

**Strategic Improvement Plan
Greenwich Public Schools, Greenwich, Connecticut**

**SCHOOL: NEW LEBANON
DATE: 10/1/13**

1. SCHOOL NARRATIVE

(Brief background statement on what lead to the focus of the SIP)

Our school has had significant changes over the last three years: new principal in 2011; new assistant principal in 2013; IB authorization in 2012; changes in key staff due to child-rearing leaves (psychologist, interventionist); additional sections resulting in two new staff and transfers resulting in four new staff; additional staff needs due to growing enrollment resulting in four new staff; and dramatic demographic changes in the student population. These changes have caused ‘growing pains’ for a small, intimate neighborhood school. The enrollment has increased from 211 in 2008 to 265 in 2013 and is projected to reach 320 by 2020. This has resulted in overcrowding across the building resulting in a lack of adequate instructional space and in certain grade levels (1st and 3rd) in overcrowded classes due to lack of classrooms for additional needed sections. Those grade levels are operating above district guidelines with added instructional support within these rooms (1st grade, 46 as opposed to 42 guideline; 3rd, 51 as opposed to 48). Such overcrowding causes daily displacement of staff throughout the building trying to find space to deliver small group instruction, music lessons, FLES groupings, assessment needs (SAT/OLSAT make-ups) and intervention supports. Staff’s flexibility and ingeniousness deserves high praise, but one can feel, and review data, indicating an impact on student learning, as the space issues remain unresolved.

Although our students have slightly outpaced the district in vertical scaled score growth in reading (an average of 60 points of growth from 3rd to 5th grade for NL students, as opposed to 58 for the district), we had a one-year school-wide decline of 10 points in 2013 in our overall reading scores. This is unacceptable. We must look closely at this loss of achievement through the lens of increasing demographic changes and limits of instructional space. Dr. McKersie has shared with the community and the BOE a recent review of the literature regarding the impact of racial imbalance and poverty on the effectiveness of teaching and learning over time. This research suggests that maintaining growth and closing achievement gaps require far-reaching strategies by a district in which such imbalance occurs. The GPS Administration has proposed a remedy of this situation through innovation and choice. (At the final writing of this plan, all decisions in front of the BOE have been deferred. We will move ahead as decisions are finalized.) We at NL support this focus and will demonstrate in our strategies for the 2013-2014 SIP a number of innovative steps towards success. We will do this under the umbrella of small group instruction in literacy. Literacy is the gateway for all learning to occur, so we must stay focused on increasing student learning in this academic area. NL has always approached student growth through small group instruction to address the breadth of diversity amongst our students. Historically, this approach was focused solely on skill development. Moving forward, we will develop teaching pedagogy to expand skill instruction to a more holistic, workshop approach based on authentic reading experiences and groupings, which should deploy the use of the children’s skills as a strategy for success in more rigorous academic tasks to prepare our students for careers and college.

Demographic Category	2008-09	2013-14
Free and Reduced Lunch	82 students (out of 211)/39.3% of the school population	159 students (out of 264)/60.2% of the school population
Minority	122 students (out of 211)/57.8% of the school population	192 students (out of 264)/72.7% of the school population
English Language Non-Dominant	104 students (out of 211)/49.3%of the school population	135 students (out of 264)/51.3% of the school population
Students receiving Special Education Services	22 students (out of 211)/10.4% of the school population	39 students (out of 264)/14.8% of the school population
Students receiving English as a Second Language Services	42 students (out of 211)/20% of the school population	50 students (out of 264)/19% of the school population

2. STATEMENT OF STUDENT OUTCOME INDICATOR AND GPS DISTRICT IMPROVEMENT PLAN GOAL

Statement of Student Outcome Indicator:

(written as SMART Goal)

By Spring 2014, 70% of students in grades 3-5 will advance .5 on the SBAC reading rubric over baseline.

Student Outcome Indicator Rationale:

(Why was the Student Outcome Indicator chosen?)

The percentage of third grade students in the Greenwich Public Schools who achieve mastery in reading on the CMT has historically lagged behind the performance of comparable districts. However, growth in the achievement of students from fourth grade to eighth grade is equal to growth in the highest performing districts. In order to close the gap between Greenwich students and students in similar districts, it is necessary to raise the general level of reading achievement in all Greenwich elementary schools by the end of third grade by focusing on foundational reading instruction in the primary grades (K-3).

Literacy skills are established during the primary grades and become the foundation for continuing success in school (National Reading Panel 2000). Therefore, a centerpiece of the *Common Core* standards is reading in the primary grades, when students “learn to read so they can read to learn.”

