School Improvement Plan
Overview

To ensure that every student has access to high-quality schools, the whole School Improvement Plan development, submission, and revision process should be aligned with ongoing strategic school improvement efforts at each school site as well as the district's overall targets of the Superintendent's Strategic Operating Plan. These efforts include: improving student achievement in LA, math, and science; increase achievement of high needs students to decrease the gap; create more educationally robust programs that meet student needs and interests; develop exemplary teachers and school leaders; ensure safe and attractive schools and develop external partnerships

PLAN
Plan 2018-19   **Revisit Priorities and Goals in 2018 - 2019**   ➢ Draft due   ➢ Share with SGC by   ➢ Revision due   updated with BOY data   ➢ Ongoing revisions due   MOY data   ➢ Updated   EOY data

2018-2019
School Improvement Plan

The purpose of the School Plan is to strategically establish goals, based on the unique needs of the school and demonstrate how they intersect with the district strategic operating plan. This is also an opportunity to align funding streams, staffing and other resources to ensure measurable outcomes established to monitor progress are being met.

VISION AND THEORY OF ACTION

VISION STATEMENT

Norwalk High School is a safe community of academically inquisitive, socially conscious, environmentally responsible, and ethical thinkers who are globally aware, who solve dilemmas, and whose constituents challenge themselves in all ways: artistic expression, inspired collaboration, and healthy life choices. We value our diversity of thought and perspective; we exercise informed empathy; and we prepare ourselves to meet the technological demands required of global citizenry.

Theory of Action – If/then
If, as administrators, we

monitor curriculum for fidelity of implementation
ensure common formative and summative assessments in all departments
monitor student placement and teacher assignments
train teachers in scoring and require teachers to collegially score student work
require writing tasks in art, music, and physical education classes
require department chairs' accountability to subject-specific goals
monitor achievement of under-performing students and
re-order curricula to include skills tested on the SAT

And If, as teachers, we

incorporate reading assessments in all lessons
provide out-of-school and in-class support for students who enroll in high-level classes who have
   preparation gaps and
develop lessons consistent with SIOP protocols

Then, we, as an NHS community, will achieve

percentage point gains in SAT and MAP achievement
greater numbers of students earning qualifying scores on AP examinations
fewer numbers of quarterly failures
an increase in succession rates from grade to grade and
a decrease in the score gap between white and non-white students

HIGH SCHOOL

> ➢ Please complete the charts below as applicable

CT SAT - Percent of Students by Level

SAT	Level 1 CCR Not met	Level 2 Approaching CCR	Level 3 Met CCR Benchmark	Level 4 Exceeded CCR Benchmark	Levels 3 & 4 480 – 800
11th Grade					
EBRW					
2015-2016	14.7%	23.1%	52.2%	10%	62.3%
2016-2017	24%	18.6%	45.5%	11.9%	57.4%
2017-2018	21.9%	22.2%	45.6%	10.3%	55.9%
Math					
2015-2016	19.4%	52.2%	25%	3.4%	28.4%
2016-2017	23.3%	44.7%	26.4%	5.7%	32%
2017-2018	30.3%	38.4%	28.2%	3.2%	31.4%

4-year Graduation Rates

	2014	**2015**	**2016**	**2017**
All students	**91.7**	**91.0**	**90.3**	**94.1**
Hispanic	83.8	87.3	88.1	87.4
Asian	100	94.4	100	100
Black	90.5	88.3	85.2	95.7
White	96	94.2	92.8	98.7
ELL	76.9	82.9	66.7	72.5
F/R Lunch	86.8	86.3	83.8	90.8
Special Education	86	69.4	73.9	82.6
High Needs	87.2	85.8	83.1	88.8

Northwest Evaluation Association MAP Assessment – Grades 10
Average RIT Score – Fall, Winter, Spring

	Fall	**Winter**	**Spring**	**Percent of students who met projected growth Fall to spring**
Grade 9:				
ELA (reading)				
2016-2017	218.5	221.1	221.8	55%
2017-2018	216.5	219.9	221	62%
Math				
2016-2017	225.2	229.3	231.0	68%

