

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Title of Item Discussion of Monitoring Report E-010, Strategic Roadmap/Success System

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATIONAL ITEM

By: June 10, 2010

 Action Required

X Informational Only

Submitted By: John Curtin

Position: Special Projects Manager - BOE

I will be present at Board meeting to explain if called upon:

 X
Yes

No

Synopsis of Proposal:

Annual monitoring report for Board of Education policy E010: Strategic Roadmap and Annual Goals.

Recommended Action (if appropriate):

**GREENWICH PUBLIC SCHOOLS
MONITORING REPORT
STRATEGIC ROADMAP AND ANNUAL GOALS (E-010)
June 2010**

I hereby present my monitoring report on the District Ends Policy “Strategic Roadmap and Annual Goals.” I certify that the information contained in this report is accurate.

Signed: _____
(Sidney Freund, Superintendent of Schools)

Date: _____

BROADEST POLICY PROVISION:

The Board will annually, at a minimum, refine and approve a multi-year Strategic Roadmap that details the 1) Mission, 2) Vision, 3) Values, 4) Strategic Directions, and 5) Success System.

EXECUTIVE SUMMARY

Under the existing policy, the Strategic Roadmap outlines the District’s organizational purpose, vision for the future, core values, key strategies and accountability system and functions as an overall blueprint to guide operational planning. Improvement initiatives and allocation of resources must be aligned within its framework. The roadmap serves three purposes: 1) measuring progress toward fulfillment of the District Mission and Vision, 2) providing a framework for strategic decision-making, and 3) communicating the District strategy for improving results to both internal and external stakeholders.

Each of the major components of the Roadmap has recently undergone extensive revision. During the 2007-2008 school year, the District engaged in an inclusive process with various stakeholders to review and revise the District Mission, Vision, Values and Beliefs. The revised Mission was adopted by the Board in the Fall of 2008. A “Vision of the Graduate” was developed by a District committee during the 2008-2009 school year. While the vision of the graduate was under development, the District formed a District Data Team to identify student outcome indicators, develop a district improvement plan and ensure the alignment of school improvement plans. The revised mission, vision of the graduate, district data team student outcome indicators and district improvement plan need to be integrated with the Success System into a updated Strategic Roadmap that clearly communicates the District’s goals, progress toward attaining those goals and improvement strategy to all stakeholders.

ACCOMPLISHMENTS

1. As part of the development of the 2010-2011 budget, the District Improvement Plan served to organize budgeted initiatives in curriculum, program, supervision, professional learning, assessment, leadership, resource management and human resources. An update of progress made toward implementing the District Improvement Plan during the 2009-2010 school year is attached to this monitoring report.

2. The Success System identifies specific indicators that can be used to monitor progress toward achieving the District mission and identify future challenges. The indicators are divided into arenas that include both outcome and process measures. The arenas include student achievement, whole student development, improving teaching and learning, aligning adults and resource management. The first two arenas contain outcome measures such as standardized mathematics scores or physical fitness test results. The last three arenas contain process measures such as staff retention, parent satisfaction or change in net current expenditure per pupil. Within each arena, measures are grouped into objectives. The total Success System contains five arenas, twenty-one objectives and forty-seven measures. In the fall of 2009, the Success System was reformatted into a one page “dashboard” that portrays a snapshot of District performance and is better aligned with the policy.
3. School Data Teams were implemented at all buildings during the 2009-2010 school year. Teams comprised of staff members in each building conducted a review of student achievement data, set three year improvement targets and developed an improvement plan. School Improvement Plans were reviewed by members of the District Data Team to ensure alignment to improvement goals of the District. Each school’s Strategic Improvement Plan is a living document that drives the school-wide improvement strategies, daily practices in classrooms and professional learning activities. It reflects the needs of the school after a careful review of current data and involves ongoing, systematic monitoring of both student achievement data and the implementation of improvement strategies to determine the effectiveness of the plan.

GOVERNANCE ISSUES

1. Policy E010: Mission, Vision, Values and Beliefs needs to be revised to align with the Vision of the Graduate and the data team process.
2. The Success System arenas, objectives and measures were developed jointly by the administration and Board of Education during the 2006-2007 school year. The measures and targets in the Student Achievement and Whole Student Development arenas are somewhat out of alignment with the District student outcome indicators and three year targets for improvement. The Board and the administration should work together during 2010-2011 school year to revise the Success System so that it represents a “leveraged” subset of the student outcome indicators contained the District Data Team improvement plan.

MANAGEMENT ISSUES

1. The mission, vision of the graduate, accountability system and district improvement plan need to be integrated into a coherent Strategic Roadmap that clearly summarizes and communicates the District’s goals, progress toward attaining those goals and improvement strategy to all stakeholders. The revised Roadmap should be available by the fall of 2010.
2. Schools are currently operating both Strategic Improvement Teams and School Data Teams. SIT teams comprised of a broad group of stakeholders including parents and, at the secondary level, students provide oversight of the school improvement planning process. School Data Teams meet monthly to develop the school improvement plan and monitor its

implementation. The relationship between these two teams needs to be clarified and codified in procedure.

3. The implementation of district and school data teams provides an opportunity to clearly articulate the relationship between improvement planning at the building level and program level. While the monitoring reports for each academic area analyze data and identify areas of strength or weakness, they lack the specificity of a strategic improvement plan. The District Data Team will work on this issue during the 2010-2011 school year.
4. The District website should be updated to include the revised Strategic Roadmap and all supporting documentation. A broader communication strategy would help to ensure that all stakeholders clearly understand the educational priorities of the District and the plan to address them. In addition, a process map and glossary would serve to articulate the relationship among mission, vision of the graduate, success system, and district improvement plans.

EXCEPTIONS

None

**ASSESSMENT
District Improvement Plan
End of Year Progress Report**

Adult Action Indicator: Design and Implement Common Benchmarks Assessments in Math, Reading /Language Arts, English and Science.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
Language Arts				
Based on “Assessment Gap Analysis”, train teachers/literacy specialists on the design/creation of new K-5 Comprehensive Literacy Assessments	Fall 2009 K-8	K-12 Coordinator	<ul style="list-style-type: none"> • K-5 Comprehensive Literacy Benchmark Assessment Document was created to reflect newly adopted & previous benchmark assessments in 4 areas of reading (phonemic awareness, phonics/spelling, fluency and comprehension) and writing, trimester benchmark targets and timelines for administration. • Middle School English Assessment Calendar • Comprehension Assessments will be aligned with Units of Study as they are created over the next 3 years. 	<ul style="list-style-type: none"> • During the summer of 2009, Jen Mitchell worked with teachers and literacy specialists to conduct a gap analysis of current literacy assessments designed to provide data in 4 areas of reading (phonemic awareness, phonics/spelling, fluency and comprehension) and writing. • New K-5 Comprehensive Literacy assessments were adopted in the areas of phonemic awareness (kindergarten), encoding/decoding (grades 1-2), spelling (3-5) sight words (K-1) and fluency. • Kristina Elias-Staron is working with teams of teachers in grades 3-8 during the summer of 2010 to align and begin the creation of district “Comprehension Assessments” that will be aligned with newly developed Units of Study and with CMT4 standards.
Adopt/Implement Comprehensive Literacy Assessments	2009-2010 K-8	K-12 Coordinator	<ul style="list-style-type: none"> • Assessment documents to be distributed and used as part of the IDT process. 	<ul style="list-style-type: none"> • Jen Mitchell, along with building-based literacy Specialists, have provided initial training to all k-5 staff on how to analyze the data from benchmark assessment to inform instruction. Additionally, Program “Collaborative Wednesdays” provided teachers with hands-on training to support knowledge building in this area. On-going training will be provided during the upcoming years. • A K-5 Comprehensive Literacy Assessment document has been