Which District Strategic Improvement Plan Goal is addressed?

- 1. Reading
- 2. Math
- 3. Writing
- 4. Other (Please specify)
- 5. Optional (Please specify) For Example: Additional goal for operations; communications; parent satisfaction; etc.)

<p><i>Common Core Connections: Reading Foundations (RF) Standards 1-4</i> (Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency); CCR Reading Anchor Standard 1 (Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text); CCR Reading Anchor Standard 10 (Read and comprehend complex literary and informational texts independently and proficiently).</p>	
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3. ADULT ACTION INDICATOR(S):

ADULT ACTION INDICATOR(S) RATIONALE:

<p><i>(Written as a SMART Goal; what are the adults going to do differently to positively impact the Student Outcome Indicator)</i></p>	<p><i>(Statement of why you chose this strategy)</i></p>
<p>Classroom teachers will improve their delivery of explicit instruction in small group instruction. Each teacher will advance by 10% over baseline on a teacher created rubric focusing on the area of explicit teaching during small group instruction.</p>	<p>Research indicates a strong connection between small group reading instruction and progress in students’ instructional reading levels (Abbott, Greenwood, & Kamps, 2007 & 2008). Research also indicates that the use of high quality, targeted assessment data improves student outcomes (Stiggins, 2001). Additionally, according to Serravallo and Goldberg, “It is important that <i>the teacher</i> follow up with previous teaching so readers have multiple attempts with support to become independent in a skill. It is also important for <i>the teacher</i> to hold students accountable for what <i>the teacher</i> has already taught them.” (<i>Conferring With Readers</i>, Serravallo and Goldberg)</p>

4. ACTION PLAN AND RESULTS INDICATORS: (SEE ATTACHED)

5. COMMUNICATION PLAN:

<p><i>(How and when will the SIP progress be communicated to stakeholders including parents and staff?)</i></p>

Staff:

August 20, 2013: Meet with SDT to review 2013 CMT data and determine outline for the 2013-2014 NL SIP

August 28, 2013: Review 2013 CMT data results with NL staff and determine causes and continued strategies to address causes.

September 17, 2013: Meet with district consultant, Mike Wasta, to review new SIP forms and philosophy for developing student outcome indicators and adult outcome indicators.

October 9, 2013: Present SIP, 2013-2014, to full faculty at a faculty meeting and determine PL to take place at subsequent full faculty meetings to address strategies and accountability of SIP, 2013-2014.

October 2013: Full Day PL with consultant Ginny Lockwood to demonstrate exemplary small group instruction.

December 11, March 12, May 14, June 11: PL and accountability progress monitor for SIP strategies and adult action/student outcome indicators at faculty meetings.

Ongoing IDT meetings during teacher common planning times and monthly faculty meeting time to progress monitor and problem solve 'problems of practice' to reach SMART goals for SIP strategies and adult/student outcome indicators.

Ongoing monthly SDT meetings to progress monitor IDTs and SDT school wide SMART goal to achieve adult/student outcome indicators for SIP, 2013-2014.

Students:

October 2013: Conferences with all 4th and 5th grade students to review achievement on 2013 CMT and goal setting for their learning needs.

November through April 2013-2014: Set up mentors to follow-up with at-risk students on their learning goals.

October-June: Share school wide progress towards NL SIP, 2013-2014, goals with students at *Celebrations* and include student achievement outcomes for SIP as a part of the celebration recognition as baccalaureate buddies, creative cool cats and super scholars in *Celebration* ceremonies.

Share student data results re: small group instruction with students, 3x during the 2013-2014 school year.

Parents/Community:

September 11, 2013, Open House: review proposed direction of SIP, 2013-2014. Post Open House PowerPoint to website.

September 2013: NL parent SIP representative attends GPS SIP training with Ellen Flanagan.

October 2013: Post SIP, 2013-2014, on website after GPS SIP submission and 'critical friends' network review.

November 6, 2013: review final SIP, 2013-2014 at PTA meeting and in Principal's Bi-weekly Message.

January 9, 2014: Review SIP progress at PTA meeting and in Principal's Bi-weekly Message.

March 6, 2014: Review SIP progress at PTA meeting and in Principal's Bi-weekly Message.

May 1, 2014: Review SIP progress at PTA meeting and in Principal's Bi-weekly Message.

District:

September 2013: SIP training with Ellen Flanagan for school SIP representatives.

October 2013: SIP 'critical friends' review responses will be shared on the NL School website.

