ISP is used by classroom and support staff; regularly monitored by building administrators with periodic scheduled monitoring by DDDMT	Review CAPT or CMT data; establishment and review of targets by the third week in September. ISP form (K-8) is revised All eligible K-8 students have Individual Student Plans (ISP), using CSDE form.	Improvement in student performance Revised ISP form Students with ISPs will demonstrate improved achievement through analysis of data, including student work. School teams are trained in SGP review rubric.	CMT/CAPT data provided by Testing Coordinator. (August 2008) Teacher Data handbooks (Spring 2009) CSDE standardized ISP form (Fall 2008) Instructional Specialists Director	
Defense and Review of School Growth Plans <i>(December 15, 2008)</i>	DDDMT Building Principal School Data Team	Review of School Growth Plan with School Teams.	Revised Plan, as needed SGP developed in accordance with timeline and rubric	SGP Rubric	
Implementation of School Growth Plans <i>(Continuous)</i>	DDDMT Director Instructional Specialists Superintendent of Schools	Routine assessment of progress of SGP implementation Modifications as needed Mid-Year Report to Board of Education	Improvement in Student Achievement	District Staff Consultants	

LITERACY

Goal 1: Consistent implementation of the Comprehensive Language and Literacy Framework (Fountas & Pinnell 2001) & CRISS strategies from Beyond the Blueprint (CSDE, 2006)

<i>Background Narrative:</i>
During the school year 2007-2008, the professional development focus for teachers K-5 was the core comprehensive research based literacy framework. The professional development was delivered in October, December, February and May. The sessions were focused on implementing the Comprehensive Literacy Framework and to differentiate instruction especially for ELL and struggling readers. Michael Rafferty, Instructional Specialist for LA and Helene Becker, Instructional Specialist for English Language Learning led the sessions. In middle and high school, professional development was provided to all English, Science, and Social Studies in August and November. The professional development provided by the Instructional Specialist for LA focused on implementing the effective teaching strategies from the CSDE document <i>Beyond the Blueprint</i> . Teachers then had break out sessions with follow up professional development delivered by John Keogh (Math), Joan Glass (Social Studies) and Ken Martinelli (Science) to establish the connection with these disciplines.
<i>Strategies</i>
<ol style="list-style-type: none"> 1. In the summer of 2008 develop a system for walk through data collection measuring fidelity of implementation of the frameworks. The Assistant Superintendent and the Instructional Specialist for LA will lead the revision process. The committee will consist of literacy coaches/specialists, reading teachers, classroom teachers and subject area leaders. The process will involve literacy coaches, subject area leaders and department chairs. 2. In 2008/2009 District data teams (Administrator team, Literacy Coach, selected teachers) will be operating in every school and meet to analyze data from literacy coaches, subject area leaders and department chairs to determine areas of need. They will meet at least monthly. 3. Professional development for administrators in the Literacy Framework and how to monitor instruction with reporting dates to the Director (Admin council date in October) 4. Professional development for administrators in <i>Beyond the Blueprint</i> and CRISS strategies and how to monitor instruction while also reporting data to the Director will be delivered by Instructional Specialist for LA at the October Administrative Council Meeting 5. Train a team of 8 teachers from all middle schools and 16 teachers from the high schools in CRISS strategies for three days in October through Marg Stewart from CREC. These teacher teams will train teachers in content areas through the monthly Tuesday instructional meetings
<i>Implementation & Results Indicators:</i>
<ul style="list-style-type: none"> • 100% of summary data related to implementation of the frameworks will be gathered from the school's data teams. • 100% of the Literacy coaches will conduct walk throughs once a month and document frequency of implementation to Director. • 100% of the Literacy Coaches will provide monthly training in the components of the literacy framework with daily and yearly pacing guides and report needs surveys from training sessions to Instructional Specialist for LA. • 100% of schools collecting frequency data related to the core literacy program and implementation data from building principals in November, February and June. • 50% of the team of 24 secondary teachers will be trained in CRISS strategies. • There will be an increase of 5% of in the number of students reaching proficiency in grades 3-8.

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
Instructional specialist to meet with grade level committees of teachers and literacy coaches <i>(July 2008)</i> Disseminate documents <i>(August 2008)</i>	Instructional Specialist for LA for creating committees, data documents Director for dissemination of documents	framework instructional models, pacing guides;	1. One teacher per grade level, three literacy coaches/specialists (10 staff members for 3 days = \$6150) *If a facilitator is used, add \$1533 for three days	
Instructional Specialist for LA to meet with grade level committees of teachers and MS reading teachers <i>(August 2008)</i> Disseminate documents <i>(September 2008)</i>	Instructional Specialist for LA for creating data documents in October Director for dissemination of documents	framework instructional models, pacing guides	2. One teacher per grade level, three reading teachers (7 staff members for 3 days = \$4305) *If a facilitator is used, add \$1533 for three days	
Literacy coaches will record logs with training dates and participants bimonthly <i>(August 2008- June 2009)</i>	Literacy coaches Instructional Specialist for LA	Logs providing documentation of training	3. Time	
Training for 8 middle school teachers and 16 high school teachers in CRISS strategies in November 2008 http://www.schoolimprovement.com for training materials	Instructional Specialist for LA Assistant Superintendent	Completion of Training	4. \$6480 for subs and \$2925 for 3 day for trainer = \$9405 (Alternate on site training \$375 for CRISS training materials per secondary school for turnkey training (\$2625)	

LITERACY

Goal 2: Apply Reeves “Making Standards Work” principles to the language arts program

<i>Background Narrative</i>
In June 2005, all Norwalk PS administrators were given three days of training in Making Standards Work and power standards. During January and February of 2008, the central office data team received training in Making Standards work (MSW). The central office staff will now be leading the training for all staff. The instructional specialists: John Keogh (Math), Joan Glass (Social Studies), Ken Martinelli (Science) {Secondary} and Instructional Specialist for LA (Language Arts) {Elementary} will organize committees of teachers and administrators who will determine and create documents of power standards (2008).
<i>Strategies</i>
<ol style="list-style-type: none"> 1. Identify priority standards in grades K-5 2. Provide secondary language arts teachers with an overview of “Making Standards Work” 3. Unwrap standards in grades K-5
<i>Implementation & Results Indicators:</i>
<p>100% of elementary teachers and principals will have new priority standards documents. 100% of middle and secondary language arts teachers will receive training in “Making Standards Work” (MSW). 100% of elementary teachers will have set of unwrapped standards for their particular grade level. 70% of students in grades 3-5 will master each of the focus strands as measured by district CMT progress tests.</p>

