

District Improvement Plan

2017-2020

MONITORING REPORT:

September, 2019

Approved by the Griswold Board of Education on August 27th, 2017.

Monitoring presentation to the Griswold Board of Education: December 11th, 2017

Monitoring presentation to the Griswold Board of Education: May 14th, 2018

Revisions to the plan--presentation to the Griswold Board of Education: September 10th, 2018

Monitoring presentation to the Griswold Board of Education: September 9th, 2019

1. STRATEGIC OBJECTIVE:

Support student achievement and educational excellence for every student by demonstrating increases on performance measures

STRATEGIC INITIATIVES:

- Create an initial district curriculum renewal plan and timeline for all subject matters with targeted completion dates and renewal cycle/process informed by teacher input, student work, and current research.
- Establish data teams to review student performance data regularly; to identify instructional strengths, needs and gaps; to monitor the delivered curriculum and compare it to the written curriculum; and to improve student performance growth targets.
- Use student achievement data to identify students who could benefit from advanced learning opportunities or who are in need of Tier 2 and Tier 3 interventions

MONITORING: This plan lists the action steps, benchmarks, persons responsible, dates and status at the time we present this plan	Person(s) Responsible	Date	GES	GMS	GHS	Status
		'19-'20	9/2019 UPDATE	9/2019 UPDATE	9/2019 UPDATE	
Determine curriculum development needs to allocate resources efficiently, equitably, and transparently to the schools.	Superintendent, & District Administrative Team (DAT).	This is an ongoing initiative as evidenced by our focus on curriculum renewal in all subject areas; supporting the curriculum and instruction budget, in more specific, targeted ways; and aligning curriculum development work to other initiatives such as NEASC, Reader’s Workshop, and Writer’s Workshop.				Done
Implement a monthly District Administrative Team meeting focused exclusively on monitoring District Improvement Plan process, curriculum development, and instructional initiatives.	Superintendent	The administrative team uses the District Improvement Plan to guide our work, our professional development offerings, and our focus on High Quality Instruction. We address the components of the District Improvement Plan in specific ways formally and informally in our meetings and collaborative efforts.				Done

Form a district-wide curriculum committee comprised of representative stakeholders.	Superintendent & Curriculum Director	This was completed the first year of the District Improvement Plan implementation.			Done	
Create a curriculum renewal plan that specifies curriculum development, approval, revision and review process for all curriculum areas.	Curriculum Director	This was completed the first year of the District Improvement Plan implementation.			Done	
Ensure that curriculum documents in core and non-core subjects are aligned to appropriate standards.	Curriculum Director & Instructional Leadership Team	We are on schedule with our curriculum plan, and ensuring that documents are aligned to appropriate standards. As evidenced by what was brought forth last school year, both ELA and Social Studies documents were approved. This year we are scheduled to bring forward both Math and Science to the Academic Committee and then to the full BOE for approval.			In progress	
Identify curriculum areas to streamline work, to focus district professional development, and to bring curriculum documents towards a final copy for BOE approval: English & Social Studies	Curriculum Director & Instructional Leadership Team	This is completed, albeit we are bringing forward new documents this school year and next.			Done	
Utilize teacher feedback to determine needed curriculum revisions in terms of unit design, scope and sequence, and/or learning outcomes.	Principals & Assistant Principals		Grade level curriculum teams met throughout the school year in all content areas.	Vertical teams continue to meet monthly to review and share curriculum work. Additional resources are shared within the vertical team	Core team curriculum collaboration continue to meet at least weekly. All core team curriculum documents have been uploaded to our school Team Drive, and are being evaluated to develop specific	In progress

