Educating for Success:

District Improvement Plan

2017 – 2020

Table of Contents

CONTEXT

This three year District Improvement Plan aims to do the following: honor the strategic planning and stakeholder input that came before this plan's finalization and pave a clear 3 year pathway that provides direction and coherence to the district's focus on student achievement. It is important to note that this improvement plan integrates the work that went into the Griswold 2020 and then the Griswold 2025 planning phases; both of these planning phases involved intensive stakeholder feedback.

Improvement plans come in many different forms. To keep things practical, our DAT (District Administrative Team) investigated different plans to identify design approaches that were a good fit and made sense at this particular point and time. We are using elements from "The Massachusetts Planning and Implementation Framework" and the research by professors Rachel E. Curtis and Elizabeth City who co-authored the book *Strategy in Action*: *How School Systems Can Support Powerful Learning and Teaching* (Cambridge, MA: Harvard University Press, 2015).

We hope that anyone who comes across this document can see how elements connect and also see how this plan projects a three-year approach to continuous improvement.

DESIGN

In the spring of 2017, the DAT completed a needs assessment. We identified steps taken in the Griswold 2020/2025 planning. We looked at existing, on-going initiatives; student performance data; and current levels of work. We completed a gap analysis to pinpoint areas that warranted attention. As a result of these exercises, the DAT began investigating different improvement/strategic plans to identify a design model and approach that would complement the preparatory planning work that has already been completed.

We cannot emphasize enough that student achievement is the focus of this plan. Because student achievement can be impacted by various influences, it is important to note that it will be necessary to revisit the plan periodically, to revise when and where needed, and to sustain a momentum of continuous improvement.

DEFINITIONS

Understanding public education lingo can be frustrating. With various terms, acronyms, and "edu-speak," a District Improvement Plan may be challenging to comprehend. Here are some explanations that may help any reader better understand the plan design:

PLAN Element	Definition
Mission	The district's purpose and current level of work: why the organization exists.
Core Values	Principles that guide that guide decision making and action.
Vision	The district vision is what future success will look like.
Are the foundation of the…	
Theory of Action	The beliefs and assumptions you hold about why certain actions will lead to the vision you seek. Framed as an "if…then" statement.
Which leads to the development of the…	
Strategic Objectives	The coherent group of overarching goals and key levers for improvement that will achieve the vision.
Which will be achieved by the…	
Strategic Initiatives/ Priorities	The focus areas that support and will achieve the strategic objectives.
Action Steps	Steps taken to implement the initiatives.
For which you set...	
Outcomes	The expected results: what they will be, how they will be measured, when they will occur. **Interim outcomes** set targets for improvement during plan implementation.
Which you evaluate progress toward attaining by setting…	

Implementation Benchmarks	The planned action steps and their impact. Two different types of implementation benchmarks are required to determine whether you did what you had planned, when you planned to do it—and whether early evidence indicates effectiveness.
	Process benchmarks specify what will happen, who will do it, and when. For example, 20 teachers will complete an ESL course by June.
	Early evidence of change benchmarks identify changes you should begin to see if the plan is having its desired impact while being implemented.
Which you consistently monitor and use as indicators for assessing whether the plan is on track to achieve desired change, or requires adjustment.	

PLAN Element	GRISWOLD PUBLIC SCHOOLS
Mission	The community of Griswold Public Schools educates for excellence by empowering students to become compassionate, confident, creative and resourceful members of society.
Core Values	The Griswold Public Schools: · ensures the physical, social, and emotional safety of students; · values the contributions and resources of its students, parents, staff, and the community-at-large; · inspires *all* through learning experiences that are relevant, challenging, and meaningful; · develops a culture that promotes responsibility, respect, honesty, and integrity; · welcomes the multiple perspectives of its diverse community based on race, culture, and ethnicity; · cultivates global perspectives and cultural understandings through world studies and languages; · advances learning through the relevant use of technology in a digitally connected world; · ignites a passion for learning that drives students toward postsecondary success.
Vision	The community of Griswold Public Schools excels at education for excellence for all students to be college and/or career ready.
Are the foundation of the…	
Theory of Action	1. If we collaboratively align and integrate the district mission, vision, and Griswold 2025 into building goals, teacher evaluation, and administrator evaluation, then we will promote student achievement. 2. If we collaboratively focus on professional learning that is integrated with on-going curriculum work and on-going instruction for learning, then we will promote student achievement. 3. If we foster community engagement that includes effective communication, community outreach, and district-wide events, then we will promote student achievement.
Which leads to the development of the…	

District Strategic Objectives	1. Support student achievement and educational excellence for every student by demonstrating increases on performance measures. 2. Support student achievement and educational excellence with instruction that engages students to be critical thinkers, collaborative team players, and creative individuals. 3. Support student achievement and educational excellence to foster the socio-emotional, cultural and personalized needs of our students.
Which will be achieved by the…	

Strategic Initiatives/ Priorities	1. **STRATEGIC OBJECTIVE**: Support student achievement and educational excellence for every student by demonstrating increases on performance measures.
	