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
Instructional Specialist for LA to meet with grade level committees of teachers (July/August 2008) Disseminate documents (August 2008)	Instructional Specialist for LA to organize committees and create power standards documents Director for dissemination	Prioritized Standards	One primary teacher and one upper elementary teacher, four literacy coaches/ specialists (10 staff members for 2 days = \$2952-curr writing fee) If a facilitator is used add, \$1022 for two days	
Instructional Specialist for LA to meet with MS reading and grade level committees of teachers (August 2008) Disseminate documents (November 2008)	Instructional Specialist for LA for creating documents, Director for dissemination	Prioritized Standards	Two teachers per grade level and two MS reading teachers for 2 days = \$1440 curriculum writing fee	

LITERACY

Goal 3: Implement a system wide series of district benchmark assessments in order to track student progress

<i>Background Narrative</i>
During the school year 2007-2008, district benchmark assessments were administered three times (October, January and May) to grades 3-8. Classroom teachers recorded the test results and grade level summaries were submitted to the district level.
<i>Strategies</i>
<ol style="list-style-type: none"> 1. Revise and implement reading and writing assessments in grades 3-8 aligned to CMT 2. Revise and implement district assessments for grades K-3 including the DRA 2 3. Align high school common assessments to priority standards 4. Revise and implement sample common assessments for grades 3-8
<i>Implementation & Results Indicators:</i>
<p>100% of teachers will be using common district assessments in grades 3-8.</p> <p>100% of teachers will be using district assessments in grades 1-2 including the DRA 2.</p> <p>100% of schools will produce summary assessment data with district provided form for grades 3-8.</p> <p>There will be an increase of 5% in the number of students reaching proficiency in grades 3-8.</p>

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
<p>Instructional Specialist for LA and staff create and revise, as needed, assessments <i>(September-November 2008)</i></p>	<p>Instructional Specialist in LA in conjunction with Literacy Coaches, MS and HS committees. for creating assessments</p> <p>Building administrators and teachers for implementing district assessments</p>	<p>Revised assessments</p> <p>Teachers administered assessments in October, January and May</p>	<p>1. Elementary- two teachers from grades K-5, four literacy coach/specialists for 2 days (\$540), Middle School- two teachers from grades 6-8 and two reading teachers for two days (\$900), High School two teachers from each high school for two days (\$1080), copy center services</p>	

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
<p>Creation of Assessment Summary Sheets and Scoring Guides Administration of Assessments <i>(October 2008, February 2009 and June 2009)</i> Summarizing data <i>(after assessments of tests)</i></p>	<p>Instructional Specialist for LA for creating assessment summary sheets and scoring guides, Building administrators for monitoring, Teachers for summarizing data</p>	<p>Assessment summaries reported to the office of Instructional Specialist for LA. and Director in October 2008, February 2009 and June 2009</p>	<p>Grade level meetings, school data teams, copy center services</p>	
<p>Teachers use scoring guides and report results to instructional specialist, results analyzed at district <i>(Ongoing 2008-2009)</i></p>	<p>Instructional Specialist for LA for producing data summaries for each school K-8, School data teams for reviewing district summary data</p>	<p>Student performance data available for use by data teams and as influencer in adjusting classroom practice</p>	<p>Grade level meetings, School data teams, copy center services</p>	

LITERACY

Goal 4: Monitor core instruction as well as implement differentiated instruction to targeted students identified using District data systems (Subject to modification pending budget literacy coach / specialists staffing)

<i>Background Narrative</i>
<p>During the school year of 2007-2008, Tier 2 intervention for grades K-3 was implemented. Literacy Specialists were trained in the Scientifically Research Based Intervention program (RTI) “Literacy Wings”. Ongoing monthly professional development focused on student selection, progress monitoring, and effective instruction around the five components of reading instruction (vocabulary, fluency, phonemic awareness, comprehension, and phonics instruction) within the lesson format. The professional development also focused on colleague visits operating as a professional learning community</p> <p>NOTE: Literacy coach/specialist staff was reduced by six due to state’s cutting of the ERS grant which will impact implementation schedule</p>
<i>Strategies</i>
<ol style="list-style-type: none"> 1. Continued training twice a month for Literacy Coach/Specialists using the scientifically research Literacy Wings program 2. Train the department chairs and subject area leaders in differentiated instruction and using data to identify targeted students (grades 6-12) 3. Train Literacy coaches on using data to inform instruction in November and January. 4. Schools send literacy data to the Director and Director 3x a year (October 31, February 1, & June1) on students ranging from below basic to advanced
<i>Implementation & Results Indicators:</i>
<p>50% of the schools will have Literacy Wings operating in grades K-3 (Goal 50% in every school)</p> <p>100% of the schools will use district data tools K-10 (3 Minute Reading Assessment, District Reading Assessments, DRA, DRP) to identify specific students for small group instruction.</p> <p>100% of the schools will record and submit data to the district data team.</p> <p>100% of the schools will receive training in accelerating student progress through differentiation and small group instruction.</p> <p>There will be an increase of 5% of students reaching proficiency in grades 3-8.</p>

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
Instructional Specialist for LA to meet with Literacy Coaches/Specialists to organize data system for selecting students as well as progress monitoring. (September)	Instructional Specialist for LA will organize and facilitate ongoing professional development in the Literacy Intervention program Director will monitor attendance of Literacy Specialists receiving professional development through Elementary Principals meetings	Data system for organizing students for intervention Monitoring of student progress	PD training from Reading Recovery Teacher Leader and Pioneer Valley Ed Press (Jan Hilt) (\$1250), remainder of PD done through colleague visits and Literacy Coach/Specialists meetings	
Instructional Specialist for LA to provide workshops on differentiated instruction to committees of 6-10 grade level teachers (December and March)	Instructional Specialist for LA as workshop instructor Director for scheduling PD sessions and monitoring attendance	Trained staff	Two teachers per grade level= 10 teachers over two days- \$900 for subs	
System wide PD sessions on differentiation, using data to guide instruction and accelerating student progress in Tier II (October, January and April)	Instructional Specialist for LA for presenting professional development sessions Director for scheduling PD sessions and monitoring attendance	Trained staff	\$2300 for ½ day substitute coverage x 6 grade levels over 2 days= \$27,600	
Instructional Specialist for LA to meet with subject area and department chairs in October and April to begin training in using data to inform instruction. (October)	Instructional Specialist for LA for running PD sessions, Director for monitoring participation		\$1080 for substitute coverage for 6 people over 2 days	
Literacy Coach/Specialist will provide literacy and student progress to the school and grade level data teams (Ongoing)	School data team, grade level data team		None	

