

Board of Education Meeting Agenda Document Cover Sheet

Meeting Date: December 11, 2014

Agenda Item Title: **2015-2016 Budget Q & A, #2 (Revised Table Format)**

Submitted by: William S. McKersie, Superintendent of Schools

GREENWICH PUBLIC SCHOOLS
Greenwich, CT

Questions & Answers II
Superintendent's Proposed 2015-2016 Budget
December 11, 2014

COACHING

1. How does the training/certification/professional experience differ between a "generalist" and a "specialist" coach?

2. It is understood that a "white paper" discussing the role of coaches is forthcoming. I still have concerns regarding this proposed reduction in staff for this function, particularly after reading the Humanities monitoring report, which is infused with the important role that coaches can play in curriculum development and changing teacher practice in addition to providing support services. The answer to question 18 indicates that 2 coaches will be dedicated to the middle schools -- does this mean the high school does not get a coach assigned to it? The revamp in the Social Studies curriculum as discussed in the Humanities M/R seems to call out the need for an instructional coach position.

3. It is really a reduction of 2 positions (taking into account the STEM coach at HA) or \$170K, which if added back would increase the budget percentage marginally from 2.0 to 2.1%. Is there no professional development, which could be cut to offset this expense (e.g., is the district continuing the use of Phase I partner November Learning?)?

4. In the budget book it is noted that the reading teacher positions are now district based vs. school based and positions are listed as instructional coaches. I am very confused as I thought reading teachers worked directly with students and are not instructional coaches per se. Please clarify. With a district based model, is there consistency so that students are working with the same reading teachers?

5. Please provide a thorough explanation of ALL coaching opportunities that will be available for teachers in the 2015-16 school year. In addition to the generalist coaches, what other coaches/programs - perhaps otherwise titled - exist to support and improve instructional practices?

6. What subject specific supports exist or will exist in 2015-16 for the proposed generalist coaches to draw from for specific instructional questions related to math or science in particular but also ELA and SS ?

7. In the budget book it specifically notes that teachers will have less access to coaches. How might this be offset by the answer to question 1.? Additionally, what might be the impact on student performance and teacher efficacy of such a loss of resource? How do we insure teachers who might be struggling and new teachers to the district and profession receive the support they need without sacrificing growth in our more established teaching professionals?

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8. In terms of coaches, please provide data on the efficacy and accountability of the program. Specifically, provide metrics related to usage of coaches, how many hours are spent in the classroom versus other actives (please provide detail on any activities outside the classroom), how many hours are specifically spent with teachers on development plans and how we are measuring success of the coaches.

9. Please provide analysis on why the administration feels that we can get the same level of production or increased production from fewer coaches.

Answers to coaching questions can be found in separate White Paper – Attachment I

TITLE I

10. Please show what grant monies come into each school and how many students they reach. Please designate what need they cover such as ELL, SpEd, RTI, etc. It would also be helpful to have a idea of grant money from any source during the same time periods that were used to offset need to spend town funds.

11. Is there a formula for distributing the Title I,II and III grant money, if so on what is it based?

Revenue, including grants, from all sources is provided on page 306 of the Superintendent’s proposed 2015-2016 Budget, disaggregated by school and enrollment. Further information on grant funding is available on pages 307-309.

Yes, there are formulae for distributing the Title I, II and III grant funds. The formulae are determined by the Federal Government.

It should be noted that per CSDE SECTION 2C: SUPPLEMENT NOT SUPPLANT ASSURANCE

The LEA assures that: “Federal program funds in this application will be used only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the federal funds, be made available from non-federal sources for the education of participating students. In no case may an LEA use federal program funds to supplant funds from non-federal sources.” Therefore, Title grant funds cannot be used to offset need to spend town funds.

Title I Allocations: Congress to the Department of Education

Congress calculates how much each school district will receive in Title I funds. Once Congress passes the Appropriations Bill and it is signed by the president, funds are set aside in the US Treasury starting October 1 of the next fiscal year.

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Title I Allocations: Department of Education to State Department of Education

The U.S Department of Education calculates how much each state should receive. Funds are then distributed to each state. The allocations are calculated using census data, state counts of the number of students in foster care and neglected institutions and then checks the eligibility of each school district. Once the state receives its final allocation notification from the Department of Education, it performs calculations called “adjustments.”:

- It subtracts approximately 1 percent for the state administrative needs
- It makes adjustments to fund new districts or special schools, such as charter schools or state schools for the deaf and blind
- The State Education Department (SEA) reserves 4 percent of any district allocation that is greater than it was in the prior year. These funds, which are reserved for school improvement under 1003(a), are granted under a separate process.
- (Optional) States may substitute their own poverty estimates before recalculating allocations under each of the four Title I-A grants
- (Optional) States may reserve funds for state academic achievement awards programs

The remainder is a district’s Title I allocation.

Title I Allocations: State Department of Education to Districts

Rules govern which schools must be funded and calculations of per-pupil expenditures. Prior to determining the allocation of funds to School District, the state informs the district of required reservations that must be set aside, such as Parental Involvement, Public School Choice, Professional Development, Highly Qualified Teachers.

Title I Allocations: District to School

The basic process of determining which schools will receive Title I funds is called ranking and serving.

The district ensures that the required reservations from the CSDE have been set aside. These required reservations are noted in the ESEA Title I Ranking Spreadsheet – Attachment II.

Title I allocations are based on the count of children from low-income families across the district and per school, including private schools. The entitlement is divided by the qualifying children per the formula listed on the ESEA Title I Ranking Spreadsheet. The October 1 PSIS data report to the CSDE helps to determine year over year what the allocation is. Per federal guidelines, the district must allocate using the Title I formula and the per pupil allocation. This is anywhere from \$989.00 to \$1,200 in a given year. All funds must be allocated to the identified schools.

Each year, the CIPL Office completes the grant application and Title I Ranking and returns it to the State Department of Education for review. Upon their review the State allows the district to draw down the funds from the Grants Management System. See Budget Q&A Round II Attachments for Charts illustrating the Ranking, Per Pupil Expenditures and School Allocations.