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
				<p>created and stored in the Rdg/LA First Class Conference Folder to facilitate implementation and analysis of all data.</p> <ul style="list-style-type: none"> In grades 5-8 English, fall and winter Blue Ribbon benchmark assessments were adopted in the areas of reading comprehension and writing (editing/revising); teacher feedback on this process is being collected during June's grade-level meetings. Additionally, common writing prompt benchmark assessments were adopted in grades 3-8. A calendar, common prompts, rubrics and anchor sets are located on the First Class conference folder for Rdg/LA.
Create/adopt benchmark assessments grades 9-12	2009-2010	K-12 Coordinator, Program Administrator and teacher teams	<ul style="list-style-type: none"> Assessment documents to be distributed and used as part of the IDT process. 	<ul style="list-style-type: none"> Brigid Barry worked with GHS English staff in grades 9-10 to develop CAPT-like assessments over the summer of 2009. Jen Mitchell and the GHS Reading Department adopted the Maze reading screening assessment for all 9th grade students.
Pilot assessments grades 9-12	2009-2010	K-12 Coordinator, Program Administrator and teacher teams	<ul style="list-style-type: none"> Collect feedback from literacy staff on usefulness of data to inform instruction. 	<ul style="list-style-type: none"> Capt-like benchmarks and the Maze data were piloted during the fall of 2010.
Review and Revise Assessments K-12	July 2010 July 2011	K-12 Coordinator and Program Administrator	<ul style="list-style-type: none"> Reflect on content and effectiveness of assessments; revise as needed 	<ul style="list-style-type: none"> All assessments will be reviewed, reflected upon, and monitored yearly.
Assessment data available in Student Data Management System K-12	Sept 2009 Sept 2010	Director IT/MIS and K-12 Coordinator	<ul style="list-style-type: none"> Test Data easily accessible to IDTs and SAT/RtI Teams 	<ul style="list-style-type: none"> All K-5 Comprehensive Literacy data is now available in RtI Studio. Jen Mitchell, Jan Gunnip and building-based literacy specialists collaborated with teachers to provide a combination of professional learning to support input and analysis of data into RtI Studio. This included workshop training (November) and job-embedded training (program "Collaborative Wednesdays/faculty meetings).

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
				<ul style="list-style-type: none"> • One goal for 2010-11 is to work with a team of secondary administrators and teachers to fine-tune use of this tool at the middle and high school level. • During the summer of 2010, we will work with a small team of middle school staff to select components of the Blue Ribbon data that belong in RfI Studio. Additionally, the team will work to create reporting tools that will facilitate processes in the middle schools. • In the fall of 2010, we will work with a team of GHS staff to decide what data points/reports would help the high school move forward in their collaborative decision-making processes.
Mathematics				
Train staff in the design of Benchmark Assessments 1-8 Train staff in the design of Benchmark Assessments 9-12	June 2009 June 2010	Math Coordinator	<ul style="list-style-type: none"> • Schedule Training prior to creating Test documents 	<ul style="list-style-type: none"> • Grade 1-5 Completed June 2009
Create draft Benchmark Assessments 1-8 Create draft Benchmark Assessments 9-12	June 2009 July 2010	Math Coordinator and Teacher Teams	<ul style="list-style-type: none"> • Assessment documents created and made available to 1-5 teachers. • Revise Benchmarks based on teacher feedback. • Assessment documents created and made available to 9-12 teachers. 	<ul style="list-style-type: none"> • Drafts for Grades 1-5 completed June 2009. Revisions are on scheduled to be completed during the summer 2010.
Pilot Assessments 1-5 Pilot Assessments 1-8 Pilot Assessments 9-12	2009-2010 2010-2011 2010-2011	Math Coordinator and Math Program Administrator	<ul style="list-style-type: none"> • Assessments administered and data collected 	<ul style="list-style-type: none"> • Piloting is on schedule to be completed in June 2010. Teacher comments, suggestions and edits were collected and they will drive the revision process.
Review and Revise Assessments 1-5	July 2010 July 2011	Math Coordinator and Math Program	<ul style="list-style-type: none"> • Prepare analysis of Assessment Results for validity 	<ul style="list-style-type: none"> • On schedule to be completed over the summer of 2010

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
Review and Revise Assessments 9-12		Administrator	<ul style="list-style-type: none"> • Time to Administer is evaluated • Question types reviewed 	
Assessment data available in Student Data Management System 1-8 Assessment data available in Student Data Management System 9-12	Sept. 2009 Sept. 2010	Director IT/MIS and Math Coordinator	<ul style="list-style-type: none"> • Test Data available to Instructional Data • Teams via Data Dashboard / RtI Studio 	<ul style="list-style-type: none"> • Outcome delayed pending decision regarding how best to input the data. Indicator will be reviewed during the summer 2010
Science				
Train Staff in the design of Benchmark Assessments.	June 9, 2009 K-8: 2 tch/gr level	K-12 Coordinator	<ul style="list-style-type: none"> • Schedule training for teacher writing teams prior to creating test documents. 	<ul style="list-style-type: none"> • Training was completed by Sheila Civale and David Moss on July 27-28, 2009.
Create Assessment Instruments 1-8: Unit Assessments, Rubrics for CMT Embedded Tasks 3-8	June, 2009-Summer, 2010	Coordinator and Teacher Teams	<ul style="list-style-type: none"> • Assessment documents including rubrics available to be distributed to classroom teachers. 	<ul style="list-style-type: none"> • Assessments have been created for one unit per grade level and were piloted during the 2009-10 academic year. They will be revised and additional assessments will be written during the summer curriculum writing on July 12-16, 2010. Rubrics for embedded tasks have not been completed.
Create Benchmark Assessments 9-12: Biology, Chemistry, Physics, Rubrics for CAPT Embedded Tasks, Science, Technology and Society Tasks	Summer, 2009-Summer 2010	Coordinator, Program Administrator, Teacher Teams	<ul style="list-style-type: none"> • Assessment documents including rubrics available to be distributed to classroom teachers. 	<ul style="list-style-type: none"> • Benchmark assessments have been created and implemented during the 2009-10 academic year. Rubrics for the CAPT lab tasks have been completed and implemented. The Science, Technology and Society rubrics are currently in progress.

COLLABORATION
District Improvement Plan
End of Year Progress Report

Adult Action Indicator: Build capacity within the school system to collaborate around student data and student needs through District, School and Instructional Data Teams and Student Assistance Teams (e.g. SAT, PRT).