NUMERACY

Goal 1: Apply Reeves Making Standards Work principles to mathematics program

Background Narrative
In June 2005, all Norwalk PS administrators received three days of introductory training in Making Standards Work (MSW). During the winter and spring of 2008 the district’s newly constructed data team received CALI training in powering and unwrapping the standards. We plan to begin this process in mathematics in grades 6-10 in 2008-9 and in grades K-5 and 11 in 2009-10.
Strategies
<ol style="list-style-type: none"> 1. Identify priority standards in grades 6-8 (phase 1 and phase 2) 2. Identify priority standards in algebra 1 and geometry 3. Provide secondary math teachers with an overview of “making standards work” 4. Unwrap standards in grades 6-8 (phase 1 and phase 2) 5. Unwrap standards in algebra 1 and geometry
Implementation & Results Indicators:
<p>75% of middle school students will master each of the focus strands as measured by district CMT progress tests.</p> <p>75% of high school algebra and geometry students achieving at the proficiency level or better on designated portion of district assessments.</p> <p>100% of all middle and high school teachers and principals will receive new priority standards documents.</p> <p>100% of all secondary math teachers will receive training in “making standards work”.</p> <p>100% of all middle school math teachers will have a set of unwrapped standards for their particular grade level.</p> <p>100% of all high school teachers of algebra 1 and geometry will have a set of unwrapped standards for their particular course.</p>

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
<p>Establish grade level committees (4 teachers) for each grade 6-8 <i>(June 2008)</i></p> <p>Instructional specialist to meet with grade level committees of teachers to prioritize standards <i>(June 2008)</i></p>	<p>Instructional Specialist for Mathematics for creating documents</p> <p>Director for dissemination of documents</p>	<p>Prioritized standards</p> <p>Disseminated documents to staff</p>	<p>Selected teachers to assist in prioritization of standards, \$1968 to pay teachers (12 teachers @ 4 hours each)</p>	

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
Disseminate documents (August 2008)				
Establish subject area committees (4-5 teachers each) in algebra and geometry (June 2008) Instructional specialist to meet with committees to prioritize standards (August 2008) Disseminate documents (August 2008)	Instructional Specialist for Mathematics for creating documents Director for dissemination of documents	Prioritized standards Disseminated documents to staff	Selected teachers to assist in prioritization of standards, \$1476 to pay teachers (9 teachers @ 4 hours each)	
Instructional Specialist for Mathematics to provide overview for all secondary teachers through building-level department meetings on MSW (June-September 2008)	Instructional Specialist for Mathematics	Understanding of Making Standards Work	Department meeting time	
Instructional specialist to meet with grade level committees of teachers to unwrap standards in grades 6 – 8 (August 2008-January 2009)	Instructional Specialist for Mathematics	Unwrapped standards	\$2160 for substitute coverage (two days with 4 teachers at each grade level)	
Instructional specialist to meet with grade level committees of teachers to unwrap standards algebra and geometry (August 2008-January 2009)	Instructional Specialist for Mathematics		5. \$1620 to pay substitutes for coverage (two days for each committee - 4 teachers for algebra, 5 teachers for geometry)	

NUMERACY

Goal 2: Implement a standards-based mathematics program in each of the elementary schools (continued from previous year)

<i>Background Narrative</i>
In 2006-07 we implemented standards-based mathematics programs in all grade K-2 classrooms. In 2007-08 we extended the implementation to grades 3-5. We have provided teachers with significant support by providing them with professional development (in addition to the initial training we had three half-days of program-related mathematics professional development by grade level for all grade 3-5 teachers and two half-days for all grade 1-2 teachers during 2007-08).
<i>Strategies</i>
<ol style="list-style-type: none"> 1. Provide training for administrators on what to look for when observing a math lesson 2. Revise pacing guides 3. Provide training to staff who will be implementing the curriculum for the first time 4. Provide professional development to support the mathematics program 5. Provide classroom coaching to teachers as needed
<i>Implementation & Results Indicators:</i>
<p>80% of students at each grade level will be achieving at the proficiency level or better on district mathematics benchmark assessments.</p> <p>100% of elementary administrators will be trained in what to look for in observing a math lesson.</p> <p>Revised pacing guides (by grade level) will be sent to building administrators and elementary grade level teachers.</p> <p>100% of first time teachers trained in the District mathematics program.</p> <p>Roster of teachers receiving coaching will be documented through logs kept by numeracy coaches.</p>

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
Incorporate training into administrative council workshop (Fall 2008)	Superintendent and/or Director for setting up training Instructional Specialist for Mathematics for training	Structure for training		
Meet with elementary numeracy coaches, small grade level teams of teachers; ongoing - provide updates as needed (Summer 2008)	Instructional Specialist for Mathematics	Curriculum implementation	\$4920 to pay teacher committee members (5 teachers per grade level @ 8 hours each for each of grades 3-5)	

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
Numeracy coaches or selected teachers and Instructional Specialist for Mathematics provide one day workshop for identified teachers (separate training for Voyages and GWM) (August 2008)	Instructional Specialist for Mathematics	Trained teachers	\$1200 to pay presenters (numeracy coaches or teachers identified by Instructional Specialist for Mathematics – 3 people @ \$400 per presenter)	
Grade level (grades 3-5) half-day workshops designed to address issues of curriculum, instruction, and assessment related to the mathematics program (October 2008, January and May 2009)	Director for organizing the workshops Instructional Specialist for Mathematics for presenting	Program/ Professional Development	\$20,700 to cover cost of substitutes (about \$2300 per grade level for 3 half-days each)	
Identifying needs and providing services (Sept. 2008-June 2009)	Director and building principals for needs identification Instructional Specialist for Mathematics for delivery of services	Trained staff	Numeracy coaches	

NUMERACY

Goal 3: Develop and implement district-wide benchmark assessments (continued from previous year)

