



Norwalk High School
Focus on Learning
WASC Mid-Term Progress Report
Spring 2011

Table of Contents

I. Introduction/School & Community Profile

II. Significant Developments and Ongoing Improvements

III. Schoolwide Action Plan Progress

I. Introduction: School & Community Profile

Norwalk High School is part of the Norwalk-La Mirada Unified School District located in Norwalk, California. The city of Norwalk is located 17 miles southeast of Los Angeles and was founded in 1957. The city, with a population just under 110,000, is considered an economically depressed area with an above-average unemployment rate. Over 60% of our students are eligible for free or reduced lunch, and many families in the community receive CalWORKS benefits and social services. Currently, 406 (17.4%) of our students are enrolled in the McKinney-Vento program for families that are in transition.

The school attendance area is over four square miles in which there are a majority of older, single-family homes, but the number of apartments and other types of multi-family housing is increasing. Norwalk High students go on to attend schools such as Cerritos and Cypress Community Colleges, Cal State Fullerton and Long Beach State, as well as UCLA, UCI, and several local vocational schools.

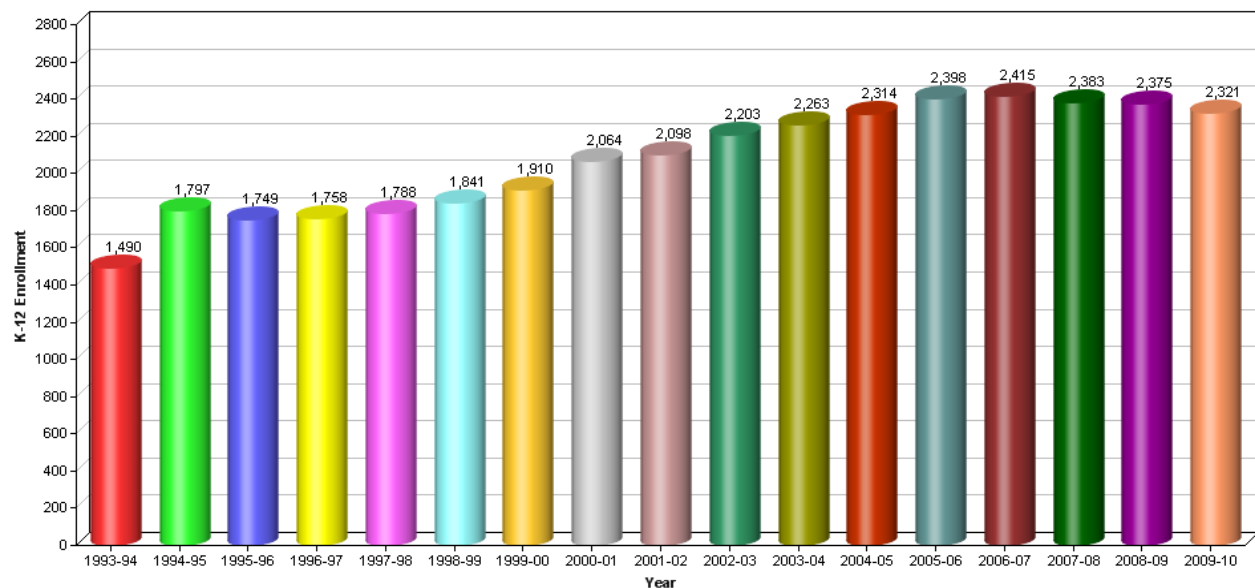
The Norwalk-La Mirada Unified School District is a K-12 district which is part of the Gateways Communities corridor, an urban area on the fringes of Los Angeles. It serves approximately 21,000 students in 18 elementary, 7 middle and three comprehensive high schools. In addition, students are served by one continuation high school and one adult education school. The district also includes a preschool/child development center and a Home Teaching and Independent Study Program.

Norwalk High School (NHS), which opened September, 1956, is a comprehensive high school that provides educational services to students in grades 9-12. Our school mission is very clear:

“To engage students in learning activities that will lead to academic and personal excellence. Staff will create an environment that nurtures individual growth and prepares students for post-secondary success. The school community will work together to uphold high expectations, to personalize the values of ethics and integrity, and to create critical thinkers and life-long learners.”