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
Build Capacity to Collaborate				
<ul style="list-style-type: none"> • PLAN/DEVELOP TURNKEY PROCESS for training District, School & Instructional data teams/staff in collaborative data-decision making process • ✓ Summer 2009 Planning for Sept. Training • ✓ Fall 2009 Planning for Jan. 2010 Training • Spring 2010 Planning for 2010-11 Professional Development • 2010-11 Planning for 2011-12 	<ul style="list-style-type: none"> ✓ Summer 2009 ✓ Fall 2009 Spring 2010 2010-11 	<p>CIPL Director w/Deputy Supt</p>	<ul style="list-style-type: none"> • Planning and Materials Completed Minimum 2 Weeks Prior to Training • Professional Needs Assessment Completed and Informs Planning 	<p>Planning for 9/15/09 Training:</p> <ul style="list-style-type: none"> • Completed <p>Planning for 1/12/10 Training:</p> <ul style="list-style-type: none"> • Conducted survey of staff to assess priority needs in implementing instructional data teams - tailored training to survey responses <p>Planning for 2010-11 Professional Development:</p> <ul style="list-style-type: none"> • Will review results of CBAM on Levels of Use sent to Principals in mid June and plan accordingly. • Will review results of IDT Professional Learning Needs Forms in mid June and plan accordingly
<ul style="list-style-type: none"> • ✓ TRAIN LEADERSHIP - Provide professional learning on establishing Data Teams through the Leadership and Learning Center: August 2009 Leadership Institute 	<ul style="list-style-type: none"> ✓ 8/25 	<p>CIPL Director w/Deputy Supt</p>	<ul style="list-style-type: none"> • All Administrators receive training in Instructional Data Teams 	<p>Training conducted 8/09</p> <p>Administrators indicate value and relevance of training via EZTraxx evaluation</p> <ul style="list-style-type: none"> • 66 Administrators enrolled, 35 completed evaluation (53%) • 68% of respondents rated quality of training as Outstanding or Good • 80% felt there was relevance to their role • 89% indicated alignment with goals

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • TRAIN TURNKEY TEAMS – Professional Learning for District, school and instructional data teams in collaborative data-decision making process – Leadership and Learning Center – ✓ September 2009 – Implementing IDTs – ✓ January 2010 – Implementing IDTs – ✓ 2009-10 - Wednesday Coaching – 2010-11 – Coaching and Refinement, working with buildings and IDTs - 2 ½ days in each building – 2011-12 – Coaching and Refinement 	<ul style="list-style-type: none"> ✓ 9/15/09 ✓ 1/12/10 ✓ Spring '10 2010-11 2011-12 	<p>CIPL Director w/Deputy Supt</p>	<ul style="list-style-type: none"> • Sept. '09: Turnkey Teams from each School receive training in IDTs • Jan. '10: Turnkey Teams from each school receive training in areas identified through prof. Learning needs assessment • 2009-10 Each school receives coaching support in IDT implementation • 2010-11 Each school receives 2 ½ days coaching support in Building and Instructional Data Team implementation • 2011-12 Each school and individual teams as needed received targeted support. 	<p>9/15/09 Training Conducted:</p> <ul style="list-style-type: none"> • Teams indicate value and relevance of training via EZTraxx evaluation • 133 staff members enrolled, 42 completed evaluation (32%) • 66% of respondents rated quality of training as Outstanding or Good • 73% felt there was relevance to their role • 91% indicated alignment with goals <p>December 2009 Staff Surveyed:</p> <ul style="list-style-type: none"> • To determine areas that IDT's felt they needed additional training in. January PL was targeted around differentiated needs identified by the survey results at the elementary, middle and high school levels. <p>1/12/10 Training Conducted, EZTraxx Data:</p> <p>GHS Turnkey Training:</p> <ul style="list-style-type: none"> • 38 staff members enrolled, 20 completed evaluation (53%) • 66% of respondents rated quality of training as Outstanding or Good • 65% felt there was relevance to their role • 80% indicated alignment with goals <p>MS Turnkey Training:</p> <ul style="list-style-type: none"> • 20 staff members enrolled, 11 completed evaluation (50%) • 91% of respondents rated quality of training as Outstanding or Good • 100% felt there was relevance to their role • 100% indicated alignment with goals <p>ES Turnkey Training:</p> <ul style="list-style-type: none"> • 71 staff members enrolled, 38 completed evaluation (54%) • 82% of respondents rated quality of training as Outstanding or Good • 77% felt there was relevance to their role • 89% indicated alignment with goals <p>Coaching Support:</p> <ul style="list-style-type: none"> • Building administrators receive ongoing support on IDT's during Deputy Superintendent site visits and principal meetings.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • ✓ENSURE TURNKEY TRAINING OF STAFF – Ensure that Turnkey Teams train staff in each building on implementing IDT 	<ul style="list-style-type: none"> ✓9/23/09 ✓1/20/10 	Deputy Supt.	<ul style="list-style-type: none"> • For Sept. '09: Receive BRIEF report from each Building Leader • For Jan. '10: Receive BRIEF report from each Building Leader, indicate that needs identified were met 	<ul style="list-style-type: none"> • Administrators reported on the implementation of IDT's and the progress made towards minimum expectations in their End of Year self evaluation due to the Deputy Superintendent in May/June.
<ul style="list-style-type: none"> • EXECUTE EARLY RELEASE COLLABORATION DAYS – plan for and implement collab days for staff – five 	<ul style="list-style-type: none"> 09-10: 9/23, 10/21, 1/20, 4/28, 5/19 	Deputy Supt	<ul style="list-style-type: none"> • ✓Board of Ed. approves calendar to incl. Collab Days. • ✓Parents/Families sufficiently notified • ✓Engage Community Organizations in planning for afterschool activities 	<ul style="list-style-type: none"> • 5 Early Release Collaboration Das were approved by the BOE and added to the 2009-10 Calendar – The 4/28 and 5/19 date were canceled after the wind storm in March 2010 in order to recapture some instructional time.
<ul style="list-style-type: none"> • PROFESSIONAL LEARNING – Harvard Data Wise – Build in-depth capacity within each building on data team process, data analysis, and assessment literacy ✓June 2009 - 17 staff members (\$6,400 CIPL \$1,735 Supt, \$43,014 Title2, \$12,918 IDEA) June 2010 – 6 staff (GHS) June 2011 – 4-5 schools (14 staff) June 2012 – 4-5 schools (14 staff) 	<ul style="list-style-type: none"> ✓June 2009 June 2010 June 2011 June 2012 	CIPL Director w/Deputy Supt	<ul style="list-style-type: none"> • Each building (15) and District has trained core group for in-depth capacity to support staff in collaboration 	<ul style="list-style-type: none"> June 2009: • As of June '09, 6 of 16 groups (buildings) trained or 37.5% June 2010: • Plans underway to send a GHS and HAS team of 6 people each. The teams are a combination of administrators and teachers.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • CREATE ALIGNMENT & EXPECTATIONS, clarify role, functions, expectations - develop process for all data and student assistance team formats in all buildings: <ul style="list-style-type: none"> ✓2009-10: Min. Expectations for IDTs Year 1 2010-11: Min. Expectations for IDTs/BDTs Year 2 2011-12: Min. Expectations for Data Teams Year 3 	Ongoing	Superintendent/ w/Deputy Supt. & GDDT Collaboration Sub- Committee	<ul style="list-style-type: none"> • ✓Year 1 Minimum Expectations Written and Distributed • Year 2 Minimum Expectations Written and Distributed • Year 3 Minimum Expectations Written and Distributed 	<p>Year 1 Minimum Expectations:</p> <ul style="list-style-type: none"> • Developed with expanded GDDT (SIT Review Teams) and distributed in October 2009 <p>Year 2 Minimum Expectations:</p> <ul style="list-style-type: none"> • To be drafted by DT Subcommittee by 5/10/10 for distribution to Buildings by end of school year.
<ul style="list-style-type: none"> • ALIGN DATA TEAMS' processes and outcomes to the SIT process and the school calendar, with consideration given to timing of receipt of test results and budget preparation 	By March 2010 Refinement 2010-11	GDDT Collaboration Sub- Committee	<ul style="list-style-type: none"> • Improvement Planning Calendar is clearly articulated – written and distributed 	<ul style="list-style-type: none"> • Improvement Planning Calendar has been drafted and reviewed/updated – working on alignment with professional learning and monitoring reports for final draft to present to Leadership Council on May 10, 2010 for review and input – plan to pilot new improvement planning cycle for 2010-11
<ul style="list-style-type: none"> • CREATE ONLINE MANUAL – develop manual for establishing and implementing Data Teams 	Year 1: Plan Year 2: Draft & Produce Year 3: Refine	Deputy Supt w/GDDT Collaboration Sub- Committee	<ul style="list-style-type: none"> • Manual online and available to all users 	<ul style="list-style-type: none"> • Internal resource file has been established using FirstClass folders, includes, GDDT minutes, minimum expectations, reports, schedules and other Data Team resources – • SubTeam is in development to create a 'How to' guide
<ul style="list-style-type: none"> • SHARE BEST PRACTICES - Encourage and support cross building grade level and/or program sharing of ideas and best practices, electronically and face-to-face 	Year 1: N/A Year 2: Explore Year 3: Implement	Deputy Supt. w/CIPL Director	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • N/A – strategy to be implemented in 2010-11 per action plan
District Data Team - Reviews Data, Sets Goals & Targets, Develops Adult Action Indicators and Strategies for Improvement for District				
<ul style="list-style-type: none"> • ✓ESTABLISH District Data Team/identify time, process and structure for meeting as a team 	✓Mar.-Jun. 2009	Superintendent w/Deputy Supt.	<ul style="list-style-type: none"> • The District has established an active, ongoing Data Team that has clear interactions with school-based teams – based on a codified process. 	<ul style="list-style-type: none"> • Established in 2008-09

