

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Title of Item Review of District Data Team Report

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATIONAL ITEM

By: June 18, 2009

Action Required

Informational Only

Submitted By: Mr. John Curtin and Dr. Ellen Flanagan

Position: Assistant Superintendent and Director of Human Resources

I will be present at Board meeting to explain if called upon:

Yes

No

Synopsis of Proposal:

Over the past two work sessions, we presented an overview of the operation of data teams at the district, school and classroom levels. Data teams set targets for improved student performance and develop specific action plans to achieve those targets. The district data team is responsible for identifying goals and student outcome indicators that are aligned with the Greenwich Public Schools' mission, ensuring that schools set reasonable targets for each of the district indicators, and developing a district action plan that supports school improvement efforts.

Attachments include the student outcome indicators proposed by the district data team for Board of Education approval. These student outcome indicators will be distributed to the fifteen schools with school specific data so that school data teams can work on establishing school targets as part of the professional development plan for June 22.

Also attached are the criteria used to develop a district action plan, a rubric used to evaluate components of the action plan, and a first draft of the district action plan. It is important to note that this is a first draft of a three year plan and will continue to be developed over time. All costs associated with the 2009-2010 school year have already been budgeted. Costs for the 2010-2011 school year will be under discussion during the budget development process in the fall of 2009.

Greenwich Public Schools District Data Team Student Outcome Indicators and Targets by Grade

Goal: Each student will achieve mastery of a core body of knowledge and skills that reflects significant academic growth as measured by-

Grade	Measure	04-05	05-06	06-07	07-08	11 - 12	11 - 12	GPS	Benchmark 07-08		
						School Target	District Target		DRG B	SW CT	DRG A
K	DRA Reading % at Goal			53%	49%		70%	49%	Data Unavailable		
1	DRA Reading % at Goal			75%	80%		85%	80%	Data Unavailable		
2	DRP Reading % at Goal	82%	82%	83%	82%		87%	82%	Data Unavailable		
3	CMT Math % at Goal		72%	77%	72%		79%	72%	78%	80%	83%
3	CMT Reading % at Goal		76%	73%	71%		75%	71%	71%	78%	79%
3	CMT Writing % at Goal		71%	77%	75%		79%	75%	78%	79%	82%
4	CMT Math % at Goal		76%	83%	78%		81%	78%	79%	82%	87%
4	CMT Math VSS Growth (3 to 4)			48	44		48	44	42	45	47
4	CMT Reading % at Goal		80%	80%	79%		81%	79%	76%	80%	82%
4	CMT Reading VSS Growth (3 to 4)			34	34		34	34	30	30	27
4	CMT Writing % at Goal		83%	84%	78%		81%	78%	80%	82%	86%
5	CMT Math % at Goal		77%	83%	84%		86%	84%	84%	87%	90%
5	CMT Math VSS Growth (4 to 5)			38	32		36	32	31	33	34
5	CMT Reading % at Goal		82%	81%	82%		83%	82%	80%	85%	87%
5	CMT Reading VSS Growth (4 to 5)			21	27		27	27	24	25	25
5	CMT Writing % at Goal		83%	83%	80%		85%	80%	83%	87%	89%
5	CMT Science % at Goal				72%		79%	72%	76%	81%	85%
3 - 5	CMT Math F/R Lunch Gap		45%	30%	41%		20%	41%	38%	State 2007-08	
3 - 5	CMT Reading F/R Lunch Gap		39%	35%	41%		19%	41%	41%	State 2007-08	
3 - 5	CMT Writing F/R Lunch Gap		30%	27%	37%		18%	37%	37%	State 2007-08	
3 - 5	CMT Math % at Advanced		37%	43%	43%		46%	43%	44%	47%	50%
3 - 5	CMT Reading % at Advanced		33%	30%	34%		35%	34%	29%	34%	35%
3 - 5	CMT Writing % at Advanced		40%	40%	36%		41%	36%	37%	41%	43%

**Greenwich Public Schools
District Data Team
Student Outcome Indicators and Targets by Grade**

Goal: Each student will achieve mastery of a core body of knowledge and skills that reflects significant academic growth as measured by-

Grade	Measure	04-05	05-06	06-07	07-08	11 - 12	11 - 12	Benchmark 07-08			
						School Target	District Target	GPS	DRG B	SW CT	DRG A
6	CMT Math % at Goal		76%	79%	78%		86%	78%	85%	87%	92%
6	CMT Math VSS Growth (5 to 6)			26	20		27	20	25	25	27
6	CMT Reading % at Goal		81%	81%	79%		86%	79%	84%	87%	90%
6	CMT Reading VSS Growth (5 to 6)			15	18		25	18	23	24	25
6	CMT Writing % at Goal		81%	78%	75%		81%	75%	79%	83%	85%
7	CMT Math % at Goal		79%	75%	80%		88%	80%	84%	91%	92%
7	CMT Math VSS Growth (6 to 7)			24	21		26	21	21	25	26
7	CMT Reading % at Goal		86%	81%	88%		90%	88%	88%	92%	92%
7	CMT Reading VSS Growth (6 to 7)			15	23		24	23	23	24	22
7	CMT Writing % at Goal		79%	77%	75%		84%	75%	80%	87%	88%
8	CMT Math % at Goal		81%	81%	78%		86%	78%	83%	89%	90%
8	CMT Math VSS Growth (7 to 8)			20	17		19	17	16	15	16
8	CMT Reading % at Goal		81%	84%	83%		87%	83%	85%	89%	90%
8	CMT Reading VSS Growth (7 to 8)			14	13		15	13	10	11	8
8	CMT Writing % at Goal		80%	80%	80%		87%	80%	84%	90%	91%
8	CMT Science % at Goal				75%		83%	75%	81%	85%	87%
6 - 8	CMT Math F/R Lunch Gap		47%	42%	43%		21%	43%	42%	State 2007-08	
6 - 8	CMT Reading F/R Lunch Gap		37%	40%	34%		19%	34%	40%	State 2007-08	
6 - 8	CMT Writing F/R Lunch Gap		39%	41%	38%		19%	38%	38%	State 2007-08	
6 - 8	CMT Math % at Advanced		46%	48%	46%		52%	46%	48%	55%	58%
6 - 8	CMT Reading % at Advanced		39%	37%	39%		43%	39%	40%	46%	50%
6 - 8	CMT Writing % at Advanced		40%	37%	31%		40%	31%	35%	45%	49%

**Greenwich Public Schools
District Data Team
Student Outcome Indicators and Targets by Grade**

Goal: Each student will achieve mastery of a core body of knowledge and skills that reflects significant academic growth as measured by-

