

**Greenwich Public Schools
Strategic Planning Committee**

Monthly Agenda

January 14, 2016

9:30 AM - 11:00 AM

1. Introduction: Objective of the meeting
 - a. Guide and support the work established in the strategic plan and monitor progress toward the goals and vision
2. Review Roles and Responsibilities
3. Background/Refresher on the Strategic Plan
 - a. Theory of Action/Change
 - b. Four Areas of Strategic Focus
4. Strategic Dashboard: Understanding Outcomes and Targets
 - a. Current Performance (e.g., how are GPS students doing in each of the focal areas)
 - b. Targets (what should be the established goals within the focal areas)
 1. Confirming the message of the tiles
5. Report and review of Progress in Each of the Areas of Strategic Focus of the Plan (see attached)
6. Communication Update
7. Next steps
 - a. Focal Area Meetings
 - b. Strategic Planning Meetings

Protocol for discussing progress

| Area of Focus | Objective | What was accomplished in prior 30 days | What will be done in the next 30 days | Where has gridlock been encountered | What has been learned/changed |
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Prompts for conversation

- What are the issues that have been experienced to date?
- Has the theory of change/logic model proven to be accurate?
- Are there elements of the work that has been done that should be replicated elsewhere in the plan?
- Would should be changed to address improvements to focal Strategy?
- What should be changed to address improvements to the Action Plans?

October 8, 2015 Action Plan Submissions

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Submission For Strategic Plan Action Plan
Strategy 1: Personalized Learning - Strategic Leadership and Management

Submitted by William S. McKersie, Ph.D., Superintendent

| Strategy 1: Personalized Learning is achieved through strategic leadership and management. | |
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| Action Steps – Personalized Learning - Strategic Leadership and Management | Progress |
| <p>1. <i>Establish the management body for implementation of the Strategic Plan – Process Action Step</i></p> <p style="padding-left: 40px;">a) Designated the Cabinet as the lead management body for overseeing implementation of the Strategic Plan</p> <p>Timeline: by September 2015 Lead: Superintendent</p> | Completed |
| <p>2. <i>Establish Board and Administration Joint Committee to monitor implementation of the Strategic Plan – Process Action Step</i></p> <p style="padding-left: 40px;">a) Designate committee chairperson b) Build a charter in which the purpose of this committee is to support implementation of the strategic plan and monitor progress</p> <p>Timeline: by October 2015 Lead: Board and Superintendent</p> | In Process |
| <p>3. <i>Review current leadership structures and processes, including committees, to determine optimal oversight, coordination and alignment toward creating personalized learning experiences for students – Process Action Step</i></p> <p style="padding-left: 40px;">a) Redirect committees to focus on personalized learning</p> <p>Timeline: by February 2016 Lead: Superintendent</p> | In Process |
| <p>4. <i>Develop a multi-year Strategic Dashboard to guide and monitor the implementation of the Strategic Plan – Process Action Step</i></p> <p style="padding-left: 40px;">a) Strategic Dashboard will establish Outcomes, Targets and Timelines for the Academic, Personal and Interpersonal Goals and Systems Operations b) Strategic Dashboard will list Strategy Action Steps, with differentiation between Process Action Steps and Improvement Action Steps, and monitor progress</p> | In Process |

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| <p>Timeline:</p> <ul style="list-style-type: none"> • First Iteration for 2015-16 – October 8, 2015 and October 22, 2015 • Final Iteration for 2015-16 – by November 17, 2015 • Multi-Year Plan – by July 2016 <p>Lead: Superintendent</p> | |
| <p>5. Define “Personalized Learning” in GPS and the steps necessary for district wide understanding and effective implementation – Process Action Step</p> <ul style="list-style-type: none"> a) Establish definition in coordination with Strategies #2-4. b) Implement DLE Phase III as lead approach in delivering personalized learning. c) Complete a review of the efficacy of current GPS practices vis-a-vis personalized learning d) Develop a filtering mechanism for removing or adding practices, procedures, and initiatives that are inconsistent with the personalization of learning <p>Timeline: by February 2016 Lead: Superintendent with Cabinet</p> | In Process |
| <p>6. Enhance communications by creating a messaging campaign around the new strategic plan – Process Action Step</p> <ul style="list-style-type: none"> a) Differentiate the campaign for internal and external stakeholders b) Identify a slogan/approach that demonstrates the emphasis on Personalized Learning and the Academic, Personal and Interpersonal Goals <p>Timeline: by February 2016 Lead: Superintendent, Director of Communications, Board of Education Liaison</p> | In Process |
| <p>7. Evaluate progress and refine plan – Process Action Step</p> <p>Timeline: by July 2016 Lead: Superintendent, Cabinet and Joint Board-Administration Committee</p> | In Process |