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • ✓ TRAIN - Conduct GDDT ('Expanded') Sub-Committee Training on Review of School-based Strategic Improvement Plans 	<ul style="list-style-type: none"> • ✓ 10/2/09 	CIPL Director w/Deputy Supt	<ul style="list-style-type: none"> • All SIP Review Teams received training 	SIP Review Teams (Expanded GDDT) <ul style="list-style-type: none"> • Trained in October 2009
<ul style="list-style-type: none"> • MONITOR/EVALUATE • District Data Team – meets monthly to monitor, review, refine plan according to new/additional data • ✓ School Data Team – GDDT annually reviews each Schools' Strategic Improvement Plan 	<ul style="list-style-type: none"> • ✓ 9/09-6/10 • ✓ Oct. 2009 • Oct. 2010 • Oct. 2011 	Superintendent w/Deputy Supt.	<ul style="list-style-type: none"> • Monthly GDDT Minutes • Schools' Strategic Improvement Plans/Targets align with District Improvement Plan. • SIP Review Reflection Document received from each building 	Monitor Greenwich District Data Team: <ul style="list-style-type: none"> • The GDDT met monthly. Agendas, monthly progress reports from subcommittee chairs and minutes from the previous meeting were sent out to members one week before the meeting for review. All of this information was posted on the district website as well as a folder in First Class. The DIP was updated in October of 2009 concurrent with finalizing the GPS Budget for 10-11. Monitor School Data Teams: <ul style="list-style-type: none"> • Subcommittees of the GDDT were formed to review the Strategic Improvement Plan of each school. Membership included GDDT members and non-GDDT members from across the district. Each subcommittee met with the Data Team at three schools during the first week of October, 2009. All review teams received a half day training from Mike Wasta. Norms, agendas, and rubrics were created to ensure consistency across teams. School Data Teams were required to provide a written reflection on both the review process and the feedback from the review team. In some cases, School Data Teams made adjustments to their Strategic Improvement Plan.
<ul style="list-style-type: none"> • COMMUNICATE/REPORT • ✓ Develop Communications Plan for GDDT • Update annually and/or as needed 	<ul style="list-style-type: none"> • ✓ 2009-10 • 2010-11 • 2011-12 	Director of Communications	<ul style="list-style-type: none"> • Plan written, distributed, and executed 	Communications Plan 2009-10: <ul style="list-style-type: none"> • Developed and implemented to include, monthly updates from each Action Team to GDDT, FirstClass Folder for all staff to access, public updates at BOE meetings monthly, Web Site Page with all relevant documents, PTAC Presentation, Brown Bag Breakfast/Lunch, Press coverage, etc. Communications Plan 2010-11: <ul style="list-style-type: none"> • To be developed and reviewed by GDDT by year-end.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • DEVELOP DOCUMENT - Develop/Format District Improvement Team Document for Distribution electronically (and minimum print run) • Full document • Executive summary 	<ul style="list-style-type: none"> ✓ By December 2009 	CIPL Director (w/Director of Communications)	<ul style="list-style-type: none"> • District Improvement Plan and Executive Summary completed, formatted, and distributed 	District SIP Document: <ul style="list-style-type: none"> • Created and distributed in December 2009; included in BOE Budget Book, 1/10 ParentLink email to GPS parents, posted to web site, etc...
School Data Team - Reviews Data, Sets Goals & Targets, Develops Adult Action Indicators and Strategies for Improvement by School				
<ul style="list-style-type: none"> • Ensure that School Data Teams have been established and have met Minimum Expectations for Year 1 2009-10 Year 2 2010-11 Year 3 2011-12 	Ongoing	Deputy Supt	<ul style="list-style-type: none"> • Report from each school as part of the building leaders' evaluation process received by Deputy Superintendent substantiating that the Minimum Expectations have been met. 	<ul style="list-style-type: none"> • Memo sent out to Principals in March, 2010 setting the expectation for inclusion of School and Instructional Data Team progress report as part of End of Year self evaluation. Due to Deputy Superintendent in May/June, 2010.
Instructional Data Team - Reviews Data/Modifies Instruction by Grade Level/Program				
<ul style="list-style-type: none"> • Ensure that Instructional Data Teams have been established and have met Minimum Expectations for Year 1 2009-10 Year 2 2010-11 Year 3 2011-12 		Deputy Supt	<ul style="list-style-type: none"> • Report from each school as part of the building leaders' evaluation process received by Deputy Superintendent substantiating that the Minimum Expectations have been met. 	<ul style="list-style-type: none"> • Memo sent out to Principals in March, 2010 setting the expectation for inclusion of School and Instructional Data Team progress report as part of End of Year self evaluation. Due to Deputy Superintendent in May/June, 2010.
Student Assistance Team - Reviews Data/Modifies Instruction for Individual Students				
<ul style="list-style-type: none"> • Ensure that Student Assistance Teams have been established in all buildings and met Minimum Expectations (roles, processes & function) for: 2009-10 2010-11 2011-13 	December, 2010 2011 2012	Prgm Crdntr – SpEd & RdgLA	<ul style="list-style-type: none"> • Minimum Expectations for Student Assistance Teams are written and distributed to all staff. 	<ul style="list-style-type: none"> • Minimum Expectations document completed and distributed to all elementary and middle schools at January IDT training day – Fall 2009