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Private Schools are entitled to a portion of the funds depending on the number of students within their schools that are low-income students (FRL)

Title II:

Title II funds are allocated by the Connecticut State Department of Education. Title II funds are for improving teacher and administration quality and primarily support professional learning, consultants or high level conferences. The Improving Teacher Quality (ITQ) Act was enacted as Title II of the No Child Left Behind Act (NCLB Act) of 2001 to provide grants to local education agencies (LEAs), eligible partnerships, individuals, and nonprofit organizations to: increase academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. In addition, the act seeks to hold LEAs and schools accountable for improvements in academic achievement, ensuring that all those teaching core academic subjects in public elementary and secondary schools are highly qualified. The funds allow the district to support cohorts or teacher teams in the learning. A portion of the Title II grant is designated for private schools as directed by the CSDE.

Title III:

The Connecticut State Department of Education receives funds as an entitlement from the U.S. Department of Education based on the number of identified ELLs. The State, in turn, uses the Oct 1 PSIS information (from the previous year) to allocate funds to each district. Districts with ELLs above the threshold, are allocated more funds than districts with fewer ELLs. The allocations also include private schools within the district. Greenwich works in partnership with the private schools to complete the CSDE ED 159 documentation. These forms are submitted to the State notifying the Title III office of how many non-English dominant students attend their schools. Thus, Greenwich may receive an allocation based on the number of students reported on a private school ED 159.

SPECIAL EDUCATION

12. How does the State calculate IDEA grants and how do we then allocated the amount received among the schools? Why is there such a large variance between what the various schools receive? Is there no correlation between amount of grant and number/type of special education student in each school?

A Local Education Agency's (LEA) IDEA allocation is based on the previous fiscal year's dollar amount. Any additional dollar amounts, over and above what the State received the previous fiscal year from the Office of Special Education Programs (OSEP), is allocated (or decreased) to each district, by the individual district's reported poverty level and total school population. The funds that come into the district are not distributed out to schools. 97% of the public school funds and 88% of the proportional share for private schools support salaries and benefits. The remaining public school funding is used for district wide staff development, parent activities, specialized supplies/materials and web based instructional programming.

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TRANSPORTATION

13. Could the proposed transportation costs for be phased? Looking at the magnet school report, there does not appear to be a critical mass to support the addition of three buses. In addition, what data is available on the transportation needs of private schools, which aren't currently being met (brought up at last budget meeting)?

For school year 2014-15 students who attend HA,NL, and WMS and are not currently being transported and live outside the one mile limit for elementary and one and half mile limit for middle schools students are as follows:

School	Add't Students to Transport	Number of Buses
HA	4	0
NL	12	2
WMS	6	1
Total	22	3

Hamilton Avenue would not require an additional bus if the two existing routes servicing HA are extended and bus stops times are changed. New Lebanon would required two buses due to the geographical disbursement of the students. Western Middle School would require one bus given the distance away from the school.

With the updated numbers and refinement in routes (Attachment III), the proposal for magnet transportation can be phased with HA and NL requiring two additional buses under phase 1 and phase 2 can add one additional bus for WMS. If you phase the magnet transportation plan the budget savings for the BOE Operating Budget with one less bus is \$39,786.

Examples of private school transportation needs that could be addressed with additional buses are: ability to split current combined Greenwich Academy and Brunswick and GCDS routes from the OG/RV area, ability to accommodate dismissal time request for Whitby with lower and upper school, and ability to provide late bus service for Stanwich.

ADMISSIONS

14. In the budget binder page 312: What is meant by "Admissions" and why is there a dramatic drop in actuals from 25K to 9K and then to 0 as budgeted? Why did we lose this revenue?

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The 44010 Admissions revenue line item is for athletic event gate receipts (football, boys hockey, and boys basketball). FYE2013 had a larger amount than normal due to FCIAC championship gate receipts. Without the FCIAC deposit, FYE2013 revenue would have been \$8,621 in line with FYE2014 actual of \$9,250.

ASSESSMENT

15. In the budget binder last bullet on page 20 Early Childhood Literacy - literacy coaches support the use of data in decision-making at the classroom level. Until the external partner for Comprehensive Assessment produces a data warehouse and trains teachers on a value-added growth model for every student, how can we have confidence that data will be used to improve instruction for student growth given a reduction of coaches?

The district has invested in the Data Team Process each year. There is a district Data Team that communicates the use of data at the School level. School Data Teams analyze building based data to support the decisions they make regarding programming. The School Data Team supports the grade level Instructional Data Teams. Data driven decision making is a process each teacher engages in daily. To support and sustain the learning, the district engages in a consultant contract with Mike Wasta to provide ongoing professional learning for teachers, teacher teams and buildings.

The Educator Evaluation process expects the use of data to make instructional decisions. Coaches and specialists support teachers and teacher teams in their analysis of the data, but they are not solely responsible for analyzing data. It is the role of Administrators to ensure that data is used to determine instructional strategies for Tier I. Additional data points are brought to the SAT teams to make decisions on student interventions.

The District RtI Process outlines the expectations for using data and analyzing multiple measures to make decisions for providing interventions and other instructional supports.

Building administrators also play an important role in collecting and analyzing student, classroom and building data.

SBA will augment our existing data and the forthcoming data dashboard and warehouse will provide the district with better tools. Schoology now provides a digital/virtual forum for teachers to share and discuss analytical results across the district as grade level or vertical content teams. We have a solid foundation, and are adding to it and systematically building toward the future.

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White Paper on Instructional Coaching

**A Comprehensive Approach for Improving Instruction and
Accelerating Student Achievement**

BACKGROUND & OVERVIEW

The Greenwich Public Schools is charged by the Connecticut State Department of Education with providing teachers with a balanced approach to professional learning. The impetus for comprehensive professional learning is the well-documented research finding that teacher quality is the single most powerful determinant of student success that is within a school district's sphere of influence.

The District values coaching as an integral component of its overall approach to continually improve and enhance teacher pedagogical skill through high-quality professional learning opportunities. Coaching promotes student learning and achievement by having the coach and teacher work jointly to plan, enact, and reflect on specific lessons, acting as resources for each other. Coaching typically entails job-embedded learning for teachers, which research shows leads most directly to changes in classroom practice. Coaches can deliver a workshop to a small group of teachers and are then able to follow up directly with teachers in their own classrooms and tailor the extended professional learning to the individual teacher needs.

The staffing structures for the Greenwich Public Schools are reviewed annually to determine the best allocation to meet current enrollment and student needs. The coaching structure and function has been a consideration over the past several years. Now, with the 2015-2016 Proposed Operating Budget, an important change in coaching is proposed. The number of District coaches would be reduced from 11 to eight and the focus would shift from a content emphasis to an instructional emphasis. The administration believes that moving from content area coaches to instructional coaches will broaden support to all curricular areas and enable the best instructional strategies and practices to be replicated across the district at all levels and in a wide variety of subject area classrooms. Content expertise will still be essential, but led by an emphasis on the instructional approaches necessary to most effectively deliver content.