Submission For Strategic Plan Action Plan

Strategy 2: Personalized Learning – Curriculum and Instruction

Submitted by Ellen Flanagan, Deputy Superintendent and Irene Parisi, Assistant Superintendent

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| Strategy 2: Personalized Learning is achieved through standards-based, rigorous and relevant Curriculum and Instruction | |
| Action Steps | Progress |
| Curriculum | |
| 1. Establish Strategy #2 sub-committee – Process Action Step | Complete |
| 2. Develop standard expectation for review of district assessment data by leadership – Process Action Step Timeline: August 2015 – October 30, 2015 Lead: Assistant Superintendent with Deputy Superintendent | In Process |
| 3. Develop Assessment Literacy skill in teachers and administrators - Improvement Action Step Timeline: August 2015 – November 2015 Lead: Assistant Superintendent with Deputy Superintendent Improvement Action Step: By January 2016, 90% of the GPS Building Administrators will have participated in an assessment literacy workshop. | In Process |
| 4. Identify and plan for student learning opportunities beyond the classroom – Process Action Step Timeline: June 2015 – February 2016 Lead: Assistant Superintendent with Program Coordinators | In Process |
| 5. Distribute and communicate GPS Curriculum Management Plan to support implementation and annual renewal of the written curriculum – Process Action Step Timeline: June 2015 – August 2016 Lead: Assistant Superintendent with Program Coordinators | Complete |
| 6. Continue the development and implementation of a standards-based, rigorous, transdisciplinary curriculum to ensure alignment to personalized learning – Process Action Step Timeline: August 2015 – March 2016 Lead: Assistant Superintendent with Program Coordinators | In Process |
| 7. Complete documentation of all curricular units of study PreK – 12 - Improvement Action Step Timeline: Jul 2015 – June 2016 Lead: Assistant Superintendent with Program Coordinators Improvement Action Step: By August 2016, 100% of the PreK-12 Curricular Units of Study will be documented in the district curriculum mapper. | In Process |

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| <p>8. Develop a plan for summer curriculum Institute 2016 to focus on documentation of secondary elective courses – Improvement Action Step</p> <p>Timeline: August 2015 – March 2016 Lead: Assistant Superintendent with Program Coordinators</p> <p>Improvement Action Step: By August 2016, 100% of secondary electives will be documented in the district curriculum mapper</p> | In Process |
| <p>9. Align classroom practices with the definition of personalized learning - Improvement Action Step</p> <p>Timeline: August 2015 – March 2016 Lead: Assistant Superintendent with Program Coordinators</p> <p>Improvement Action Step: By the spring of 2016, 80% of GPS students grades K-8 will have an individualized learning plan in IXL digital resource for ELA and or Math</p> | In Process |
| <p>10. DLE Professional Learning opportunity for teachers to understand district expectations for accessing the curriculum through Schoology and populating a course to support instruction - Improvement Action Step</p> <p>Timeline: August 2015 – August 2015 Lead: Assistant Superintendent with Program Coordinators and CIO</p> <p>Improvement Action Step: By August 2015, 100% of the GPS Educators will have received 6 hours of Schoology Training in accessing the district curriculum through Schoology</p> | Complete |
| Instruction | |
| <p>1. Plan and implement professional learning in support of DLE Goals - Improvement Action Step</p> <p>Timeline: April 2015 – June 2016 Lead: Assistant Superintendent with Program Coordinators and CIO</p> <p>Improvement Action Step: By the spring of 2016, 95%GPS educators will have received 37 hours of professional learning on the DLE goals.</p> | In Process |
| <p>3. Revise TEPL Rubric to reflect DLE goals – Process Action Steps</p> <p>Timeline: January 2015 – September 2015 Lead: Dep. Supt. with TEPL Committee</p> | Complete |
| <p>4. Conduct a field test of revised TEPL Rubric indicators in order to revise rubric based on feedback – Process Action Step</p> <p>Timeline: August 2015 – May 2016 Lead: Dep. Supt. with TEPL Committee</p> | In Process |