	   STRATEGIC INITIATIVES:
	   ● Create an initial 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.
	
	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. 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.
Outcomes	**Student Learning Outcomes:** ● **COMMUNICATION:** Students will demonstrate ability to effectively communicate both orally and in written form for a variety of audiences and purposes. ● **CRITICAL THINKING:** Students will demonstrate ability to problem solve through perseverance. ● **COLLABORATION:** Students will ability at teamwork and leadership throughout respectful dialogue and interactions. ● **CREATIVITY:** Students will demonstrate ability at innovation and risk-taking through imagination ● **CHARACTER:** Students will demonstrate personal integrity and values by means of compassionate, ethical actions.

MEASURABLE STUDENT PERFORMANCE OUTCOMES:

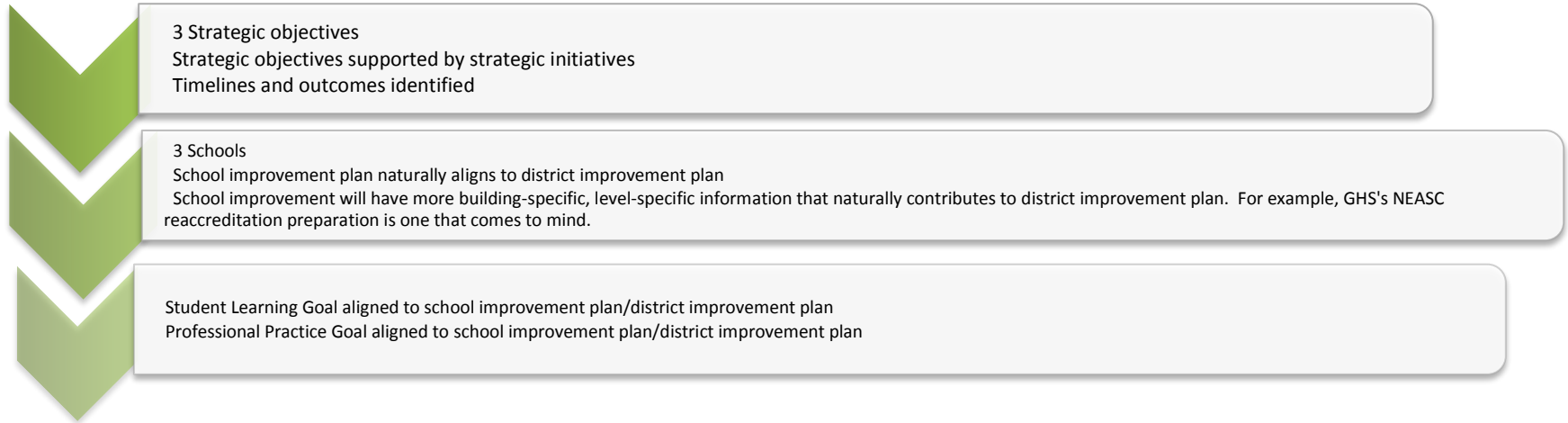| SCHOOL	2017-2018	2018-2019	2019-2020
GES	*60% of Grade 3 ELA students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data. *60% of Grade 3 Mathematics students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data. *59% of Grade 4 ELA students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data. *64% of Grade 4 Mathematics students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data.	*65% of Grade 3 ELA students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data. *65% of Grade 3 Mathematics students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data. *64% of Grade 4 ELA students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data. *69% of Grade 4 Mathematics students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data.	*70% of Grade 3 ELA students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data. *70% of Grade 3 Mathematics students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data. *69% of Grade 4 ELA students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data. *74% of Grade 4 Mathematics students will score level 3 or above as measured by the Smarter Balanced Assessment (SBAC) data.
GMS	Utilizing the Blue Ribbon Benchmark	Utilizing the Blue Ribbon Benchmark	Utilizing the Blue Ribbon Benchmark assessments,

	assessments, 70% of all GMS students will meet or exceed their personalized goal for LA and Math.	assessments, 75% of all GMS students will meet or exceed their personalized goal for LA and Math.	80% of all GMS students will meet or exceed their personalized goal for LA and Math.
GHS	In the 2017-2018 school year, 70% of the Class of 2021 will meet or exceed College and Career Readiness Benchmarks utilizing the PSAT.	In the 2018-2019 school year, 75% of the Class of 2021 will meet or exceed College and Career Readiness Benchmarks utilizing the PSAT.	In the 2019-2020 school year, 80% of the Class of 2021 will meet or exceed College and Career Readiness Benchmarks utilizing the SAT.