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> ✓ Assist Principals in establishing student assistance teams across District 	<ul style="list-style-type: none"> ✓ By 2009-10 	Principals Prgrm Crdntrs– SpEd & LA	<ul style="list-style-type: none"> ✓ Summer Meetings ✓ Sample SAT Monthly Calendar 	<ul style="list-style-type: none"> • Summer meetings with all elementary and middle schools completed during summer of 2009 • SAT monthly calendar distributed at those meetings to each school
<ul style="list-style-type: none"> • Format SAT Handbook into <i>IDT/SAT Resource Manual</i> to reference all available resources to support the two collaborative decision-making process 	January, 2010	Prgrm Crdntr - SpEd	<ul style="list-style-type: none"> • SAT Handbook to be reformatted into an <i>IDT/SAT Resource Manual</i> 	<ul style="list-style-type: none"> • IDT/Sat resources will be posted to the First Class District Data Team folder under the SAT sub-folder) by June 30, 2010
<ul style="list-style-type: none"> • Train four remaining elementary schools in SAT process – NM, RIV, GL, NS – 3 days 	<ul style="list-style-type: none"> ✓ 9/24/09 11/20/09 1/7/10 	Prgrm Crdntr – SpEd District Core SAT Training Team	<ul style="list-style-type: none"> • Training completed and teams implemented at each school • EZ Traxx feedback June 2010 	<ul style="list-style-type: none"> • Core Team training completed using District Training Team for four remaining elementary schools on 9/24/09, 11/20/09, and 1/7/10
<ul style="list-style-type: none"> • Train Core Teams from each middle school and each house at the high school in SAT process 	<ul style="list-style-type: none"> ✓ 10/29/09 12/3/09 2/8/10 	Prgrm Crdntr – SpEd & SERC Consultants	<ul style="list-style-type: none"> • Training completed and teams implemented at each school • EZ Traxx feedback June 2010 	<ul style="list-style-type: none"> • Core Team training completed with middle school teams on 10/29/09, 12/3/09, and 2/8/10 with SERC consultants, Jen Mitchell and Kathy Coon
<ul style="list-style-type: none"> • Train Core Teams from each house at the high school in SAT process 	<ul style="list-style-type: none"> ✓ 10/1/09 1/8/09 TBD 	Prgrm Crdntr – SpEd & SERC Consultants	<ul style="list-style-type: none"> • Training completed and teams implemented at each school • EZ Traxx feedback June 2010 	<ul style="list-style-type: none"> • High School Core Team training began on 10/1/09; this training was then rescheduled to continue on 5/17/10 with a change in format utilizing a School-wide Core Team approach. GHS leaders have been invited by SERC to attend a statewide “Think Tank” on RtI at the high school-level.
<ul style="list-style-type: none"> • Support implementation of SAT Team process at seven elementary schools who have already completed the training year • SAT/RtI Coaches will be utilized to support SAT implementation goals 	Dec.-Feb., 2009-10 2010-11 2011-12	Prgrm Crdntrs– SpEd, LA	<ul style="list-style-type: none"> • Scheduled support meetings to help each school implements SAT process to meet the needs of learners (collaborative decision-making, progress monitoring and research-based interventions) • Intervention Plans 	<ul style="list-style-type: none"> • Jen Mitchell and Kathy Coon have provided elementary schools with implementation support by attending school-based SAT meetings and then providing feedback to teams (process and content). • Support from the SAT/RtI coaches has been ongoing throughout the year. They have worked with teams to develop their processes as well as on individual cases where teams or team members have needed support. • Intervention plans have been reviewed • Coaches are working to develop more intervention exemplars to be shared with teams.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • Support implementation of SAT Team process at middle schools • SAT/RtI Coaches will be utilized to support SAT implementation goals 	Dec.-Feb., 2009-10 2010-11 2011-12	Prgrm Crdntr – SpEd Secondary Admin SERC Consultant	<ul style="list-style-type: none"> • Scheduled support meetings to help each school implements SAT process to meet the needs of learners (collaborative decision-making, progress monitoring and research-based interventions) • Intervention Plans 	<ul style="list-style-type: none"> • Jen Mitchell and Kathy Coon have observed an SAT meeting at CMS and provided feedback to that team. • Libby Ross, RtI coach, has provided ongoing support to all of the middle schools to help them develop not only their SAT process, but also to work as they collaborate about individual student interventions. She has also provided support to teachers as they implement those plans and collect data.
<ul style="list-style-type: none"> • Support implementation of SAT Team process at each house at the high school • SAT/RtI Coaches will be utilized to support SAT implementation goals 	Dec.-Feb., 2009-10 2010-11 2011-12	Prgrm Crdntr – SpEd Secondary Admin SERC Consultant	<ul style="list-style-type: none"> • Scheduled support meetings to help each school implements SAT process to meet the needs of learners (collaborative decision-making, progress monitoring and research-based interventions) • Intervention Plans 	<ul style="list-style-type: none"> • Jen Mitchell and Kathy Coon had ongoing meetings with Dave Ross and Chris Winters to refine the action plan for the implementation of RtI teams at GHS. • Monthly RtI meetings were held in each house to review students who were identified as at-risk in the area of reading; Reading Specialists were assigned to each house to serve as resources to the RtI teams • The GHS Reading Department has worked to create reading intervention courses to best meet GHS learners’ needs.
<ul style="list-style-type: none"> • ✓Develop month by month expectations for the district outlining expectations for implementation of SAT process 	✓Summer 2009	Prgrm Crdntrs– SpEd, LA Director PPS Director CIPL	<ul style="list-style-type: none"> • Calendar w/Expectations distributed to each building 	<ul style="list-style-type: none"> • Completed by the end of summer 2009 and distributed to each school.
<ul style="list-style-type: none"> • ✓Meet with each school/house to develop an action plan based on the SRBI self-assessment 	Jun-Aug ✓2009	Prgrm Crdntrs– SpEd, LA	<ul style="list-style-type: none"> • Action Plans & Monitoring are used to respond to/modify training/support 	<ul style="list-style-type: none"> • Action plans were completed by the end of the summer 2009 at each elementary school, middle school, and the high school.
<ul style="list-style-type: none"> • Plan staff development to include instructional data team process and SAT process – model case study 	January 2010	Prgrm Crdntrs– SpEd, LA Director PPS Director CIPL	<ul style="list-style-type: none"> • District-wide understanding of how two processes work together • Visual Graphics 	<ul style="list-style-type: none"> • An IDT/SAT staff development was coordinated with Mike Wasta on January 12, 2010. This training provided case studies illustrating the IDT process and how a student could be identified through that process as a student in need of an intervention plan. A sample intervention plan for that student was shared to demonstrate how the IDT and SAT processes are the same with the only difference being groups of students (IDT) as opposed to individual students (SAT).

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • Continue development of RTI Studio 	2009-10 2010-2011 2011-12	Prgrm Crdntr LA Director of Technology & Research & Evaluation	<ul style="list-style-type: none"> • Integration of RtI Studio, Instructional Data Team & SAT/PRT • User friendly intervention plans that document results of progress monitoring 	<ul style="list-style-type: none"> • Elementary Schools are entering all literacy benchmark data into RtI Studio. Three schools have piloted and helped to refine the electronic intervention plan that will be used next year to monitor student progress on intervention plans. • Next year, secondary schools will investigate how to use RtI Studio to support our collaborative decision-making processes.