Background Narrative
We began a program of district assessments at the secondary level in 2004-5 in grades 6-8 as well as in core subject areas at the high school level. This year we implemented short focused assessments across the district for grades 6-8, each assessment addressing one of 5 targeted strands that were chosen based on several criteria, the most important being strands in which Norwalk students significantly lagged Connecticut students. At the high school level we instituted a CAPT-like pre-assessment for all tenth graders to give teachers some baseline data on their students, revised numerous assessments, and improved the consistency of the scoring of common midterm and final examinations across the district. At the elementary level we piloted end-of-year assessments in selected grade 3-5 classrooms in preparation for full implementation in 2008-9.
Strategies
<ol style="list-style-type: none"> 1. Develop and implement district assessments in grades 3-5 aligned to CMT and to progress reports 2. Develop and implement district assessments for March and June progress reports in grades 1-2 3. Align high school district assessments to priority standards in algebra 1 and geometry 4. Develop and implement new benchmark assessments for grades 6-8 aligned to priority standards
Implementation & Results Indicators:
<p>100% of teachers will be using common assessments in grades 3-5. 100% of teachers will be using district assessments in grades 1-2. 100% of teachers of algebra 1 and geometry will be using revised 1st and 3rd quarter assessments. A log will be kept by numeracy coaches of all teachers who receive coaching 100% of middle school teachers will be using new assessments for grades 6-8.</p>

Actions/Timeline	Persons Responsible	Outcome indicators	Resources	Monitoring Notes
<p>Instructional Specialist for Mathematics develops assessments (Summer – November 2008) Teachers administer assessments (January and May 2009)</p>	<p>Instructional Specialist for Mathematics for creating assessments Building administrators and teachers for implementation Director to ensure the implementation</p>	<p>Benchmark Assessments</p>	<p>Time to meet with teachers to discuss rollout of assessments (included in grade level workshops mentioned previously); copy center services</p>	

Actions/Timeline	Persons Responsible	Outcome indicators	Resources	Monitoring Notes
<p>Instructional Specialist for Mathematics develops assessments aligned to progress reports <i>(Summer - December 2008)</i> Teachers administer assessments <i>(January and May-June 2009)</i></p>	<p>Instructional Specialist for Mathematics for creating assessments Building administrators and teachers for implementing, Director to ensure the implementation</p>	<p>Student performance data based on benchmark assessments</p>	<p>Time to meet with teachers to discuss rollout of assessments (included in grade level workshops mentioned previously); copy center services</p>	
<p>Committees of teachers develop assessments under guidance of Instructional Specialist for Mathematics <i>(Winter 2008)</i> Teachers administer and report results to department chairpersons, who submit them to Instructional Specialist for Mathematics <i>(Spring 2009)</i></p>	<p>Instructional Specialist for Mathematics for creating assessments High school math department heads for coordinating administration of tests at the building level Teachers for implementation Director to ensure the implementation</p>	<p>Student performance data based on benchmark assessments</p>	<p>Teachers needed to assist in creating new assessments, \$1620 for substitute coverage (9 teachers for 2 days each); copy center services</p>	
<p>Assessments and scoring guides developed by Instructional Specialist for Mathematics with assistance of grade level committees, teachers use scoring guides and report results to instructional specialist <i>(Ongoing 2008-2009)</i></p>	<p>Instructional Specialist for Mathematics for creating assessments Building administrators and teachers for implementing Director to ensure the implementation</p>	<p>Assessments and Scoring Guides</p>	<p>Teachers needed to assist in creating new assessments, \$2160 for substitute coverage (12 teachers for 2 days each); copy center services</p>	

FAMILY & COMMUNITY PARTNERSHIPS

Goal 1: Ensure a safe, welcoming, and engaging culture in all of Norwalk's Schools to support student learning as measured by pre- and post- Welcoming School criteria assessments.

Background Narrative

The Parent-Community Goal was originally developed by a team of Central Office and School Administrators with participation of two parent leaders as part of the development of the District Plan (January 2007). During spring 2007, a smaller group recommended priorities for implementation in 2007-2008.

A Start-up Committee for the Parent-Community goal was established at a 10/29/07 meeting with the Superintendent.

Central Office: Carol Marinaccio (Instructional Specialist for Grants) - Chair, Tony Daddona (Director of Secondary Education); Hugh McKiernan (Director of Elementary Education); Mary Budrawich (Instructional Specialist for Early Childhood), Mary Peniston (Executive Assistant to the Superintendent)

Schools: Sara Reilly, Rowayton Elementary School Principal; Myna Tortorello, Marvin Elementary School Principal; Linda Sumpter, Ponus Middle School Principal

Parents & Community: Emily Aguilar (parent), Shirley Mosby (parent/Board Member), Rosa Murray (Community Member)

The Superintendent is ex officio member of all committees and attends as necessary.

The Parent Community Partnership Committee (PCPC) began meeting in October 2007. Meetings were held throughout the 2007-2008 school year. The committee decided to use Joyce Epstein's work as the framework in creating a common understanding of the concept of parental involvement.

Strategies

1. Review and update all district and school handbooks, making them more family friendly (C3.3)
2. Develop guidelines to assure welcoming practices (C3.1)
3. Engage secretaries in the development of a district wide handbook as an additional strategy to address welcoming practices

Implementation & Results Indicators:

Implementation Indicators

1. Handbooks
 - Revised district handbooks for each level (elementary, middle and high school) will be reviewed by major stakeholders to be family friendly and distributed by Sept. 15 (annually).
 - All schools will have information/orientation session on handbooks for families by December 1 (annually).
2. Welcoming School Walkthroughs
 - All schools have Parent-School Teams that carry out a welcoming school walkthrough and make recommendations for improvements.

- Prioritized recommendations are implemented at every school; the P-S Team works with Administrator, staff, and parents.
 - Schools maintain ongoing Parent-School Teams to oversee implementation of recommended improvements.
3. Secretaries Handbooks
- New Secretaries Handbook is created and all secretaries are provided orientation and related training, by Sept. 1 (annually).
 - Feedback/ suggestion box at each school with simple form; parents and others may complete and submit at any time. Every school submits contents of box to PCPC quarterly to compile as school/district data.
- Outcome (Achievement) Indicators*
1. Handbooks
- Feedback from parents during information/ orientation sessions will be collected and used as baseline reporting regarding improved format and accessibility of information. Methods and format for collecting and analyzing feedback will be provided by PCPC and will include written survey and collection of verbal feedback.
2. Welcoming School Walkthroughs
- Results from walkthroughs (after Parent-School Team has implemented improvements) show more positive welcoming practices based on criteria measured.
 - Walkthrough scores document improved welcoming practices and environment from 2008 -09 to 2009-10.
 - Comments and perceptions of parents now substantiate that previous practices have been improved.
3. Secretaries Handbook
- Handbook is available and in use in all schools as documented by secretary survey.
 - Secretary survey documents perception of useful information
 - Feedback from parents and community document satisfaction with secretary/office practices

Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
<p><u>Student Handbooks</u> Input from variety of school, family & community stakeholders <i>(April-May 2008)</i> Revision and redesign of handbook(s) <i>(May-June 2008)</i> Final copy of District Handbooks completed for printing (English version) (June 30, 2008)</p>	<p>Director</p> <p>Principal/Assistant Principal of each school coordinate School Handbook and Orientation sessions</p> <p>Parent Community Partnership</p>	<p>Redesigned Handbooks in English and Spanish</p>	<p>Consultant</p> <p>\$35,000 for publication of handbooks</p> <p>\$ 7,500 for translation for district level AND school level handbooks</p> <p>Clerical/secretarial support</p> <p><u>Principal's meetings</u> (secondary and</p>	

<p>Production and distribution of handbooks (August 2008) Spanish translation and web access (Fall 08) School guidebooks completed (Includes translation) (August 08). School orientations re new handbook (Fall '08) Review process and make plans for following year (January 2009)</p>	<p>Committee (PCPC) reviews process feedback under leadership of Executive Assistant to Superintendent</p>		<p>elementary) Expectations for plans reviewed <u>School based staff meetings</u>: Principal provides information and orientation to staff on District and School Handbook and plans and implements orientation for Parents</p>	
<p><i>Actions/Timeline</i></p>	<p>Persons Responsible</p>	<p>Outcome Indicator</p>	<p>Resources</p>	<p>Monitoring Notes</p>
<p><u>Welcoming Practices/Walkthroughs</u> Superintendent distributes memo to all Principals providing details on required walkthroughs, including timelines for training, composition of Parent-School Teams and process for submission of data to PCPC. Contact person responsible to oversee the Walkthrough process in each school. (September 2008) Up to 5 initial schools and PCPC team facilitator (one will be assigned to each school) trained to carry out first round of “Welcoming Atmosphere Walkthroughs” (September 2008) Remaining schools will receive training and complete walkthrough process within four weeks of the training. (November 2008, January 2009 or March 2009) Based on data from walkthrough, Parent-School Team develops an action plan to improve welcoming atmosphere. The action plan is submitted to the PCPC for review and approved by Committee to</p>	<p>Superintendent of Schools PCPC under leadership of Instructional Specialist for Early Childhood and Instructional Specialist for Grants Principals and School Based teams to implement Walkthroughs on annual basis State Technical Assistance PCPC sub-committee</p>		<p>SERC Consultants on Welcoming Practices Toolkit \$ 6,000 for School Improvements (mini-grants avg. \$300 per school) School based teams Professional Development: <u>Principals’ meetings</u> PCPC representatives give overview and articulate expectations of schools to principals <u>School based staff meetings</u> Principal provides</p>	

<p>guide and support implementation <i>(within four weeks of completing walkthrough)</i></p> <p>Follow-up walkthroughs on annual basis to assess improvements and ongoing progress (pre and post data submitted to PCPC and District Data Team. DDDMT assures that each school submits Walkthrough results. <i>(Annually)</i></p> <p>Summary data compiled by PCPC of improved practices shared with schools and community on a regular basis</p>	<p>for monitoring</p> <p>Parent – School Team</p>		<p>orientation and information to staff on Welcoming Practices process and expectations. Staff volunteers solicited for School based action team</p>	
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Actions/Timeline	Persons Responsible	Outcome Indicator	Resources	Monitoring Notes
<p>Secretaries’ Handbook</p> <p>Meet with representatives of secretaries to design plan for developing handbook <i>(Summer 08)</i></p> <p>Identify group to participate in handbook development</p> <p>Identify consultant to facilitate handbook development <i>(June 2008)</i></p> <p>Complete handbook detailing common school and system practices for secretaries <i>(October 2008)</i></p> <p>Develop a plan for annual orientations and training for all secretaries <i>(Fall 08)</i></p> <p>Implement training for year 1 <i>(11/4/08 and 3/27/09)</i></p> <p>Annual orientations for school secretaries <i>(November and March)</i></p> <p>Feedback/ suggestion box at each school with simple form; parents and others may complete and submit at any time. Every school submits contents of box to PCPC quarterly to compile as school/district data</p>	<p>PCPC under leadership of Instructional Specialist for Grants</p> <p>HR Dept coordinates and implements training sessions and orientations</p> <p>Principal oversees Feedback box</p>		<p>Consultant \$ 2,000 (including training)</p> <p>\$ 500 for publication</p> <p>Professional Development</p> <p><u>> Principal’s meetings</u> (secondary and elementary)</p> <p>PCPC representatives give overview and articulate expectations of schools</p>	

Appendices

Appendix A

Glossary of Terms Essential for Describing our Instructional Work

Accountability: the notion that people (e.g., teachers, administrators) or an organization (e.g., a school, school district, state department of education) are held responsible for improving student achievement

Adequate Yearly Progress (AYP): an individual state's measure of yearly progress toward achieving state academic standards. It is the minimum level of improvement that states, school districts, and schools must achieve each year, according to the No Child Left Behind Act

Alignment: the degree to which assessments, curriculum, instruction, instructional materials, professional development, and accountability systems reflect and reinforce the educational program's objectives and standards

Assessment: the measurement of knowledge, skills and beliefs to determine the level of student achievement in a particular content area (e.g., performance-based assessments, written exams, quizzes)

Benchmark: a description of a specific level of student achievement expected of students at particular ages, grades, developmental levels, or during a specific point in the school year

Benchmark Assessment: interim assessments administered periodically to measure students' mastery of standards-based curriculum objectives

Best Practice: a technique or methodology that has been proven to reliably lead to a desired result through research and experience

Big Idea: key generalization or enduring understanding that students will take with them after the completion of a learning unit

Blueprint for Reading Achievement: Connecticut document that is based upon the consensus of the Early Reading Success Panel members which provides a general overview of basic research findings about reading, including the nature of skilled reading, the competencies important in reading achievement, and the components of a comprehensive, high-quality curriculum of reading instruction. The Blueprint also include competencies required for reading success for children in kindergarten through Grade 3

Beyond the Blueprint: Connecticut document that builds upon the *Blueprint for Reading Achievement* by providing guidance on the teaching of reading to students in grades four through twelve, as well as across content areas

Cause Data: information based on actions of the adults

Connecticut Accountability for Learning Initiative (CALI): a state-wide model of continuous school and district improvement with the goal of closing Connecticut's achievement gaps

Common Assessments: a broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be summative or formative

Common Formative Assessments (CFA): assessments that are the same across a grade level and/or content area, are used to inform and adjust instruction, and are not used to evaluate student progress for a grade

Curriculum: guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials, and assessments to ensure that all students are able to achieve standards

Curriculum-based Measures (CBMs): measures for ongoing monitoring of students' progress through a curriculum

Curriculum Framework: The Connecticut framework for a content area or developmental level (i.e. early childhood) provides the guidelines for PK–12 student learning.