It is important to remember that District coaches are not the only resource for "coaching" support. As this paper will emphasize, the District employs a comprehensive professional learning and coaching model, which provides teachers guidance and support from a range of sources. Our multi-level approach to supporting teachers allows us to be nimble in responding to an ever-changing educational landscape. Indeed, the new instructional coach model, combined with the District's other internal and external coaching resources, should result in an effective job-embedded professional learning system for Greenwich teachers.

Internally, teacher practices are supported by:

- Coaches (District (K-12), Special Education (PK-12), Technology (9-12), and Program (9-12))
- Administrators (Program Coordinators, Principals and Assistant Principals), Learning Facilitators (PK-12)
- Mentors (for new teachers PK-12)
- Teacher Peer Collaboration (grade-level, ALP, ELL, SpEd., Library Media, Reading, etc.)

External professional learning partnerships also provide critical coaching:

- Individual Consultants - current examples include: Mike Wasta (Data Teams) , Todd White (TEPL) and David Moss (Science)
- Organizations - current examples include: November Learning (DLE), Teachers College (Writing Workshops), CT Science Center, and CREC (Capitol Regional Education Council - DLE).

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This paper presents the GPS Coaching Structure, delineating the range of professionals that provide support to teachers. The paper also defines instructional coaching relative to content coaching, demonstrating that both types of coaching are best understood as a continuum with many overlaps in actual work and effects on teachers. The paper closes with specific examples of how coaches allocate their time with teachers and the accountability systems in place to track their work.

GPS COACHING STRUCTURE AS PROPOSED FOR 2015-2016

The District's coaching philosophy is to serve GPS students by supporting all teachers. Coaches work with new and veteran teachers to promote highly effective instructional practices that increase student achievement.

The District currently employs a multi-level approach to coaching that helps teachers feel motivated and responsible to incorporate current or learned skills in their daily practice. Teachers receive coaching and guidance on curriculum implementation, instructional strategies and content organization and delivery based on a comprehensive model that includes internal and external expertise.

Internal Coaching Resources

Coaches:

The lead coaching approach would be the **instructional coach** model. Instructional coaches are experts in pedagogy and have a deep understanding of researched-based pedagogy that transcends a particular subject matter and apply to all content areas. The Greenwich Public Schools have been highly successful with the implementation of instructional coaching at the elementary and secondary level (currently, two instructional coaches) in recent years.

Differentiation and technology integration are two examples of instructional strategies that would be supported by an instructional coach. By deploying these coaches by Networks (two per elementary network and two for the secondary network—middle school and high school), the District will empower the principals within the Network to define instructional strategies that align with their student and teacher needs. The principals and coaches will collaborate in developing a coaching plan to be implemented at the school level with individual teachers or teams of teachers. For 2015 -2016, Networks will use multiple measures from their buildings to determine the focus for each coach that is deployed to the Network.

A second internal coaching category is **content coaches**, which have been utilized to address certain situations such as the introduction of a new curriculum or instructional method. In the case of Hamilton Avenue School, the District is seeking to establish a content coach for STEM (Science, Technology, Engineering and Math) since this person will be supporting whole school change – a move to inquiry-based learning that requires significant, job-embedded, daily support.

Special Education coaches exist at the district level, providing specialized focus on compliance and specific student issues. These coaches also support private schools per IDEA mandate. The private schools specifically request coaching support as their "share" of IDEA funding.

At the 9-12 level, there exist **program coaches** for each content area as well as **technology coaches**. These are classroom teachers that have 0.2 FTE release time to collaborate with classroom colleagues in planning and content organization.

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Administrators:

The District has implemented a teacher evaluation system since 2007 that is based on a coaching model. The District has invested considerable time and resources honing **administrators'** skills to provide frequent and focused feedback to teachers on their daily practice. We have elevated our pre and post conferences into coaching conversations that support enhanced and improved teacher performance. Formal and informal observations include timely written feedback to teachers on their instruction and are an invaluable chance to support teacher capacity.

Mentors:

School-based **mentors** provide support to new teachers as outlined by the CSDE TEAM Mentorship program. The Teacher Education and Mentoring Program (TEAM) is a two-year induction program for beginning teachers that includes mentorship and professional development. Beginning teachers participating in the program are assigned a trained mentor at the school level to guide them through developing individualized growth plans, uniquely based on their own needs as educators. The unifying framework for the program is a series of five modules aligned to the Connecticut Common Core of Teaching:

1. Classroom environment
2. Planning
3. Instruction
4. Assessment
5. Professional responsibilities

Teacher Peer Collaboration:

GPS staff work in a strong culture of collaboration and peer support. Teachers consult with grade-level and subject peers in Instructional Data Teams. They reach out to peers in their buildings as part of the Response to Intervention (RtI) process and on an informal basis to identify instructional strategies to address individual student needs. As noted in the recent School Strategic Improvement Plan (SIP), peer observations have gained momentum in the District as teachers support each other in their efforts to improve professional practice.

The peer resources available to teachers include, Special Education, ELL, Art, Music, Physical Education, and ALP teachers, and Reading and Library Media Specialists. The primary role for each of these teachers is working with students directly, but they are also valued resources for their peers.

Of particular note in this category are the **Library Media Specialists**. The district is participating in a program designed to transform the library spaces of our schools. The libraries will operate as Learning Commons with the Library Media Specialist partnering with classroom teachers to develop and implement a unit of instruction and support students as a patron of the digital age. The virtual space will coach the teacher in developing learning opportunities for students to engage them in inquiry-based thinking, creativity, innovation and scholarly research.

Learning Facilitators:

School-based **learning facilitators** are hired to provide teacher and administrative support at the team and content level.

Miscellaneous Professional Support

In addition to coaching, the District provides a myriad of professional learning opportunities to build and strengthen teacher capacity. Last year the District enabled each Network to develop professional learning tailored to their students and staff. The time allocated for professional learning includes most Wednesday afternoons, five early release days and two full days during the school year.

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External Coaching Resources

Individuals and Organizations:

Individual external coaches and organizations partner with the GPS on a short and long-term basis. The District utilizes the services of external coaches for specialized support for the teaching staff. External coaches bring a narrowly defined skill set to the District and usually have a limited timeframe with which to work with staff. Examples of current external coaching partners would be Todd White, Mike Wasta, David Moss in Science, Teachers College on Writing Workshop and November Learning.