	Fall	Winter	Spring	Percent of students who met projected growth Fall to spring
2017-2018	225.8	229.1	232.7	69%

	Fall	Winter	Spring	Percent of students who met projected growth Fall to spring
Grade 10:				
ELA (reading)				
2016-2017	222.6	225.1	226	57%
2017-2018	219.5	220.7	221.8	54%
Math				
2016-2017	226.6	233.1	230.9	62%
2017-2018	228.8	231.6	234.7	72%

STUDENT PERFORMANCE DATA ANALYSIS

This section of the document will support your identification of focus areas for your school. You should use 1 page to answer the questions.

> **OPTIONAL**: Prior to answering the questions below, you may find it helpful to examine your school's *historical* data and sub-group data when available.. Collecting existing documentation you have will support your analysis.

Analyze students' academic strengths, struggles and data trends. Use the data above to analyze the strengths and weaknesses in ELA and Math.

Strengths include RIT scores:

Over 50% of students met their growth projection in Reading and Writing as measured by the NWEA Map assessment

Over 70% of students met their growth projection in Math as measured by the NWEA MAP assessment

Reduction in percentage chronically absent by 8%. 2015 was 18.3% versus 2016 at 6%

All students showed growth from their fall to spring RIT performance

Cohort growth rate shows 4% (9th) and 5% (10) growth on the PSAT

62.2% of grade 11 students met or exceeded the benchmark in EBRW on 2016 SAT

28% of grade 11 students met or exceeded the benchmark in Math on 2016 SAT and improved to

32% of grade 11 students meeting or exceeding the benchmark in Math on the 2017 SAT.

Where are the largest achievement gaps after looking at all the data in the charts above?

The largest achievement gaps exist in the 4-year graduation rates of students:

The largest gaps are between students who receive specialized services and those who don't; and between students who are ELL and students who are not.   -

PERSISTENCE AND BEHAVIOR (ATTENDANCE, SUSPENSIONS, EXPULSIONS)

	Average Daily Student Attendance	Average Daily Teacher Attendance	Percent of Students Chronically Absent
2016-2017	96.6 %	94%	6%
2017-2018	95%	94%	

(Chronically absent is 10% of total number of schools days at the time of data collection)

List 3 Strategies that you will implement to improve attendance for chronically absent students:

1. Continued analysis of Power School reports, monitoring of accuracy of reporting
2. Early intervention programs – calling families, discussing importance of consistent attendance, helping to solve problems related to school attendance
3. Engaging students and parents in need of Tier 2 intervention strategies, including involving SRO, school nurse, SBHC.

How will you measure the effectiveness of the attendance strategies?

➢ Monitoring attendance reports for accuracy and improvement

➢ Monitoring tier 1, 2 attendance strategies for improvement, analysis of denial of credit letters

SUSPENSIONS & EXPULSIONS

EOY 2015-2016	EOY 2016-2017	EOY 2017-2018
Number of Suspensions -177	Number of Suspensions -244	Number of Suspensions 89
Number of Expulsions -10	Number of Expulsions - 8	Number of Expulsions

ONE PRIORITY SHOULD BE AROUND SCHOOL CLIMATE BASED ON SURVEY RESULTS OR CHRONIC ABSENTEEISM DATA

SCHOOL PRIORITY GOALS
School-wide Priority I: Academic Achievement on local and national assessments with a building-wide focus on literacy improvement.
School-wide Priority II: Behavioral Achievement with a focus on reducing the total number of student suspension incidents.
School-wide Priority III: School Culture and climate with a focus on social/emotional security.

ESTABLISH A GOAL FOR EACH PRIORITY THAT IS MEASURABLE. EX: REDUCE THE AMOUNT OF STUDENTS IN TIER 2 INTERVENTIONS FOR MATH BY 20% OR (20 STUDENTS) BASED ON DATA. HOW WILL YOU MONITOR THE GOAL TO DETERMINE IF IT IS ON TRACK?