Cut Points: cut-off scores on common benchmark assessments; cut points specify the score at or below which students would be considered for interventions

Data-Driven Decision Making (DDDM): a process by which district leaders, school leaders, teachers and parents review cause and effect data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum and policy decisions to positively impact student achievement

Data Teams: teams of educators that participate in collaborative, structured, scheduled meetings which focus on the effectiveness of teaching as determined by student achievement. Data Teams adhere to continuous improvement cycles, analyze trends, and determine strategies to facilitate analysis that results in action. Data Teams can occur at the state, district, school, and instructional level

Data Team Leader: educator who is responsible for leading the data team. Responsibilities may include facilitating meetings, communicating work to the larger community, focusing discussions around data, challenging assumptions, establishing meeting agendas, meeting monthly with principal and other Data Team leaders, and championing the work of data-driven decision making

Decision Rules: clear, specific guidelines for making data-driven decisions (e.g., at least 80% of students should be meeting academic benchmarks for the core curriculum to be considered effective)

Differentiated Instruction (DI): an approach to teaching that emphasizes ways to meet the differing needs and learning styles of students within the general education setting, for example, through the use of flexible small groups, different instructional materials, or different ways of presenting the same content

District Data Team (DDT): team of central office educators, with teacher, administrator and support staff representation, who meet monthly to monitor the implementation and efficacy of district improvement plans, and analyze disaggregated benchmark data from all schools in the district to make curriculum and policy decisions

District Reference Group (DRG): classification system in which districts that have public school students with similar socioeconomic status and need are grouped together. Grouping like districts together is useful in order to make legitimate comparisons among districts

Effect Data: student achievement results from various measurements

Effective Teaching Strategies (ETS): nine categories of research-based instructional strategies that were identified to be most effective in a meta-analysis conducted by Marzano, Pickering & Pollock (2001). They include: identifying similarities and difference, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, non-linguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues questions and advance organizers (Connecticut has added a tenth strategy, non-fiction writing, based on the research of Douglas Reeves)

Essential Question: open-ended questions with emotive force that invite students into the learning process and establish a learning goal of being able to answer the essential question with a big idea at the end of an instructional unit

Fidelity of Implementation: use and delivery of curricula, instructional strategies, behavioral systems, and interventions in the manner they were designed and intended to be used (e.g., adhering to the treatment time and key features required for a particular intervention)

Formative Assessment: process used by teachers to determine how to adjust instruction in response to student needs, and by students to adjust learning strategies. Formative assessments are used to inform and adjust instruction, and are not used to evaluate student progress for a grade

Grade Level Expectations (GLE): a description of what students should know and be able to do at the end of a grade level

Goal Line: graphically, this is the line connecting the student's baseline performance to a data point representing the long-range goal (also referred to as an aimline)

Holistic Accountability: a system that includes not only academic achievement scores, but also specific information on curriculum, teaching and leadership practices. It includes a balance of quantitative and qualitative indicators focuses on the progress of individual students. Holistic accountability includes Tier I, II and III Indicators (Douglas Reeves, 2004)

Horizontal Data Team: team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level

Instructional Data Team: team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level (horizontal team) or content area across grade levels (vertical team); they include school leaders, specialists, and behavioral/mental health personnel. Common formative assessment data and samples of student work are analyzed to identify strengths and weaknesses in student learning and determine what adult actions and instructional strategies will best address students and learning objectives. The team reconvenes to analyze the effectiveness of the selected strategies as determined by common summative assessments

Looking at Student Work (LASW): the collaborative analysis of student work by educators, using a structured protocol, to inform instruction; it is an integral component of the Data Team process

Local Norms: average patterns of performance defined in relation to a local population, such as that of a school or district

Model for Curriculum: The Connecticut Model for Curriculum provides guidance for district curriculum development by including instructional resources aligned with the Grade Level Expectations. These resources could include sample learning activities, lesson plans, literacy and technology applications, etc.

National Norms: average patterns of performance defined in relation to a national population

Pacing Guide: The Connecticut pacing guide provides sequenced GLEs over the four quarters of a school year.

Performance-based Assessment (PBA): an assessment of student learning that calls for a demonstration and/or application of learned content that is integrated into lessons

Priority Standard: learning standard that a school district staff, based on data and professional judgment, has determined to be of particular importance for the students in life, school, and on the state assessment. Priority standards are standards that endure over time,

give students leverage in other content areas and prepare them for the next grade. Priority standards are revisited on an annual basis so that revisions can be made as new data are available (also known as a Power Standard)

Professional Learning Community (PLC): collegial group of educators who are united in their commitment to continuous adult and student learning, work and learn collaboratively to realize a common mission, visit and review other classrooms, and participate in decision making

Progress Monitoring: regularly using data to track students' progress toward a goal, or a school or district's progress toward a goal for increased student achievement

Reciprocal Accountability: "If the district (or state) is to hold schools accountable for producing specific outcomes for their students, the district (or state) has the responsibility to provide those schools with the resources (human, material and intellectual) and the conditions necessary to produce those outcomes" (Elmore in Hess, 2006, p.119)

Response to Intervention (RtI): please see *Scientific Research-Based Interventions*

Results Indicators: describes the specific behaviors (both student and adult) that the Data Team expects to see as a result of implementing agreed-upon strategies. Results indicators help Data Teams to determine whether or not the strategies, if implemented with fidelity, are working prior to a summative assessment so that mid-course corrections can be made

Rubric: scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product, or project

School Climate: The nature of the interrelationships among the people in the school community physically, emotionally and intellectually; how the people within the school community treat one another (adult to adult interactions, adult and student interactions and student to students interactions) through their actions, verbal and non-verbal exchanges, tone of voice and the use/abuse of inherent power advantages

School Data Team: team of school educators, including the principal, teacher representatives, and behavioral/mental support staff, who meet monthly to monitor the implementation and efficacy of the school improvement plan, and monitor the progress of Instructional Data Teams to make curriculum and policy decisions

Scientific Research-Based Interventions (SRBI): the use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention)

Slope: a student's rate of improvement. Slope is determined by how the student is responding to the intervention

SMART Goal: a goal that is specific, measurable, achievable, relevant/realistic, time-bound (e.g., The percentage of sixth grade students that are proficient in estimation will increase from 57% to 75% as measured by the Spring 2010 Connecticut Mastery Test)

Summative Assessment: assessments that are employed mainly to assess cumulative student learning at a particular point in time (e.g., the Connecticut Mastery Test, the Connecticut Academic Performance Test)

Teacher Support/Intervention Teams: teams of educators that are responsible for data analysis and decision-making in Tier II and Tier III and that may overlap with data teams; they include certain core members (e.g., the school principal, the school psychologist) as well as other members that may rotate on and off the team depending on the needs of the student under consideration (e.g., special educators, reading/language arts consultants or coaches)

Tier I Indicator: specific indicators used to determine whether state and district learning expectations have been achieved as evidenced by student "effect" data (e.g., The percentage of Latino students that are proficient in estimation will increase from 57% to 75% as measured by the Spring 2010 Connecticut Mastery Test)

Tier II Indicator: specific actions taken by adults to "cause" student achievement outcomes (e.g., 100% of faculty, student support staff and administrators will participate in the data team process)

Tier III Indicator: narrative analysis of relationship between Tiers I and II; this can include conclusions, questions raised, next steps, etc.

Tier I in Scientific Research-Based Intervention: the general education core curriculum, instruction, and social/behavioral supports for all students, with adequate differentiation of instruction

Tier II in Scientific Research-Based Intervention: short-term interventions for struggling students who have not responded adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system

Tier III in Scientific Research-Based Intervention: more intensive or individualized short-term interventions for students who fail to respond adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system

Trendline: the single line of best fit when the student's successive scores during intervention are plotted on a graph; the slope of the trendline shows the student's rate of improvement

Unwrapped Standard: a standard that has been analyzed by educators so that it is clear what students need to know and be able to do once they have attained proficiency

Vertical Data Team: team of teachers who teach the same content in different grade levels who are responsible for data analysis and instructional/curricular decision-making with regards to a specific content area

www.ctreports.com: this website is designed to provide quick and easy access to student performance results on Connecticut's statewide testing programs. On this site, you will find a wealth of information at your fingertips in a highly interactive and flexible format

Source of Glossary: Leadership and Learning Center (317 Inverness Way S., Suite 150, Englewood, CO 80112) and Bernhardt, V.L. (2004) *Data Analysis for Continuous Improvement* (2nd ed.). Larchmont, NY: Eye on Education, Inc.

School Growth Plan Template: Elementary & Middle School

SCHOOL GROWTH PLAN

(Name of School)

Goal:						
CMT* Reading	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade						
Grade						
Grade						

Goal:						
CMT* Math	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade						
Grade						
Grade						

Goal:						
CMT* Science	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011
Grade						

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

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

School Growth Plan Template: High School

SCHOOL GROWTH PLAN

(Name of School)

Goal:						
CAPT* Reading	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 10						

Goal:						
CAPT* Math	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 10						

Goal:						
CAPT* Science	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011
Grade 10						

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

*Target and Actual Scores reflect the % of students At or Above Proficiency
School Growth Plan Template: Elementary, Middle and High School

SCHOOL GROWTH PLAN

GOAL:

Data Analysis:

- 1
- 2
- 3

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

- 1.
- 2.
- 3.
- 4.

Results Indicators:

Implementation Indicators

- % of
- % of
- % of

School Growth Plan Template: Elementary, Middle and High School

Persons Responsible	Actions/Timeline	Resources
1.	1.	1.

School Growth Plan Template: Elementary School

Sample Growth Plan Data Sheet - Elementary School

Goal 1: Literacy NCLB Targets: 79% through 2010 and 89% in 2011						
School Reading Scores - Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3						72
Grade 4						68
Grade 5						74

Goal 2: Numeracy NCLB Targets: 82% through 2010 and 91% in 2011						
School Math Scores - Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3						86
Grade 4						84
Grade 5						84

School Growth Plan Template: Elementary School

School Science Scores - Percentage at or above Proficiency				
CMT	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011
Grade 5				

Goal 3: Community			
Parent Community Partnerships			
<i>Welcoming Atmosphere Checklist*</i>	Baseline 08-09 Actual	09-10 School Target	District Goal 2011
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)			
Total Number of Elements Present			Minimum of 46

* In each category, A-D, schools will indicate the number of checklist criteria they met.
 Total number of checklist items: 49.

School Growth Plan Template: Elementary School

2008 CMT Results - By Subgroup

READING	LEVEL 1 Below Basic		LEVEL 2 Basic		LEVEL 3 Proficient		LEVEL 4 Goal		LEVEL 5 Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3 grade 4 grade 5										
MATH	Below Basic		Basic		Proficient		Goal		Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 3 grade 4 grade 5										

Class Roster by Subgroup			Grade:	Course:				
Lname	Fname	HR /Sect	2008 Scale Score	2008 Level	2007 Scale Score	2007 Level	Growth	Comments
1.								
2.								

School Growth Plan Template: Middle School

Sample Growth Plan Data Sheet - Middle School

Goal 1: Literacy NCLB Targets: 79% through 2010 and 89% in 2011						
School Reading Scores - Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 6						75
Grade 7						80
Grade 8						78

Goal 2: Numeracy NCLB Targets: 82% through 2010 and 91% in 2011						
School Math Scores - Percentage at or above Proficiency						
CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 6						82
Grade 7						83
Grade 8						83

School Growth Plan Template: Middle School

School Science Scores - Percentage at or above Proficiency				
CMT	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011
Grade 8				

Goal 3: Community			
Parent Community Partnerships			
<i>Welcoming Atmosphere Checklist*</i>	Baseline 08-09 Actual	09-10 School Target	District Goal 2011
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)			
Total Number of Elements Present			Minimum of 46

* In each category, A-D, schools will indicate the number of checklist criteria they met.
 Total number of checklist items: 49.