INTERIM OUTCOMES

- Developed curriculum documents that are aligned, integrated into instruction and scheduled for a curriculum renewal process.
- Evidence of instruction grounded in student-centered learning as measured by the Danielson Framework (teacher evaluation).
- Evidence of professional learning—formal and informal—that builds teacher capacity for student-centered instructional design and learning.
- Evidence of professional learning on strengthening Tier 1, Scientific Based-Research Intervention (SRBI), instruction.
- Evidence of professional learning on strengthening Tier 1, Scientific Based-Research Intervention, classroom behavioral strategies.
- Evidence of the establishment of data teams at the school and district level that meet frequently that use data to inform instruction.
- Evidence of continued implementation of routine Learning Walks/Instructional Rounds to improve and inform instruction.

	• An implemented one-to-one Chromebook initiative for middle school students (grades to be determined) and all high school students. • Adding more advanced courses to the Griswold High School course catalogue. • Adding more career preparatory courses to the Griswold High School course catalogue.
Which you evaluate progress toward attaining by setting…	
Implementation Benchmarks	**Global Process benchmarks**: • 100% of all educators will be evaluated annually by the evaluation system anchored in student achievement and student-centered learning. • By the end of the 2017-2018 school year, approximately 75% of the K-12 ELA and Social Studies curriculum documents will be finalized. • By the end of the 2018-2019 school year, approximately 75% of the K-12 Math & Science curriculum documents will be finalized. • By the end of the 2019-2020 school year, approximately 75% of the non-core curriculum documents will be finalized. • By the end of the 2017-2018 school year, all three schools will have operational PDEC (professional development and evaluation committees) & DATA teams. • By the end of the 2018-2019, Griswold Public Schools will have an 8-12 College Board district growth model whereby we establish student college and career readiness data for students before and during secondary school. **SPECIFIC IMPLEMENTATION BENCHMARKS AND OTHER MEASURES ARE SPECIFIED IN THE ACTION STEP GRIDS BELOW.**
Which you consistently monitor and use as indicators for assessing whether the plan is on track to achieve desired change, or requires adjustment.	

COHERENCE – LINKS BETWEEN PLANS

3 Strategic objectives
Strategic objectives supported by strategic initiatives
Timelines and outcomes identified

3 Schools
School improvement plan naturally aligns to district improvement plan
School improvement will have more building-specific, level-specific information that naturally contributes to district improvement plan. For example, GHS's NEASC reaccreditation preparation is one that comes to mind.

Student Learning Goal aligned to school improvement plan/district improvement plan
Professional Practice Goal aligned to school improvement plan/district improvement plan

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 (August 2017).	**Person(s) Responsible**	**Date**			**Status**
		2017 2018	**2018 2019**	**2019 2020**	
Determine curriculum development needs to allocate resources efficiently, equitably, and transparently to the schools.	Superintendent, & District Administrative Team (DAT).	X	X	X	In progress
Implement a monthly District Administrative Team meeting focused exclusively on monitoring District Improvement Plan process, curriculum development, and instructional initiatives.	Superintendent	X	X	X	In progress
Form a district-wide curriculum committee comprised of representative stakeholders.	Superintendent & Curriculum Director	X			Done
Create a curriculum renewal plan that specifies curriculum development, approval, revision and review process for all curriculum areas.	Curriculum Director	X	X	X	In progress
Ensure that curriculum documents in core and non-core subjects are aligned to appropriate standards.	Curriculum Director & Instructional				

Task	Responsible				Status
	Leadership Team	X	X	X	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			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: Math & Science	Curriculum Director & Instructional Leadership Team		X		Planned
Identify curriculum areas to streamline work, to focus district professional development, and to bring curriculum documents towards a final copy for BOE approval: Non-core subjects	Curriculum Director & Instructional Leadership Team			X	Planned
Develop monitoring tool to ensure that curriculum implementation takes place with fidelity.	Curriculum Director & Instructional Leadership Team		X		Planned
Utilize teacher feedback to determine needed curriculum revisions in terms of unit design, scope and sequence, and/or learning outcomes.	Principals & Assistant Principals	X	X	X	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	X	X	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	X	X	In progress

	Principals & Assistant Principals	X	X	X	In progress
Data Teams will monitor measurable student outcomes against targets to determine progress.	Principals & Assistant Principals	X	X	X	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	X	X	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.