Dr. Wasta has worked with individual Instructional Data Teams (IDT) to raise their ability to understand and implement the data team process. Principals identify those teams at their school that could benefit from this type of coaching. Dr. Wasta observes an IDT meeting and then provides feedback and resources to help support their effectiveness. He then follows up with the building principal to debrief and share next steps for expected improvement.

Most recently Dr. White has been involved in coaching GPS staff on two fronts – raising the level of cognitive engagement and peer observations. Dr. White meets with teachers by grade level (elementary) and discipline/team (secondary) to conduct professional learning that is often tied to the school's Strategic Improvement Plan. By meeting with teams of teachers, Dr. White is able to support the individual needs of the team in relation to a specific topic such as cognitive engagement. The team approach also enables teachers to continue the work beyond the coaching session.

These coaching partners are able to develop collegial relationships because they return to the district with some frequency as opposed to sending teachers to a one shot workshop. The fact they are not part of the administration also helps to alleviate any teacher anxiety that they are being evaluated during these sessions.

A lead example of an external coaching partnership is the work with Alan November and his team on teacher change of practice in the Digital Learning Environment. November Learning's focus has been on the DLE Goals of Critical Thinking of Online Content, Quality Teacher Feedback, Personalized Learning, Students as Self-Reflectors of their Learning, and Readiness for the Smarter Balanced Assessment. November Learning's Digital Learning experts work on site providing a blend of whole group workshops for interdisciplinary teams or grade level teams, one-to-one coaching, and team coaching. Each consultant debriefs with the building principal to provide further coaching for the administrators and to set goals for the next session. November Learning is currently working with a team of Early Adopters to help sustain the learning for Phase II and Phase III. The building administrators identified the early adopters in their building, one teacher per grade level PK-12, the library media specialist, and the coaches.

The District is also launching a three-year coaching partnership with CT Science Center for implementation of the STEM magnet at Hamilton Avenue School. Over time, we will look to have this relationship support teachers across the District.

INSTRUCTIONAL COACHING DEFINED

What is Instructional Coaching?

Instructional coaching is grounded in current research and clinical knowledge on leadership and schools as "professional communities of practice." Recent research and CSDE Professional Development Standards suggest that coaching is most effective when it includes components that are based in the school and

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embedded in the job and when it increases the teachers' theoretical understanding of their work. Coaching works best when it is tailored to the teacher needs and when the approach to learning is collaborative and inquiry-based. Shifting to instructional coaching as a system of teacher support from a content coaching model is essential to improving teacher instructional practice and accelerating student achievement. Instructional coaches typically provide intensive, focused support for professional learning. Coaching is designed to scale up teaching expertise. As underscored in the 11/24/14 Budget Q&A Round I, the transition to a District Instructional Coaching model provides many benefits:

- Reducing the barriers that define the support by content only;
- Middle School increase in support from one to two coaches;
- Western and Central Elementary Networks currently have 1.5 Literacy Coaches and this will mean an "increase" in support there, as they will now have two coaches that could provide literacy or other content support;
- Increased alignment and collaboration between two network coaches;
- Increased alignment with Humanities and STEM philosophy by having coaches who are dedicated to multiple content areas;
- Increased support in the transition to new standards (CT Core, Social Studies--C3 Framework, NGSS) as instructional coaches are not defined by the content
- Increased facilitation of communication within the network mode

The following table delineates the differences and commonalities between content and instructional coaches. The fact that they operate on a continuum between content and instruction, with most work at the intersection of content and instruction, should be clear.

Content Coach	Instructional Coach
A content coach is a dedicated professional development expert who works with teachers to increase student achievement through improved teacher effectiveness <i>in a particular content area</i>	An instructional coach is a dedicated professional development expert who works with teachers to increase student achievement through improved teacher effectiveness
Provides pedagogical content knowledge and dispositions toward that content	Fosters professional habits of mind
Provides pedagogical knowledge and underlying beliefs about learning <i>in a particular content area</i>	Provides pedagogical knowledge and underlying beliefs about learning <i>across content areas</i>
Provides support that may be <i>grade band specific</i>	Provides support that can be <i>PK-12</i>
Facilitate workshops, inter-classroom visitations, and opportunities for reflection <i>specific to a content area</i>	Facilitate workshops, inter-classroom visitations, and opportunities for reflection
Excellent Teacher	
CSDE certified	
Provide structures for ongoing professional learning	
Guide teachers in effective lesson development, instruction and assessment	
Provides support	
Work in partnership with teachers and administrators	
Mindfully makes use of the curriculum	
Provide support to curriculum development, renewal and implementation	
Does not serve in a supervisory role	

Proposed Training/Professional Learning for Instructional Coaches

Ellen Flanagan and Irene Parisi are leading the Coaching Workgroup, which will address two priority areas: developing the GPS Instructional Coach Model and establishing the Hiring Process (including Job Description).

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The Coaching Workgroup will include the Deputy and Assistant Superintendents, lead principal, instructional coach, two teachers and a Network facilitator. The outcomes include hiring the instructional coaches by February to have the cadre participate in the appropriate professional learning to ensure effectiveness across all content areas. A plan for deploying coaches across the Networks will be developed. Coaches will be part of implementing the deployment plan so that they are effectively matched with the particular needs of the Networks.

In the spring of 2015, after we have identified the new coaching cadre, we will conduct a needs assessment to determine the training/professional learning modules for the new coaches. Anticipated modules may include:

- RtI/SRBI
- Digital Learning/Technology Integration
- Standards Study
 - analysis of power standards of the CT Core, NGSS, Social Studies, and 21st Century Learning
- Collegial coaching conversations
- Educator Evaluation and the TEPL Rubric

THE EVIDENCE OF IMPACT OF COACHING

Transfer of Learning into Practice

There is a significant body of evidence linking instructional coaches and increased student achievement. Jim Knight (Research Associate, the University of Kansas Center for Research on Learning Instructional Coaching) has conducted studies that link instructional coaching to increased student achievement. The body of research is growing with the prevalence of instructional coaching in educational settings. The significant conclusion is that professional development to improve teacher quality is an important factor in predicting student achievement.