School Growth Plan Template: Middle School

2008 CMT Results - By Subgroup

READING	LEVEL 1 Below Basic		LEVEL 2 Basic		LEVEL 3 Proficient		LEVEL 4 Goal		LEVEL 5 Advanced	
	#	%	#	%	#	%	#	%	#	%
grade 6 grade 7 grade 8 grade 5 feeder										
MATH	Below Basic		Basic		Proficient		Goal		Advanced	
grade 6 grade 7 grade 8 grade 5 feeder	#	%	#	%	#	%	#	%	#	%

Class Roster by Subgroup			Grade:	Course:				
Lname	Fname	HR /Sect	2008 Scale Score	2008 Level	2007 Scale Score	2007 Level	Growth	Comments
1.								
2.								

School Growth Plan Template: High School

Sample Growth Plan Data Sheet - 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						86
Writing						90

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						79

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						

Goal 3: Community			
Parent Community Partnerships			
<i>Welcoming Atmosphere Checklist*</i>	Baseline 08-09 Actual	09-10 School Target	District Goal 2011
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)			
Total Number of Elements Present			Minimum of 46

* In each category, A-D, schools will indicate the number of checklist criteria they met.
Total number of checklist items: 49.

School Growth Plan Template: High School

2008 CAPT Results - By Subgroup

	LEVEL 1 Below Basic	LEVEL 2 Basic	LEVEL 3 Proficient	LEVEL 4 Goal	LEVEL 5 Advanced
	# %	# %	# %	# %	# %
Reading					
Math					
Science					
Writing					
Gr 8 CMTs of incoming Grade 9	Below Basic	Basic	Proficient	Goal	Advanced
	# %	# %	# %	# %	# %
Reading					
Math					

Class Roster by Subgroup		Course	Section:			
Lname	Fname	2008 CAPT Scale Score	2008 CAPT Level	2008 Final Grade	Comments	
1.						
2.						

Appendix C

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>

Appendix D

ASSESSMENT RUBRIC FOR SCHOOL DATA TEAMS			
School reviewed:		Date of review:	
EXEMPLARY	PROFICIENT	PROGRESSING	NOT YET MEETING STANDARD
<p>All PROFICIENT criteria plus:</p> <p>All preliminary work complete:</p> <p>Data is gathered from grade, team, core course Data Teams, in time for dissemination prior to SDT meeting</p> <p>SDT member responsible for data graphs, charts, etc., provides these prior to SDT meetings</p> <p>SDT/Administrator has data ready/disaggregated for discussion at the start of the SDT meeting</p> <p>Effective strategies are linked with learning activities for replication</p> <p>All SDT meetings celebrate successes.</p>	<p>Team norms established and implemented</p> <p>SDT meeting schedule is set in advance and distributed to SDT members</p> <p>SDT meetings start and end on time</p> <p>SDT members present, on time and on task</p> <p>Agendas are set and available</p> <p>Meetings/agendas are organized with clear objectives</p> <p>SDT members have agenda and materials needed</p> <p>SDT 5 step process are completed:</p> <p>Step 1: getting data down</p> <p>Step 2: analysis/re-analysis: examining strengths vs. challenges</p> <p>Step 3: set, modify or review SGP indicators</p> <p>Step 4: select, modify, review/revise strategies/adult behaviors (What will WE do for OUR students?)</p> <p>Step 5: determine/redetermine</p>	<p>Team Norms established, but not uniformly implemented</p> <p>SDT meeting schedule is not consistent</p> <p>SDT usually meetings start and end on time</p> <p>Some SDT members present, on time and on task</p> <p>Agendas are usually set and available</p> <p>Meetings/agendas are not always organized with clear objectives</p> <p>SDT members do not always have agenda and materials needed</p> <p>SDT member responsible for data graphs, charts, etc., does not always provides these prior to SDT meetings</p> <p>Minutes are taken but are not always clear or distributed.</p> <p>SDT member input is usually given in a respectful and open environment</p> <p>Some members participate in dialogue; others dominate or remain silent; Members may feel criticized, uncomfortable, or hesitant to provide input/ or dialogue.</p>	<p>Team norms not clearly established</p> <p>SDT meeting schedule is not established.</p> <p>SDT meetings do not start and end on time</p> <p>Few SDT members present, on time and on task</p> <p>Agendas are not set, or not clear and/or not available</p> <p>SDT leader is having a difficult time getting anything meaningful accomplished</p> <p>Neither members or leader have needed materials or data for meeting</p> <p>Meeting are generally negative or unproductive; member input is not solicited; members frequently dominate dialogue or disengage entirely; members commonly engage in off</p>

	<p>results indicators</p> <p>Multiple data sources are used in reviewing indicators and strategies</p> <p>SDT members have assigned roles (timekeeper, recorder, data charted, etc)</p> <p>All SDT members contribute to dialogue</p> <p>Dialogue focuses on standards, assessment, improving student achievement</p> <p>Interruptions are re-directed quickly.</p> <p>SDT meetings include setting next agenda, assigning tasks and time lines</p> <p>SDT works actively towards consensus.</p> <p>SDT understands and agrees that products produced or decisions made will be evaluated to determine effectiveness and/or use for the future.</p> <p>SDT leader always facilitates participation by all members</p> <p>SDT meeting minutes clearly reflect the content of the meeting and distributed to all.</p>	<p>Some discussions focus on standards, student work, CFA results, and improving student achievement</p> <p>Sometimes there is a goal to reach consensus, set the next agenda and assign tasks for the next meeting</p> <p>Some of the 5 steps of the process are completed:</p> <p>Step 1: getting data down</p> <p>Step 2: analysis/re-analysis: examining strengths vs. challenges</p> <p>Step 3: set, modify or review SGP indicators</p> <p>Step 4: select, modify, review/revise strategies/adult behaviors (What will WE do for OUR students?)</p> <p>Step 5: determine/redetermine results indicators</p> <p>Multiple data sources are used in reviewing indicators and strategies</p> <p>SDT members do not always have assigned roles (timekeeper, recorder, data charted, etc)</p> <p>Interruptions are not always re-directed quickly.</p> <p>There is some agreement and understanding that products produced or decisions made will be evaluated to determine effectiveness and/or use for the future.</p>	<p>task behavior/conversation</p> <p>Few discussions focus on standards, student work, CFA results, and improving student achievement</p> <p>Meetings seldom have a goal to reach consensus, set the next agenda and assign tasks for the next meeting</p> <p>There is disagreement on how and why products produced or decisions made will be evaluated to determine effectiveness and/or use for the future.</p>
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