Grade	Measure	04-05	05-06	06-07	07-08	11 - 12	11 - 12	GPS	Benchmark 07-08		
						School Target	District Target		DRG B	SW CT	DRG A
10	CAPT Math % at Goal	69%	65%	71%	68%		77%	68%	73%	80%	87%
10	CAPT Reading % at Goal	69%	71%	71%	61%		72%	61%	69%	74%	82%
10	CAPT Writing % at Goal	75%	69%	77%	79%		81%	79%	78%	84%	90%
10	CAPT Science % at Goal	65%	59%	62%	53%		71%	53%	69%	73%	80%
10	CAPT Math FR Lunch Gap	35%	50%	52%	47%		23%	47%	43%	State 2007-08	
10	CAPT Reading FR Lunch Gap	31%	42%	40%	46%		21%	46%	39%	State 2007-08	
10	CAPT Writing FR Lunch Gap	35%	47%	43%	26%		20%	26%	41%	State 2007-08	
10	CAPT Science FR Lunch Gap	43%	43%	42%	45%		21%	45%	41%	State 2007-08	
10	CAPT Math % at Advanced	43%	35%	43%	34%		47%	34%	37%	47%	53%
10	CAPT Reading % at Advanced	31%	38%	41%	28%		42%	28%	37%	42%	51%
10	CAPT Writing % at Advanced	41%	35%	44%	42%		46%	42%	40%	46%	53%
10	CAPT Science % at Advanced	43%	34%	34%	27%		43%	27%	41%	45%	51%
12	SAT 1 Math Mean Score	586	582	564	578		591	578	553	585	596
12	SAT 1 Reading Mean Score	563	565	558	562		576	562	541	571	581
12	SAT 1 Writing Mean Score		560	563	571		587	571	547	582	592

**Greenwich Public Schools
District Data Team
Student Outcome Indicators and Targets by Grade**

Goal: Each student will demonstrate the knowledge, skills and dispositions necessary to effectively function in an interdependent global community as measured by-

Grade	Measure	04-05	05-06	06-07	07-08	11 - 12	11 - 12	GPS	Benchmark 07-08		
						School Target	District Target		DRG B	SW CT	DRG A
3 - 5	Performing Music Participation								Data Unavailable		
4	Physical Fitness at Goal	60%	59%	52%	60%		65%	60%	44%	52%	46%
5	Social Emotional Learning at Goal	Measure Under Development							Data Unavailable		
5	Visual Arts Assessment at Goal		74%	82%	77%		85%	77%	Data Unavailable		
5	Interdisciplinary Capstone Project	Measure Under Development							Data Unavailable		
5	Technology Literacy at Proficient			87%	88%		95%	88%	Data Unavailable		

**Greenwich Public Schools
District Data Team
Student Outcome Indicators and Targets by Grade**

Goal: Each student will demonstrate the knowledge, skills and dispositions necessary to effectively function in an interdependent global community as measured by-

Grade	Measure	04-05	05-06	06-07	07-08	11 - 12	11 - 12	GPS	Benchmark 07-08		
						School Target	District Target		DRG B	SW CT	DRG A
6	Physical Fitness at Goal	40%	45%	51%	43%		55%	43%	43%	50%	49%
6 - 8	Extracurricular Participation								Data Unavailable		
6 - 8	Performing Music Participation								Data Unavailable		
6 - 8	Suspension from School		2.4%	3.2%	3.0%		1.5%	3.0%	Data Unavailable		
8	Physical Fitness at Goal	40%	43%	48%	49%		55%	49%	46%	50%	48%
8	Social Emotional Learning at Goal	Measure Under Development							Data Unavailable		
8	Completion of Algebra I	41%	36%	40%	48%		55%	48%	47%	53%	59%
8	Interdisciplinary Capstone Project	Measure Under Development							Data Unavailable		
8	Technology Literacy at Proficient			95%	91%		95%	91%	Data Unavailable		

**Greenwich Public Schools
District Data Team
Student Outcome Indicators and Targets by Grade**

Goal: Each student will demonstrate the knowledge, skills and dispositions necessary to effectively function in an interdependent global community as measured by-

Grade	Measure	04-05	05-06	06-07	07-08	11 - 12	11 - 12	GPS	Benchmark 07-08			
						School Target	District Target		DRG B	SW CT	DRG A	
9 - 12	Extracurricular Participation								Data Unavailable			
9 - 12	Interscholastic Athletic Participation	40%	42%	38%	51%		50%	51%	Data Unavailable			
9 - 12	Performing Music Participation	21%	22%	22%	23%		27%	23%	Data Unavailable			
9 - 12	Suspension from School		13.3%	10.1%	7.7%		4.0%	7.7%	Data Unavailable			
10	Physical Fitness at Goal	46%	42%	51%	59%		65%	59%	49%	49%	48%	
10	Social Studies Research at Goal	57%	57%	55%	58%		63%	58%	Data Unavailable			
10	Social Emotional Learning at Goal	Measure Under Development								Data Unavailable		
11	Interdisciplinary Capstone Project	Measure Under Development								Data Unavailable		
12	Graduates with AP Score 3+	37%	41%	39%	43%		45%	43%	34%	45%	50%	

Greenwich Public Schools
District Data Team

Criteria for Evaluating District Adult Actions

- The adult action represents a major change and would not be considered refinement of an existing improvement or “business as usual.”
- The adult action is focused on strategies best implemented at the district level (e.g. curriculum, district procedure or teacher evaluation plan)
- The adult action is “leveraged” in that successful implementation will support improvement in achievement across multiple student outcome indicators.
- The efficacy of the adult action is supported by a body of research and practical experience.
- The adult action contributes to and supports a coherent District improvement plan.
- Funding the adult action is reasonable given anticipated budget constraints.
- The action plan takes into consideration demands on staff time at the building level.

Elements of the District Action Plan

- Clear statement of the Adult Action.
- Sequenced list of the specific strategies to implement the adult action with a timeline for completion.
- Estimate of the financial impact and funding source by fiscal year for each strategy.
- Assignment of the person or persons responsible for each strategy.
- Listing of results indicators that will be used to monitor the implementation of the strategy and evaluate the effectiveness of the strategy in improving student outcomes.

**Greenwich District Data Team
Standards for Evaluating District Adult Actions**

Standard 1. The adult action represents a major change and would not be considered a refinement of an existing improvement or “business as usual.”			
Not Meeting Standard	Progressing	Proficient	Exemplary
Action is a refinement or extension of an existing practice in the Greenwich Public Schools	Action has been implemented partially in the Greenwich Public Schools	Action is not presently a widespread practice in the Greenwich Public Schools	Action is not a practice in any school in Greenwich
Standard 2. The adult action is “leveraged” in that successful implementation will support improvement in achievement across multiple student outcome indicators.			
Not Meeting Standard	Progressing	Proficient	Exemplary
Evidence indicates that implementation of this action will have a very narrow effect on student outcome indicator.	Evidence indicates that implementation of this action will effect only one student outcome indicator.	There is evidence that implementation of this action will affect more than one student outcome indicator.	There is evidence that implementation of this action will affect most if not all student outcome indicators.
Standard 3. The efficacy of the adult action is supported by a body of research and/or practical experience.			
Not Meeting Standard	Progressing	Proficient	Exemplary
Limited, or no evidence that this action is likely to positively affect identified student outcome indicators.	Some evidence presented that action will have a positive effect on student outcome (s) either in the form of research or practical experience.	Multiple research citations indicate the likely effectiveness of this adult action in improving student outcome indicators or powerful evidence of successful outcomes of a pilot program or other practical experience.	Multiple evidence from the research literature as well as practical experience in local schools or other districts indicates likely effectiveness of a positive effect on student outcome indicators.

