

District Improvement Plan

MONITORING REPORT:

December 11th, 2017

Presented at the December 11th, 2017, Board of Education meeting.

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
		'17-'18	12/11/17 UPDATE	12/11/17 UPDATE	12/11/17 UPDATE	
Determine curriculum development needs to allocate resources efficiently, equitably, and transparently to the schools.	Superintendent, & District Administrative Team (DAT).	X	DISTRICT: In progress, as we monitor this year's budget and develop next year's budget.			In progress
Implement a monthly District Administrative Team meeting focused exclusively on monitoring District Improvement Plan process, curriculum development, and instructional initiatives.	Superintendent	X	DISTRICT: In progress, as we one of our meetings each month focuses on the DIP, curriculum and			In progress

			instructional initiatives.			
Form a district-wide curriculum committee comprised of representative stakeholders.	Superintendent & Curriculum Director	X	DISTRICT: Last school year, this committee was formed and meets periodically			Done
Create a curriculum renewal plan that specifies curriculum development, approval, revision and review process for all curriculum areas.	Curriculum Director	X	DISTRICT: This is in progress			In progress
Ensure that curriculum documents in core and non-core subjects are aligned to appropriate standards.	Curriculum Director & Instructional Leadership Team	X	Priority and supporting standards have been identified and written into curriculum unit plans	Priority standards have been identified and written into curriculum unit plans	Priority and supporting standards have been identified and written into curriculum maps and unit plans.	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	X	Continue to develop unit assessments & common resources. PD - Differentiated Tier 1 Instruction utilizing leveled text	Unit plans are being developed. LA/SS/Math have two of the four units complete. Exploratories are continuing map work at different grade levels	Unit plans have been developed for English/LA and Social Studies. Continuous curriculum work across all disciplines and electives at GHS --mapping singleton courses and unit planning core academics.	In Progress

Utilize teacher feedback to determine needed curriculum revisions in terms of unit design, scope and sequence, and/or learning outcomes.	Principals & Assistant Principals	X	Curriculum work days with shared feedback from teachers to drive revisions to unit designs.	Vertical teams meet monthly to review and share curriculum work	Common planning for departments; department meetings facilitated by Academic Team Leaders; monthly dept. meetings with Administrator; PD Day expectations and feedback from staff.	In progress
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	X	Data Teams are established with an individual grade level focus to foster collaboration and set common learning goals for students.	Data teams are established at each grade level. Vertical teams also review data	Common department teams regularly discuss data around common assessments and student progress, as well as review of student work.	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	X	Data Teams meet once a month to review data, student work and progress in a 4 week cycle. Progress	Grade level teams meet weekly to review student data and monitor student progress	Departmental teams review student progress and work samples to calibrate evaluation scores. PSAT/SAT data	In progress

			monitoring occurs bi-weekly		is disseminated and reviewed through departmental data teams and SST.	
Data Teams will monitor measurable student outcomes against targets to determine progress.	Principals & Assistant Principals	X	Data teams have established SMART goals for students in ELA and math	Each student has an established goal for LA/Math using Blue Ribbon assessment	School wide goal/expectations for all students 9-11. SMART goals written for students through individualized teacher goal setting and monitored at least quarterly.	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 Assistant Principals	X	Data teams meet regularly with interventionists and Instructional Specialist to review target data, group students, and identify students in need of intervention support.	Grade level teams meet with support staff to discuss classroom management strategies	Departmental teams meet regularly to discuss student achievement, SST meets twice a week to monitor students and tiered interventions developed through team meetings.	In progress

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)	X	DISTRICT: In progress			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	X	Committee has been formed at the building level. Consists of 1 representative per grade, support team, and exploratory team members.	Committee has been formed and has held two meetings to help develop PD.	Committee is established at GHS, with two staff members acting as head facilitators.	Planned

Schedule Learning Walks to identify student-centered instructional practices and to target areas of improvement.	Principals & Assistant Principals	X	First round of Learning Walks was completed with teacher representation in each grade level and exploratory team.	New teachers have all been trained. Each teacher conducts two learning walks per month	Learning Walks/Instructional Rounds scheduled monthly at GHS. The team of teachers works with administration for the day to observe 8 classrooms and provide global feedback/expectations to inform the entire faculty.	In progress
Ensure student-centered instructional practice by observing instruction as required by the educator development and evaluation process.	Principals & Assistant Principals	X	Evidence of student centered learning is observed through literacy and math centers and cooperative groupings.	Administrative team has begun teacher observations. Teachers have done two vertical team learning walks	Student-centered/personalized learning is a goal monitored through teacher observation, learning walks, and district instructional rounds.	In progress
Ensure best practices in teacher planning, delivery, and reflection to develop and support student-centered instruction as evidence by the educator development and evaluation process.	Principals & Assistant Principals	X	Teacher planning reflects standards-based focus, small group instruction.	Teacher planning takes place with their grade level partners. Observations are	Administrators and teachers create “look-fors” that include	In progress