					curricular goals for the 19-20 school year.	
Establish Data Teams in each building to review data periodically, to monitor curriculum implementation, to review grade-level trends and to pinpoint student achievement needs.	Principals & Assistant Principals		Data teams are established in the reading intervention teams as well as grade level teams. Teams review NWEA Map and DIBELS data and classroom assessment data.	Data teams are established at each grade level and, along with vertical teams, review data to drive instruction. NWEA Map and SBAC data are reviewed.	GHS Data teams (PLCs) meet formally once a month to analyze data, examine instruction and assessment. School-level assessment data-bases have been developed for all staff review. SAT, PSAT, NWEA MAP and SBAC data are reviewed.	In progress
Data Teams will determine next levels of work, professional development needs, and supports for students in need of Tier 2 & Tier 3 interventions.	Principals & Assistant Principals		Grade level teams meet three times per month to discuss instructional practices and student support in academic areas. GES has its own PDEC committee.	Grade level teams continue to meet weekly to review student data and monitor student progress. GMS has its own PDEC committee.	GHS Data teams meet monthly to review student growth and progress, as well as focus areas of need. Student Success Team (SST) meets twice per month to develop and	In progress

					monitor specific plans for students receiving Tier 2 & Tier 3 interventions. GMS has its own PDEC committee.	
Data Teams will monitor measurable student outcomes against targets to determine progress.	Principals & Assistant Principals		Teachers have established goals in reading, writing, and/or mathematics. The data was reviewed and adjusted, if needed, at the mid-year conference.	Each teacher has established an individual LA/Math goal for each student using the NWEA MAP assessment. The data was reviewed and adjusted, if needed, at the mid-year conference.	Each teacher works collaboratively with core team to develop student learning objectives utilizing common assessments and rubrics to measure growth. In addition, closely monitoring growth using NWEA MAP, PSAT, SAT, NGSS, and AP data.	In progress
Ensure that appropriate data are gathered and analyzed to offer teachers Tier 1 & Tier 2 classroom management strategies.	Director of Special Education, Principals and		Grade level teams continue to meet with support staff and administration to	Grade level teams continue to meet with support staff to discuss classroom	SST meets twice per week to review and analyze individualized	In progress

	Assistant Principals		discuss classroom management strategies. SST is also used when appropriate.	management strategies. SST is also used when appropriate.	SST plans and referrals. Tiered supports are recommended, monitored, and evaluated based on specific student needs.	
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2. STRATEGIC OBJECTIVE:

Support student achievement and educational excellence with instruction that engages students to be critical thinkers, collaborative team players, and creative individuals.

STRATEGIC INITIATIVES:

- Continue to support and implement—where identified—student-centered instructional practices to enhance learning and to build on students’ responses and interests that lead students to own their learning.
- Continue to support and implement classroom instruction that guides students to assume considerable responsibility and to encourage unsolicited contributions.
- Continue to support and implement the educator evaluation process as a tool to monitor instruction; to offer administrators and teachers authentic examples of professional reflection; and to pinpoint professional learning needs.

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Determine instructional needs to allocate resources efficiently, equitably, and transparently to the schools.	Superintendent, & District Administrative Team (DAT)	Since implementing the plan, our budget philosophy has focused on student needs and growth. In addition to supporting NWEA MAP for instructional improvement, we have also supported the work involved with NEASC, Reader's Workshop and Writer's Workshop.				In progress
Establish a PDEC (professional development and evaluation committee) at each building to align professional development needs to the improvement of student-centered instruction.	Principals & Assistant Principals		Committee continues to meet throughout the year to help develop PD.	Committee continues to meet throughout the year to help develop PD.	PDEC committee meets throughout the year to inform staff PD needs.	COMPLETED
Schedule Learning Walks to identify student-centered instructional practices and to target areas of improvement. NOTE: Learning Walks & Instructional Rounds are the same practice.	Principals & Assistant Principals		A Learning Walk with certified staff occurred this school year. Learning walks occur on a consistent basis at the administrative level.	Learning walks continue to take place throughout the year. Groups are formed by content area and grade level.	Instructional Rounds formally take place monthly, made up of teams of 5-7 and the principal. The team selects a focus area of observation based on high quality instructional standards (NEASC Standard 2), and provides detailed reports of observation to staff following.	In progress
Ensure student-centered instructional practice by observing instruction as required by the educator development and evaluation process.	Principals & Assistant Principals		The administrative team completed all teacher	The administrative team completed all teacher	The administrative team completed all teacher evaluations as	In progress