**Greenwich District Data Team
Standards for Evaluating District Adult Actions**

Standard 4. The adult action contributes to and supports a coherent District improvement plan.			
Not Meeting Standards	Progressing	Proficient	Exemplary
The adult action, although important, is not aligned with the student outcomes or any of the other actions described in the plan.	The adult action is important but does not align strongly with the District plan and the other actions described in the plan.	The adult action described is aligned with the District Plan. It focuses on important student outcomes identified in the plan.	The adult action is congruent with other actions in the plan, forming a articulated set of actions that support each other.
Standard 5. Funding the adult action is reasonable given anticipated budget constraints.			
Not Meeting Standards	Progressing	Proficient	Exemplary
Actions will require such large additional expenditures that implementation does not seem feasible.	Actions will require a significant source of additional funding in order to implement or major reallocation will be required.	Actions described are possible in view of current budget constraints although funding may require some reallocation of resources.	Actions described are capable of being implemented within the usual budget constraints.
Standard 6. The action plan takes into consideration demands on staff time at the building level.			
Not Meeting Standards	Progressing	Proficient	Exemplary
The plan presents very little information on the demands implementation will place on building staff and presents no strategies to resolve competing issues.	The demands the plan will place on building staff time are not well articulated. It is unclear how much time will be necessary to implement. What activities would need to be “weeded” are not identified.	The plan presents a clear, detailed picture of the demands implementation will place on staff time at the building level and the potential outcomes are described in sufficient detail to justify the demands.	The plan not only identifies demands implementation will place on staff time at the building level, but clearly articulates a plan to solve implementation issues in a clear, coherent set of strategies.

Greenwich Public Schools
District Action Plan
2009 – 2012

Adult Action Indicators

1. Design and implement common benchmark assessments in Mathematics, Reading/Language Arts, English and Science.
2. Build capacity within the school system to collaborate around student data and student needs through district, school and instructional data teams & student assistance teams.
3. Create and implement curricula in all subject areas that are vertically and horizontally aligned to State standards and the Vision of the Graduate.
4. Implement and monitor a new teacher evaluation plan at all levels.
5. Increase capacity to assess and monitor student achievement by the identification and implementation of a high quality student information system.

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Design and Implement Common Benchmarks Assessments in Math, Reading /Language Arts, English and Science						
Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
Mathematics						
<ul style="list-style-type: none"> Train staff in the design of benchmark Assessments 	June 2009 (K-8)	\$1,250.00	\$3,500.00	No costs associated	K-12 Math Coordinator	<ul style="list-style-type: none"> Schedule Training prior to creating Test documents
	June 2010 (9-12)		\$1,250.00			
<ul style="list-style-type: none"> Create Benchmark Assessments 1-8 Create Benchmark Assessments 9-12 	June 2009	\$1,250.00	\$2,500.00	No costs associated	K-12 Math Coordinator and Teacher Teams	<ul style="list-style-type: none"> Assessment documents
	June 2010		\$2,500.00			
<ul style="list-style-type: none"> Pilot Assessments 1-8 Pilot Assessments 9-12 	Sept. 2009 Nov. 2009 March 2010 June 2010	No costs associated	No costs associated	No costs associated	K-12 Math Coordinator, Building Principals and Classroom Teachers	<ul style="list-style-type: none"> Assessments administered and data collected
	Sept. 2010 Nov. 2010 March 2011 June 2011					
<ul style="list-style-type: none"> Review and Revise Assessments 1-8 Review and Revise Assessments 9-12 	Sept. 2009 Nov. 2009 March 2010 June 2010	No costs associated	No costs associated	No costs associated	K-12 Math Coordinator, Building and Classroom Teachers	<ul style="list-style-type: none"> Analysis of Assessment Results for validity Time to Administer is evaluated Question types reviewed
	Sept. 2010 Nov. 2010 March 2011 June 2011					
<ul style="list-style-type: none"> Assessment data available in Student Data Management System 1-8 	Sept. 2009	TBD	TBD	No costs associated	Director IT/MIS, K-12 Math Coordinator and	<ul style="list-style-type: none"> Test Data available to Instructional Data Teams via Data Dashboard / RtI Studio

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Design and Implement Common Benchmarks Assessments in Math, Reading /Language Arts, English and Science						
Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
<ul style="list-style-type: none"> Assessment data available in Student Data Management System 9-12 	Sept. 2010				Classroom Teachers	
Reading/Language Arts/English						
<ul style="list-style-type: none"> Train staff in the design of benchmark Assessments 	Fall 2009 grades K-5 2009 grades 6-12	No costs associated	No costs associated	No costs associated	K-12 Reading/LA Coordinator K-12 Reading/LA Coordinator	<ul style="list-style-type: none"> Schedule training for teacher writing teams prior to creating test documents
<ul style="list-style-type: none"> Create/adopt Assessment Instruments 1-8 	09-11, Comprehensive Literacy Benchmark Assessments , grades K-5 Reading Comprehend Benchmarks , grades 6-8 (Blue Ribbon)	*budgeted as part of the unit develop monies \$25,000	* budgeted as part of the unit develop monies * budgeted as part of the unit develop monies	\$TBD \$TBD	K-12 Reading/LA Coordinator and Teacher Teams	<ul style="list-style-type: none"> Assessment documents to be distributed and used by classroom teachers
<ul style="list-style-type: none"> Create/adopt Benchmark Assessments 9-12 	Summer-Fall, 2009 Sep Reading Screening Assessment, grade 9	\$2,500 CORE Reading Assessment	No costs associated	\$TBD		<ul style="list-style-type: none"> Assessment documents to be distributed and used by classroom teachers

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Design and Implement Common Benchmarks Assessments in Math, Reading /Language Arts, English and Science

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
	<p>Summer, 2009-10 Diagnostic Benchmark Assessment (CAPT diagnostic), grades 9-10</p> <p>2010-11 3x/year CAPT-like benchmark writing assessments, grades 9-11</p>	\$7,020	No costs associated	No costs associated	English Program Administrator and teacher teams	
<ul style="list-style-type: none"> • Pilot Assessments 1-8 • Pilot Assessments 9-12 	<p>2009-10 grades K-5 grades 6-8</p> <p>2009-10 (diagnostic & screening assessments)</p> <p>2010-11 3x year benchmarks</p>	No costs associated	No costs associated	No costs associated	K-12 Reading/LA Coordinator, Building Principals and Classroom Teachers	<ul style="list-style-type: none"> • Assessments administered and data collected. May require pacing charts to determine scheduling of testing
<ul style="list-style-type: none"> • Review and Revise Assessments 1-8 	<p>2010-11 K-8</p>	No costs associated	No costs associated	No costs associated	K-12 Reading/LA Coordinator, Building and Classroom	<ul style="list-style-type: none"> • Analysis of assessment results for validity and value • Time to administer is evaluated • Question types reviewed