October 2013: Final SIP will be published on GPS Website/NL

January 2014: SIP report shared on GPS Website/NL

June 2014: NL Staff reviews SIP accomplishments for the End Of Year SIP Report.

Summer 2014: NL SDT reviews 2014 SBAC data and prepares EOY report for District.

Strategic Improvement Plan progress must be communicated to key stakeholders throughout the course of the year. Members of the team are responsible for having the plan posted on their school's website, 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.

SIT Process:

June/July – Draft with Staff

August – Review and Refine with Network

October 25th – Due to Deputy Superintendent

1. SIT ACTION PLAN AND RESULTS INDICATORS

Adult Action Indicator: Classroom teachers will implement with fidelity the Small Group Instruction component of the framework for Comprehensive Literacy using data from formative assessments.

Strategies	Timeline	Person (s) Responsible	Fiscal Implications	Results Indicators C= Compliance A= Change in Adult Behavior S=Change in Student Performance
All K-5 teachers will observe ELA consultant demonstrate an exemplary small group lesson with explicit teaching of the learning outcome for students, which will include a pre-observation and a post observation PL session.	November 2013	Ginny Lockwood-consultant	\$1800 Consultant Fee \$1,000 subs for classroom teachers during demo lessons – building budget	Attendance (C)
Administrators will conduct informal observations of small group lessons from a sampling of teachers following consultant visit with the focus on components discussed during consultant visit.	December 2013	Barbara Riccio Klara Monaco	N/A	Informal feedback (A)
Literacy coaches/specialists will conduct two (2) learning walks, pre and post (utilizing the Performance Standards for Small Group Instruction and a teacher generated rubric for explicit instruction) to gather pre/post data on school-wide implementation.	1. November 2013 2. May 2014	Kathy Schnefke Carolyn Spence Shari Romero Karen Bakota	N/A	Pre/post data on teachers performance levels, which will be analyzed, and performance target set (C) (A)

School data team will utilize baseline data from above to set school-wide performance target.	December 2013	School Data Team	N/A	School Data Team Minutes (C) (A)
Staff will read, <i>Making Your Teaching Stick</i> , by Shanna Shwartz	December-February	All teachers	\$320./cost of books	Book talks at faculty meetings: December – February (A), (C)
Classroom teachers (and select specialists) will attend building-based professional learning activities designed to target specific standards identified during the above-referenced learning walks. These activities will include skill by strategy, and a review of the components of strategy instruction, guided instruction and explicit teaching. Administrators and Literacy coaches will plan professional learning dates.	2-4 Full Faculty PL/SIP Wed. Afternoons Dec. 2013- June 2014	Barbara Riccio Klara Monaco Kathy Schnefke Carolyn Spence Shari Romero Karen Bakota	N/A	Workshop attendance (C) Pre/post data on % of teachers meeting rubric criteria or progress towards such (A)
School data team will develop a teacher template based on school-wide performance standards and defined best practice that will be utilized to structure teacher reflection on their progress in small group, explicit instruction.	January 2013	School Data Team	N/A	Document reviewed by SDT and presented to staff (A)

<p>Literacy coach will conduct grade-level coaching cycles with K-5 teachers (utilizing the Performance Standards for Small Group, Explicit Instruction). Additionally, the Instructional Network Coach will work with individual teachers as needed to develop capacity in small group, explicit instruction.</p>	<p>2013-2014</p>	<p>Kathy Schnefke, Network Instructional Coach, Beth Cotter, Classroom Teachers</p>	<p>N/A</p>	<p>Coaching cycle action plans and reflections (A)</p>
<p>K-5 IDTs will set SMART goals for improved student performance on literacy assessments based on their review of the Comprehensive Literacy Benchmark Data. Additionally, adult action smart goals for teacher improved performance of small group, explicit instruction will also be set. K-2 to focus on small, guided groups and 3-5 will focus on small, strategy groups. These will be reviewed by the SDT. These will be the foundation for SEED goal setting.</p> <p>Grade levels will double score a sample benchmark assessment to calibrate scores.</p>	<p>November 2013-June 2014</p>	<p>Instructional Data Teams SDT</p>		<p>IDT minutes (A) Percentage increase in the number of students in grades K-5 meeting benchmarks on literacy assessments (e.g., F&P, Pre-Post Phonics, Spelling and Word Recognition Assessments) (S)</p>