The demographics of NHS reflect a population that is 16% English Learners, 17% GATE students and 10% students with disabilities. The current ethnic composition of our student body is: 4.8% African American, 1.9% Asian, 3.0% Filipino, 84.7% Hispanic/Latino, 5.6% White and others. 64.6% of our students receive free/reduced price meals (compared to 52% in 2008).

Enrollment (Source: DataQuest; PowerSchools)					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
9 th Grade	658	647	624	618	639
10 th Grade	663	646	640	581	622
11 th Grade	574	568	560	599	524
12 th Grade	520	537	551	521	528
Total	2415	2398	2375	2321	2323



Despite a multi-year trend of declining enrollment throughout the Norwalk-La Mirada Unified School district, Norwalk High’s enrollment has held relatively steady due to an increase in inter- and intra-district permits (in fact, we have seen tremendous growth compared to the last decade). In addition, fewer students are leaving the district for private schools or other districts than in the past. We feel that this is due to the addition of specialized programs and academies; increased test scores and improved reputation related to sports and discipline.

Student Achievement Results:

Our students continue to show success and forward movement on the California High School Exit Exam (CAHSEE). Currently, over 70% of our 10th graders pass the CAHSEE on the first try.

CAHSEE Test Results - Grade 10 - English Language Arts

Year	Number Tested	Number Passed	Percent Passed
2010	538	416	77%
2009	606	434	72%
2008	576	408	71%
2007	597	422	71%
2006	584	391	67%

CAHSEE Test Results – Grade 10 - Mathematics

Year	Number Tested	Number Passed	Percent Passed
2010	540	392	73%
2009	568	402	71%
2008	578	375	65%
2007	600	369	62%
2006	579	350	60%

We have also seen significant growth in the first time passing rate of our ELs and students with disabilities: In 2009, 34% of our ELs passed the ELA portion and in 2010 this rose to 50% and students with disabilities (SWD) rose from 21% passing ELA in 2009 to 42% in 2010; on the mathematics portion, in 2009 41% of ELs passed and 0% of SWD passed, in 2010 ELs rose to 52% and 33% of SWD.

Academic Performance Index (API)

The API score for Norwalk High School from 2000 to 2010 has increased 161 points, with a 55 point increase since our WASC review in 2008. While last year we exceeded our growth goal by 14 points, our Students with Disabilities subgroup did not meet their growth goal (all others did). As a result, our Special Education teachers have joined the district literacy academy and receive training around specific strategies and have an instructional coach assigned to the high schools for support. We hope that growth we have seen on the CAHSEE for this subgroup will also become apparent in the overall achievement of these students.

	2005-06	2006-07	2007-08	2008-09	2009-10
API Base Score	581	605	610	641	665
Growth Target	9	11	10	10	8
Actual Growth	-19	24	5	31	22

API Subgroup Comparison

Year:	2006	2007	2008	2009	2010
ALL	596	605	610	641	665
SED	573	580	596	627	649
Hisp.	584	594	600	634	658
White	646	643	640	647	N/A
EL	492	549	572	573	594
SWD	415	445	441	456	438

California Standard Tests (CST) Results (2006-2008)

Proficiency in the core content areas has improved as evidenced by our CST scores, with the greatest gains the in area of English-Language Arts. While we have shown growth in the mathematics area, there is still a tremendous need for improvement. To address this, we have hired math coaches at the district level and implemented districtwide curriculum maps and benchmark testing in Algebra I. Teachers are provided staff development around effective strategies during the summer and Saturday academies. The successful model of the *Literacy Initiative* is being used to guide the work in math.

AT OR ABOVE PROFICIENT (CST)

Subject	2006	2007	2008	2009	2010
English 9 th	28%	32%	35%	43.9%	46.5%
English 10 th	21%	22%	25%	30%	38%
English 11 th	23%	24%	23%	22%	30.4%
Algebra I (9-12)	2%	2%	2%	4%	5.2%
Geometry	4%	3%	5%	8%	11%
World History	10%	9%	13%	20%	26%
US History	16%	18%	21%	21.5%	30.4%
Life Science (10 th)	12%	17%	20%	24%	31.9%