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Design and Implement Common Benchmarks Assessments in Math, Reading /Language Arts, English and Science						
Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
<ul style="list-style-type: none"> Review and Revise Assessments 9-12 	<p>2009-10 (diagnostic & screening)</p> <p>2010-11 3x year benchmarks</p>	No costs associated	No costs associated	No costs associated	Teachers	<ul style="list-style-type: none"> Analysis of assessment results for validity and value Time to administer is evaluated Question types reviewed
<ul style="list-style-type: none"> Assessment data available in Student Data Management System 1-8 Assessment data available in Student Data Management System 9-12 	<p>09-10, K-8</p> <p>09-10, grade 9-10 diagnostic & screening assessments</p> <p>10-11, 9-12 CAPT-like benchmarks</p>	No costs associated	No costs associated	No costs associated	Director IT/MIS, K-12 Reading/LA Coordinator, and Classroom Teachers	<ul style="list-style-type: none"> Test Data available to Instructional Data Teams via Data Dashboard / RtI Studio
Science						
<ul style="list-style-type: none"> Train staff in the design of benchmark assessments 	June 9, 2009 K-8: 2 teachers per grade level	TBD	TBD	TBD	K-12 Science Coordinator	<ul style="list-style-type: none"> Schedule training for teacher writing teams prior to creating test documents
<ul style="list-style-type: none"> Create Assessment Instruments 1-8 including Unit Assessments and rubrics for CMT Embedded Tasks 3-8 Create Benchmark Assessments 9-12: Biology, Chemistry, Physics, Rubrics for CAPT Embedded Tasks, Science, Technology and Society Tasks 	<p>June, 2009-Summer, 2010</p> <p>Summer, 2009 Summer 2010</p>	TBD	TBD	TBD	<p>K-12 Science Coordinator and Teacher Teams</p> <p>K-12 Science Coordinator, Program Administrator</p>	<ul style="list-style-type: none"> Assessment documents including rubrics available to be distributed to classroom teachers

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Design and Implement Common Benchmarks Assessments in Math, Reading /Language Arts, English and Science						
Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
<ul style="list-style-type: none"> • Pilot Assessments grades 1-8 • Pilot Assessments grades 9-12 	2010-2011 academic year 2010-2011 academic year	TBD	TBD	TBD	K-12 Science Coordinator, Building Principals and Classroom Teachers, Program Administrator	<ul style="list-style-type: none"> • Assessments administered and data collected. May require pacing charts to determine scheduling of testing
<ul style="list-style-type: none"> • Review and Revise Assessments 1-8 • Review and Revise Assessments 9-12 	Summer, 2010, 2011 Summer, 2010, 2011	TBD	TBD	TBD	K-12 Science Coordinator, Building Principals, Classroom Teachers, Program Administrator	<ul style="list-style-type: none"> • Analysis of assessment results for validity • Time to administer is evaluated • Question type, rubrics and materials (lab tasks) reviewed
<ul style="list-style-type: none"> • Implement Benchmark Assessments 1-8 • Implement Benchmark Assessments 9-12 	2011-2012 academic year	TBD	TBD	TBD	K-12 Science Coordinator, Building Principals and Classroom Teachers Program Administrator	<ul style="list-style-type: none"> • Assessments administered, data collected and analyzed
<ul style="list-style-type: none"> • Assessment data available in Student Data Management System 1-8 • Assessment data available in Student Data Management System 9-12 	Summer, 2012, 2012-2013 academic year	TBD	TBD	TBD	Director IT/MIS, K-12 Science Coordinator and Classroom Teachers	<ul style="list-style-type: none"> • Test data available to Instructional Data Teams via Data Dashboard / RtI Studio

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: *Build capacity within the school system to collaborate around student data and student needs through District, School and Instructional Data Teams and Student Assistance Teams (e.g. SAT, PRT)*

Rationale:

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
Building Capacity to Collaborate						
<ul style="list-style-type: none"> Develop alignment and expectations, clarify roles and functions, develop process for all data and student assistance team formats in all buildings 	By 8/21 for Leadership Council Retreat				Superintendent/ Deputy Supt.	<ul style="list-style-type: none"> Expectations, roles, functions, process, etc. for Data and Student Assistance Teams are written and distributed to all staff. Pre & Post Survey on data teams – awareness, purpose, effectiveness, etc. Professional Learning Calendar is written and distributed Improvement Planning Calendar is clearly articulated – written and distributed Integration of formative assessment process evident in Data Team documents (protocols, minutes, etc.) Plan codified and implemented All Data Team members are trained in implementing data teams and using collaborative data decision making to drive instruction and improvement in achievement EZTraxx feedback on training??
<ul style="list-style-type: none"> Align Data Teams' processes and outcomes to the SIT process and the school calendar, with consideration given to timing of receipt of test results and budget preparation 						
<ul style="list-style-type: none"> Provide professional learning for staff on data team process, data analysis, and assessment literacy – Attend Harvard's Data Wise workshop 17 staff members – June 2009 ~5-10 annually 2009-2012 	June 2009 \$6,400 CIPL \$1,735 Supt \$43,014 Title2 \$12,918 IDEA	\$25,000-\$50,000	\$25,000-\$50,000	\$25,000-\$50,000	CIPL Director	
<ul style="list-style-type: none"> Provide professional learning on establishing Data Teams through the Leadership and Learning Center August 2009 Leadership Council – train administrators in setting up instructional data teams 	8/24 or 25	8/09, 1 day: \$???			Asst Supt R&E	
<ul style="list-style-type: none"> Plan/develop turnkey process for training District, School & Instructional data teams/staff in collaborative data-decision making process (Leadership and Learning Institute with add'l focus on Assessment Literacy) 	Summer 2009	\$???			Deputy Supt. CIPL Director	
<ul style="list-style-type: none"> Train District, school and instructional data teams in collaborative data-decision making process 	September 23, 2009				CIPL Director Turnkey Trainers	
<ul style="list-style-type: none"> Encourage and support cross building grade level and/or program sharing of ideas and best practices, 			Explore/Plan	Implement \$???	Deputy Supt. CIPL Director	

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: *Build capacity within the school system to collaborate around student data and student needs through District, School and Instructional Data Teams and Student Assistance Teams (e.g. SAT, PRT)*

Rationale:

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
electronically and face-to-face						
District Data Team - Reviews Data, Sets Goals & Targets, Develops Adult Action Indicators and Strategies for Improvement for District						
<ul style="list-style-type: none"> Establish District Data Team/identify time, process and structure for meeting as a team 	Mar.-Jun. 2009				Superintendent Deputy Supt.	<ul style="list-style-type: none"> The District has established an active, ongoing Data Team that has clear interactions with school-based teams – based on a codified process.
<ul style="list-style-type: none"> Train/Apply (ref. L&L August Training) 	3/09-6/10	1 st full year planning cycle				<ul style="list-style-type: none"> District Data Team Self-Assessment – evidence of applying process/development of useful improvement plan
<ul style="list-style-type: none"> Conduct GDDT ('Expanded') Training on Review/Monitoring of School-based Data Team Reports – Strategic Improvement Plans 	Tentatively: 10/2/09	\$??? Trainer Subs?				<ul style="list-style-type: none">
<ul style="list-style-type: none"> Monitor/Evaluate District Data Team – meets monthly to monitor, review, refine plan according to new/additional data School Data Team – GDDT annually reviews each Schools' Strategic Improvement Plan 	9/09-6/10 Oct. 2009					<ul style="list-style-type: none"> Schools' Strategic Improvement Plans/Targets align with District Improvement Plan.
<ul style="list-style-type: none"> Communicate/Report Communicate District Data Teams' purpose, goals, process, and outcomes to key stakeholder groups 					Superintendent Deputy Supt. Asst. Supt. R&E Director Comm. GDDT members	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Present District Data Team Report to BOE 	June 2009				Deputy Supt. Asst. Supt. R&E	<ul style="list-style-type: none"> BOE accepts goals and targets for District Improvement Plan
<ul style="list-style-type: none"> Develop/Format District Improvement Team Document for Distribution electronically (and 	Summer 2009		Annual Update	Annual Update	Director Comm.	<ul style="list-style-type: none"> District Improvement Plan and Executive Summary completed,

