

**Greenwich Public Schools
Greenwich, Connecticut**

SCHOOL: Parkway School
DATE: October 1, 2009

Strategic Improvement Team Action Plan

1. GPS STRATEGIC DIRECTION AND GOAL

Revised: 10/30/09

School Improvement Team Goal # 2

Statement of Long Term SMART Goal:

The percentage of 2nd-5th graders who score an average of 2.5 or higher on the Parkway School Respect Rubric will increase from 56% in the spring of 2009 to 75% in the spring of 2011.

Statement of Short Term Objective:

The percentage of 2nd-5th graders who score an average of 2.5 or higher on the Parkway School Respect Rubric will increase from 56% in the spring of 2009 to 68% in the spring of 2010.

Instructional Strategy/Strategies to achieve the SMART Goals and Objectives:

Phase I: Positive Behavioral Supports through portions of the Responsive Classroom Approach - Morning Meetings/Logical Consequences (Northeast Foundation for Children)

Phase I: Data Teams (Reeves)

Phase I: Direct instruction of social skills relating to respect through consistent mini-lessons across classrooms (based on school-based and instructional data team reviews of weak categories of the Parkway School Respect Rubric results from spring 2009) (Northeast Foundation for Children)

Preliminary: Tiered, differentiated social skills instruction (based school-based and instructional data team reviews of individual student performance on the Parkway School Respect Rubric in the spring of 2009) (Tomlinson)

Preliminary: Japanese Lesson Study (Japan)

Which GPS Strategic Direction is addressed?

- X** I. Improve Learning: Accelerate growth and close gaps for each student.
- X** II. Improve Teaching and Instruction: Transform classroom practices.
- X** III. Improve alignment of adults and resource management: align resources with instructional priorities.

2. STANDARDS AND OBJECTIVES

<p><i>What national, state or local standards will be applied to measure goal?</i></p> <p>GPS Standards for educating the Whole Child as they relate to the concept of respect</p>	<p>The percentage of 2nd-5th graders who score an average of 2.5 or higher on the Parkway School Respect Rubric will increase from 56% in the spring of 2009 to 68% in the spring of 2010.</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: Faculty meetings and grade level meetings will focus on the Responsive Classroom Approach and how to use Morning Meeting and Logical Consequences to support our work with respect, on the use of our school-based and instructional data teams to collect and analyze data relating to our SEL SIT goal, on the direct instruction of social skills through consistent mini-lessons across classrooms based on identified needs and on how to differentiate and tier social skills instruction to meet individual identified needs.</p>	<p>Responsible People: Classroom Teacher Leaders (Essentialists), School Psychologist, School-based Data Team, Principal, Assistant Principal, SIT members</p>	<p>Substitute teachers (Japanese Lesson Study and Teacher-led classroom walkthroughs)</p> <p>Professional books and materials</p> <p>Picture books/children’s literature with themes of respect</p>	<p>Status:</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Partially accomplished</p> <p><input type="checkbox"/> Not accomplished</p> <p><input type="checkbox"/> Modified</p>
	<p>Assessment: Number of Data Team meetings related to respect, number of Japanese Lesson Study cycles relating to respect, number of classroom mini-lessons related to respect, number of small group and individual lessons related to respect. Feedback from teacher-led classroom walkthroughs, focus walks, staff self-reflections and student self – evaluations on the respect survey given in the spring of 2010.</p>			<p>Results:</p>
<p>Phase 1 (Aug-Nov)</p>	<p>Action: Introduce staff to Data teams and Japanese Lesson Study as instructional strategies that can address social skills. Help teachers to identify areas in which direct instruction of social skills are needed and to identify students who are in need of Tier 2 and Tier 3 support.</p>	<p>Responsible People: Classroom Teacher Leaders (Essentialists), School Psychologist, School-based Data Team, Principal, Assistant Principal, SIT members</p>	<p>Substitute teachers (Japanese Lesson Study and Teacher-led classroom walkthroughs)</p> <p>Professional books and materials</p> <p>Picture books/children’s literature with themes of respect</p>	<p>Status:</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Partially accomplished</p> <p><input type="checkbox"/> Not accomplished</p> <p><input type="checkbox"/> Modified</p>
	<p>Assessment: Number of Data Team meetings related to respect, number of Japanese Lesson Study cycles relating to respect, number of classroom mini-lessons related to respect, number of small group and individual lessons related to respect. Feedback from teacher-led classroom walkthroughs, focus walks, staff self-reflections and student self – evaluations on the respect survey given in the spring of 2010.</p>			<p>Results:</p>
<p>Phase 2 (Dec-Mar)</p>	<p>Action: Work with staff to begin implementing each of the instructional strategies (Morning Meeting/Logical Consequences, Instructional Data Teams, and Direct Instruction of social skills) and provide on-going professional learning to support implementation</p>	<p>Responsible People: Classroom Teacher Leaders (Essentialists), School Psychologist, School-based Data Team, Principal, Assistant Principal, SIT members</p>	<p>Substitute teachers (Japanese Lesson Study and Teacher-led classroom walkthroughs)</p> <p>Professional books and materials</p> <p>Picture books/children’s</p>	<p>Status:</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Partially accomplished</p> <p><input type="checkbox"/> Not accomplished</p> <p><input type="checkbox"/> Modified</p>
	<p>Assessment: Number of Data Team meetings related to respect, number of Japanese Lesson Study cycles relating to respect, number of classroom mini-lessons related to respect, number of small group and individual lessons related to respect. Feedback from teacher-led classroom</p>			<p>Results:</p>

	walkthroughs, focus walks, staff self-reflections and student self – evaluations on the respect survey given in the spring of 2010.		literature with themes of respect	
Phase 3 (Apr-July)	Action: Work with staff to refine implementation of each of the instructional strategies (Morning Meeting/Logical Consequences, Instructional Data Teams, and Direct Instruction of social skills) and provide on-going professional learning on how to ensure that each strategy is being implemented effectively over time	Responsible People: Classroom Teacher Leaders (Essentialists), School Psychologist, School-based Data Team, Principal, Assistant Principal, SIT members	Substitute teachers (Japanese Lesson Study and Teacher-led classroom walkthroughs) Professional books and materials	Status: <input type="checkbox"/> Accomplished <input type="checkbox"/> Partially accomplished <input type="checkbox"/> Not accomplished <input type="checkbox"/> Modified
	Assessment: Number of Data Team meetings related to respect, number of Japanese Lesson Study cycles relating to respect, number of classroom mini-lessons related to respect, number of small group and individual lessons related to respect. Feedback from teacher-led classroom walkthroughs, focus walks, staff self-reflections and student self – evaluations on the respect survey given in the spring of 2010.		Picture books/children’s literature with themes of respect	Results: