

Strategic Improvement Team Action Plan

1. GPS STRATEGIC DIRECTION AND GOAL

Revised: 10/30/09

School Improvement Team Goal # 1

Statement of SMART Goal:

The percentage of the 5th grade cohort group performing at or above goal on the content strands that require higher order thinking will increase from 58% at or above goal to 72% at or above goal over one year as measured by the CMT.

Statement of Objectives:

The percentage of the 5th grade cohort group performing at or above goal on the content strands that require higher order thinking will increase from 58% at or above goal to 72% at or above goal as measured by the 2010 CMT.

The percentage of the students receiving special education in the fifth grade cohort group performing at or above goal on the content strands that require higher order thinking will increase from 25% at or above goal to 33% at or above goal as measured by the 2010 CMT.

Instructional Strategies to achieve the SMART Goals and Objectives:

Phase II: Co-Teaching Model across subject areas (Friend) – focus on individualized, small group and whole class instructional techniques to raise the performance of all students, especially those who receive special education services

Phase I: Data Teams across subject areas (Reeves/Datawise) – focus on data collection, progress monitoring and adjusting instructional techniques for tiered math exemplars

Phase I: Differentiation across subject areas (Tomlinson) –focus on tiered math exemplars

Phase I: Practice and Homework across subject areas in higher order thinking strands where less than 80% of students met goal (Marzano) –focus on estimating solutions to problems (a higher order thinking strand that was low across three grade levels)

Preliminary: Japanese Lesson Study across subject areas (Japan) – focus on designing, implementing and refining lessons related to tiered math exemplars

Which GPS Strategic Direction is addressed?

X I. Improve Learning: Accelerate growth and close gaps for each student.

- Our hope is to accelerate growth for our special needs students in the area of higher order thinking in order to close the achievement gap for these learners. We hope to accomplish this through the use of data teams, the Japanese Lesson Study approach and the co-teaching model.

X II. Improve Teaching and Instruction: Transform classroom practices.

- Our hope is to improve teaching and instruction related to higher order thinking. We hope to accomplish this through differentiated instruction of higher order thinking tasks (e.g. Math Exemplars) for individual students, the use of data teams to monitor progress on tasks that require higher order thinking and subsequently adjusting our instruction, and by implementing the Japanese Lesson Study approach when designing/delivering lessons so that there is a clear focus on higher order thinking tasks.

X III. Improve alignment of adults and resource management: Align resources with instructional priorities.

- Through the use of the Japanese Lesson Study approach, co-teaching, and instructional data teams, we hope to align all Parkway adults in delivering instruction that requires students to employ higher order thinking skills and that is differentiated to meet the needs of individual students.

2. STANDARDS AND OBJECTIVES

<p><i>What national, state or local standards will be applied to measure goal?</i></p> <p>Connecticut State Mastery Test standards</p>	<p>The percentage of the 5th grade cohort group performing at or above goal on the content strands that require higher order thinking will increase from 58% at or above goal to 72% at or above goal as measured by the 2010 CMT.</p> <p>The percentage of students receiving special education in the 5th grade cohort group performing at or above goal on the content strands that require higher order thinking will increase from 25% at or above goal to 33% at or above goal as measured by the 2010 CMT.</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?

The SIT Goals, Action Plans and Reports for both areas of focus will be communicated to key stakeholders in a variety of ways and at critical times throughout the school year. Please see the timeline below. Additionally, the minutes of all SIT meetings will be available on the Parkway School website several weeks after each meeting throughout the school year.

- August: Draft goals will be posted on the Parkway School website
Draft goals will be shared with all Parkway staff at the opening of school (presentation by SIT at staff meeting)
Draft goals will be sent home to parents in the “Summer Letter” from the principal
- September: Draft goals will be sent home to parents in the first PEEK (Friday Newsletter)
Draft goals will be shared with Parkway parents at the start of school (presentations by principal at PTA Grade Level Coffees and at the whole school Open House)
- October: Finalized SIT goals and SIT Action Plans will be added to the Parkway School Website
- Mid-October: Finalized SIT goals and SIT Action Plans will be shared with the staff at a faculty meeting
- January: Interim SIT report will be shared with staff (presentation by SIT faculty representatives at faculty meeting)
Interim SIT report will be shared with parents (presentation by SIT parent representatives at PTA meeting)
Interim SIT report will be posted on the Parkway School Website
- Fall: End of Year SIT report will be shared with staff (via email and/or at a faculty meeting)
End of Year SIT report will be shared with parents (presentation by SIT parent representatives at fall PTA meeting)
End of Year SIT report will be posted on the Parkway School website

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.