**Greenwich Public Schools
District Action Plan**

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Rationale:

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
minimum print run) • Full document • Executive summary			\$???	\$???		formatted, and distributed
• Present District Improvement Plan & Data Team Implementation Plan and annual updates to: • Leadership – LC Retreat 8/09 • Staff – Convocation 8/09? • Parents – August 09 Mailing? • Town Leaders	By Sep. '09				Superintendent Deputy Supt. Asst. Supt. R&E Director Comm.	
• Periodic Updates on Progress and Improvements: • At BOE meetings – Superintendent’s Report • w/PTA • w/Town Leaders & Community • As part of Budget Process • w/Success System & Achievement Updates	Monthly				Superintendent Deputy Supt. Asst. Supt. R&E Director Comm.	• Reports/Updates consistently delivered in a timely manner
School Data Team - Reviews Data, Sets Goals & Targets, Develops Adult Action Indicators and Strategies for Improvement by School						
• Establish School Data Team/identify time, process and structure for meeting as a team	6/09-6/10				Principal/ Headmaster	• Each building has established active school data teams, meeting regularly, resulting in School’s Strategic Improvement Plan, including Action Plans
• Train/Apply (ref. Turnkey Training)	Fall '09					•
• Monitor/Evaluate • School Data Team – meets monthly to monitor, review, refine plan according to new/additional data • Instructional Data Team – School Data Team meets	6/09-6/10					• School Data Team Self-Assessment – evidence of applying process/development of useful improvement plan

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: *Build capacity within the school system to collaborate around student data and student needs through District, School and Instructional Data Teams and Student Assistance Teams (e.g. SAT, PRT)*

Rationale:

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
regularly with Instructional Data Team						
<ul style="list-style-type: none"> Communicate/Report Report to District Data Team for review of goals, targets and adult action indicators Communicate School Data Teams' – Strategic Improvement Plan per SIT process - purpose, process, and outcomes to key stakeholder groups 	Oct. '09 By Dec. '09 Updates 6/09-6/10				Principal Schl Data Team SIT	<ul style="list-style-type: none"> Reports/Updates consistently delivered in a timely manner
Instructional Data Team - Reviews Data/Modifies Instruction by Grade Level/Program						
<ul style="list-style-type: none"> Establish Instructional Data Team/identify time, process and structure for meeting as a team 						<ul style="list-style-type: none"> Each building has established active instructional data teams.
<ul style="list-style-type: none"> Train/Apply Coaching consultant works with instructional data teams at each building. (L&L Center) 	Fall 2009	Fall 09, 5-7 days: \$???				<ul style="list-style-type: none"> Each instructional data team receives coaching.
<ul style="list-style-type: none"> Monitor/Evaluate Instructional Data Team – meets weekly for 45-60 minutes Meets with School Data Team to inform review and improvement plan development 	Weekly					<ul style="list-style-type: none"> Instructional Data Team Self-Assessment – evidence of applying process/development of useful classroom action plans
<ul style="list-style-type: none"> Communicate/Report Report to School Data Team (a member of each Instructional Team is also on School Data Team) 	Monthly					<ul style="list-style-type: none"> Reports/Updates consistently delivered in a timely manner
Student Assistance Team - Reviews Data/Modifies Instruction for Individual Students						
<ul style="list-style-type: none"> Set expectations, clarify roles and functions, develop process for student assistance team formats in all buildings 	By 2010				Prgm Crdntr - SpEd	<ul style="list-style-type: none"> Expectations, roles, functions, process, etc. for Student Assistance Teams (PRT) are written and distributed to all

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: *Build capacity within the school system to collaborate around student data and student needs through District, School and Instructional Data Teams and Student Assistance Teams (e.g. SAT, PRT)*

Rationale:

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
						staff.
<ul style="list-style-type: none"> Assist Principals in establishing student assistance teams across District 	By 2009-10				Principals Prgrm Crdntrs– SpEd, LA	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Finalize SAT Handbook – including instructional data team model 	Summer 2009				Prgrm Crdntr - SpEd	<ul style="list-style-type: none"> Completed Handbook distributed to each team
<ul style="list-style-type: none"> Train four remaining elementary schools in SAT process – NM, RIV, GL, NS – 3 days 	7/09-6/10	SPDG Grant			Prgrm Crdntr – SpEd District Training Team	<ul style="list-style-type: none"> Training completed and teams implemented at each school EZ Traxx feedback?
<ul style="list-style-type: none"> Train Core Teams from each middle school and each house at the high school in SAT process 	7/09-6/10	SPDG Grant			Prgrm Crdntr – SpEd & SERC Consultants	<ul style="list-style-type: none"> Training completed and teams implemented at each school EZ Traxx feedback?
<ul style="list-style-type: none"> Support implementation of SAT Team process at seven elementary schools who have already completed the training year 	7/09-6/12	SPDG Grant, other grants	Grant Fundling		Prgrm Crdntrs– SpEd, LA	<ul style="list-style-type: none"> Each school implements SAT process to meet the needs of learners Intervention Plans
<ul style="list-style-type: none"> Support implementation of SAT Team process at middle schools 	7/10-6/12		Grant Fundling		Prgrm Crdntr – SpEd Secondary Admin SERC Consultant	<ul style="list-style-type: none"> Each school implements SAT process to meet the needs of learners Intervention Plans
<ul style="list-style-type: none"> Support implementation of SAT Team process at each house at the high school 	7/10-6/12		Grant Fundling	\$???	Prgrm Crdntr – SpEd Secondary Admin SERC Consultant	<ul style="list-style-type: none"> Each school implements SAT process to meet the needs of learners Intervention Plans
<ul style="list-style-type: none"> Develop month by month expectations for the district outlining expectations for implementation of SAT process 	Summer 2009				Prgrm Crdntrs– SpEd, LA Director PPS	<ul style="list-style-type: none"> Calendar w/Expectations distributed to each building

**Greenwich Public Schools
District Action Plan**

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Rationale:

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
					Director CIPL	
<ul style="list-style-type: none"> Meet with each school/house to develop an action plan based on the SRBI self-assessment 	Jun-Aug 2009				Prgrm Crdntrs--SpEd, LA	<ul style="list-style-type: none"> Action Plans & Monitoring are used to respond to/modify training/support
<ul style="list-style-type: none"> Plan staff development to include instructional data team process and SAT process – model case 	Nov '09				Prgrm Crdntrs--SpEd, LA Director PPS Director CIPL	<ul style="list-style-type: none"> District-wide understanding of how two processes work together
<ul style="list-style-type: none"> Continue development of RTI Studio 	7/09-6/10				Prgrm Crdntr LA ??	<ul style="list-style-type: none"> Integration of RtI Studio, Instructional Data Team & SAT/PRT User friendly intervention plans that document results of progress monitoring

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Create and implement curricula in all subject areas that are vertically and horizontally aligned to State Standards and to the Vision of the Graduate.