Sanders and Rivers' (1996) study of two major Tennessee school districts provides further evidence supporting the link among coaching, instructional effectiveness and student achievement. Researchers used the Tennessee Value-Added Assessment System (TVAAS) to determine whether teacher effectiveness impacts student achievement. The TVAAS provides individual student data in several disciplines over several years, allowing the long-term impact of effective or ineffective teachers to be measured and evaluated. The findings were dramatic in a matched cohort of students who received three years of instruction from three separate cohorts of teachers receiving varying professional learning. The teacher cohort receiving the intensive coaching support had a significant impact on student performance.

In Greenwich, yearly surveys of administrators and reflections on the administrator School Improvement Plan (SIP) goals indicate that there is power in a coaching model. Administrators often attribute their school success and teacher change in practice to the coaching that had been provided. In the 2013-2014 survey, however, principals asked for a district analysis in order to provide for an increased number of instructional coaches as the content that defined their role would often force them into a focus area that was not intended or aligned to their SIP Plan.

Currently, the coaches provide administrators with a Transfer Checklist (shown below). Administrators use this tool during an information walkthrough and collect evidence that indicates the teacher has implemented the new learning into their practice.

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Coaching Action Plan Transfer Checklist

Teacher: _____

Focus: _____

Date	Examples of Transfer	Examples of Transfer	Examples of Transfer	Examples of Transfer

sample

Teacher: _____

Focus: Promote discourse in a 1st grade science classroom

Date	Modeling: Teacher models thinking through "think aloud," making the process explicit	Turn & Talk: Teacher asks high level (unanswerable) question and provides students time to discuss with a partner	Discourse Cards: Teacher makes available scaffolds that promote students thinking and talking	Student entries in the science notebook require the student to reflect on process and content
5/16				
5/30				
6/7				

Evaluation of GPS Coaches

District Program Coordinators, in partnership with the Assistant Superintendent for CIPL, provide oversight of the coaches. Coaches are expected to work in partnership with the building administrators to develop a focus. As previously stated, principals and coaches collaboratively develop a coaching plan to be implemented at the school level to work with a teacher or teams of teachers on identified needs. This may look like a coaching cycle where a teacher participates in a cycle of learning/practice a minimum of three times with the same coach. Please reference Attachment as example of current monitoring of coaching time allocation: "Weekly Science Coaching Totals (to date) 2014-2015."

We will evaluate the Instructional Coach model during 2015-2016. All coaches are currently evaluated on an annual basis through the Educator Evaluation Process.

The District will identify renewed assessment indicators and mechanisms for documenting the Instructional Coaching program impact. The new Instructional Coaching Cadre will help to develop the guidelines, standards and tools for use in the evaluation process.

CONCLUSION

Coaching is an integral element of the GPS's comprehensive approach to improving instruction and accelerating student achievement. The District employs a comprehensive professional learning and coaching model, which provides teachers guidance and support from a range of within district and external sources. Guidance comes from coaches (district, special education, technology and program), administrators (program coordinators, principals and assistant principals), mentors, and teacher peer collaboration. GPS teachers also benefit from the expertise of coaching from external consultants and organizations, such as Mike Wasta, Todd White, November Learning, Teachers College Columbia University, and the CT Science Center.

The new instructional coach model, combined with the District's other internal and external coaching resources, should result in an effective job-embedded professional learning system for Greenwich teachers. Content expertise will still be essential, but led by an emphasis on the instructional approaches necessary to most effectively deliver content. We believe that moving from content area coaches to instructional coaches

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will broaden support to all curricular areas and enable the best instructional strategies and practices to be replicated across the district at all levels and in a wide variety of subject area classrooms. The blend of instructional and content expertise in a trained cadre of instructional coaches will allow us to be nimble in responding to an ever-changing educational landscape.

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2009, p. 2. http://www.balancedreading.com/Wren_&_Vallejo_Coach_Principal_Relatinships.pdf

		Weekly Science Coaching Totals 2014-2015																	
		Central Network				Eastern Network				Western Network			Secondary						
Coach	HAV	CC	JC	NS	PK	ISD	NM	OG	RV	GV	HA	NL	Cent.	East.	West.	GHS	Out of Dist rict	Total	%
District Com. / MTG	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0	4	1.8
Meeting (Coach / Admin)	18	1	1	0	0	1	1	2	1	3	1	0	0	0	0	0	0	29	13.1
Cycle	0	0	0	45	0	0	0	0	0	0	0	0	0	0	0	0	0	45	20.4
Consultation	0	10	2	1	15	7	0	15	1	16	25	2	0	0	0	0	0	94	42.5
Curriculum / Assessment	9	6	0	5	2	1	0	0	0	3	2	1	0	0	0	0	0	29	13.1
Workshop - Conducted	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	3	1.4
Workshop - Attended	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	7	10	4.5
Coach Prof. Learning	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	3.2
Totals	34	17	3	51	20	9	4	17	2	24	28	3	0	0	0	2	7	221	
	15.4	7.7	1.4	23.1	9.0	4.1	1.8	7.7	0.9	10.9	12.7	1.4	0.0	0.0	0.0	0.9	3.2		
District Com. / MTG	District led committees including: GDDT, Curriculum Council, DLE, Assessment Committee																		
Meeting (Coach / Admin)	Meetings with building level and central office administrators																		
Cycle	Any aspect of the coaching cycle: plan, observe, demo, co-teach, co-plan, debrief																		
Consultation	IDTs, Book Study, peer visits, lesson study, clarify content / pedagogy questions, faculty meetings, identify resources, stand-alone demos, SDTs																		
Curriculum / Assessment	Coach led work on assessments, curriculum, etc. including wiki and Schoology																		
Workshop -Conducted	Planning, conducting, obtaining materials for professional learning within GPS																		
Workshop - Attended	Attending workshops run out of district ie: NCTM, NSTA, NCTE, ASCD																		
Coach Prof. Learning	Coach peer visits, work with consultants, book study, bi-monthly meetings																		

Attachment II

ESEA Title I Ranking Spreadsheet & Supporting Tables

ESEA, TITLE I
2B.1 RANKING SCHOOLS AND ALLOCATING FUNDS (SERVING SCHOOLS BELOW 35% POVERTY - 125% RULE APPLIES)