			evaluations as outlined in our District evaluation cycle (My Learning Plan).	evaluations as outlined in our District evaluation cycle (My Learning Plan).	outlined in our District evaluation cycle (My Learning Plan).	
Ensure best practices in teacher planning, delivery, and reflection to develop and support student-centered instruction as evidenced by the educator development and evaluation process.	Principals & Assistant Principals		Teacher planning, individual and collaborative, continues to focus on student-centered instruction. The implementation of the Reader’s Workshop will help the school drive student-centered instruction.	Teacher planning continues to take place weekly with their grade level partners. Observations have taken place throughout the year to observe the delivery of a lesson and elicit teacher reflection. Emphasis was placed on learning targets.	Practice of collegial observations have become part of the culture at GHS: through formal observations, Instructional Rounds, Administrative Learning Walks, and Superintendent pop-ins. In addition, teachers utilize common department time to reflect upon teaching utilizing consistent feedback centered around best instructional practices.	In progress

<p>Utilize multiple student work samples as artifacts to measure the level of student engagement against the curriculum and instructional objectives.</p>	<p>Principals & Assistant Principals</p>		<p>Grade level teachers continue to analyze student work. The Instructional Specialist will teams of teachers to focus on this effort during the 2019-2020 school year.</p>	<p>Grade level partners continue to analyze student work to create common assessments aligned with the standards. The Instructional Specialist will teams of teachers to focus on this effort during the 2019-2020 school year.</p>	<p>Core teams continue to review and analyze student work and revise common assessments in alignment with standards. The Instructional Specialist will teams of teachers to focus on this effort during the 2019-2020 school year.</p>	<p>In progress</p>
<p>Use standardized assessment data to inform instructional needs, to pinpoint individual student strengths and targeted improvements, and to provide strategic approaches to building administration and classroom teachers.</p> <p>NOTE: We will be ending our partnership with Blue Ribbon. In 2018-2019, we implemented NWEA MAP grades K-8.</p>	<p>Principals & Assistant Principals</p>		<p>NWEA MAP and DIBELS reading benchmark scores are used to set individual student goals for each student. Student scores/goals were re-evaluated at mid-year conferences.</p>	<p>NWEA MAP scores are used to set individual goals for each student. Teachers use data to drive instruction. The scores/goals were re-evaluated at mid-year conferences.</p>	<p>Through PLCs and core teams, we continue to dive deeply into standardized means of assessment: NWEA MAP, PSAT, SAT, AP, NGSS, ACT. While student data and progress are monitored, teams are also examining different cohort trends, needs, and</p>	<p>In progress</p>

					strengths to inform and revise curriculum and instruction.	
Identify and develop teacher leaders (at grade level and in specific content areas) who exemplify best instructional practice, student-centered learning, and innovative classroom approaches.	Principals & Assistant Principals		Team Leaders meet with administration on a bi-weekly basis to identify best instructional practice. Routine Learning Walks also help to identify and share best instructional practices and innovations in teaching. For the 2019-2020 school year, we are planning to highlight these instructional practices at select BOE meetings.	Team Leaders meet with administration on a bi-weekly basis to identify best instructional practice. Routine Learning Walks also help to identify and share best instructional practices and innovations in teaching. For the 2019-2020 school year, we are planning to highlight these instructional practices at select BOE meetings.	Team Leaders meet with administration on a bi-weekly basis to identify best instructional practice. Routine Learning Walks also help to identify and share best instructional practices and innovations in teaching. For the 2019-2020 school year, we are planning to highlight these instructional practices at select BOE meetings.	In Progress
Establish a College Board data-driven district growth model, grades 8-12, to provide sequential, tiered data to inform instruction and to provide feedback to increase students' college and career readiness. NOTE: This will be revised for grades 9-12.	Superintendent, Curriculum Director, Principals,		REVISED			Planned