CURRICULUM
District Improvement Plan
End of Year Progress Report

Adult Action Indicator: Create and implement curricula in all subject areas that are vertically and horizontally aligned to State Standards and to the Vision of the Graduate.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<p>Further develop Vision of the Graduate:</p> <ul style="list-style-type: none"> • Develop descriptors of the Vision of the Graduate • Perform gap analysis of the curriculum, assessment and instructional practices that contribute to the Vision, need to be expanded or need to be stopped. • Identify or create measures in order to answer the question: “How will we know if our students are achieving our Vision?” 	<p>2009-2010</p> <p>2009-2011</p> <p>2010-2011</p>	<p>SSRC Co-Chairs</p>	<ul style="list-style-type: none"> • Descriptors of the Vision of the Graduate • Evidence of gap analysis • Capstone project Framework and rubrics (see Capstone Project) 	<ul style="list-style-type: none"> • All schools received poster board versions of the VOG in order to support implementation. • Eleven schools conducted VOG faculty activities to promote deeper comprehension, relate to school goals, and/or perform a gap analysis. • Summer, 2010: Reformat TEPL Goal Setting form to include connections between teacher individual professional learning goals and the VOG.
<p>Develop Capstone Projects for Grades 5, 8, 12:</p> <ul style="list-style-type: none"> • Establish District committee and draft preliminary District Framework of models for Capstone projects and rubrics for assessment. • Finalize District Framework and Develop rubrics. 	<p>2009-2010</p> <p>2010-2011</p>	<p>Director of CIPL</p>	<ul style="list-style-type: none"> • Completed District Framework of projects by 2011 • Completed rubrics for measuring Capstone Projects (and the capacities of the Vision of the Graduate) in 2011 	<ul style="list-style-type: none"> • Advisory Capstone Committee has been convened. • Orientation meeting date is May 18, 2010. • The first committee meeting is on August 18, 2010. • Fran Kompar/Sheila Civate: Meetings were held for grades 5 and 8 on August 5 and 7, 2009.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • Develop draft of project for grade 12 and explore projects for grades 5 and 8. • Develop drafts of Capstone Project for grades 5 and 8. Pilot Capstone Project for grade 12. • Pilot Capstone Projects for grades 5 and 8. Implement project in grade 12. 	<p>2010-2011</p> <p>2011-2012</p> <p>2012-2013</p>			
<p>Accelerate development and implementation of transdisciplinary assured experiences and units of study (K-12):</p> <p>2009-2010</p> <ul style="list-style-type: none"> • Pilot and refine one unit per elementary grade in each school. • Develop second unit for each elementary grade • Develop one unit for 6th grade. • Plan for one unit in 7th, 8th and high school grades. <p>2010-2011</p> <ul style="list-style-type: none"> • Implement one unit per elementary grade in each school. • Pilot and refine second unit for each elementary grade • Pilot and refine one unit for 6th grade. • Develop one unit for 7th and 8th and some high school courses. • Develop third unit for elementary grades and second 	<p>2009 to 2012</p>	<p>Director of CIPL</p>	<ul style="list-style-type: none"> • Development of units and evidence of implementation • Rubric for evaluating quality of units and implementation 	<ul style="list-style-type: none"> • Fran Kompar/Sheila Civale: Pilot one unit per grade level K-6 in four schools. • Summer, 2010: revise units based on collected student work, assessments and teacher/student reflection. Write one additional unit per grade level K-8 during July 1, 2 and July 6-9, 2010 workshops.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
unit for 6 th grade. 2011-2012 <ul style="list-style-type: none"> • Monitor first unit. • Implement second unit for each elementary grade. • Implement one unit for 6th grade. • Pilot and refine one unit for 7th, 8th and some high school courses • Pilot and refine third unit for elementary grades and second unit for 6th grade. • Develop second unit for 7th and 8th grades and for high school courses. 				
Align all curriculum areas to State Standards and the Vision of the Graduate: <ul style="list-style-type: none"> • Align to District Curriculum Review schedule. • <i>For academic areas (Sci, SS, Rdg/LA, Math, WL):</i> • <i>Year 1 (Plan)=\$15,000 (consultants &/ or teacher G-D days)</i> • <i>Year 2 (Pilot)=\$5,000 (consultants &/ or teacher G-D days)</i> • <i>Year 3 (Implement/Revise)=\$2,000 (Professional Learning)</i> • <i>For Essential areas: \$7,500, \$2,500, \$1,000</i> 	2009 to 2012	Director of CIPL	<ul style="list-style-type: none"> • Completed Pre-K – 12 curriculum documents 	<ul style="list-style-type: none"> • Science curriculum review and implementation, Steps I-III completed and approved March 25, 2010 by the BoE. • World Language review Steps I-III completed and approved April 22, 2010 by the BoE. • Media and Technology implementation began in 2009-2010.
Map all curriculum to ensure vertical and horizontal alignment K – 12 to State Standards and the Vision of the Graduate.	2009 to 2012	Director of CIPL	<ul style="list-style-type: none"> • Completed electronic curriculum maps by 2012. 	<ul style="list-style-type: none"> • Sheila Civale/Fran Kompar/Jen Mitchell: Framework for curriculum mapping K-5 has been completed (alignment to state standards and between Media, Language Arts and Reading, Science).

INSTRUCTION
District Improvement Plan
End of Year Progress Report

Adult Action Indicator: The GPS will implement and monitor a new Teacher Evaluation Plan at all levels.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • ✓ Turnkey Training –Each school will identify a Turnkey Team who will receive training on a TEPL indicator. They in turn will provide this training to their building or program staff on either an early release day or a Wednesday collaboration day. Two all-day workshops will be conducted each year for 09-10 and 10-11 and will focus on Differentiation. The workshops will provide teachers with specific strategies on how to differentiate product, content and delivery and will be differentiated at the building level based on an individual teacher needs assessment. • The TEPL indicator focus for 2011-2012 will be Feedback. Turnkey training model will be used and specific dates will be identified. 	2009 - 2010	Deputy Supt Director of CIPL	<p>Administrator Checklist – 70% of teachers will use a differentiation strategy during informal/formal observations as reported by district administrators.</p> <p>Teacher Checklist – 70% of teachers will use a differentiation strategy as part of their classroom practice as indicated in a self reflection checklist.</p> <p>Needs Assessment – Teachers’ knowledge of differentiation strategies will increase by at least 20% over the baseline data from the fall 2009 needs assessment.</p> <p>9/09 – develop the Product Differentiation Training.</p> <p>10/20/09 – Turnkey Training at Boys and Girls Club; 8:00 – 3:00pm.</p> <p>12/09 – Develop the Delivery Differentiation Training.</p> <p>1/12/10 – Turnkey Training at Boys and Girls Club; 8:00 – 3:00pm.</p>	<p>Turnkey Training – All schools identified a Turnkey Training Team composed of both teachers and administrators. They attended two workshops on Differentiation conducted by Dr. Todd White. The first workshop was held on 10/20/09 and focused on Differentiation of Content. The second was held on 2/2/10 and focused on Differentiation of Delivery. Both workshops were evaluated by participants through EZ Traxx.</p> <p>10/20/09 Training 26 out of 64 participants filed an evaluation form. 77% respondents rated quality of training as Outstanding or Good 85% felt there was relevance to their role 88% indicated alignment with goals</p> <p>2/2/10 Training 68 out of 99 participants filed an evaluation form. 78% respondents rated quality of training as Outstanding or Good 70% felt there was relevance to their role 80% indicated alignment with goals</p>
<ul style="list-style-type: none"> • Administrator Checklist – The District will develop a checklist for administrators to 	2009 - 2010	Deputy Supt Lead Principal	9/09 - Develop checklist and schedule for submission of checklist data	Administrator Checklist – No progress