SCHOOL-WIDE PRIORITY 1: ACADEMIC ACHIEVEMENT

GOAL 1 – Increase the number of students meeting the CCR benchmark measured by the SAT in EBRW by 3%, raising the total percentage to 56.1%; and in math to 32.7% as measured by the PSAT for the class of 2019 cohort.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Professional Learning sessions throughout the year focused on literacy instruction	Administrators/Subject Area Dept. leaders/All Teachers	August - June	Time/Materials PD Binder	• Beginning of Year PL – administrator-prepared session on literacy instruction across all disciplines • Semester 1 PL – sessions planned based around SWR for Reading for Information and Writing:
Literacy instruction included in teacher lesson plans submitted bi-weekly	Administrators/Subject Area Dept. leaders/All Teachers	August – June		• Department Leaders created department-wide common lesson plan template to include literacy instruction • Teachers turn in lesson plans bi-monthly prior to each faculty meeting • Teachers will receive feedback from their evaluators

School Wide Priority II – Behavior Expectations

GOAL 2 – Reduce the total number of suspensions by 30%, lowering the total incidents to a maximum of 177 incidents.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Alternative consequences to suspensions **(restorative justice)**	Dean of Students/administrators	August- June	Financial implications for adult duties	- Hiring of Dean of Students (DOS) - Scheduled meetings with DOS/Administrators regarding behavior incidents
Monitoring/Analysis of suspension data	Administration	August – June	Associated reports	- Regular (monthly) review of suspension data and reflection
Frequent meetings with students chronically suspended	Counselors/Dean of students/Administrators/SRO	August – June		- Each assistant principal will work with DOS and counselors to ensure that chronically suspended students have appropriate behavior support.

School Wide Priority III – School Culture & Climate

GOAL 3 – Increase sense of social/emotional security by 10% for students and staff as measured by the CSCI school climate survey.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Create Advisory lessons around inclusion	Advisory Design Team Advisors	Sept. – June	Already in place	Completion of assigned tasks
Implement safe space protocols	School Safety Committee	Sept. – June		Number of student reports
Hire additional pupil personnel services staff	Administration		Grant or SBB Collaboration with Kids in Crisis	Less (or more) frequent 211, 911, and crises interventions

3: What are three key messages about the School Improvement Plan you will communicate to teachers?

- Priority regarding literacy instruction across all disciplines will be a key focus of all professional learning days, Student Learning Objectives, Lesson plans, faculty meetings and leadership team meetings.

2: What are two ways you will communicate to parents and the greater school community?

- Progress towards our goals will be communicated via many outlets: NHS website, NHS Parent Facebook page; monthly newsletter (the *Fact Finder*), weekly principal email blasts, faculty meetings, student government meetings, school newspaper (the *Paw Print*), weekly student-run news broadcast (the *Bear Country News*)

1: What is one way that you will monitor your progress towards achieving the goals of this SIP?

    Monitoring strategies and meeting check points are embedded into the plan for each goal. Each goal has specific outcomes that are measurable and transparent.

Indicator	Self-Reflection & Next Steps
1. Data analysis is sufficient. The data analyzed focuses on the most important strengths and areas for improvement.	
2. Focused on gap closure. Data analysis, improvement plan, and action plan focus on gap closure for student groups (e.g. high needs, students with disabilities, ELLs). Root causes analysis goes deep enough to address changes in adult and student behaviors.	
3. Objectives and initiatives focus on improving the instructional core. The strategic objectives and initiatives are targeted at improving learning and teaching in classrooms.	
4. All sections are clear. Data is presented clearly, objectives and initiatives are clearly described, and action plan steps are understandable.	
5. Early evidence of change are measurable and actionable. Action Plan includes reasonable measures of gauging success by the end of November and includes clear implementation strategies and activities to achieve them.	
6. Alignment of resources makes the plan achievable. There is evidence that financial resources, human resources, and professional development have been aligned to support the plan.	
7. All sections of the SIP align to each other demonstrating solid thru-line (i.e. data analysis, theory of action, strategic objectives, strategic initiatives, action plan)	
8. The process was inclusive. There is evidence that BLDT members, SPMT (or equivalent), and other teachers/staff members were meaningfully involved in the development of the plan.	