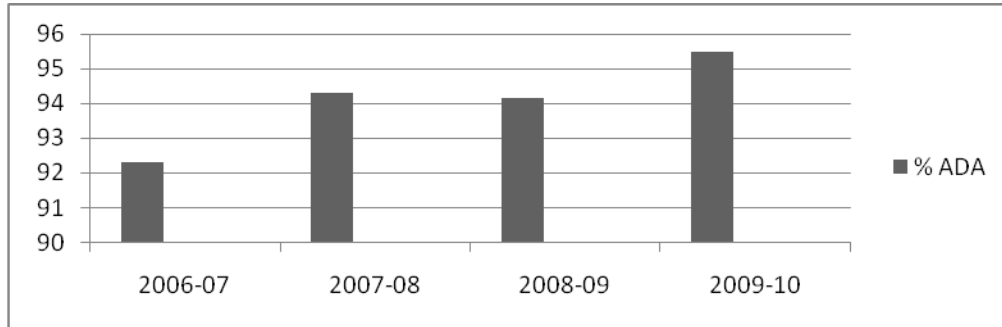
California English Language Development Test (CELDT)

In addition to the increased success our English Learners (ELs) have shown on the CAHSEE and API scores, we have seen growth in the percentage of students scoring Advanced and Early Advanced on the CELDT.

English Learners at Each Proficiency Level				
	2006-07	2007-08	2008-09	2009-10
Advanced	3%	3%	7%	12%
Early Advanced	34%	27%	34%	43%
Intermediate	41%	45%	38%	31%
Early Intermediate	16%	16%	13%	9%
Beginning	6%	10%	8%	4%
Total EL Students tested	310	435	408	414

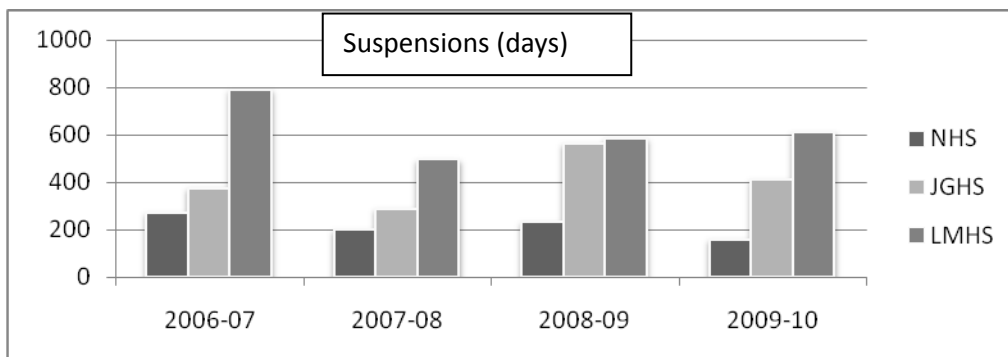
Student Attendance

We have seen a slight increase in our attendance over the past several years and currently we average just over 95% ADA. This high rate of average daily attendance can be contributed to multiple factors: Increased student engagement, an emphasis on attendance in our school newsletters and parent meetings, the work of our Attendance and Behavior Support consultants are just a few.



Student Discipline

In the area of **discipline**, suspensions are below the District and State averages. Norwalk High maintains an in-house suspension program to keep students on campus and doing work with the support of a certificated support provider even though they are not in their regular classes. In-house suspensions are not part of the suspension count. Campus crime is very low and a student survey, teacher and parent comments all indicated that everyone regards NHS as a “safe place to learn.” Norwalk, as a community, has a long history of gang problems, but the activity seems to take place away from our campus. This is attributed to a highly effective security staff, a proactive administrative approach, our School Resource Officer (who is on campus 3 days a week) and the watchful eyes of teachers and all staff members. Although we are the largest high school in the district, our suspensions are consistently lower which can be attributed in part to our in-house suspension program and the use of conflict mediation.

