

**Greenwich Public Schools**  
**Greenwich, Connecticut**

**SCHOOL:** *Hamilton Avenue School*

**DATE:** *10-10-08*

**Strategic Improvement Team Action Plan**

**1. GPS STRATEGIC DIRECTION AND GOAL**

<p><i>School Improvement Team Goal # <u>  1  </u></i></p>	<p><b>Which GPS Strategic Direction is addressed?</b>  <input checked="" type="checkbox"/> I. Improve Learning: Accelerate growth and close gaps for each student.  <input checked="" type="checkbox"/> II. Improve Teaching and Instruction: Transform classroom practices.  <input checked="" type="checkbox"/> III. Improve alignment of adults and resource management: align resources with instructional priorities.</p>
<p><b>Statement of SMART Goal:</b>  <i>80% of students in grades 4 and 5 will recoup their former CMT achievement levels of proficiency (to 83% and 92% ) and or goal ( to 69% and 70%) in total reading on the 2009 CMT.</i></p>	
<p><b>Instructional Strategy/Strategies to achieve the SMART Goals and Objectives: :</b></p> <ol style="list-style-type: none"> <li><i>1. Reader Response Journals daily in grades 2-5</i></li> <li><i>2. Daily guided reading for students below benchmarks</i></li> <li><i>3. Tier III intervention plans providing additional instructional time in reading (during school)</i></li> <li><i>4. Early morning literacy programs for each grade – focused on: phonics ( grades K-2) and pre-teaching literacy objectives (grades 3-5)</i></li> </ol>	

**2. STANDARDS AND OBJECTIVES**

<p><b>What national, state or local standards will be applied to measure goal?</b></p> <ul style="list-style-type: none"> <li><i>• CMT's/DRP's</i></li> <li><i>• Formative Assessments (biweekly reader response)</i></li> </ul>	<p><b>What SMART objectives are anticipated?</b></p> <p><i>80% of ESL students in Kindergarten will achieve an independent DRA level of 4 by the end of June 09.</i></p> <p><i>80% of students in grade 1 scoring below a 16 and below on the DRA</i></p>
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<p><i>assessment)</i></p> <ul style="list-style-type: none"> <li>• <i>Project Read Assessments (grades K-2)</i></li> <li>• <i>Student Work</i></li> <li>• <i>Fountas and Pinnell Benchmarks</i></li> <li>• <i>Retelling rubrics (DRA)</i></li> </ul>	<p><i>Retelling Rubric will increase their score to a 16 or above and above in January and 20 and above in May.</i></p> <p><i>80% of students will score at least 80% on a grade level cloze passage in January (over 3 practice sessions)</i></p> <p><i>80% of third grade students scoring below grade level on the Spring 08 DRA will increase their correct words per to grade level.</i></p> <p><i>80% of third grade students scoring below proficiency on the DRP 08 will score a 2 by Dec. 2008 on a CMT open ended response using a teacher provided answer frame. These students will score a 1 independently by March 2009.</i></p> <p><i>75% of students in grade 4 will be reading at independent level S at the end of grade 4 as determined by the Fountas and Pinnell Benchmark Assessment.</i></p> <p><i>80% of students in grade 5 will reach the fluency benchmark to 100wpm by January and 130 wpm by June 09.</i></p> <p><i>80% of students in grade 5 will be able to identify and explain a metacognitive strategy they used to comprehend text during reading conferences.</i></p> <p><i>100% of all students in grades 4-5 will self assess their open ended responses using a student generated rubric by February, 2009 and continuing throughout the remainder of the school year.</i></p>
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**3. COMMUNICATION PLAN**

*How and when will the SIT Action Plan and progress toward goal be communicated to key stakeholders?*

**Strategic Improvement Team Action Plan and progress toward goal must be communicated to key stakeholders throughout the course of the year. Members of the team are responsible for having the plan posted on the school’s web site, and the SIT plan and process should be shared with the school and parent community at meetings and through bulletins, newsletters, and/or the school website.**

