

t Plan
ools, Greenwich, Connecticut

SCHOOL: *New Lebanon School*
DATE: October 2015_____

phic survey, the New Lebanon School enrollment has increased over the past several years. As of September 2015, studenting and the lack of adequate instructional space forced difficult decisions. The kindergarten class of 2014-15 was relocated toas was the 2015-2016 class. This relocation caused the displacement of the kindergarten staff as well as, numerous supportle in order to accommodate kindergarten afternoon specials within the New Lebanon building. Once again, the New Lebanorning needs in a less-than-optimal environment for the last four years.

Category	2008-09	2015-2016
	<i>82 students (out of 211)/39.3% of the school population</i>	<i>160 students (out of 268) 60% of the s</i>
	<i>122 students (out of 211)/57.8% of the school population</i>	<i>206 students (out of 264)/ 77% of the</i>
<i>ant</i>	<i>104 students (out of 211)/49.3%of the school population</i>	<i>135 students (out of 264)/ 50% of the</i>
<i>ation Services</i>	<i>22 students (out of 211)/10.4% of the school population</i>	<i>40 students (out of 268)/ 15% of the s</i>
<i>t Second Language</i>	<i>42 students (out of 211)/20% of the school population</i>	<i>59 students (out of 268)/ 22% of the s</i>

1 staff have focused our energies and professional development on specific components of the Greenwich Comprehensive L
to build student vocabulary, accountable talk, rigorous thinking, and coherent verbal responses
ling Instruction to build student independence with reading increasingly difficult text
; to support students by modeling and scaffolding the use of specific strategies to overcome pitfalls

vious work in reading, the School Data Team, in collaboration with the entire New Lebanon Staff, decided to focus for the Comprehensive Literacy Framework. Given the integrative nature of reading and writing, transitioning into written expression is the goal outlined above. Lifting the level of writing instruction is a highly leveraged objective that will allow NL students to achieve high scores by the second year of our writing School Improvement Plan. Our first year met with resounding success based on the student outcomes and Teachers' College Writing Rubrics. This will be the first year during which we will tie the student outcome goal to the SB

It is clear that children's success in many disciplines is reliant on their ability to write. Writing is a skill that develops over time. This is captured in the GPS Achievement Report 2011. Research has not identified one single approach to writing instruction that all researchers agree upon the following critical components of effective writing curriculum and instruction:

Students need extensive time to *learn to write* and *write to learn* both in school and outside of school (Allington & Cunningham, 2001; Calkins, 1998; Reeves 2010; Sterling et.al., 2004)

Tasks should be authentic (connected to the real world) and provide students with opportunities to write in a variety of forms, styles, and genres (Allington & Cunningham, 2001; Bomer, 2011; Calkins, 1994; Murray, 1990; NCTE 2004,2008)

Writing instruction occurs when taught in a cohesive, connected manner because reading and writing are innately connected concepts. It is helpful to first be familiar with structures of that genre (Allington & Cunningham, 2001; Bomer, 2011; Calkins, 1998; NCTE 2004,2008). Oral rehearsal, conferring, small group/partnership discussions support the writing process (Bomer, 2011; Murray, 1990). A "workshop" structure to support a reflective, flexible process that provides students with multiple opportunities to generate ideas. The process is scaffolded by peers, adults and by small writing communities (Bomer, 2011;Calkins, 1994; Culham, 2004; Murray, 1990). A wealth of opportunities to compose and publish utilizing a variety of modalities and technologies (Culham, 2004; NCTE, 2008)

Teachers should emphasize *Writing Across the Curriculum* and demonstrate an increased focus and opportunities for students to write informally and for fun (Bomer, 2011; Murray, 1990; NGA & CCSSO, 2011; NCTE, 2008; Reeves, 2003; Reeves 2010)

Teachers should work together to utilize analytic scoring rubrics and to calibrate student work. This process helps teachers to improve student work through improvement, reflection and progress-monitoring (Andrade, H. et.al., 2009; Bomer, 2011; Culham, 2004; NGA & CCSSO, 2011; 2004; Sterling et. al., 2004)

T OUTCOME INDICATOR AND GPS DISTRICT IMPROVEMENT PLAN GOAL

<p><i>Indicator:</i></p> <p>14-15 cohort, students will from 79% (near/ at/above) to 81% and 83% (near/ at/above) by</p>	<p><i>Which District Strategic Improvement Plan Goal is addressed?</i></p> <p>1. Reading 2. Math X 3. Writing 4. Other (Please specify) 5. Optional (Please specify) For Example: Additional goal for operations; communications; parent satisfaction; etc.)</p>
<p><i>Rationale:</i></p> <p><i>(Indicator chosen?)</i></p> <p>year of our three year writing plan. is on developing opinion writing tendencies. Opinion writing requires ively complex. Common Core ig students to consider two or more This requires students to think ss the validity of their own thinking opposition of their assertion. emphasis on writing. In effect, the students' proficiency as writers. h a focus on increasing students' n the area of Informational</p> <p>o of thinking involved in <i>Making Thinking Visible</i> by nich is a highly leveraged type of rticularly useful when trying to , or events. Some examples nd interpretations, reasoning with</p>	