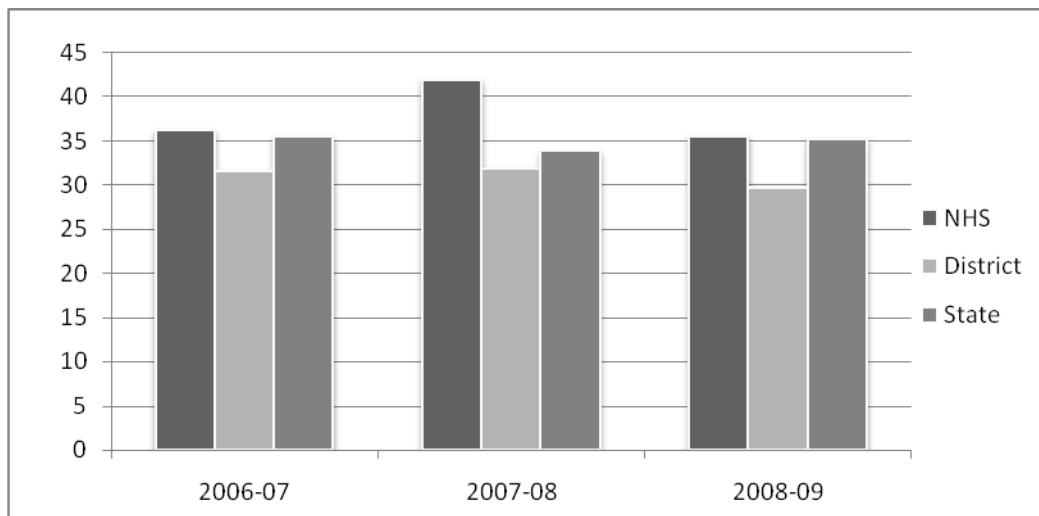


Graduation Rate

Our graduation rate consistently exceeds county and state averages. While in 2009 we show a decrease across the district, our graduation rate generally runs about 90%. The recent drop across the district was attributed to a change in student information systems in which data was lost for many of our students. Now that the issue has been recognized and resolved, we are confident that our published data will reflect a rate of over 90% once again. Graduates must complete 220 credits, maintain at least a 2.0 GPA, and complete a Senior Project. It requires a research paper, 20 hours of field work and public presentation. Recently, we have increased the number of graduates completing A-G requirements. Over 35% of our graduates complete these requirements, compared to 2000-01 rate of 16%. Our A-G completion rate is above the district and state averages.

Graduation Rate	2006-2007	2007-2008	2008-2009
NHS	89.7%	95.2%	81.7%
District	88.7%	90.8%	76.5%
LA County	76.3%	77.8%	75.7%
State	80.6%	80.2%	78.6%

Percent (%) of Graduates Completing A-G Requirements



Other Key Information

We have 90 full-time teachers, 3 full-time and 3 part-time ROP teachers, and 5.5 counselors who average eleven years of experience. Over 95% of our teachers are fully credentialed, and we are in compliance with the NCLB standards for “fully qualified” teachers in every classroom. Probationary faculty members are unable to receive permanent status without obtaining proper certification. Also, all permanent and probationary teachers have EL certification. Average class size is 29 in English, 33 in Social Sciences, 35 in Math and 32 in Science.

Using banked time, our faculty meets twice monthly on Wednesday mornings for “Late Start” meetings from 8:00-10:00 a.m. We use this very valuable time to plan together, create common assessments, analyze student work, learn new techniques and review grades, test scores and other important data.

During the past several school years, our staff focused much of this Late Start time to developing engaging lessons within each curricular department, based on the work of Dr. Phil Schlechty’s Center for School Leadership and Reform (CSLR) Working on the Work (WOW) Framework. Our faculty has adopted the “Working on the Work” framework which provides the rationale and tools for teachers to work collaboratively to design work that engages students and leads to more profound learning and post-secondary success.

Our School Leadership Team (“Design Team”) works to create diverse opportunities for teachers to have on-site trainings in improving literacy across the curriculum, including a focus on SIOPs strategies for English Language Learners. Moreover, our language arts teachers have participated fully in the district literacy initiative program. For this program, our language arts teachers work with our district literacy coaches and are released to observe each other, and to have mentors in several classrooms modeling strategies that are proven to improve learning skills of our specific students. In 2010-11, Special Education staff has joined the Literacy Initiative with specialized training and coaching for teaching students with special needs.

Beginning in the summer of 2010, a new math initiative was started and our math teachers have participated in staff development around effective pedagogy, data analysis and the use of technology in the classroom. All Algebra 1 teachers follow a district wide curriculum map and implement benchmark testing as a regular assessment of learning. Our data indicates some growth in the area of proficiency in math, but we have a lot to improve upon across the district in this area.

The expectations for all NHS students are the same, and our teachers have aligned their curriculum and assessments to the Norwalk-La Mirada School District Standards, State Standards, school ESLR’s and frameworks. Beginning in Fall of 2010, all levels of Language Arts and Algebra 1 courses follow district wide curriculum maps and common assessments, including benchmark testing.