<p>Per-Pupil 125% Calculation: Divide the school district’s entitlement by its total number of children from low-income families to arrive at an amount per poverty child. Multiply this amount by 125% to determine the minimum per-child payment for each attendance area.</p> <table><tr><td>School District Entitlement</td><td>Count of Children from Low-Income Families</td><td>Amount Per Poverty Child</td><td>Minimum Allocation per Poverty Child</td><td></td></tr><tr><td>\$895,858</td><td>1156</td><td>\$775</td><td>x 1.25 =</td><td>\$968.70</td></tr></table>					School District Entitlement	Count of Children from Low-Income Families	Amount Per Poverty Child	Minimum Allocation per Poverty Child		\$895,858	1156	\$775	x 1.25 =	\$968.70	School District Entitlement		\$895,858	Poverty Criteria Used	
					School District Entitlement	Count of Children from Low-Income Families	Amount Per Poverty Child	Minimum Allocation per Poverty Child											
					\$895,858	1156	\$775	x 1.25 =	\$968.70										
					Reservations:														
					Neglected		\$12,530												
					Professional Development (5%)*			October 2013 F/R Lunch											
					Alliance Districts Prof Dev (10%)**														
					Prntl.In. At least \$8,959		\$12,000												
					Homeless														
					Administration		\$40,000												
Capital Expenses Not Otherwise Funded																			
Focus and Turnaround Schools																			
Interventions (20%)*																			
Other:																			
Balance to be Distributed to Schools		\$831,328																	

		ATTENDANCE AREA RANKING							ATTENDANCE AREA ALLOCATIONS			
		October 2013 K-12 Children Residing in Attendance Area			Children from Low-Income Families			Percent Low-Income	Minimum Attendance Area Allocation	Actual Attendance Area Allocation	Allocation Generated by Public Low-Income Children	Allocation Generated by Private Low-Income Children
		Public	Private	Total	Public	Private	Total					
Name and Grade Span of Each Public School	Fund School? (Y/N)	2	3	4	5	6	7	8	9	10	11	12
Cos Cob School	N	438	32	470	32	0	32	6.81%	\$ -	\$ -		
Glenville School	N	426	124	550	22	2	24	4.36%	\$ -	\$ -		
Hamilton Avenue	Y	341	8	349	165	3	168	48.14%	\$ 263,682	\$ 263,682	\$ 258,973	\$ 4,709
IS @ Dundee	N	369	7	376	19	1	20	5.32%	\$ -	\$ -		
Julian Curtis	Y	365	149	514	82	2	84	16.34%	\$ 118,560	\$ 118,560	\$ 115,737	\$ 2,823
New Lebanon	Y	264	10	274	129	2	131	47.81%	\$ 216,771	\$ 216,771	\$ 213,462	\$ 3,309
North Mianus	N	487	31	518	16	0	16	3.09%	\$ -	\$ -		
North Street School	N	358	330	688	7	3	10	1.45%	\$ -	\$ -		
TOTAL		8636	2431	11067	1132	24	1156	10.45%	\$ 831,328	\$ 831,328	\$ 815,044	\$ 16,284
					Additional \$ Amount to Distribute in Actual Allocations				\$ -	\$ -		

√ Indicates Title I schoolwide program (at least 40% poverty - waived for Focus & Turnaround schools). See "Assurances and Program Information Section 3" for Title I schoolwide program criteri

* Districts may use Title I funds for professional development activities to ensure that teachers are highly qualified, but are not required to (subject to private equitable services).

** Alliance districts may reserve up to 10 percent of their Title I funds to provide professional development to all their schools (Title I and non-Title I) in order to improve the performance of the entire district (subject to private equitable services).

*** Districts should reserve up to 20 percent of their Title I allocation, or an equivalent amount from other resources, to implement interventions in Title I Focus and Turnaround schools (not subject to private equitable services).

2B.1 RANKING SCHOOLS AND ALLOCATING FUNDS (SERVING SCHOOLS BELOW 35% POVERTY - 125% RULE APPLIES)

[illegible]

ESEA TITLE I	2014-15	District and Code:	<u>eenwich Public Scho</u>	<u>57</u>
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List of Funded Schools	Funding Amount	District Entitlement:	\$895,858
	\$0	Total Reservations:	\$64,530
	\$0	Total Distributed to Schools:	\$831,328
Hamilton Avenue	\$263,682		
	\$0		
Julian Curtis	\$118,560		
New Lebanon	\$216,771		
	\$0		
	\$0		
	\$0		
	\$0		
	\$0		
	\$0		
Western Middle	\$197,030		
	\$0		
	\$0		
	\$0		
	\$0		
	\$0		
	\$0		

District Overview														
Title I Schools	JC		NL		HAS		WMS		ARCH		DISTRICT		TOTAL	
Budget Year	2012-2013	2014-2015	2012-2013	2014-2015	2012-2013	2014-2015	2012-2013	2014-2015	2012-2013	2014-2015	2012-2013	2014-2015	2012-2013	2014-2015
<u>Teacher Salaries (111)</u> •4 ALP Teacher for interventions •Parent Liaison to translate and provide parent engagement • Part-time Bilingual Social Worker (.4) • Teachers for growth and development staff planning and collaboration • Substitutes for teacher attendance at professional development •Certified teachers to run After School Parent program and technology, wellness and STEM related program	\$21,000.00	\$49,840.00	\$43,074.74	\$39,840.00	\$78,287.00	\$86,365.00	\$14,000.00	\$52,530.00		\$10,000.00			\$156,361.74	\$238,575.00
<u>Education Aides and Substitutes (112)</u> •Professional Assistants •Substitutes to support Title I students during literacy and interventions • Administrative Support to address attendance, dismissal and management of tutor programs	\$26,300.00	\$15,000.00	\$15,600.00	\$89,103.00	\$53,738.88	\$32,000.00	\$15,000.00	\$30,000.00					\$110,638.88	\$166,103.00
<u>Clerical Support (113)</u>											\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
<u>Benefits (200)</u>	\$0.00	\$0.00	\$26,651.13	\$29,000.00	\$72,132.96	\$44,984.00							\$98,784.09	\$73,984.00
<u>Purchased Services (300)</u> • Translation Services- Translation and parent liaison services • Parent Activities • Child Care for support of parental activities • Professional consultants and training specialists	\$1,750.00	\$4,754.00	\$1,750.00	\$19,000.00	\$1,750.00	\$29,451.00	\$26,000.00	\$70,000.00		\$10,000.00	\$53,737.00		\$84,987.00	\$133,205.00
<u>Other Purchased Services (500)</u> • Transportation and Admission for field trips • Printing Services for Title I compact and parental involvement programs •Tuition for conferences				\$10,375.00		\$15,000.00				\$5,000.00	\$3,354.00		\$3,354.00	\$30,375.00
<u>Instructional Supplies (600)</u> • Enhance classroom libraries to support for students not meeting benchmarks • Enhance e-book collections • Bi-Lingual Parent Library • Web-Based Licenses • Administrative and Instructional Supplies • Science CMT Prep materials • Training for parents on Schoology, Aspen, General Parenting, college readiness, internet safety etc.	\$8,000.00	\$25,000.00	\$29,000.00	\$20,328.00	\$5,000.00	\$21,000.00	\$12,230.00	\$32,000.00		\$10,000.00	\$121,835.00		\$176,065.00	\$108,328.00
<u>Property (700)</u> • Instructional tools and technology • Improvements of equipment in buildings	\$13,000.00	\$25,000.00	\$40,674.00	\$8,000.00		\$34,882.00	\$13,000.00	\$12,500.00			\$22,000.00		\$88,674.00	\$80,382.00
Total Allocation	\$70,050.00	\$119,594.00	\$156,749.87	\$215,646.00	\$210,908.84	\$263,682.00	\$80,230.00	\$197,030.00		\$35,000.00	\$240,926.00	\$40,000.00	\$776,959.71	\$870,952.00