**Staff: June 19<sup>th</sup> PLP—establish goals/objectives/instructional strategies**

**Ongoing: Faculty Meetings: 40 Minutes devoted to reading best practices.**

**September 2008 – each department or grade develops Smart objectives and strategies to meet goal**

**Share results of Harris Survey**

**October 08: Align SIT goals and objectives to budget and shared at Faculty Meeting**

**Ongoing-review status of SIT objectives by grade and department**

***Students:* September – Share SIT Goal 1 with students during Olympic Reading Ceremony**

**October- Share student data with targeted students invited to after-school program**

**January-Share post tests results with after-school students and compare to SIT objective**

***Parents:* PTA training SIT overviews (2-see plan below)**

**September: Elicit new volunteers for SIT**

**October: Create and SIT Action Plan with Team**

**SIT Meeting**

**Letter from SIT to all parents (Friday Folder) in October highlighting SIT goals, obj. and strategies**

**Place SIT on-line for parents to view**

**Share Harris Survey results and SIT Action Plan at PTA meeting.**

**January: SIT Team to review status of Action Plan**

**April: SIT Team to review action plan status and preparing for End of Year Report**

**4. TIMELINE, ACTIONS PLANS, RESOURCES, AND OUTCOMES**

TIMELINE	ACTION PLANS		RESOURCES	OUTCOMES
<p><b>On-going</b></p>	<p><b>Action:</b></p> <ol style="list-style-type: none"> <li>1. Faculty meetings will include prof. learning in literacy strategies to support SIT.</li> <li>2. Administration will be in classrooms monitoring the implementation of the SIT instructional strategies 2 days per week (feedback will be provided to staff).</li> <li>3. Administer biweekly reader response assessments in grades 3-5 and monthly multiple choice assessments</li> <li>4. Conduct weekly grade level meetings to review assessment data, create consistent lesson plans and plan interventions</li> <li>5. Establish and implement grade level data teams</li> <li>6. Wednesday grade level meetings after-school will focus on completing curriculum maps in reading and writing in grades k-5.</li> </ol>	<p><b>Responsible Person:</b></p> <ol style="list-style-type: none"> <li>1. Literacy Team</li> <li>2. Principal/Asst Principal</li> <li>3. Classroom Teachers</li> <li>4. Deb Cline and Classroom teachers</li> <li>5. Literacy Team</li> <li>6. Coach and Principal</li> <li>7. Clsm Teachers and Literacy Spec.</li> </ol>	<p>Literacy Specialists</p> <p>Coaches</p> <p>Flexible Scheduling</p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• Accomplished</li> <li>• Partially accomplished</li> <li>• Not accomplished</li> <li>• Modified</li> </ul>
	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Weekly Grade Level Meeting Minutes</li> <li>• Lesson Plans</li> <li>• Curriculum Maps to be completed in reading and writing</li> <li>• Data Board</li> </ul>			<p><b>Results:</b></p>
<p><b>Phase 1 Dates: August</b></p>	<p><b>Action:</b></p> <ol style="list-style-type: none"> <li>1. Present CMT data to staff, engage staff in data analysis, review SIT, get feedback, make</li> </ol>	<p><b>Responsible Person:</b></p> <ol style="list-style-type: none"> <li>1. Principal</li> </ol>	<p>assistance)</p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• Accomplished</li> <li>• Partially accomplished</li> </ul>

<p><b>Faculty Meeting</b></p> <p><b>September- November 2008</b></p>	<p><b>adjustments</b></p> <p><b>2. Administer DRA to all students K-2 analyze data and plan for interventions</b></p> <p><b>3.. Place an overview of SIT in Newsletter</b></p> <p><b>4. Administer Fountas and Pinnell Benchmarks to grades 3-5, analyze results and plan for interventions</b></p> <p><b>5. Meet with SIT (review SIT handbook, review SIT provide feedback, discuss monitoring process)</b></p> <p><b>6. Schedule support staff into every classroom during reading.</b></p> <p><b>7. Begin work on Curriculum Maps</b></p> <p><b>8. Parent breakfast sharing reading strategies</b></p> <p><b>9. Schedule and conduct Intervention Team Meetings to create intervention plans</b></p> <p><b>10. Conduct literacy meeting for parents at Armstrong Court</b></p> <p><b>11. Work with Family Centers to encourage attendance at literacy meetings at parents</b></p>	<p><b>2. Literacy Team supports classroom teachers</b></p> <p><b>3. Principal</b></p> <p><b>4. Literacy Team and classroom teachers</b></p> <p><b>5. Principal</b></p> <p><b>6. Asst. Principal</b></p> <p><b>7. Building Coach and principal</b></p> <p><b>8. Literacy Team and Administration</b></p> <p><b>9. Asst. Principal, Literacy Team, Classroom Teachers</b></p> <p><b>10. Principal</b></p> <p><b>11. Administration</b></p>	<p><b>Staff as resources</b></p> <p><b>Title one funds to pay for pizza dinner at Armstrong Court</b></p>	<ul style="list-style-type: none"> <li>• Not accomplished</li> <li>• Modified</li> </ul>
	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Review reader response data (create spreadsheet)</li> <li>• DRA/Fountas and Pinnell Benchmarks Results</li> <li>• Intervention plans</li> </ul>			<p><b>Results:</b></p>