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
<ul style="list-style-type: none"> • Further develop Vision of the Graduate: <ul style="list-style-type: none"> ➤ Define, describe capacities ➤ Perform gap analysis of the curriculum, assessment and instructional practices that contribute to the Vision, need to be expanded or need to be stopped. ➤ Identify or create measures in order to answer the question: “How will we know if our students are achieving our Vision?” 	2009-2010	\$0	\$0	\$0	SSRC Co-Chairs	<ul style="list-style-type: none"> • Descriptors of the Vision of the Graduate • Evidence of gap analysis • Table identifying the measures in place to evaluating student progress toward meeting the Vision.
<ul style="list-style-type: none"> • Align all curriculum areas to State Standards and the Vision of the Graduate. <ul style="list-style-type: none"> ➤ Align to District Curriculum Review Schedule <p><i>For academic areas (Sci, SS, Rdg/LA, Math, WL):</i> <i>Year 1 (Plan)= \$15,000 (consultants &/ or teacher G-D days)</i> <i>Year 2 (Pilot) = \$5,000 (consultants &/or teacher G-D days)</i> <i>Year 3 (Implement/Revise) = \$2,000 (professional learning)</i> <i>For Essential areas: \$7,500, \$2,500, \$1000</i></p> 	2009 to 2012	\$12,000	\$49,000	\$30,000	Director of CIPL	<ul style="list-style-type: none"> • Completed Pre-K – 12 curriculum documents.
<ul style="list-style-type: none"> • Develop District unit template and rubric for evaluation of units of study. 	2009 to 2010	\$0	\$0	\$0	Director of CIPL	<ul style="list-style-type: none"> • Common unit template and rubric.
<ul style="list-style-type: none"> • Analyze instructional time at the elementary and middle school and high school levels to create a cohesive instructional experience for students. • For elementary schools: 	2009 to 2012	\$8,800	\$15,000	\$4,000	Elementary School Principals Director of CIPL	<ul style="list-style-type: none"> • Comprehensive elementary school model

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Create and implement curricula in all subject areas that are vertically and horizontally aligned to State Standards and to the Vision of the Graduate.

<ul style="list-style-type: none"> ➤ Examine current reality (08-09) as it reflects on the Vision of the Graduate ➤ Develop comprehensive plan for restructuring (Fall 09-10) ➤ Pilot plan (Spring 10-11) ➤ Provide professional learning for staff (Spring 10-11) ➤ Implement new structures (11-12) • For middle schools: <ul style="list-style-type: none"> ➤ Examine current reality (08-09) as it reflects on the Vision of the Graduate ➤ Develop comprehensive plan for restructuring (Fall 09-10) ➤ Pilot plan (Spring 10-11) ➤ Provide professional learning for staff (Spring 10-11) ➤ Implement new structures (11-12) • For Greenwich High School: <ul style="list-style-type: none"> ➤ Explore a flexible schedule – varied start time ➤ Explore potential for virtual classes instead of “brick and mortar” instruction (alternative ways of earning credits) 					<p>Coordinators</p> <p>Middle School Principals</p> <p>Director of CIPL</p> <p>Coordinators</p> <p>GHS Headmaster</p>	<ul style="list-style-type: none"> • Comprehensive middle school model • Proposal and action plan to GDDT by Spring 2010
<ul style="list-style-type: none"> • Train all curriculum coordinators in curriculum mapping & Understanding by Design (UbD) framework. 	2009 to 2012	\$4,400	\$2,200	\$0	Fran Kompar Director of CIPL	<ul style="list-style-type: none"> • Evidence of UbD in all curriculum documents • Agendas and minutes from training

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Create and implement curricula in all subject areas that are vertically and horizontally aligned to State Standards and to the Vision of the Graduate.						
<ul style="list-style-type: none"> • Map all curriculum to ensure vertical and horizontal alignment K-12 to state standards and the Vision of the Graduate. <ul style="list-style-type: none"> ➤ Begin work as coordinators are trained and curriculum docs are ready (09-10) ➤ Mapping accelerated in all areas (10-11) ➤ Mapping complete in all areas (11-12) 	2009 to 2012	\$0	\$16,000	\$16,000	Director of CIPL	<ul style="list-style-type: none"> • Completed electronic curriculum maps by 2012
<ul style="list-style-type: none"> • Post all completed curriculum on the GPS website. <ul style="list-style-type: none"> ➤ Begin work as curriculum docs are ready (09-10) ➤ Posting accelerated in all areas (10-11) ➤ Posting completed in all areas (11-12) 	2009 to 2012	\$0	\$0	\$0	Director of CIPL	<ul style="list-style-type: none"> • Completed web postings by 2012
<ul style="list-style-type: none"> • Accelerate development and implementation of transdisciplinary assured experiences and units of study (K-12). <i>Planning units = \$0 (work done during regular contractual hours)</i> <i>Developing units = 6 teachers for 5 days = \$5700</i> <i>Pilot and refine units =15 teachers for 2 days = \$5700</i> <i>Implement units = \$0 (work done during regular contractual hours)</i> <i>Monitor units = \$0 (work done during regular contractual hours)</i> 	2009 to 2012	\$17,000	\$22,800	\$17,100	Director of CIPL	<ul style="list-style-type: none"> • Development of units and evidence of implementation. • Rubric for evaluating quality of units and implementation

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Create and implement curricula in all subject areas that are vertically and horizontally aligned to State Standards and to the Vision of the Graduate.

<p>2009-2010</p> <ul style="list-style-type: none"> ➤ Pilot and refine one unit per elementary grade in each school ➤ Develop second unit for each elementary grade ➤ Develop one unit for 6th grade. ➤ Plan for one unit in 7th, 8th and high school grades <p>2010-2011</p> <ul style="list-style-type: none"> ➤ Implement one unit per elementary grade in each school ➤ Pilot and refine second unit for each elementary grade ➤ Pilot and refine one unit for 6th grade. ➤ Develop one unit for 7th and 8th and some high school courses ➤ Develop third unit for elementary grades and second unit for 6th grade <p>2011-2012</p> <ul style="list-style-type: none"> ➤ Monitor first unit ➤ Implement second unit for each elementary grade ➤ Implement one unit for 6th grade. ➤ Pilot and refine one unit for 7th, 8th and some high school courses ➤ Pilot and refine third unit for elementary 						
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**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Create and implement curricula in all subject areas that are vertically and horizontally aligned to State Standards and to the Vision of the Graduate.