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Submission For Strategic Plan Action Plan
Strategy 3 Social Emotional Learning

Submitted by Mary P. Forde

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| Strategy 3: Personalized Learning is achieved through the implementation of a comprehensive Social Emotional Learning (SEL) Framework and enhanced Family/Community Engagement (FaCE). | |
| Action Steps (SEL) 2015-2016/17 | Progress |
| <p>1. District Norm Activities – Improvement Action Step Finalize the Norm Activities for the 2015-2016 school year: Sept. 30 Be Here – Log Off and Listen In (Yellow) Nov. 12 Care for Self and Others – You’ve Got a Friend in Me (Red) Jan. 28 Be Safe – Stop, Think, Act (Green) Mar. 24 Let Go and Move On – Keep Calm – Let Go and Move On (Blue) May 19 Be Honest – Keep It Real (Orange)</p> <p>Timeline: 2015-16 School Year Lead: Alina Agiurgioaei Boie</p> | <p>Planning Completed</p> <p>Implementation throughout the school year</p> |
| <p>2. District Safe School Climate Committee – Process Action Step Committee meets three times during the school year. Committee members include representatives from each school, GAHS and Preschool and Special Education Coaches. The committee will identify and coordinate subcommittees to complete the following activities:</p> <ul style="list-style-type: none"> • Review and revise the SEL Student Rubrics to reflect the district norms • Review and revise the SEL Implementation Expectations for Schools to include the norms and revised SSC legislation • Develop a rubric that will be used to evaluate the pilot implementation of school-wide SEL/PBIS (Positive Behavior Interventions and Supports) programs • Identify SEL programs that schools can select for pilot implementation in 2016-2017 <p>Timeline: by June 30, 2016 Lead: Subcommittee chairs from the District SSC Committee</p> | <p>First meeting – Oct. 20, 2015</p> |
| <p>3. Expansion of PBIS to Additional Schools - Process Action Step Identify 2-3 schools to begin the three year implementation process of PBIS with professional development provided through SERC.</p> <p>Timeline: Expansion Cohort 1 - First Year completed by June 30, 2016 Lead: District Behavior Coaches</p> | <p>Pending</p> |
| <p>4. District Norm Activities 2016-2017 - Process Action Step Plan Norm Activities for the 2016-2017 School year and update the training materials (implementation of the norms in schools) for the activities offered to SSC school-based committee members each year.</p> <p>Timeline: By June 2016 Lead: Alina Agiurgioaei Boie</p> | <p>Pending</p> |

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| <p>5. <i>Develop Professional Learning Materials (presentation Power Point and Video) introducing PBIS to all staff members - Process Action Step</i> In preparation for the training in Seclusion and Restraint that will be required for all staff in 2019, provide an introduction to the principles of PBIS to all staff to be made available to schools beginning in August 2016. Training materials will include the required components of the Safe School Climate professional learning activities required for all staff members at the beginning of the school year.</p> <p>Timeline: By August 2016 Lead: District Behavior Coaches</p> | <p>Pending</p> |
| <p>6. <i>District Safe School Climate Committee Improvement Action Step</i> Committee meets three times during the school year. Committee members include representatives from each school, GAHS and Preschool and Special Education Coaches. The committee will identify and coordinate subcommittees to complete the following activities:</p> <ul style="list-style-type: none"> • Develop timeline and implementation plan to introduce the revised SEL Student Rubrics to school SSC committees and staff • Develop timeline and implementation plan to introduce the revised SEL Implementation Expectations for • Provide schools with SEL program options that will be piloted during the 2016-2017 school year and evaluated using the rubric • Prepare a summary report of the pilot implementation of SEL programs and make recommendations for district implementation <p>Timeline: by June 30, 2017 Lead: Subcommittee chairs from the District SSC Committee</p> | <p>Pending</p> |
| <p>7. <i>Expansion of PBIS to Additional Schools- Improvement Action Step</i> Identify 2-3 additional schools to begin the three year implementation process of PBIS with professional development provided through SERC.</p> <p>Timeline: Expansion Cohort 1 - Second Year completed by June 30, 2017 Expansion Cohort 2 – First Year completed by June 30, 2017 Lead: District Behavior Coaches</p> | |

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Submission For Strategic Plan Action Plan
Strategy 3 Family and Community Engagement

Submitted by FaCE Committee Chairs: Kim Eves, Director of Communications w/Trudi Durrell, ESOL Program Coordinator and Eugene Matejek, ISD Assistant Principal