School District Entitlement Reservations- \$895,858

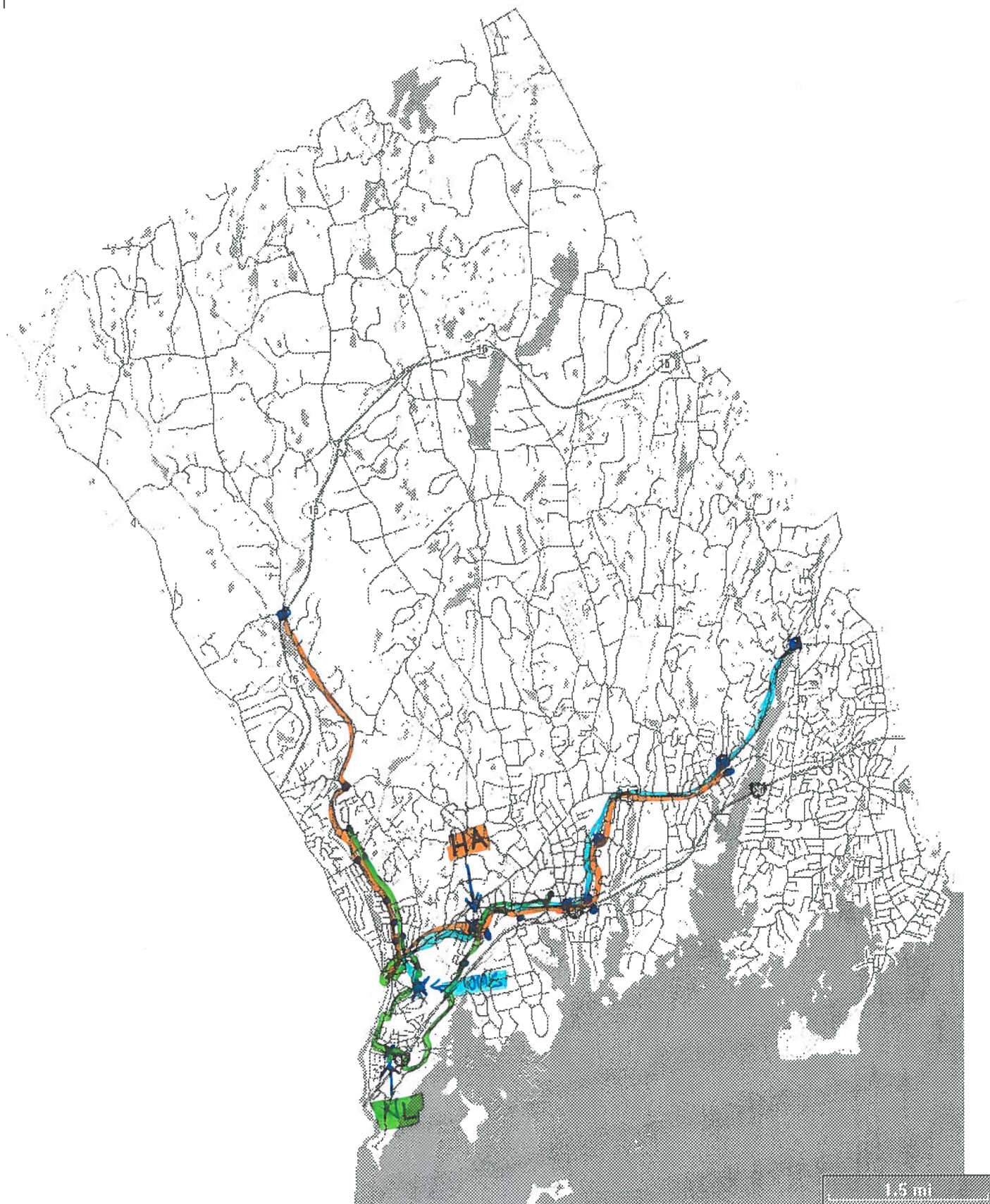
Professional Development- \$12,000

Administration- \$40,000

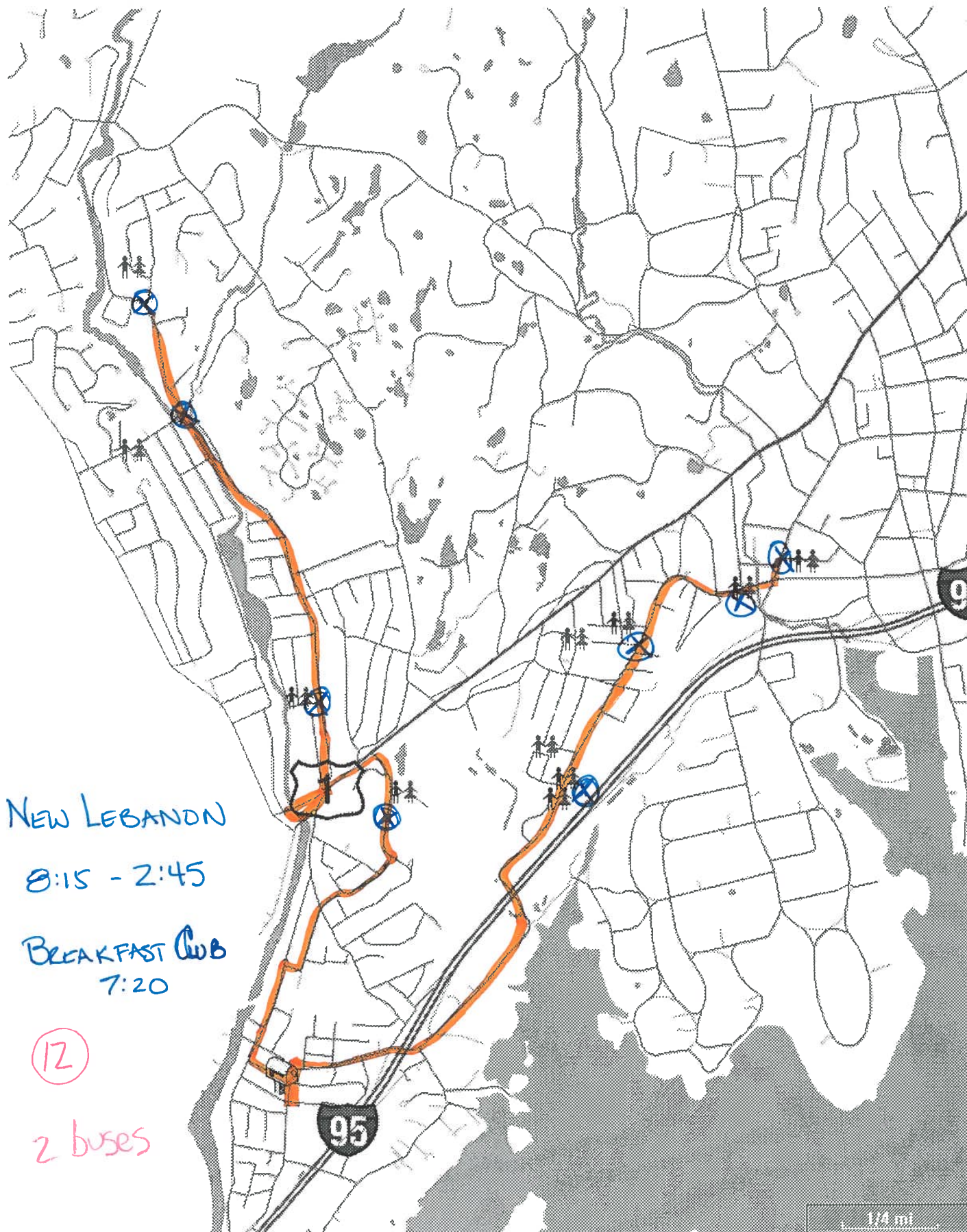