<p>5/19: We have implemented PSAT's, in 2017-2018, grades 9-11. In 2018-2019, we implemented NWEA MAP, grades 1-10, to establish a district growth model and to foster year-to-year study of student growth</p>	<p>and Assistant Principals</p>					
<p>Plan for and establish "maker spaces" at each of the buildings to offer students hands-on, "tinkering," creative opportunities for an assortment of learning purposes.</p>	<p>Superintendent & DAT</p>		<p>The GES makerspace is currently up and running in the GES LMC.</p>	<p>The makerspace continues to grow and improve. Students continue utilizing the space in various ways.</p>	<p>Makerspace is in progress in the LMC. The LMS has worked collaboratively with students to solicit interests and needs. Several stations have been created, and plan for full implementation at the start of the new school year.</p>	<p>In progress</p>
<p>Identify & revise as appropriate effective teacher-created common formative assessments that help inform student-centered instruction.</p>	<p>Principals & Assistant Principals</p>		<p>Common Formative Assessments are embedded in the curriculum documents and are issued routinely during the school year.</p>	<p>Common formative assessments continue to be administered at each grade level and are scored and analyzed in order to drive future instruction.</p>	<p>Core content teams meet regularly to review and revise common formative assessment. Student samples are utilized to calibrate evaluation and inform instruction.</p>	<p>In progress</p>

Review student programming, course schedules and extracurricular opportunities to better match offerings to individual student interest using the SSP (Student Success Plan) at the middle and high school levels.	Principals & Assistant Principals		NA	Students have updated their SSP plans. Support staff continues to meet weekly to evaluate student needs.	Students meet with current teachers and school counselors to review current program/pathway, PSAT/SAT data, College Board, Naviance, and more to continue to plan for future success.	In progress
Research, vet, and develop additional instructional opportunities to enhance and expand student-centered learning.	Superintendent, Curriculum Director & DAT			Our administrative team has identified our district definition of High Quality Instruction. We enlisted the input of students, parents, and teachers to describe ways to deliver student-centered instruction. This has fostered collaboration among faculty throughout the district. We will update the BOE on our implementation.		In progress

3. STRATEGIC OBJECTIVE:

Support student achievement and educational excellence to foster socio-emotional, cultural and personalized needs of our students.

STRATEGIC INITIATIVES:

- Continue to ensure that students receive need-determined supports beyond the classroom to meet learning expectations.
- Continue to use technology and digital learning experiences to enhance and to provide different access to all curriculum areas and instructional objectives.
- Sustain and enhance commitment to parent, community and stakeholder engagement and communication

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			'19-'20	9/2019 UPDATE	9/2019 UPDATE	

Determine student personalized learning needs to allocate resources efficiently, equitably, and transparently to the schools.	Superintendent , & District Administrative Team (DAT)		As we develop each budget, we focus on ways to allocate resources efficiently to expand personalized learning needs. The most recent, obvious example has been the funding to support the Capstone/Community Service Coordinator at GHS.			In progress												
Align annual budget development process focused on meeting the objectives and initiatives of the District Improvement Plan.	BOE, Superintendent , & District Administrative Team (DAT)		Through each budget process, the administrators seek input from their faculty and staff and present building needs to the Central Office Team as we propose a budget.			In progress												
Plan for, vet, and implement a 1-1 Chromebook initiative for middle and high school students to enhance and expand personalized learning. NOTE: We have revised this component to add more Chromebooks to the entire district rather than adhering to a 1-to-1 initiative. This includes all levels and focusing on more “class sets” available to all students.	Superintendent & District Administrative Team (DAT)		<p>CHROMEBOOK DATA</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number added</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>204</td> </tr> <tr> <td>2017-2018</td> <td>473</td> </tr> <tr> <td>2018-2019</td> <td>427</td> </tr> <tr> <td>2019-2020</td> <td>215</td> </tr> <tr> <td>Total</td> <td>1319</td> </tr> </tbody> </table>			Year	Number added	2016-2017	204	2017-2018	473	2018-2019	427	2019-2020	215	Total	1319	In progress
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2016-2017	204																	
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Utilize digital resources to enhance and maximize multiple pathways for students to access learning opportunities.	Superintendent & District Administrative Team (DAT)		GES is using a variety of digital supports that help students with traditional learning as well as expanding their knowledge of technology.	GMS is using a variety of digital supports that help students with traditional learning as well as expanding their knowledge of technology.	GHS is using a variety of digital supports that help students with traditional learning as well as expanding their knowledge of technology.	In progress												
Utilize school counseling support services to identify and cultivate student-identified interests and potentially early identified career interests.	Principal & Assistant Principals		The support team (School Counselor, Social Worker, and Psychologist) employ a number	Student Success Planning day was held for grades 6-8. Support staff continues to meet	Support staff meets weekly with administration to review students	In progress												