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| Strategy 3: Personalized Learning is achieved through the implementation of a comprehensive Social Emotional Learning (SEL) Framework and enhanced Family/Community Engagement (FaCE). | |
| Action Steps (FaCE) 2015-2016/17 | Progress |
| <p>1. FaCE Enhancement Recommendations – Process Action Step Finalize and Submit FaCE Recommendations (as per Achievement Gap subcommittee for FaCE) to Superintendent; incorporate as directed into Strategic Plan Action Steps.</p> <p>Timeline: by August 2015 Lead: Director of Communications w/FaCE Committee Chairs</p> | Completed |
| <p>2. FaCE Committee - Process Action Step Re-establish FaCE Committee for oversight of the successful implementation of Strategy 3 FaCE Action Plan, as measured by completion of process action steps and improvement in satisfaction of stakeholders as it pertains to the engagement with the schools via survey metrics.</p> <p>Timeline: by October 2015 Lead: Director of Communications w/FaCE Committee Chairs</p> | Completed |
| <p>3.1 Fundamentals Rubric – Process Action Step Working with FaCE Committee and GPS Leadership, adapt Cambridge, MA Public Schools' FaCE Fundamentals Rubric for GPS, designed to guide schools in the implementation of effective engagement practices and provide a self-assessment tool to measure level of implementation.</p> <p>Timeline: May 2015 – January 2015 Lead: Director of Communications w/FaCE Committee Chairs</p> | In Progress |
| <p>3.2 School-based Self-assessment – Improvement Action Step Schools to self-assess level of engagement strategies in use based on GPS FaCE Rubric; establish 2016-2017 objectives and action steps to achieve, at a minimum, Rubric Indicator Level I by June 2017, as measured by Spring 2017 self-assessment and satisfaction survey metrics. (Note: Action Step to repeat annually with intent to achieve Indicator Levels II/III by 2020)</p> <p>Timeline: March 2016 - June 2016 (Self-Assessment and Action Steps); by June 2017 (Achieve Indicator Level I Goal) Lead: Principals w/ FaCE Committee Chairs</p> | Pending |
| <p>4.1. Professional Learning – Culturally Relevant Training – Improvement Action Step Plan and provide large group and job-embedded professional learning (PL) in Culturally Relevant Training strategies for instructional staff, as measured by completion of action step for all instructional staff; evaluation feedback on PL; and stakeholder satisfaction survey metric.</p> | In Progress |

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| <p>Timeline: by June 2016 (for HAS, JCS, NLS & WMS); by June 2017 (for CCS, GLV, ISD, NMS, NSS, OGS, PKW, RIV, CMS, EMS & GHS/GAHS) Lead: ESOL Program Coordinator</p> | |
| <p>4.2. Professional Learning – Customer Service – Improvement Action Step Plan and provide large group professional learning (PL) in Customer Service training, to include cultural and linguistic sensitivity for District and school-based administrative staff, as measured by completion of action step for all administrative staff; evaluation feedback on PL; and stakeholder satisfaction survey metric.</p> <p>Timeline: by June 2017 Lead: Director of Human Resources w/FaCE Committee Leadership</p> | Pending |
| <p>4.3 Professional Learning – FaCE Strategies – Improvement Action Step Plan optional and ongoing blended professional learning workshops on FaCE strategies for all staff for 2016-2017.</p> <p>Timeline: by June 2016 Lead: FaCE Committee Leadership</p> | In Progress |
| <p>5.1 Staffing - Administrator Develop role and responsibilities, and propose central administrator oversight for FaCE to monitor and guide District and school-based activities, initiatives and expectations.</p> <p>Timeline: by October 2015 (for proposal) by July 2016 (for implementation) Lead: FaCE Committee Leadership w/CIPL Assistant Superintendent and Director of Human Resources</p> | In Progress |
| <p>5.2 Staffing – Bilingual Social Worker Propose hiring a bilingual social worker for, at a minimum, the Translation Required Schools (HAS, JCS, NLS & WMS)</p> <p>Timeline: by October 2015 (for proposal) by June 2016 (for implementation) Lead: Director of Pupil Personnel Services w/Director Human Resources</p> | In Progress |
| <p>5.3 Staffing – Bilingual Staff <u>Through attrition</u>, prioritize hiring at least one bilingual Guidance Counselor for secondary schools, and bilingual office staff for Translation Required Schools and GHS.</p> <p>Timeline: Staff turnover dependent Lead: Director Human Resources w/ESOL Program Coordinator</p> | Pending |
| <p>5.4 Staffing – Parent Liaisons (grant-funded positions; expected for Translation Required Schools (TRS) as of 2015-2016; optional for others) Clarify role and responsibilities; establish consistent minimum expectations for all schools with liaison positions, communicate expectations to Principals for implementation, and communicate services to parents</p> <p>Timeline: by October 2015 (for Expectations) by December 2015 (for implementation and communication to families and staff) Lead: ESOL Program Coordinator w/TRS Principals</p> | In Progress |
| <p>6. Web Site Redesign – Improvement Action Step Redesign and implement new District and School web sites to include responsive design format, content streamlining, increased use of visuals, and improved navigation and search capabilities, as measured by web use analytics and</p> | In Progress |