MONITORING: This plan lists the action steps, benchmarks, persons responsible, dates and status at the time we present this plan (August 2017).	Person(s) Responsible	Date			Status
		2017 2018	2018 2019	2019 2020	
Determine instructional needs to allocate resources efficiently, equitably, and transparently to the schools.	Superintendent, & District Administrative Team (DAT)	X	X	X	In progress

Action	Responsible				Status
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			Planned
Schedule Learning Walks to identify student-centered instructional practices and to target areas of improvement.	Principals & Assistant Principals	X	X	X	In progress
Ensure student-centered instructional practice by observing instruction as required by the educator development and evaluation process.	Principals & Assistant Principals	X	X	X	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	X	X	In progress
Utilize multiple student work samples as artifacts to measure the level of student engagement against the curriculum and instructional objectives.	Principals & Assistant Principals	X	X	X	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	X	X	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	X	X	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	X	X	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	X		Planned

	Person(s) Responsible	Date			Status
Identify & revise as appropriate effective teacher-created common formative assessments that help inform student-centered instruction.	Principals & Assistant Principals	X	X	X	In progress
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	X	In progress
Research, vet, and develop additional instructional opportunities to enhance and expand student-centered learning.	Superintendent, Curriculum Director & DAT	X	X	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

MONITORING PLAN: This plan lists the action steps, benchmarks, persons responsible, dates and status at the time we present this plan (August 2017).	Person(s) Responsible	Date			Status
		2017 2018	2018 2019	2019 2020	
Determine student personalized learning needs to allocate resources efficiently, equitably, and transparently to the schools.	Superintendent, & District Administrative Team (DAT)	X	X	X	In progress
Align annual budget development process focused on meeting the objectives and initiatives of the District Improvement Plan.	BOE, Superintendent, & District	X	X	X	Planned

	Administrative Team (DAT)				
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	X	X	Planned
Utilize digital resources to enhance and maximize multiple pathways for students to access learning opportunities.	Superintendent & District Administrative Team (DAT)	X	X	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	X	X	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	X	X	In progress
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	X	X	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	X	X	In progress
Redesign web site 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

*EXPLANATION OF DATA FOR PERFORMANCE MEASURES

GES

- Smarter Balance assessment (SBAC) is a customized test that utilizes a computer adaptive format: questions get harder when students answer correctly and easier when they answer incorrectly, allowing students to better demonstrate what they know. For the Smarter Balanced assessments, outcomes will be reported in terms of four levels of achievement: Level 1, Level 2, Level 3, and Level 4. Students performing at Levels 3 and 4 are considered on track to demonstrating the knowledge and skills necessary for college and career readiness.

GMS

- Blue Ribbon is a web-based benchmark assessment aligned to the Common Core for Language Arts and Math that is administered three times a year. Student data is collected and analyzed to drive instruction and to set personalized goals for each student. As part of their evaluation, teachers will be measured based on the percentage of students that reach their personalized goal.

Teacher Evaluation Using Blue Ribbon Assessment Data

2017-2018		2018-2019		2019-2020	
90%-100% of students meet their personalized goal	Exemplary	90%-100% of students meet their personalized goal	Exemplary	90%-100% of students meet their personalized goal	Exemplary
70%-89% of students meet their personalized goal	Proficient	75%-89% of students meet their personalized goal	Proficient	80%-89% of students meet their personalized goal	Proficient
50%-69% of students meet their personalized goal	Developing	55%-74% of students meet their personalized goal	Developing	60%-79% of students meet their personalized goal	Developing
49% and below of students meet their personalized goal	Below Basic	54% and below of students meet their personalized goal	Below Basic	59% and below of students meet their personalized goal	Below Basic

GHS

- Students who take the PSAT/NMSQT, PSAT 10, and PSAT 8/9 see *grade-level benchmarks* on their score reports. Grade-level benchmarks indicate whether students are on track for college and career readiness. They are based on expected student growth toward SAT benchmarks at each grade.
  - Students are considered college and career ready when their SAT section scores meet both the Math and the Evidence-Based Reading and Writing Benchmarks.

Benchmark Indicators

Score reports use colors to show how students section scores relate to the SAT or grade level benchmark.
- GREEN: The section score meets or exceeds the benchmark.
- YELLOW: The section score is within one year's academic growth of the benchmark.
- RED: The section score is below the benchmark by more than one year's academic growth.

SAT College and Career Readiness Benchmarks

11th Grade Benchmarks
Evidence-Based Reading and Writing: **460**
Math: **510**

11th Grade Section Score Ranges 160-760 Point Scale			
	RED	YELLOW	GREEN
Evidence-Based Reading and Writing	160-420	430-450	460-760
Math	160-470	480-500	510-760

10th Grade Benchmarks

Evidence-Based Reading and Writing: **430**
Math: **480**

10th Grade Section Score Ranges 160-760 Point Scale			
	RED	YELLOW	GREEN
Evidence-Based Reading and Writing	160-400	410-420	430-760
Math	160-440	450-470	480-760

9th Grade Benchmarks
Evidence-Based Reading and Writing: **410**
Math: **450**

9th Grade Section Score Ranges 120-720 Point Scale			
	RED	YELLOW	GREEN
Evidence-Based Reading and Writing	120-380	390-400	410-720
Math	120-420	430-440	450-720