			of ways to identify interests and academic/career predilections.	weekly to meet the needs of individual students.	and specific interests and needs. Students identified are provided opportunities for growth through our vocational program. In addition, students are mandated to successfully complete FPM in order to graduate. This will gradually change with implementation of Vision of the Graduate and Capstone/Community Service for the incoming class.	
Identify and provide needed, research-based supports in district to best meet the needs of students receiving Special Education services.	Director of Special Education, Principals and Assistant Principals		All teachers are aware and follow IEP's of Special Education students. Collaboration between teachers, support staff, and Special Education	All teachers are aware and follow IEP's of Special Education students. Collaboration between teachers, support staff, and	Special education teachers meet formally at least monthly to ensure all IEPs are being met as determined by the PPT. In	In progress

			office ensure the needs of students are being met.	Special Education office ensure the needs of students are being met.	addition, there is constant collaboration between the special education teacher and classroom teacher in monitoring student success. PPTs are held at least annually and involve the school team, parents and an administrator in best planning for the student and his/her future.	
Provide students, families and caregivers with access to both district provided services and community-available services, including UCFS.	Director of Special Education, Principals and Assistant Principals		Ongoing by means of support staff (Social Worker & School Psychologist)	Ongoing through School Counselor	Ongoing through School Counselor, Social Worker, School Psychologist and Nurse	In progress
Continue and expand communication approaches that include traditional, digital, and blended methods of sharing pertinent information in a timely manner about the district and individual schools.	Superintendent & DAT		GES utilizes Messenger that communicates all necessary information with parents via phone calls, email, and	GMS utilizes Messenger that communicates all necessary information with parents via phone calls, email, and	Parents are provided a weekly memo from the principal detailing pertinent	In progress

			text. Social media is used to promote and inform families of happenings in our school. Additionally, the active GES PTO is another way for the school to communicate timely updates.	text. Social media is used to promote and inform families of happenings in our school.	information regarding the school and district. In addition, connect-Ed, social media, phone, emails and texts are utilized.	
Redesign website to make information easily accessible in terms of district and building-specific news-sharing	Director of Technology		COMPLETED			DONE
Establish a District Partner Advisory Council to streamline communication, to cast a wide net on community input, and to invite stakeholders to inform the district-decision making process.	Superintendent & BOE		COMPLETED			DONE

Additional Considerations

- During the 2018-2019, we implemented NWEA MAP to provide our faculty and staff with timely data on student growth. The NWEA MAP assessment offers the district a consistent, standardized means by which to measure academic growth. The data points are varied and help administrators and teachers pinpoint specific student needs; identify trends from year to year, and from grade to grade; and compare our internal standardized data to other data points such as College Board and SBAC results. NWEA-MAP is issued 3 times a year to grades K-10. We use the data quite consistently to support individual students, classes, and specific programs. Please see attached summary from the 2018-2019 school year.
- We have identified an Instructional Specialist at each building to support a range of district and building initiatives including curriculum development and implementation, data teamwork, vertical alignment, student-centered instruction, and student intervention services. Additionally, the Instructional Specialists help with the planning and delivery of professional development.

- Guided by the NEASC process, GHS developed our District Vision of the Graduate. Aligned to our district mission and vision, the Vision of the Graduate will be a guiding document to current and future improvement work.
- Our district has developed our own definition of High Quality Instruction, which aligned to our evaluation plan and student-centered instructional approaches.
- We have greatly expanded Learning Walks in all of our buildings. Our administrative team has frequent Learning Walks to develop our shared understanding and appreciation for high quality instruction.
- We have implemented the following new programs:
 - Reader's Workshop at GES
 - CAPSTONE/Community Service at GHS
 - Piloting of Writer's Workshop at GMS