In addition to a rigorous standards-based curriculum, NHS offers a wide variety of career-oriented academies, extra-curricular programs, sports, and advanced learning opportunities for our students. Our academies include the Business Academy, Medical Services Academy, the Millennium Program and a recently added CTE Pathway in Engineering Design. Many of these programs include a partnership with our local Regional Occupation Program which provides our students with advanced job-based training opportunities.

Lastly, to enhance, remediate, and connect our students, NHS continues to run on the novel 4X4 Block schedule. This schedule, implemented ten years ago, is designed to improve attendance and discipline, master our content standards, attain our ESLR's and increase academic achievement. In the 4x4 Block schedule, students take only four classes per day. Each class is 90 minutes long and meets for 90 days. After 90 days, the students begin a new schedule of classes. Students are able to complete 80 credits in one year instead of the 60 that a traditional schedule would offer.

Expected Schoolwide Learning Results

ESLRs

Norwalk High School graduates will have the ability to:

COMMUNITY

Be productive citizens through knowledge of and respect for the various aspects of their community, other cultures, and the world environment as demonstrated by:

- Participation in recycling and campus beautification projects
- Written and oral presentations
- Community service and field work requirements
- Ecological and environmental studies in Integrated Sciences
- Contributions to the school website
- Participation in campus multicultural activities
- Community service through Senior Projects, Academic Tutor course, Big Brother/Big Sister program and the Millennium Project

PERSONAL DEVELOPMENT

Explore and develop aspects which lead to a well-balanced and healthy lifestyle: Self-confidence, self-esteem, creativity, nutrition, physical fitness, personal hygiene, accountability, flexibility, and conflict resolution skills as demonstrated by:

- Participation in the Visual & Performing Arts programs
- Oral presentations
- Participation in P.E. and Health Classes
- Involvement in extracurricular activities
- Senior Project mentors
- Cooperative learning in classrooms

APPLIED SKILLS

Develop and apply reading, writing, math, technology, communication, collaboration, critical thinking and problem-solving skills in order to achieve success in their life plan as demonstrated by:

- Results of standardized tests
- Meeting the technology proficiency requirements
- Multi-media projects
- Senior Project
- On-line research and information literacy skills
- Group & individual projects
- Data collection and analysis
- Applied Technology
- Participation in Career Tech Education and academy courses

GOAL SETTING AND VISION

Students will assess their strengths, interests, and needs; they will develop a plan for high school and a vision for the future; and develop the skills necessary to meet these goals as demonstrated by:

- Production and yearly revision of a 4-year plan
- Completion of interest/ skill inventories
- Engagement in self-evaluation of learning
- Senior Project portfolio
- Development of a career vision
- Development of study and goal setting skills

Chapter II: Significant Developments and Ongoing Improvements

Since our full WASC visitation in October of 2008, Norwalk High School and the Norwalk-La Mirada Unified School District (NLMUSD) have seen many changes, from personnel to the physical plane to curricular focus.

First of all, the leadership across the district has changed at many levels. Our Superintendent of over 15 years, Ginger Shattuck, retired in June 2009 and we welcomed Dr. Ruth Perez the following month. Other key retirements included the Assistant Superintendent of Human Resources, Larry Lodwick and the Area Superintendent of Secondary Schools, Dr. Lonnie McConnell. The position of Area Superintendent of Secondary Schools was changed to Executive Director of K-12 Education and Operations, filled by Linda Granillo (former Principal of John Glenn High School). The new leadership had made many changes related to the implementation of district wide curriculum maps and a new focus on the needs of English Learners and Students with Special Needs.

At Norwalk High we have had some changes in leadership as well. Dina Wilson remains as our Principal and is currently in her 11th year as a site administrator here at Norwalk High. Assistant Principal, Mike Garcia, is still on staff, but his areas of responsibilities have changed from Attendance and Facilities to Curriculum and Guidance. New to the administrative staff are Francisco Ramirez (former NHS teacher), Assistant Principal, and Jennifer Hopkins, Dean of Students. Due to budgetary issues, an assistant principal at each high school in the district was cut and replaced with a Dean. While still considered a member of the administrative team, the Dean position is only 10 months with limited responsibilities.