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| <p>stakeholder satisfaction survey metrics.</p> <p>Timeline: by Winter 2016 (for District Web Site Launch); by August 2016 (for School Web Sites launch)</p> <p>Lead: Director of Communications w/Web Redesign Project Team and Principals</p> | |
| <p>7. Bilingual Needs Assessment – Process Action Step</p> <p>Identify families requiring translation services for scope and communication purposes, establish process for ongoing data collection</p> <p>Timeline: by March 2016</p> <p>Lead: ESOL Program Coordinator</p> | <p>In Progress</p> |
| <p>8. Evaluation Metric – Process Action Step</p> <p>Identify primary FaCE evaluation tool, an engagement satisfaction survey instrument as part of Strategic Plan Strategy 4 Data Dashboard Metrics.</p> <p>Timeline: by June 2016</p> <p>Lead: FaCE Committee Leadership w/Cabinet and Chief Information Officer</p> | <p>Pending</p> |

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Submission For Strategic Plan Action Plan
Strategy 4: Data and Information Systems

Submitted by Phil Dunn, Chief Information Officer (CIO), October 8, 2015

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| Strategy 4: Personalized Learning is achieved through systemic data and information systems that gauge progress on student growth for academic, personal and interpersonal success. | |
| Action Steps 2015-2016/17 | Progress |
| <p>1. Planning – Process Action Step Develop and finalize two year work plan.</p> <p>Timeline: by August 2015 Lead: Chief Information Officer (CIO)</p> | Completed |
| <p>2. Assessment Review – Process Action Step Review current assessment practices; review existing data systems; and provide recommendations for improving data systems, assessments and practices.</p> <p>Timeline: by June 2015 Lead: Asst. Supt. Of CIPL</p> | Completed |
| <p>3. Data Warehouse & Local Growth Model – Process Action Step Complete transfer and warehousing of student data.</p> <p>Timeline: by August 2015 Lead: CIO with ECRA support</p> | Completed |
| <p>4. Provide Strategic Dashboard Access (Administrators) – Improvement Action Step Approve District-wide key performance indicators (KPIs) for each of the goals; and train 100% of administrators and coaches on the strategic use of the data system.</p> <p>Timeline: September 2015 – December 2015 Lead: CIO with support from ECRA</p> | In Progress |
| <p>5. District and School Improvement – Improvement Action Step Build administration’s and instructional coach’s capacity to support the deployment of the data system to all relevant stakeholders; disseminate student growth and status reports to support school improvement and Response to Intervention (Rtl); and make data available to teachers after the winter 2015/2016 administration of STAR.</p> <p>Timeline: by June 2016 Lead: Asst. Supt. Of CIPL</p> | In Progress |
| <p>6. Classroom Instruction – Process Action Step Develop plan to incorporate other data to distribute to teachers; and disseminate information to support teachers and classroom instruction.</p> <p>Timeline: by June 2017 Lead: Asst. Supt. Of CIPL w/ CIO</p> | Beginning in July 2016 |

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| <p>7. Parent and Student Engagement – Improvement Action Step Extend data and information access to parents and students to support individualized learning.</p> <p>Timeline: by June 2017 Lead: Asst. Supt. Of CIPL w/ CIO</p> | <p>Beginning in March 2017</p> |
| <p>8. Ongoing – Process Action Step Continue to collect feedback to support continuous quality improvement of the performance management system.</p> <p>Timeline: Ongoing Lead: CIO w/ ECRA</p> | <p>In Progress</p> |