

District Improvement Plan

MONITORING REPORT:

May, 2018

PRESENTED AT THE MAY 14th, 2018, GRISWOLD 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	5/2018 UPDATE	5/2018 UPDATE	5/2018 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 try to focus on the District Improvement Plan as administrative			In progress

			team. We refer to this document often to anchor & align our decision-making.			
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 for LA, Math, and Social Studies.	Priority standards have been identified and written into curriculum unit plans for English, Social Studies, and Math.	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 continue to be developed. LA/Math/SS have three of the four units complete. Exploratories are continuing map work at different grade levels.	Unit plans are near completion for much of English, Social Studies and Math. Elective courses continue to map and unit plan. Science continues to map	In Progress

					and align with new NGSS.	
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 continue to meet monthly to review and share curriculum work.	Curriculum work is completed collaboratively within departments, with Academic Team Leaders driving and facilitating needs.	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 and, along with vertical teams, review data to drive instruction.	SST monitors student growth and progress through use of student data, as well as departments acting as data teams to drive instructional practices. GHS is looking forward to more comprehensive and formal use of data teams for 18-19 school year.	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 monitoring occurs bi-weekly	Grade level teams continue to meet weekly to review student data and monitor student progress.	Student Success Team (SST) meets 2x/week to implement tiered levels of support utilizing student data. Common disciplines meet regularly to review student data.	In progress
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 teacher has established an individual LA/Math goal for each student using the Blue Ribbon assessment. The data was reviewed and adjusted, if needed, at the mid-year conference.	Academic teachers utilize data to formulate goals for individual student growth and achievement. They continue to assess and monitor throughout the year.	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	Grade level teams continue to meet with support staff to discuss classroom management strategies.	Student Success Team (SST) meets 2x/week to implement tiered levels of support utilizing student data. Students	In progress

			students, and identify students in need of intervention support.		determined to need formal interventions have data reviewed every 6 weeks to review progress and revise as needed.	
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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	X	DISTRICT: In progress			In progress

	Administrative Team (DAT)					
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 and has been meeting during the year to assist in the development of school based PD.	Committee has been formed and has been continuing to meet throughout the year to help develop PD.	Committee has been formed and has been meetings throughout the year to inform PD needs.	Planned
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	X	Learning Walks have taken place during the fall and winter.	Learning walks continue to take place throughout the year. Groups are formed by content area and grade level.	Instructional Rounds are implemented at GHS, occurring monthly throughout the school year.	In progress
Ensure student-centered instructional practice by observing instruction as required by the educator development and evaluation process.	Principals & Assistant Principals	X	Formal and Informal evaluations are completed by the administrative team.	The administrative team is nearing the completion of this year's classroom observations.	Classroom observations and evaluations occur regularly throughout the school year by administration. Formal evaluation process is nearing completion.	In progress
Ensure best practices in teacher planning, delivery, and reflection to develop and support student-centered	Principals & Assistant Principals	X	Formal and Informal evaluations are completed by the	Teacher planning continues to take place weekly with	The following support best practices:	In progress

<p>instruction as evidence by the educator development and evaluation process.</p>			<p>administrative team. Observations are completed and discussed with individual teachers to promote educator development.</p>	<p>their grade level partners. Observations have taken place throughout the year to observe the delivery of a lesson and elicit teacher reflection.</p>	<p>common planning time for departments, observations, Instructional Rounds, “pop ins,” and constant dialogue in preparation for NEASC.</p>	
<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>X</p>	<p>Grade level teams analyze student work related to curriculum and instructional objectives.</p>	<p>Grade level partners continue to analyze student work to create common assessments aligned with the standards.</p>	<p>Departments continue to analyze student work to develop, assess and revise common assessments aligned to standards.</p>	<p>Planned</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 partnernship with Blue Ribbon. In 2018-2019, we wimplement NWEA MAP grades K-8.</p>	<p>Principals & Assistant Principals</p>	<p>X</p>	<p>Grade level teams utilize SBAC and IDEALS as standardized assessments to plan instruction.</p>	<p>Blue Ribbon scores are used to set individual goals for each student. Teachers use data to drive instruction. The scores/goals were re-evaluated at</p>	<p>Implementation of PSAT for grades 9, 10 and 11 allows a standardized measure for student progress in preparation for college or</p>	<p>In progress</p>

				mid-year conferences.	competitive career following high school.	
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	Team leaders are at each grade level and special education. Meetings occur on a bi monthly basis.	Team leaders have been identified and meet with admin monthly or as needed.	Academic Team Leaders (10) at GHS meet with administration at least twice a month.	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. NOTE: This will be revised for grades 9-12.	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	A makerspace has been established in the Media Center. Students are in the beginning phase of utilization..	A makerspace has been established in the Library. Students continue utilizing the space in various ways.		Planned
Identify & revise as appropriate effective teacher-created common formative assessments that help inform student-centered instruction.	Principals & Assistant Principals	X	Common formative assessments (Envision) have been revised for math at each grade level. Teachers continue to use IDEALS fluency	Common formative assessments continue to be administered at each grade level and are scored	Common department time affords GHS staff the opportunity to discuss, review and revise	In progress

			and phonics common assessments.	and analyzed in order to drive future instruction.	common formative assessments across disciplines.	
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	X	Students have updated their SSP plans. Support staff continues to meet weekly to evaluate student needs.	Students have completed course registration sheets in conjunction with teacher input and meetings with school counselors. Students are preparing for post grad through Naviance and the college application process.	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				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				Planned
Plan for, vet, and implement a 1-1 Chromebook initiative for middle and high school students to enhance and expand personalized learning. NOTE: While we are adding more Chromebooks, we are not in a 1:1 mode. We may revise this action step.	Superintendent & District Administrative Team (DAT)	X				Planned
Utilize digital resources to enhance and maximize multiple pathways for students to access learning opportunities.	Superintendent & District Administrative Team (DAT)	X				In progress

Utilize school counseling support services to identify and cultivate student-identified interests and potentially early identified career interests.	Principal & Assistant Principals	X	Support staff meets with Administration on a bi-weekly basis to discuss individual student needs.	Student Success Planning day was held for grade 6-8. Support staff continues to meet weekly to meet the needs of individual students.	School Counselors support Naviance, financial aid, college applications, pathways, letters of recommendation, scholarships, scheduling/electives, and so much more to support the whole student.	Planned
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	X	Collaboration between case managers, classroom teachers and other relevant staff occurs on a daily basis.	All teachers are aware and follow IEP's of Special Education students. Collaboration between teachers, support staff, and Special Education office the ensure the needs of students are being met.	Constant communication between case managers, teachers, students and support staff to ensure IEPs are being met, as well as progress monitoring to meet goals/objectives for all students.	In progress
Provide students, families and caregivers with access to both district provided services and community-available services, including UCFS.	Director of Special Education,	X	Social worker, school counselor,	Ongoing through Social Worker.	Social worker, school psychologist,	In progress

	Principals and Assistant Principals		psychologist, and nurse		nurse and school counselors	
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	The School Messenger program is used to communicate all necessary information with parents via phone calls, email, and text.	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.	School messenger (phone, text, email), parent and student emails, Plus Portals, and social media to communicate with the school community to promote involvement.	In progress
Redesign website to make information easily accessible in terms of district and building-specific news-sharing	Director of Technology	X				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				Planned