While we have been lucky enough to avoid cuts in our teaching staff, there have been cuts in classified/support staff. We have had to cut a full-time secretary and one clerk typist, and also reduce the months of the remaining secretaries, data clerk and registrar. In addition, we have one fewer security and half of our RSP aides were cut. The district has seen similar cuts at their level, primarily in the area of School Safety (district security) and clerical support.

Regarding the physical plant, we are completely finished with our modernization and construction projects. The final phase involved the computer lab and workspace for our

new Engineering Design Pathway, funded through a Prop 1D grant from the state of California. Currently, we are focused on the improvement of grounds and athletic fields.

In the area of curriculum and instruction there have been several changes and additions across the district and at the school site. Beginning this past fall, all Language Arts (K-12) and Algebra 1 courses are aligned to district wide curriculum maps and common benchmark assessments. Although Norwalk High's language arts and math departments had worked to develop our own maps, they welcomed the challenge of once again realigning their teaching to match the new guides. The common benchmarks in both Language Arts and Algebra 1 has led to productive discussions with high school teachers and administrators across the district and focused staff development. In addition, the district has added math coaches that work in concert with the literacy coaches that we have had since 2007.

Norwalk High has added an Engineering Design pathway to our collection of career tech education (CTE) options. This pathway was designed around California's CTE standards for Engineering Design and was funded in part through a Prop 1D facilities grant. The new pathway represents a collaboration between our staff, Southeast ROP and Cal State Los Angeles. Currently, students may enter the pathway through participation in our Millennium Program or through the entry-level course of *Foundations of Engineering*. While still in its infancy, this new pathway has become very popular amongst our students.

In addition, despite the anecdotal successes of our Advisory program that began in February on 2007, we were unable to continue the program in the fall of 2010 due to contractual issues with the teacher's union. It is our hope that a similar program will return to our school in the future to provide a formalized mentoring program for our students. In the meantime, our counselors and staff continue to focus on establishing positive relationships with students and guiding them towards their future goals.

Lastly, our entire district recently changed to a new student information system, PowerSchool. This internet based system allows teachers to enter attendance and grades directly into the system, increasing our office efficiency and reducing teacher paperwork. Also, this new system allows for parents to access their child's grades and attendance remotely and to directly email teachers. Even though this feature has only recently been launched, it has already improved the home-school communication.

Ongoing Improvement: Implementation and Monitoring of Schoolwide Action Plan

The administrative team and teacher leaders (School Design Team) have worked in conjunction with the School Site Council to ensure that the activities outlined in our action plan are carried out and progress towards each goal is monitored.

As evidenced by our staff development agendas, all activities are directly related to our schoolwide goals. In addition, travel to outside conferences has been limited to match up with these goals as well. All categorical expenditures are aligned to the goals in our school plan. Our resources such as time and money are so precious, that we are careful to ensure they are directed to our main goals for school improvement.

Each August, the leadership team and School Site Council (SSC) review the statewide testing data to identify areas for improvement. This process is continued in the fall with the entire faculty. Teachers examine both whole school and their own students' data. Over the past two years, we have provided specific training around the use of Data Director, a program which allows teachers to access a full range of achievement and demographic data on their current and past students. With all of the data at their fingertips, all departments work together to develop plans for improving test scores.

Our schoolwide action plan (SPSA) is updated by the SSC each fall with input from a variety of stakeholders and a full review of STAR data. This year the goals in our action plan were provided by the district. All high schools in the Norwalk-La Mirada Unified School District share the same goals in the SPSA, all related to student achievement with specific focus on the subgroups of English Learners (EL) and students with disabilities. This district wide coordination has allowed us to pool resources and increase articulation across the schools.

In the spring of 2009, we formed a committee to study the 4x4 block schedule. The purpose of this study was to review both subjective and objective data concerning the 4x4 model and present our findings to the School Site Council. The group collected data such as graduation rate, suspension data, GPA of graduates, CST & CAHSEE scores and staff survey results. The data supported the original goals of the 4x4 block: Increase student success, decrease dropouts and discipline issues and increase personalization.

In specific preparation for this year's review, the SSC, Curriculum Leaders and each department have met to discuss our progress on the action plan. In their discussions, they identified what has been done in each area by their departments and as a whole school. Through this process we were able to identify and celebrate our successes and also further identify areas where refinement was needed. The notes and other input from these department meetings and Curriculum Leader meetings have been used to provide content for the written progress report.

The progress, data and this report itself has been shared with the staff, the SSC and district stakeholders.