	<ul style="list-style-type: none"> <li>• <b>Retelling Rubric in grades k-1</b></li> <li>• <b>Literacy Strategies: Agenda for the Year</b></li> <li>• <b>Fluency Data – grade 3</b></li> </ul>		
<b>Phase 2</b> <b>Dec-</b> <b>February</b> <b>2009</b>	<b>Action:</b> <ol style="list-style-type: none"> <li>1. Review student reading logs</li> <li>2. Develop and administer assessment to identify and explain a metacognitive strategy in grades 4-5.</li> <li>3. PTA Meeting Training of SIT Inst. Strat.</li> <li>4. Parent Classroom Visitations (Demonstrate 2 instructional strategies for parents in morning programs)</li> <li>5. SIT meets to review, monitor and complete “Status and Results” Phase 1 and “ongoing” of SIT</li> <li>6. Review/update Student Intervention Plans</li> <li>7. Schedule and implement literacy meeting at Armstrong Court on Preparing for the CMT</li> <li>8. Create Data walls K-5 using January benchmark assessments</li> <li>9. Review Department goals</li> <li>10. Administer Winter DRA/Fountas &amp; Pinnell benchmark</li> </ol>	<b>Responsible Person:</b> <ol style="list-style-type: none"> <li>1. Literacy Team</li> <li>2. Literacy Team and Grade 4/5 teachers</li> <li>3. District Office</li> <li>4. Morning program teachers</li> <li>5. SIT Co-Chairs</li> <li>6. Classroom teachers and administration</li> <li>7. Administration and Literacy</li> <li>8. Literacy Team, Teachers, Admin.</li> <li>9. Specialists and administration.</li> </ol>	<b>Title one funds to pay for parent breakfast</b>  <b>Growth and Development pay for teachers for evening presentations</b>  <b>Title one funds to pay for pizza dinner at Armstrong Court</b>
	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• <b>Team Minutes</b></li> <li>• <b>Data on Retelling Rubric grade 1</b></li> </ul>	<b>Status:</b> <ul style="list-style-type: none"> <li>• Accomplished</li> <li>• Partially accomplished</li> <li>• Not accomplished</li> <li>• Modified</li> </ul>	<b>Results:</b>

	<ul style="list-style-type: none"> <li>• <b>Data Walls</b></li> <li>• <b>Metacognitive assessment data – grade 4/5</b></li> <li>• <b>Fluency data – grade 3</b></li> <li>• <b>Intervention plans</b></li> <li>• <b>Monitoring of attendance at Armstrong Court</b></li> <li>• <b>Rubric Scores on Open-Ended Questions</b></li> </ul>			
<b>Phase 3</b> <b>March-</b> <b>June 2009</b>	<b>Action:</b> <b>1. Review and revise intervention plans.</b> <b>2. Grade level teams, support staff and essentials’ staff meet with Principal to present grade level progress relative to SIT and department goals.</b> <b>3. Faculty meetings: Review SIT Progress and review timeline to ensure compliance</b> <b>4. Place a summary of SIT progress in school newsletter</b> <b>5. Administer DRA/F&amp;P benchmark assessments, analyze data and plan for interventions</b> <b>6. SIT meets to review, monitor and complete “Status and Results” Phase 2, 3 and “ongoing” of SIT</b> <b>7. Assess effectiveness of morning programs</b>	<b>Responsible Person:</b> <b>1. Grade Level Teachers</b> <b>2. SIT</b> <b>3. SIT</b> <b>4. Principal</b> <b>5. Teachers</b> <b>6. SIT</b> <b>7. AP. &amp; Morning program teachers</b>	<b>Subs for intervention planning</b>  <b>Subs for teachers on SIT</b>	<b>Status:</b> <ul style="list-style-type: none"> <li>• Accomplished</li> <li>• Partially accomplished</li> <li>• Not accomplished</li> <li>• Modified</li> </ul>

	<b>Assessment:</b> <ul style="list-style-type: none"><li>• <b>Biweekly reader response data</b></li><li>• <b>Fluency data</b></li><li>• <b>DRA/F&amp;P Benchmark assessment</b></li><li>• <b>Data Walls</b></li><li>• <b>Team Minutes</b></li><li>• <b>Student Generated Rubric Scores</b></li></ul>		<b>Results:</b>
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