<p>viewpoints and perspectives, conclusions. (<i>Making Thinking</i></p>	
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<p><i>OR(S):</i> <i>What are the adults going to do to meet the Student Outcome Indicator?</i></p>	<p><i>ADULT ACTION INDICATOR(S) RATIONALE:</i> <i>(Statement of why you chose this strategy)</i></p>
<p>the delivery of feedback during class will be Goal Orientated, Timely/Consistent/Ongoing and the school data team developed a Feedback Performance on the above stated feedback. Feedback may be given through various methods. Teachers will demonstrate effective feedback strategies. Indicators included on the checklist.</p>	<p>Research indicates that setting objectives and providing students feedback is one of the nine “instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, et al, 2001). Quality feedback that is specific and meaningful to the student will have a high impact on his/her learning. “The most powerful single modification that enhances achievement is providing feedback. The simplest prescription for improving education must be ‘dollops’ of feedback” (John Hattie, meta-analysis, 1992).</p> <p>Good feedback contains information a student can use. That means, first, that the student has to be able to hear and understand it. A student can't hear something that's beyond his</p>

..W.1: Write arguments to support
 tive topics or texts using valid
 cient evidence.

..W.4: Produce clear and coherent
 nt, organization, and style are
 l audience.

..W.5: Develop and strengthen
 revising, editing, rewriting, or trying

..W.7: Conduct short as well as more
 d on focused questions,
 'the subject under investigation.

..W.8: Gather relevant information
 ources, assess the credibility and
 egrate the information while

..W.9: Draw evidence from literary
 t analysis, reflection, and research.

comprehension, nor can a student hear something if she's not listening or if she feels like it's useless to listen. The most useful feedback focuses on the qualities of student work or the processes or strategies used to do the work. Feedback that draws students' attention to their self-regulation strategies or their abilities as learners is potent *if* students hear it in a way that makes them realize they will get results by expending effort and attention.

(Susan M. Brookhart, *How to Give Effective Feedback to Your Students*, 2008)

In writing instruction, one to one conferences and small group instruction provide crucial opportunities for teachers to offer strong individualized feedback and instruction. (Calkins, *A Guide to the Common Core Writing Workshop*, 2013)

- According to Calkins, the bottom line for effective writing instruction includes the following:
- Writing needs to be taught like any other basic skill, with explicit instruction and ample opportunity for practice.
 - Children deserve to write for real, to write the kinds of texts that they see in the world and to write for an audience of readers.
 - Writers need to put meaning onto the page. Children invest themselves in their writing if they write about topics that are important to them.
 - Children deserve to be explicitly taught how to write.
 - Children deserve the opportunity and instruction to cycle through the writing process.
 - To write well, children need opportunities to read and to hear texts read, and to read as writers.
 - Children need clear goals and frequent feedback.

(Calkins, *A Guide to the Common Core Writing Workshop*, 2013)

The CCSS place an tremendous emphasis on writing. In effect, the standards refocus the nation on students' proficiency as writers.

LTS INDICATORS: (SEE ATTACHED)

Progress be communicated to stakeholders including parents and staff?)

et to review Assessment results develop a draft 15-16 SIP. In addition, SDT analyzed relevant data
p results.
with district consultant Mike Wasta to review SIP and develop student and adult outcome indicators.
used SIP focus with faculty.
reviewed more assessment results and formalized the SIP
ie NL SDT delivered the SIP 15-16 for the Deputy Superintendent
clude reviews/updates on the SIP (at least four times during the school year)
ings (SDT) will occur once a month to include regular review/updates of the SIP and Action Plans
professional learning calendar on IDT afternoons.
meetings to progress monitor IDTs and SDT school wide SMART goal to achieve adult/student outcome
.2016
meetings on a rotating basis to enhance upwards and downwards communication.
school wide progress towards NL SIP, 2015-2016, goals with students at Celebrations and include
comes for SIP as apart of the celebration recognition as baccalaureate buddies, creative cool cats, and
ation ceremonies.

Level parent coffees discussed school wide focus of the 15-16 SIP

IP will be published on GPS Website/NL.
ool wide progress towards NL SIP, 2015-2016 goals with students at *Celebrations* and include student
or SIP as a part of the celebration recognition as baccalaureate buddies, creative cool cats and super
ceremonies.
IP, 2015-2016 at PTA meeting and in Principal's Bi-weekly Message.
IP progress at PTA meeting and in Principal's Bi-weekly Message.
P progress at PTA meeting and in Principal's Bi-weekly Message.
progress at PTA meeting and in Principal's Bi-weekly Message.