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<p>facilitate the collection of data related to the implementation of the differentiation strategies from the Turnkey Training sessions. The checklist will collect data on the frequency and level of quality of the differentiation strategies observed at the building level. The data will be reviewed with their building staff and sent to the district monthly.</p>			<p>10/09 - Develop an electronic system to collect checklist data from schools</p> <p>3/10 – Review of checklist data by GDDT</p>	
<ul style="list-style-type: none"> • Teacher Checklist - The district will develop a checklist for teachers to facilitate the collection of data related to their implementation of the differentiation strategies. 	2009 - 2010	Deputy Supt Teachers	9/09 -Develop checklist and schedule for submission of checklist data by teachers	Teacher Checklist – No progress.
<ul style="list-style-type: none"> • Needs Assessment - In the fall of 2009 and 2010, each building will conduct an individual teacher needs assessment regarding the differentiation techniques and strategies that will be addressed by the Turnkey Training that year. At the end of the year, the teachers will complete the same assessment. This data will be used to determine a focus for the Turnkey Training for the upcoming year. 	2009 - 2010	Deputy Supt	<p>8/09 – Develop or identify a Needs Assessment tool.</p> <p>10/09 – All schools will administer the Needs Assessment.</p>	Needs Assessment – No progress.
<ul style="list-style-type: none"> • ✓ Case Studies – Administrators will take part in the review and analysis of 3 Teacher Evaluation case studies (elementary, middle and high school). These case 	2009 - 2010	Deputy Supt Lead Principal	<p>These reviews will take place during three Leadership Council Meetings during 09-10.</p> <p>9/09 – Develop the Elementary Case Study.</p>	Case Studies – Three case studies were developed and reviewed at Leadership Council meetings by all administrators. The first one focused on an elementary teacher and written feedback of informal and formal observations; the second on a middle school teacher and the unit of study; and the third on a high school teacher and the End of Year Report. The workshops were

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<p>studies will tell the “story” of one teacher’s evaluation year and include goal setting, informal feedback, formal observation and end-of-year documents, as well as supports provided during the year.</p>			<p>11/16/09 – Leadership Council Meeting – Elementary Case Study.</p> <p>12/09 – Develop the Middle School Case Study.</p> <p>1/11/10 – Leadership Council Meeting – Middle School Case Study</p> <p>2/10 – Develop the High School Case Study</p> <p>3/15/10 – Leadership Council Meeting – High School Case Study</p>	<p>evaluated by administrators electronically using EZ Traxx.</p> <p>11/16/09 Training 51 out of 64 participants filed an evaluation form. 80% respondents rated quality of training as Outstanding or Good 89 % felt there was relevance to their role 90 % indicated alignment with goals</p> <p>1/11/10 Training 39 out of 64 participants filed an evaluation form. 82% respondents rated quality of training as Outstanding or Good 85% felt there was relevance to their role 86 % indicated alignment with goals</p> <p>3/15/10 Training 18 out of 66 participants filed an evaluation form. 89% respondents rated quality of training as Outstanding or Good 95 % felt there was relevance to their role 95 % indicated alignment with goals</p>
<ul style="list-style-type: none"> • New Teacher TEPL Orientation Workshops – All teachers new to the GPS would participate in a three part series of workshops in order to become familiar with the TEPL document and the expectations for their performance. 	2009 - 2010	Deputy Supt Director of CIPL	<p>September 16, 2009 3:30 – 5:00pm Indicator Workshop</p> <p>October 28 , 2009 3:30 – 5:00pm Rubric Workshop</p> <p>January 20, 2010 3:30 – 5:00pm Process Workshop</p>	<p>New Teacher TEPL Orientation Workshops – Teachers attended one workshop on the new TEPL Plan during the New Teacher Orientation series.</p>
<ul style="list-style-type: none"> • ✓New Administrator TEPL Orientation Workshops - All administrators new to the GPS would participate in a three part series of workshops in order to become familiar with the TEPL document, their role in its implementation, and the expectations for teacher performance. At the end of the training, administrators will take part in a performance assessment. 	2009 - 2010	Deputy Supt Lead Principal	<p>September 16, 2009 Noon –3:00pm Indicator Workshop</p> <p>October 27 , 2009 8:00- 11:00pm Rubric Workshop</p> <p>November 9, 2009 12:00 – 3:00pm Process Workshop</p> <p>December 14, 2009 Noon –3:00pm Performance Assessment</p>	<p>New Administrator TEPL Orientation Workshops – All new administrators participated in a series of four workshops on the revised Teacher Evaluation Plan. The workshops covered all components of the plan and were open to all other administrators in the district on a volunteer basis. By request of the administrators, a fifth workshop was conducted and focused on a review of actual formal observation write ups developed by administrators in order to get critical feedback.</p>

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
<ul style="list-style-type: none"> • Administrator TEPL Organizational Workshop – Administrators will receive training in effective organizational strategies to assist them with the implementation of TEPL. 	2009 - 2010	Deputy Supt Director of CIPL	The workshop will take place during the 09-10 Leadership Institute – 8/25/09.	Administrator TEPL Organizational Workshop – While a separate workshop was not conducted, the district did use several other opportunities to discuss organizational strategies including Leadership Council meetings, Principal Meetings, Deputy Visits and Leadership Newsletter.
<ul style="list-style-type: none"> • ✓Teacher and Administrator Supports – The District will develop electronic supports to assist staff in organizing all documents related to TEPL implementation. These would include folders in First Class for each phase of the evaluation continuum containing components, timelines, due dates, documents and samples. 	2009 - 2010	Deputy Supt Director of IT	The workshop will take place during the 09-10 Leadership Institute – 8/25/09.	Teacher and Administrator Supports – The District developed electronic supports to assist both teachers and administrators. An Administrator Support Documents folder was established on First Class and stocked with forms created by the district as well as other administrators to assist them in tracking progress in data collection and noting the different plan components required according to the experience of the teacher.
<ul style="list-style-type: none"> • ✓ (New) Survey of Certified Staff – Both teachers and administrators will be surveyed separately in May, 2010 in order to determine their perspective on the ease of use and effectiveness of TEPL. 	2009 - 2010	Deputy Supt.	Administer survey in May 2010	(New) Survey of Certified Staff – The TEPL Committee drafted a survey for both teachers and administrators and sent it out at the end of April. Results are due back in mid May. A second survey is planned for the beginning of the 10-11 school year and will focus on the End of Year Report.
<ul style="list-style-type: none"> • ✓ (New) On-site Administrator Coaching – An outside consultant will be hired to conduct a series of on-site coaching sessions with administrators. The sessions will target the formal observation and allow administrators to observe a pre-conference, a formal observation and a post-conference with debriefing sessions after each. 	2009 - 2010	Deputy Supt.	Conduct coaching sessions in January, February and April of 2010	(New) On-site Administrator Coaching – Dr. Todd White conducted a series of three coaching sessions in the district for a total of 16 days. The response from the administrators who took part in the series was overwhelmingly positive and a debriefing session was held on March 5 th to gather input on support for administrators in 10-11. GHS changed the model slightly during the April coaching sessions to include teachers as observers and again, the results were very positive.