Balance Distributed to Schools- \$831,328

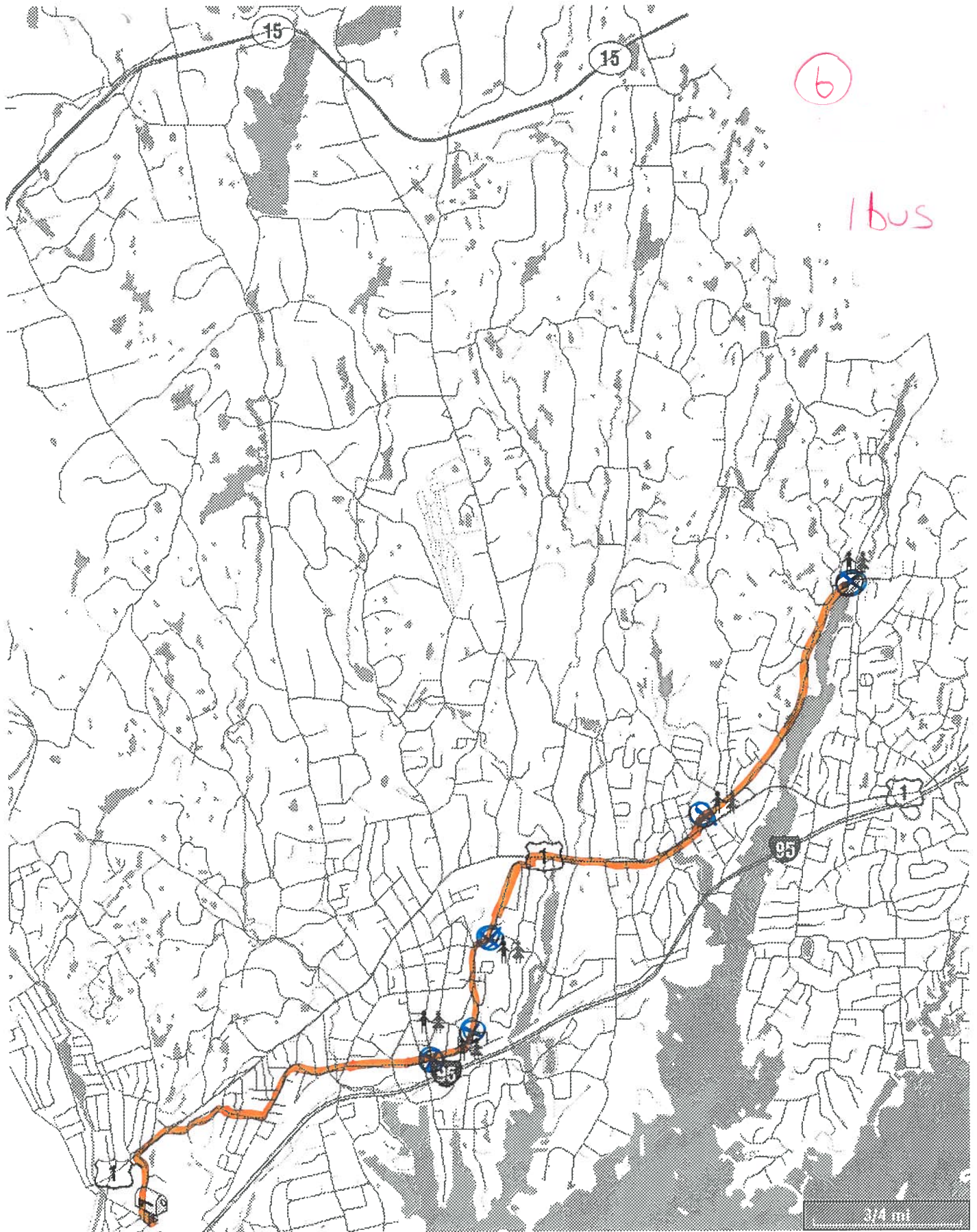
Attachment III

Transportation Route Maps



WMS NL HA





 WESTERN MIDDLE SCHOOL MAGNET