			Learning Walks being utilized.	underway to observe the delivery of a lesson and elicit teacher reflection.	researched best-pedagogical practices; utilize learning walks.	
Utilize multiple student work samples as artifacts to measure the level of student engagement against the curriculum and instructional objectives.	Principals & Assistant Principals	X	Grade level teams analyze student work during formalized data-team meetings.	Grade level partners analyze student work to create common assessments.	Grade level teams use common planning time to review assessments and student data; create similar SLOs and IAGDS-analyze student data	Planned
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.	Principals & Assistant Principals	X	General Outcome Indicators being utilized in all grades, administered to all students 3x per year..	Blue ribbon scores are used to set individual goals for each student. Teachers use data to drive instruction	Researching MAP to measure high school students strengths and targeted areas of improvement; Khan Academy; PSAT/SAT data	In progress

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	X	One team leader represents each grade, the exploratory team, and the special education team.	Team leaders have been identified and meet with admin monthly or as needed.	Administration select Academic Leaders annually to represent each department; monthly meetings held	Planned
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.	Superintendent, Curriculum Director, Principals, and Assistant Principals	X	DISTRICT			Planned
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.	Superintendent & DAT	X	Discussion taking place regarding implementation.	Maker Space has been established in the Library. Students are beginning to utilize the space	Visiting other high schools to explore maker spaces in high school setting.	Planned
Identify & revise as appropriate effective teacher-created common formative assessments that help inform student-centered instruction.	Principals & Assistant Principals	X	CFA's being identified in ELA through curriculum development work. On-going in other content areas.	Common formative assessments are given at each grade level and are scored and analyzed in order to drive future instruction.	CFAs have been developed and are continuously revised. Grade-level teams analyze student data to determine	In progress

					student mastery and target areas in need of improvement	
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	X	NA	SSP days are held twice a year. Student surveys are conducted to help evaluate programming. Support staff meets weekly to evaluate student needs.	Exploring, developing and expanding opportunities by researching secondary school models in New England. Developing team to shepherd students toward postsecondary success	In progress
Research, vet, and develop additional instructional opportunities to enhance and expand student-centered learning.	Superintendent, Curriculum Director & DAT	X				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 needs-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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Determine student personalized learning needs to allocate resources efficiently, equitably, and transparently to the schools.	Superintendent , & District Administrative Team (DAT)	X	DISTRICT: In progress.			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)	X	DISTRICT: As we develop the 2018-2019 budget, we are using the DIP to guide our thinking.			Planned
Plan for, vet, and implement a 1-1 Chromebook initiative for middle and high school students to enhance and expand personalized learning.	Superintendent & District Administrative Team (DAT)	X	DISTRICT: We are reviewing different approaches to Chromebook use.			Planned
Utilize digital resources to enhance and maximize multiple pathways for students to access learning opportunities.	Superintendent & District Administrative Team (DAT)	X	Students have access to tablets and chromebooks.	1 to 1 technology in all LA and science classes. SS and math share chromebooks at each grade level. Utilize the Library Media Specialist for her expertise on technology and research.	VHS PLATO College and Career Planning	In progress

<p>Utilize school counseling support services to identify and cultivate student-identified interests and potentially early identified career interests.</p>	<p>Principal & Assistant Principals</p>	<p>X</p>		<p>Student Success Planning day was held for grades 6-8. Support staff meets weekly to meet the needs of individual students.</p>	<p>Our three school counselors, school psych and social worker work collaboratively to meet the individualized needs of the student body (social/emotional, academic, college/career planning, state assessment preparation)</p>	<p>Planned</p>
<p>Identify and provide needed, research-based supports in district to best meet the needs of students receiving Special Education services.</p>	<p>Director of Special Education, Principals and Assistant Principals</p>	<p>X</p>	<p>Program development within life skills program through consultation with BCBA.</p>	<p>All teachers are aware and follow IEPs of Special Education students. Collaboration between teachers, support staff, and Special Education office to ensure the needs of students are being met.</p>	<p>Team meetings to determine best approaches for behavioral program, life skills program, and collaborative resource programs to ensure the needs of students are being met.</p> <p>Revamped WEB, Implementation of Advisory, and</p>	<p>In progress</p>

					Activity period for all.	
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	X	Support Services is in contact with specific families.	Ongoing through Social Worker	Ongoing through Social Worker, School Psychologist, School Nurse and School Counselors	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	X	DISTRICT: The Board of Education has created a Public Relations Committee. The committee will examine different communication approaches including social media, traditional media, and hospitality approaches. GES has monthly PTO and SFCP meetings. “Wednesday Updates” digitally sent to all of our families on a weekly basis.	GMS utilizes Messenger that communicates all necessary information with parents via phone calls, email, and text. Social media is used to promote and inform families of happenings in our school.	GHS has monthly PAC meetings, PARENT/TEACHER conferences twice a year; School Messenger Outreach; online surveys for stakeholders	In progress

Redesign web site to make information easily accessible in terms of district and building-specific news-sharing	Director of Technology	X	DISTRICT: This has been completed and we are adjusting to our new web site.			Planned
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	X	DISTRICT: This has been completed and the council has met twice already.			Planned