<p>grades and second unit for 6th grade</p> <ul style="list-style-type: none"> ➤ Develop second unit for 7th and 8th grades and for high school courses 						
<ul style="list-style-type: none"> • Develop Capstone Projects for Grades 5, 8, 12 <p><i>Developing Projects = 6 teachers for 5 days = \$5700</i></p> <p><i>Pilot and refine projects = 15 teachers for 2 days = \$5700</i></p> <p><i>Implement projects = \$0 (work done during regular contractual hours)</i></p> <p><i>Monitor projects = \$0 (work done during regular contractual hours)</i></p> <ul style="list-style-type: none"> ➤ Develop draft of projects and rubrics for 5, 8, 12 ➤ Pilot and refine draft of projects and rubrics for 5, 8, 12 ➤ Implement projects and rubrics in all schools grades 5, 8, 12 ➤ Monitor projects and rubrics for 5, 8, 12 	<p>2009 to 2012</p>	<p>\$17,100</p>	<p>\$17,100</p>	<p>\$0</p>	<p>Director of CIPL</p>	<p>Completed draft of projects by 9/10</p> <p>Pilot of Projects by end of 6/11</p> <p>Revision of Projects by 9/11</p> <p>Implementation of Projects during 2011-2012</p>

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: The GPS will implement and monitor a new Teacher Evaluation Plan at all levels.

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
<ul style="list-style-type: none"> • Turnkey Training –Each school will identify a Turnkey Team who will receive training on a TEPL indicator. They in turn will provide this training to their building or program staff on either an early release day or a Wednesday collaboration day. Two all-day workshops will be conducted each year for 09-10 and 10-11 and will focus on Differentiation. The workshops will provide teachers with specific strategies on how to differentiate product, content and delivery and will be differentiated at the building level based on an individual teacher needs assessment. • The TEPL indicator focus for 2011-2012 will be Feedback. Turnkey training model will be used and specific dates will be identified. 	<p>By 9/09 – develop the Product Differentiation Training.</p> <p>10/20/09 – Turnkey Training at Boys and Girls Club; 8:00 – 3:00pm.</p> <p>By 12/09 – Develop the Delivery Differentiation Training.</p> <p>1/12/10 – Turnkey Training at Boys and Girls Club; 8:00 – 3:00pm.</p>	<p>\$25,000</p> <p>Subs - \$100/day for 70 tchrs - \$7000/day</p> <p>\$1000 /day food</p> <p>Planning of wkshp - \$9000</p>	<p>\$25,000</p>	<p>\$25,000</p>	<p>Deputy Supt</p> <p>Director of CIPL</p>	<ul style="list-style-type: none"> • Administrator Checklist – 70% of teachers will use a differentiation strategy during informal/formal observations as reported by district administrators. • Teacher Checklist – 70% of teachers will use a differentiation strategy as part of their classroom practice as indicated in a self reflection checklist. • Needs Assessment – Teachers’ knowledge of differentiation strategies will increase by at least 20% over the baseline data from the fall 2009 needs assessment.
<ul style="list-style-type: none"> • Administrator Checklist – The District will develop a checklist for administrators to facilitate the collection of data related to the implementation of the differentiation strategies from the Turnkey Training sessions. The checklist will collect data on the frequency and level of quality of the differentiation strategies observed at the building level. The data will be reviewed with their building staff and sent to the district monthly. 	<p>By 9/09 - Develop checklist and schedule for submission of checklist data by administrators</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Deputy Supt</p> <p>Lead Principal</p>	

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: The GPS will implement and monitor a new Teacher Evaluation Plan at all levels.

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
	<p>By 10/09 - Develop an electronic system to collect checklist data from schools</p> <p>By 3/10 – Review of checklist data by GDDT</p>					
<ul style="list-style-type: none"> • Teacher Checklist - The district will develop a checklist for teachers to facilitate the collection of data related to their implementation of the differentiation strategies. 	<p>By 9/09 -Develop checklist and schedule for submission of checklist data by teachers</p>	\$400	\$400	\$400	Deputy Supt Teachers	
<ul style="list-style-type: none"> • Needs Assessment - In the fall of 2009 and 2010, each building will conduct an individual teacher needs assessment regarding the differentiation techniques and strategies that will be addressed by the Turnkey Training that year. At the end of the year, the teachers will complete the same assessment. This data will be used to determine a focus for the Turnkey Training for the upcoming year. 	<p>By 8/09 – Develop or identify a Needs Assessment tool.</p> <p>By 10/09 – All schools will administer the Needs Assessment.</p>	N/A	N/A	N/A	Deputy Supt	
<ul style="list-style-type: none"> • Case Studies – Administrators will take part in the review and analysis of 3 Teacher Evaluation case studies (elementary, middle and high school). These case studies will tell the “story” of one teacher’s evaluation year and include goal setting, informal feedback, formal observation and end-of-year documents, as well as supports provided during the year. 	<p>These reviews will take place during three Leadership Council Meetings during 09-10.</p> <p>By 9/09 – Develop the Elementary Case Study.</p>	N/A	N/A	N/A	Deputy Supt Lead Principal	

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: The GPS will implement and monitor a new Teacher Evaluation Plan at all levels.

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
	<p>11/16/09 – Leadership Council Meeting – Elementary Case Study.</p> <p>By 12/09 – Develop the Middle School Case Study.</p> <p>1/11/10 – Leadership Council Meeting – Middle School Case Study</p> <p>By 2/10 – Develop the High School Case Study</p> <p>3/15/10 – Leadership Council Meeting – High School Case Study</p>					
<p>• New Teacher TEPL Orientation Workshops – All teachers new to the GPS would participate in a three part series of workshops in order to become familiar with the TEPL document and the expectations for their performance.</p>	<p>September 16 , 2009 3:30 – 5:00pm Indicator Workshop</p> <p>October 28 , 2009 3:30 – 5:00pm Rubric Workshop</p>	N/A	N/A	N/A	Deputy Supt Director of CIPL	

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: The GPS will implement and monitor a new Teacher Evaluation Plan at all levels.						
Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
	January 20, 2010 3:30 – 5:00pm Process Workshop					
<ul style="list-style-type: none"> • New Administrator TEPL Orientation Workshops - All administrators new to the GPS would participate in a three part series of workshops in order to become familiar with the TEPL document, their role in its implementation, and the expectations for teacher performance. At the end of the training, administrators will take part in a performance assessment. 	September 16, 2009 12:00 – 3:00pm Indicator Workshop October 27 , 2009 8:00 - 11:00pm Rubric Workshop November 9, 2009 12:00 – 3:00pm Process Workshop December 14, 2009 12:00 – 3:00pm Performance Assessment	N/A	N/A	N/A	Deputy Supt Lead Principal	
<ul style="list-style-type: none"> • Administrator TEPL Organizational Workshop – Administrators will receive training in effective organizational strategies to assist them with the implementation of TEPL. 	The workshop will take place during the 09-10 Leadership Institute – 8/25/09.	N/A	N/A	N/A	Deputy Supt Director of CIPL	
<ul style="list-style-type: none"> • Teacher and Administrator Supports – The District will develop electronic supports to assist staff in organizing all documents related to TEPL implementation. These would include folders in First Class for each phase of the evaluation continuum containing components, timelines, due dates, documents and samples. 		\$1000	N/A	N/A	Deputy Supt Director of IT	