IDT and SDT will decide on a consistent recording form to monitor IDT progress for student outcomes and teacher actions.				
IDTs will engage in frequent (no less than) four peer-to-peer observations during small group instruction. These can be recorded and reviewed at IDT/SDT/Faculty meetings. (One such peer recorded small group will be shared with the whole staff in a fish bowl to model the process) IDTs will focus meeting time to developing and implementing targeted small group, explicit instruction based on peer-to-peer feedback observations.	December 2013-June 2014	Instructional Data Teams SDT Literacy Coaches	\$1000. Substitutes hiring to support peer-to-peer observations and video viewing.	IDT minutes and adult action smart goal achievement. (A) Percentage increase in the number of students in grades K-5 meeting benchmarks on literacy assessments (e.g., F&P, Pre-Post Phonics, Spelling and Word Recognition Assessments) (S)
All NL teachers will participate in their own administration of the SBAC assessment on October 23 and reflect on the strategies students will need to know and be able to do in order to successfully participate in the SBAC assessment this spring. Skill by strategy instruction	October through June 2013-2014	All staff	N/A	All staff will participate in the SBAC administration and reflect as a staff what and how instruction will need to change to foster skills to manage career and college readiness. (C) (A)

modules will be generated to support student instructional needs for the winter and spring.				
Continuation of the NL K flexible grouping model to address targeted, diagnostic foundational reading skills: nine (9) professionals teaching in K forty (40) minutes per day with each student participating in two (2), twenty (20) minute instructional groups to pinpoint individual learning needs. Adding this year a ‘power-up’ component to jump- start the district’s adjusted timeline for acquisition of letter ID by Halloween. (Data in 2013 was quite promising for increased student achievement utilizing this model)	September-June, 2013-2014	K Teachers Literacy Specialist Interventionist Special Education Teacher Media Tech Professional Assistant(s) ESL Teacher	\$600 Substitute Salaries: Lone Pine Grant for summer screening of incoming K students	Teacher Participation (C) Adults will teach a variety of literacy topics (vocabulary, guided groups, fluency, phonemic awareness) and a variety of students outside of their usual assignments or caseloads. (A) Children will succeed at accelerated levels as compared to prior K students based on K benchmark data. (S)
K teachers will implement an additional twenty (20) minute literacy block known as ‘power UP’ to address specific word study and writing needs of K students.	September-June, 2013-2014	K Teachers Literacy Specialist Special Education Teacher	\$400 Substitute Salaries for planning and flexible grouping decisions	Teacher Participation (C) Adults will develop strategies to advance word study development for K students (A) Children will succeed at accelerated levels as compared to prior K students based on K benchmark data. (S)

Dual Language Program will advance to include 1 st grade and continue in K	September-June, 2013-2014	ESL Teacher	Allocation of additional staff from ESL grant	Teacher Participation (C) Teacher will develop strategies, assessments to teach literacy to eight (8) K and 1 st grade teachers in their native Spanish language. Children will succeed at accelerated levels as compared to prior K students with similar profiles by the time they are in third grade. (S)
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**Strategic Improvement Plan Year-End Report
Greenwich Public Schools, Greenwich, Connecticut**

**SCHOOL:
DATE:**

1. STATEMENT OF STUDENT OUTCOME INDICATOR AND GPS DISTRICT IMPROVEMENT PLAN GOAL

<p><i>Statement of Student Outcome Indicator:</i> <i>(written as SMART Goal)</i></p>	<p><i>Which District Strategic Improvement Plan Goal is addressed?</i></p> <p><input type="checkbox"/> 1. Reading</p> <p><input type="checkbox"/> 2. Math</p> <p><input type="checkbox"/> 3. Writing</p> <p><input type="checkbox"/> 4. Other (Please specify)</p> <p><input type="checkbox"/> 5. Optional (Please specify) For Example: Additional goal for operations; communications; parent satisfaction; etc.)</p>
<p><i>Adult Action Indicator:</i> <i>(Specific statement about what the adults will do to support student outcome indicator)</i></p>	

2. ACTION PLAN AND RESULTS INDICATORS (SEE ATTACHED)

3. STATUS OF STUDENT OUTCOME INDICATORS

<input type="checkbox"/> Accomplished (<i>Establish a new goal for the next school year</i>)	<input type="checkbox"/> Partially accomplished (<i>Continue with the current goal for the next school year</i>)	<input type="checkbox"/> Not accomplished (<i>Continue with the current goal for the next school year</i>)	<input type="checkbox"/> Modified (<i>Modify the current goal for the next school year</i>)
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SIT Year End Process: May/June – Review progress of implementation of SIT Action Plan August/September – Review status of Student Outcome Indicators October 25th– Due to Deputy Superintendent