Chapter III: Schoolwide Action Plan Progress

Response to Recommendations

1. Provide ongoing evaluation tied to the school's ESLRs and the California Standards in all content subjects to assist teachers in the implementation of instructional strategies and activities designed to improve content mastery, API and AYP, and raise graduation rates.

Norwalk High School is dedicated to consistently striving towards excellence. While we have shown great gains in the past decade, we recognize there is still much work to be done. It is our culture to work together to continually improve the student experience. The following is a list of highlights related to Recommendation #1:

- During the 2008-09 and 2009-10 school years, the math and language arts departments met monthly. These meetings centered around reviewing benchmark data and planning instruction based on identified needs. Currently, the language arts teachers meet weekly after-school for these purposes. All departments have time during late starts to review data and plan instruction.
- Late Start time has been dedicated to training teachers on the use of Data Director. Teachers are able to access demographic and achievement data of both current and past students.
- All language arts teachers have participated in the Literacy Initiative, learning specific strategies to help students make meaning of texts and build critical thinking skills. During the summer, teachers were provided opportunities to meet with Literacy Coaches and collaborate around the implementation of district wide curriculum maps and common assessments.
- Content area teachers have been provided SIOPs training which focuses on instructional strategies to address the needs of English Learners (ELs). In addition to summer training, three follow-up trainings have been held throughout the school year.
- New teachers and other volunteers were provided a consultant to assist them on classroom management and student engagement strategies.

- Career Tech Ed (CTE) teachers have received training in implementing academic content standards into their curriculum.
- Several staff development meetings (Late Starts) have been used to focus on learning and implementing specific instructional strategies: Vocabulary building, SIOPs, Think-Pair-Share, nonverbal classroom management strategies, use of Design Qualities, etc.
- Beginning in 2010, Special Education teachers have participated in Literacy Academy training at the district and have an instructional coach to help enhance the pedagogy of the department. Teachers develop strategies to identify student learning needs and assist students in building literacy and critical thinking skills.
- A new math initiative has begun at the district level. In addition to the implementation of Algebra 1 curriculum maps and benchmark testing, teachers participate in strategy-specific academies to build their instructional repertoire.
- Our Advisory program was designed to focus on building relationships, developing good study habits and decision-making skills, and developing goals for future success.
- We have implemented APEX online learning in our Independent Studies and CAHSEE Prep programs.
- Our math and science teachers participate in a technology grant which provides software, hardware and training around the use of Smartboards, tablets and student responders to enhance assessment and teaching practices.
- Our Test Prep program has been refined and now includes “Backwards Day” to allow students the opportunity to meet with their first term teachers and review pertinent content before the CST exams in May.

2. Raise the achievement levels of all students.

Norwalk High students continue to show increased achievement in a wide-range of standardized tests as evidenced in chapter one. The following are some key highlights:

- Norwalk High’s API score has risen over 122 points in the past 10 years. In each of the past 2 years we have exceeded our growth goal by more than double.

- CST test results indicate an increase of proficiency levels in all areas since May 2007.
- We continue to show increases in the percentage of students passing the CAHSEE in 10th grade. Our Special Education and EL students have shown great strides in this area as well.
- Our EL students show improvement on the annual CELDT exam. Specifically, in 2007-08, we had 30% scoring Advanced or Early Advanced; in 2009-10, we had 55%.
- Norwalk High's graduation rate consistently exceeds district, county and state averages.

3. Create a rigorous and challenging curriculum that encourages and raises the percentage of students meeting the A-G requirements.

Norwalk High's counseling staff is top notch. They are a cohesive group that is dedicated to assisting our students towards achieving their goals. In conjunction with their work in scheduling and encouraging students towards more A-G classes, and the teacher's commitment to supporting and engaging them in rigorous coursework, we have seen a move towards a "College-Going" culture at Norwalk High.

- Over the past decade, we have seen an increase of over 100% in the percentage of graduates completing A-G requirements. The percentage of our graduates completing A-G requirements exceeds the state and district average. It is currently over 35% compared to 16% in 2001.
- College & Career counselor reviews 11th grade transcripts. Students who are eligible and need only a few more classes to be A-G complete, are called out and encouraged to complete the needed courses.
- Additional course offerings are available for students and have been added to our A-G list. For example, AP Biology, Dance and Integrated Science (in process).
- New Engineering Design Pathway follows CTE standards and is aligned to Cal State Los Angeles' engineering program.
- We have added to the number of sections of advanced and honor classes we offer. For example, in 2003 we offered 10 sections of Chemistry, 11 sections of Algebra 2 and 4 sections of Spanish 3. This school year, we filled 12 sections of Chemistry, 12 sections of Algebra 2 and 5 sections of Spanish 3.