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Increase capacity to assess and monitor student achievement by identification and implementation of a high quality student information system

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
<ul style="list-style-type: none"> Develop RFP for Project Consultant 	04/09 to 05/09				Sue Wallerstein Eugene Watts	<ul style="list-style-type: none"> RFP Issued <ul style="list-style-type: none"> RFP posted 4/20/09 (#715-09)
<ul style="list-style-type: none"> Review RFP for Project Consultant 	5/19/09 to 5/28/09				Sue Wallerstein Jan Gunnip John Curtin	<ul style="list-style-type: none"> Narrow respondents to 2-3 <ul style="list-style-type: none"> Finalists notified 5/22/09 Follow-up meeting with final vendors
<ul style="list-style-type: none"> Award Project Consultant contract 	5/28/09 to 6/5/09	50,000 (TBD)			Sue Wallerstein Jan Gunnip John Curtin	<ul style="list-style-type: none"> Contract awarded
<ul style="list-style-type: none"> Establish cross-role Steering Committee 	6/09 to 7/09				Sue Wallerstein Jan Gunnip John Curtin	<ul style="list-style-type: none"> Establish Steering Committee
<ul style="list-style-type: none"> Kick-Off meeting 	06/8/09 to 06/12/09				Jan Gunnip John Curtin	<ul style="list-style-type: none"> Schedule Meeting Meeting Minutes
<ul style="list-style-type: none"> Evaluate Existing Student Information System and related applications 	06/09 to 08/09				Consultant Jan Gunnip	<ul style="list-style-type: none"> Evaluation report
<ul style="list-style-type: none"> Work collaboratively with District representatives to identify and document functional and technical needs 	6/09 to 8/09				Consultant Steering Committee	<ul style="list-style-type: none"> Written report
<ul style="list-style-type: none"> Develop RFP for Student Information Management System that includes but is not limited to: <ul style="list-style-type: none"> Technical specifications, other features and functionalities identified by the district Installation specifications Phasing plan based on known facilities relocation/construction factors 	6/09 to 8/09				Consultant Steering Committee Eugene Watts	<ul style="list-style-type: none"> RFP

**Greenwich Public Schools
District Action Plan**

Adult Action Indicator: Increase capacity to assess and monitor student achievement by identification and implementation of a high quality student information system

Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
<ul style="list-style-type: none"> Prepare a list of at least 5 vendors who can reasonably meet the stated requirements 	6/09 to 8/09				Consultant	<ul style="list-style-type: none"> Written Plan/Timeline
<ul style="list-style-type: none"> Prepare cost estimates including high, low, and most likely for a system such as described in the RFP 	6/09 to 8/09				Consultant	<ul style="list-style-type: none"> Written cost estimate report
<ul style="list-style-type: none"> Develop criteria, including cost not to exceed appropriation, for evaluating the systems 	6/09 to 8/09				Consultant	<ul style="list-style-type: none"> Written Criteria for Evaluation of potential Information Systems
<ul style="list-style-type: none"> Respond to vendor questions regarding RFP for Student Information Management System 	8/09 to 9/09				Consultant District Representatives Eugene Watts	<ul style="list-style-type: none"> Prepare written responses as necessary to questions from potential vendors
<ul style="list-style-type: none"> Assist with the review and analysis of submitted proposals and vendor selection 	8/09 to 9/09				Consultant District Representatives Eugene Watts	<ul style="list-style-type: none"> List of potential vendors
<ul style="list-style-type: none"> Assist with contract negotiation 	8/09 to 9/09				Consultant District Representatives	<ul style="list-style-type: none"> Final contract
<ul style="list-style-type: none"> Optional Project Management Services <ul style="list-style-type: none"> Project Team 	10/09 to 6/10		60,000		Sue Wallerstein John Curtin Jan Gunnip	<ul style="list-style-type: none"> Decision regarding Phase II Consultant Services
<ul style="list-style-type: none"> Develop deployment & Architecture Strategy 	10/09 to 6/10				Consultant	<ul style="list-style-type: none"> Detailed Implementation Plan and Schedule
<ul style="list-style-type: none"> Load Software & Test Data 	10/09 to 6/10				TBD Jan Gunnip	<ul style="list-style-type: none"> Completion of data conversion
<ul style="list-style-type: none"> SIS Basic Fit Analysis <ul style="list-style-type: none"> Identification of system changes or enhancements required in data collection, 	10/09 to 6/10				Project Team	<ul style="list-style-type: none"> Fit Analysis Report <ul style="list-style-type: none"> All identified software enhancements, associated

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		2009-2010	2010-2011	2011-2012		
<ul style="list-style-type: none"> data reporting, and system terminology • Identification of system parameters and tables to be established for system use • Review procedures and policies currently in place • Identification of training schedules • Creation of detailed implementation plan <ul style="list-style-type: none"> ○ Pilot ○ Full implementation 						<ul style="list-style-type: none"> development costs, and delivery schedule • Estimated costs associated with file conversions • Final implementation work schedule for both pilot and system installation
<ul style="list-style-type: none"> • District sign-off 	10/09 to 6/10		120,000 (New) 29,000 (current)	80,000	Project Team Sue Wallerstein	<ul style="list-style-type: none"> • User sign-off
<ul style="list-style-type: none"> • Development and Testing <ul style="list-style-type: none"> • Develop Software for File Conversions • Identify and test Enhancements • Test file conversions • Update User and System Documentation • District sign-off 	10/09 to 6/10				Jan Gunnip	<ul style="list-style-type: none"> • File conversions completed by 1/15/10 • List of enhancements by 2/29/10 • Report on file conversion by 2/29/10 • Documentation by 3/26/10 • Sign-off by 3/26/10
<ul style="list-style-type: none"> • Training <ul style="list-style-type: none"> • Train-the-trainer • Pilot User Training 	10/09 to 6/10		2,000		Project Team	<ul style="list-style-type: none"> • Training Schedule • Train-the-Trainer by 2/12/10 • Pilot User Training by 2/29/10
<ul style="list-style-type: none"> • Pilot Operations <ul style="list-style-type: none"> • Set Up System Security for Pilot Sites • “Live” File conversion for Pilot Sites • Implement Pilot Sites • User Sign-Off 	10/09 to 6/10				Jan Gunnip District DBA’s	<ul style="list-style-type: none"> • Security created by 3/5/10 • Conversion completed by 3/8/10 • Implement Pilot Sites 4/30/10 • User sign-off 4/30/10
<ul style="list-style-type: none"> • School System Implantation <ul style="list-style-type: none"> • Mass Training 	10/09 to 6/10			8,000		<ul style="list-style-type: none"> • Implementation Plan 5/31/10 • Mass Training schedule 5/3-5/30/10

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Strategies	Timeline	Fiscal Impact and Funding Source			Person(s) Responsible	Results Indicators
		2009-2010	2010-2011	2011-2012		
<ul style="list-style-type: none"> • Set Up System Security • “Live” file conversions • Implementation of School Sites • User Sign-Off 					Jan Gunnip District DBA’s	<ul style="list-style-type: none"> • Completed System Security 5/30/10 • Live files converted by 8/15/10 • Implantations completed by 9/1/10 • Sign-off by 9/1/10