IP will be published on GPS Website/NL
t updated on GPS Website/NL
iews SIP accomplishments for the End Of Year SIP Report.
reviews 2016 SBA data and prepares EOY report for District.

Progress must be communicated to key stakeholders throughout the course of the year. Members of the team are responsible for the SIT plan and process should be shared with the school and parent community at meetings and through bulletins, new

staff
w and Refine with Network
ity Superintendent

3. SIT ACTION PLAN AND RESULTS INDICATOR

Timeline	Person (s) Responsible	Fiscal Implications	Results C= Compliance A= Change in Student Performance <i>(What data will you be collecting to measure the effectiveness of your plan?)</i>
Oct 24, 2015	NL SDT	\$1,150 G&D	C
Nov 6, 2015 Nov 21, 2015 Dec 5, 2015 Dec 13, 2015 Dec 21, 2015	NL Staff		C, A Media staff provided self-guided r feedback using digital tools
Nov 10, 2015 Nov 17, 2015	NL Staff		C, A, S
Feb	NL Staff	\$630 <i>How to Give Effective Feedback to Your Students</i> books	C, A, S Teachers present to the full staff th they have incorporated this into the begin with a celebration and share. shared in teachers' EOYs and on S

nister mber and	NL classroom teachers, Specialists Literacy spec, Literacy coach, Administrators		C TC Informational writing rubric Pre completed for baseline
d baseline - ty Meeting er 7, 2015	Classroom teachers, Literacy spec, Literacy coach	\$1,500 substitutes for collaboration	C, A, S IDT minutes in Schoology
015- June	Classroom teachers, Literacy spec, Literacy coach	\$1,500 substitutes for collaboration	C, A, S IDT minutes in Schoology
22, 2015	Mike Wasta	\$200. subs	A Sept/Feb
2015 - June	NL staff	\$10,000 subs \$2,500 workshop fees \$2,000 principal membership & conferences \$2,000 travel expenses to TC	A, S NL Schoology group- share notes & sharing
ions Oct -	Kate Frey Ana-Maria Fals	\$800 subs	A, S NL Schoology group- share notes & sharing
st 2015- 2016	SDT	\$500.00 subs for meeting coverage \$2,200 growth and development summer work	C, A, S agenda and minutes on Schoology

s K-2 15 /15 16 5 5	TC staff developer - Lindsay Mann	\$11, 000 staff developer \$4,375.00 Materials	A, S Agenda, conference notes, small g
s 3-5 /2015 /2015 2016 2016 2016	TC staff developer- Alexis Czerko	\$11,000 staff developer \$4,375.00 Materials	A, S Agenda, conference notes, small g
nber 2015 2016	Administrators, Literacy staff & literacy coaches		C, A NL Feedback Checklist: pre & pos November and May
er 2015 - 2016	Administration, Classroom teachers Literacy Staff		A, S Writing rubrics, IDT minutes in N

016-2016	Classroom teachers		C, A, S Video, NL Feedback Checklist
November 2015-2016	Literacy Coach, classroom teachers		C, A, S End of year coaching survey Feedback in literacy small group in to include digital possibilities Planning writing units & new read ½ day literacy planning - all grade PD - informational reading and wr Planning and Scoring performance continuum and grade level rubrics
1st 2015-2016	Literacy Coach, Literacy Specialists, Classroom teachers, ESL, Sped	\$9000 for units \$1000 subs	C, A, S Teacher will begin to implement th increased effect on student perform
016-June	Selected a volunteer teachers and coaches	\$500 subs	Study the needs of the NL commu

er 2015-2016	All grade level teachers and support staff, as possible		C, A, S The NL staff will regularly use an instructional needs at NL and adva
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Year-End Report
Greenwich, Connecticut

SCHOOL:
DATE:

OUTCOME INDICATOR AND GPS DISTRICT IMPROVEMENT PLAN GOAL

<i>Indicator:</i>	<i>Which District Strategic Improvement Plan Goal is addressed?</i> 1. Reading 2. Math 3. Writing
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	4. Other (Please specify) 5. Optional (Please specify) For Example: Additional goal for operations; communications; parent satisfaction; etc.)
<i>the adults will do to support</i>	

LTS INDICATORS (SEE ATTACHED)

TCOME INDICATORS

<i>Goal</i>	<i>Partially accomplished</i> <i>(Continue with the current goal for the next school year)</i>	<i>Not accomplished</i> <i>(Continue with the current goal for the next school year)</i>	<i>Modified</i> <i>(Modify the current goal for the next school year)</i>
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Progress of implementation of SIT Action Plan
 Review status of Student Outcome Indicators
 Deputy Superintendent