- At 8th grade orientation, counselors review graduation and A-G requirements to educate students and families early so the correct courses are selected.
- 8th grade Parent Night provides the opportunity for the counseling staff to begin informing parents about the college entrance requirements.
- College Night is held every Spring for students and parents. Community Colleges, State Universities and private school requirements are reviewed with speakers from various institutions.
- College requirements (A-G) are posted on our website for students and parents to review.
- Field trips are conducted throughout the year to various California colleges and universities to build awareness and excitement amongst the student body about their post-secondary opportunities. Each Spring, our Puente Club takes students on a 3 day trip touring colleges from Santa Barbara to Palo Alto.

4. Extend benchmarks to all curricular areas aligned to curricular maps and pacing guides.

Norwalk High's teachers have worked collaboratively to develop curriculum maps and common assessments for the core content areas using both state and national standards as a guide. Over the past two years, the Social Science, Math and Language Arts departments have worked with teachers across the district to develop districtwide maps and common assessments.

- Benchmark exams are in place for language arts courses (grades 9-11) and in Algebra 1. The exams are administered 3 times per course and the data is made available to staff through Data Director.
- All core areas have common curriculum maps. District wide maps are used for the following courses: Language Arts 9-12, Algebra 1, World History, US History, American Government and Economics.
- Common assessments have been designed and are used in language arts (each unit) and in mathematics and social science (midterms and final exams).

- Representatives from the science department have been given release time and extra pay to work on the curriculum maps for Biology and Integrated Science. They use the content standards and CST blueprints to guide their work.
- We have purchased scanners that allow our teachers to upload data from local common assessments into Data Director.

5. Seek out ways to increase parental involvement and improve communication to all parents.

The administration and staff work closely with our Site Council, ELAC and PTA to continuously develop in this area. Increasing communication and opportunities for parents to be involved has helped to increase parent support.

- Norwalk High volunteered to be one of the 4 pilot schools across the district to launch the PowerSchool parent portal. This new system allows parents direct access to their child's attendance and grades through the internet. We have had several evening meetings to assist parents in accessing this useful tool.
- The parent portal of PowerSchool provides parents with a direct link to the email of each of their child's teachers and we now have a field to enter parent emails in our student data system. This has greatly increased the communication between parents and teachers. Staff development around email etiquette has been provided as well.
- Our school web page continues to add resources and important information for students and parents and has become increasingly popular.
- Our ELAC group meets monthly and has a strong membership base. These parents are committed to reaching out to other parents and encouraging their involvement at school.
- A school newsletter is sent out quarterly. This newsletter and all other mailers are sent out in both English and Spanish to address the home languages of our population.

- Norwalk High continues to expand the use of our automated dialing system to inform parents of upcoming events and attendance reporting. The phone messages are sent out in both English and Spanish.
- The Principal uses Twitter to send out reminders and information to parents and students. You can follow her @nhsprincipal!
- Our Visual and Performing Arts programs have begun to offer free concerts and performances in the evenings. This has helped to increase the number of families that attend our events.
- 8th grade Parent Night provides the opportunity for incoming parents to see the campus, meet the administration and key faculty and hear about all of the programs and activities we have to offer.
- College Night is held every Spring for students and parents. Community Colleges, State Universities and private school requirements are reviewed with speakers from various institutions.
- Evening presentations are held for 12th graders and their parents around financial aid for college. Our College & Career counselor sets individual appointments with families to assist in completing the FAFSA.

6. Increase student access to technology with a District plan to provide fiber network in the next few months.

In February of 2009, the district provided the needed upgrades to the network to improve internet access.

7. Satisfy NCLB credential requirements for all certificated staff.

Over the past several years, efforts have been made to ensure that all new hires are NCLB compliant and fully credentialed. Permanent certificated staff and all classroom support personnel (classified paraeducators) meet NCLB requirements in the core content areas and special education. We currently have only one teacher (temporary) who is on a short- term waiver permit.