STUDENT INFORMATION SYSTEMS
District Improvement Plan
End of Year Progress Report

Adult Action Indicator: Increase capacity to assess and monitor student achievement by identification and implementation of a high quality student information system.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
Phase IV: Final Data Validation	7/12-7/16/10	Jan Gunnip Paul Hunter Dave Marianacci	Data Validation Test indicators for (pass/fail): Student Data <ul style="list-style-type: none"> • Number of Active/Inactive accurate • Contact records accurate Student Data Reports <ul style="list-style-type: none"> • District Enrollment Report • Enrollment Breakdown Report (ethnicity, gender, etc.) • Duplicate Student Report • Attendance History • Count of attendance records by year and student (w/ sum per year) • Count of attendance records and codes per student • Count of unique attendance codes • Student attendance history Transcript/Course History <ul style="list-style-type: none"> • Transcript records by year and student • Students with no transcript history • Count of active transcripts with zero credits • Customized Transcript • Customized Report Card (all levels) Staff Data <ul style="list-style-type: none"> • Count of Active/Inactive staff • List of staff records and HR Schedule Data <ul style="list-style-type: none"> • Run Master Schedule report for each school 	Data Validation sign-off (records maintained in Pando): <ul style="list-style-type: none"> • Data Validation 1 Completed 3/26/10 • Data Validation 2 Completed 5/29/10 • Data Validation 3 Due 6/2/10 • Final Data Validation 4 Due July • Proposed Cut-over date: 08/02/2009

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
			<ul style="list-style-type: none"> • Run Student Schedules • Custom Block Schedule report State Reporting • Run PSIS export and compare to last submission • Run ED 166 and compare to last submission 	
System Admin Training	6/14-6/16	Jan Gunnip Paul Hunter Dave Marianacci	<ul style="list-style-type: none"> • Successful completion of training as verified by X2 	Trainings completed to date include: <ul style="list-style-type: none"> • Fundamentals, Attendance, Enrollment, Transcript Definition
Training: Rubrics and Standards Based Report Cards	6/24/10	Jan Gunnip Paul Hunter Dave Marianacci	<ul style="list-style-type: none"> • Successful completion of training as verified by X2 	
Training: Imports/Exports	6/24/10	Jan Gunnip Paul Hunter Dave Marianacci	<ul style="list-style-type: none"> • Successful completion of training as verified by X2 	
Customized Reports	7/1-7/22	Jan Gunnip Paul Hunter Dave Marianacci	<ul style="list-style-type: none"> • Final acceptance by GPS – Sign-off sheet 	
Cut-over	8/2/10	Jan Gunnip	<ul style="list-style-type: none"> • There will be two days of downtime when no SIS will be available (StarBase or X2). 	<ul style="list-style-type: none"> • (Only Summer School will continue to run in StarBase)
Proposed Staff Training	6/17/10 6/18/10 6/24/10 6/25/10 6/28/10 6/29/10 6/30/10 8/16/10	X2	<ul style="list-style-type: none"> • Fundamentals (2 sessions @ 3 hrs) • Fundamentals (2 sessions @ 3 hrs) • Scheduling/Att Guidance (2 sessions @ 3 hrs) • Grade Book GHS Trainers (2 sessions @ 3 hrs) • Fundamentals (2 sessions @ 3hrs) • Att/Enrollment (2 sessions @ 3 hrs) • Health Suite • Grade Book and Attendance – Trainers, Media Staff 	<ul style="list-style-type: none"> • Attendance sign-off

WHOLE STUDENT DEVELOPMENT
District Improvement Plan
End of Year Progress Report

Adult Action Indicator: Refine and revise the current versions of the Social Emotional Learning Student rubrics to align with the language in the standards-based report card and reflect the behaviors associated with the capacity statements in the Vision of the Graduate.

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
Social Emotional Learning				
Cross-reference the SEL Student Rubrics to the Vision of the Graduate to insure alignment/coherence.	Oct 2009 to Dec 2009	SEL Committee Mary Forde Colleen Morey	<ul style="list-style-type: none"> • Common language between the SEL and Vision of the Graduate • Obvious, direct connections between the SEL expectations and the Vision of the Graduate outcome statements 	<i>Completed</i> <ul style="list-style-type: none"> • SEL committee met on October 8th • identified potential review committee members • developed schedule for review committee activities • aligned current rubric areas to the Vision of the Graduate capacity statements
Revise current Student Rubrics to reflect the Vision of the Graduate and support use by both staff and students (as a self assessment). Include adaptations/modifications for younger students and students who are not proficient readers.	Oct 2009 to Dec 2009	SEL Committee Mary Forde Colleen Morey	<ul style="list-style-type: none"> • Revised version of Student Rubrics 	<i>Partial Competition</i> <ul style="list-style-type: none"> • Rubric Revision Committee completed activities: • used the Elaborated Scales to develop the Student Self-Assessment and the Teacher Data Collection Form • the assessment rubric was developed with the expectation that all students would demonstrates behaviors described as “Meets Standards” – descriptions would be required for students who “Exceed Standards” and those students “Below Standards” • early childhood self-assessment not yet developed
Distribute revised Student Rubrics to staff for input. Revise the current student SEL rubric to be more concise align with the standards-based report card currently in the pilot phase at the elementary level.	Jan 2010	SEL Committee Mary Forde Colleen Morey	<ul style="list-style-type: none"> • Language in the Student Rubric is aligned with the elementary report card. • Elementary SEL Student Rubric provides a reliable method for assessing and reporting students’ SEL. 	<i>Partial Competition</i> <ul style="list-style-type: none"> • SEL aspects are aligned with the pilot GPS Elementary Report Care Pilot • format is more concise • draft of rubrics distributed on a limited basis to staff (principals, assistant principals, selected staff in SEL committee members schools
Distribute revised Student Rubrics to PTA Council for input.	Feb 2010	SEL Committee Mary Forde Colleen Morey	<ul style="list-style-type: none"> • Revised version of Student Rubrics that incorporate parent input 	<i>Not Completed</i> <ul style="list-style-type: none"> • targeted for June 2010

Strategies	Timeline	Person (s) Responsible	Results Indicators	Status/Progress 2009-2010
Identify and develop common assessments, record keeping strategies and evaluation activities to assist teachers in objectively evaluating students' SEL performance.	Mar 2010 to May 2010	SEL Committee Mary Forde Colleen Morey	<ul style="list-style-type: none"> Series of curriculum-based activities that incorporate the behaviors in the Student Rubrics and assist teachers in assessing, recording, and reporting students' performance 	<i>Partial Completion</i> <ul style="list-style-type: none"> Draft of assessment activities included in the materials developed by the SEL Committee to be distributed to staff
Behavioral Supports				
Develop procedures for teachers/grades/schools to share information about students who need additional behavior support and monitoring and the success of those students at the next level (sharing "up).	Jan 2010 to Feb 2010	SEL Committee Mary Forde Colleen Morey	<ul style="list-style-type: none"> Schools and district have published procedures and expectations for sharing information about students with behavior support needs 	<i>Partial Completion</i> <ul style="list-style-type: none"> Draft developed and shared with PPS administrative staff Group discussion with Assistant Principals at May Director's Advisory Draft to be discussed at June Director's Advisory
Implement procedures for teachers/grades/schools to share information about students who need additional behavior support and monitoring and the success of those students at the next level (sharing "up).	Mar 2010 to June 2010	SEL Committee Mary Forde Colleen Morey	<ul style="list-style-type: none"> Procedure in place and used during the articulation processes (PreK-K, 5-6, 8-9). 	<i>Not Completed</i> <ul style="list-style-type: none"> Administrative staff suggested adding a field to the "traditional" sharing package/procedure the gives a check off for FBA and behavior plan Will work with Jan Gunnip to include behavior language in the sharing package for the 09-10