4. TIMELINE, ACTIONS PLANS, RESOURCES, AND OUTCOMES

TIMELINE	ACTION PLANS		RESOURCES	OUTCOMES
<p>On-going Instructional Strategies</p>	<p>Action: Use faculty meetings, grade level meetings and Thursday afternoon planning times to teach staff about Differentiation, Homework and Practice, Lesson Study, Data Teams and Co-Teaching. Instructional Data Team times will then incorporate the above instructional strategies into action plans to address small groups and individual student needs based on data.</p>	<p>Responsible People: Classroom Teacher Leaders, School-based Data Team, Literacy Staff, Principal, Assistant Principal, SIT members</p>	<p>Substitute teachers (For Thursday afternoon planning times and Co-Teaching planning sessions)</p> <p>Professional books and materials</p>	<p>Status:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished <input type="checkbox"/> Partially accomplished <input type="checkbox"/> Not accomplished <input type="checkbox"/> Modified
	<p>Assessment: Feedback from staff regarding the quality/value of information discussed at faculty meetings and grade level meetings, staff self-reflections, staff questions, focus walks, teacher-led classroom walkthroughs, data collection on adult actions (i.e. number of exemplars given, number of lesson study cycles, number of instructional data team meetings, differentiation checklists, lesson plans, etc.), and data collection on student performance (i.e. data collected on Math Exemplar work, common formative assessments, unit tests and district benchmark assessments relating to higher order thinking).</p>			<p>Results:</p>
<p>Phase 1 (Aug-Nov)</p>	<p>Action: Introduce staff to each of the instructional strategies (Differentiation, Homework and Practice, Lesson Study, Data Teams and Co-Teaching) and provide on-going professional learning on how each can address higher order thinking. Use Math Exemplar Program to model data-team work, lesson study, and differentiation. Have staff begin implementing the strategies.</p>	<p>Responsible People: Classroom Teacher Leaders, School-based Data Team, Literacy Staff, Principal, Assistant Principal, SIT members</p>	<p>Substitute teachers (For Thursday afternoon planning times, Co-Teaching meetings, Lesson Study and Classroom Walkthroughs)</p> <p>Professional books and materials</p>	<p>Status:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished <input type="checkbox"/> Partially accomplished <input type="checkbox"/> Not accomplished <input type="checkbox"/> Modified
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<p>Phase 2 (Dec-Mar)</p>	<p>Action: Work with staff to begin implementing each of the instructional strategies (Differentiation, Homework and Practice, Data Teams and Co-Teaching) and provide on-going professional learning to support implementation.</p>	<p>Responsible People: Classroom Teacher Leaders, School-based Data Team, Literacy Staff, Principal, Assistant Principal, SIT members</p>	<p>Substitute teachers (For Thursday afternoon planning times, Co-Teaching meetings Lesson Study and</p>	<p>Status:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished <input type="checkbox"/> Partially accomplished <input type="checkbox"/> Not accomplished <input type="checkbox"/> Modified

	<p>Assessment: Feedback from staff regarding the quality/value of information discussed at faculty meetings and grade level meetings, staff self-reflections, staff questions, focus walks, teacher-led classroom walkthroughs, data collection on adult actions (i.e. number of exemplars given, number of lesson study cycles, number of instructional data team meetings, differentiation checklists, lesson plans, etc.), and data collection on student performance (i.e. data collected on Math Exemplar work, common formative assessments, unit tests and district benchmark assessments relating to higher order thinking).</p>		<p>Classroom Walkthroughs)</p> <p>Professional books and materials</p>	<p>Results:</p>
<p>Phase 3 (Apr-July)</p>	<p>Action: Work with staff to refine implementation of each of the instructional strategies (Differentiation, Homework and Practice, Data Teams and Co-Teaching) and provide on-going professional learning to ensure that each strategy is being implemented effectively over time.</p>	<p>Responsible People: Classroom Teacher Leaders, School-based Data Team, Literacy Staff, Principal, Assistant Principal, SIT members</p>	<p>Substitute teachers (For Thursday afternoon planning times, Co-Teaching meetings, Lesson Study and Classroom Walkthroughs)</p>	<p>Status:</p> <p><input type="checkbox"/> Accomplished <input type="checkbox"/> Partially accomplished <input type="checkbox"/> Not accomplished <input type="checkbox"/> Modified</p>
	<p>Assessment: Feedback from staff regarding the quality/value of information discussed at faculty meetings and grade level meetings, staff self-reflections, staff questions, focus walks, teacher-led classroom walkthroughs, data collection on adult actions (i.e. number of exemplars given, number of lesson study cycles, number of instructional data team meetings, differentiation checklists, lesson plans, etc.), and data collection on student performance (i.e. data collected on Math Exemplar work, common formative assessments, unit tests and district benchmark assessments relating to higher order thinking).</p>		<p>Professional books and materials</p>	<p>Results:</p>