

School Improvement Plan (SIP)

SCHOOL:*Eastern Middle School*

Greenwich Public Schools, Greenwich, Connecticut

DATE: November 2nd

1. SCHOOL NARRATIVE

(Brief background statement on what led to the focus of the SIP)

Last year, Eastern Middle School’s Improvement Plan was centered on teachers providing timely, ongoing, and actionable feedback in order to improve academic skills and increase cognitive engagement. This year in consultation with Mike Wasta, Todd White, and our network-building principals, the school data team determined that our primary focus for the year would be to increase the level of quality electronic feedback to students. Our goal aligns with the digital learning environment shift in instructional practice, which indicates that students will receive quality feedback on their work. The Individual Data Teams and each department will use a wide range of formative assessments to gain deeper insight into student needs and understanding. Teachers will provide their students will immediate feedback that corrects misconceptions and challenges their thinking (DLE Feedback Sub-goal #2).

2. STATEMENT OF STUDENT OUTCOME INDICATOR AND GPS DISTRICT IMPROVEMENT PLAN GOAL

Statement of Student Outcome Indicator:

(written as SMART Goal)

On the 2014-2015 English Language Arts Smarter Balanced Assessments, 86% of students scored a 3 (meets) or 4 (exceeds). For the 2015-2016 school year, 90% of Eastern’s students will score a 3 (meets) or 4 (exceeds) on the English Language Arts Smarter Balanced Assessment, which will be administered in the spring of 2016.

On the 2014-2015 Mathematics Smarter Balanced Assessments, 74% of students scored a 3 (meets) or 4 (exceeds). For the 2015-2016 school year, 80% of students will score a 3 (meets) or 4 (exceeds) on the Mathematics Smarter Balanced Assessment, which

Which District Strategic Improvement Plan Goal is addressed?

The district goal being focused on at Eastern Middle School emphasizes student outcomes: Greenwich Public Schools shifts in practice through the implementation of the Digital Learning Environment at all grade levels and the GPS Strategic Plan’s Academic Goal, which ensures that each student achieves optimal growth within core academic disciplines based on multiple variables.

<p>will be administered in the Spring of 2016.</p>	
<p><i>Student Outcome Indicator Rationale:</i> <i>(Why was the Student Outcome Indicator chosen?)</i></p> <p>The Smarter Balanced Assessments provides summative data that demonstrates whether students mastered grade level lessons and unit objectives that are aligned with the Connecticut State Standards. Mastery of the Connecticut State Standards ensures that all students have the academic knowledge and 21st century skills they need to experience post-secondary success.</p>	

<p><i>3. ADULT ACTION INDICATOR(S):</i> <i>(Written as a SMART Goal; what are the adults going to do differently to positively impact the Student Outcome Indicator)</i></p>	<p><i>ADULT ACTION INDICATOR(S) RATIONALE:</i> <i>(Statement of why you chose this strategy)</i></p>
<ul style="list-style-type: none"> • While working in their instructional data teams and departments, 100% of Eastern Middle School’s teachers will learn and develop a cadre of digital applications that they will use in their lessons and as formative assessments tools in order to provide timely, ongoing, and actionable feedback to their students. • Teachers will use either the peer review process or videotape their lessons to ensure that they are using these instructional strategies/tools with fidelity. • More importantly, staff will utilize feedback to prompt and 	<ol style="list-style-type: none"> 1. Research indicates that “providing feedback is one of the nine instructional strategies that has a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, et al, 2001). 2. Research suggests that “to move students from mastery of content to mastery of conceptual understanding, teachers need to give feedback that is at or above their current level” (William, 2012). 3. In a Hanover Research Brief: Effective Articulation of Achievement Targets, “ Research suggests that

challenge the thinking of each student.

descriptive feedback leads to better student outcomes, which may be due to increased understanding of achievement targets.”

4. Phase Three of the Digital Learning Environment Plan is to provide every student with a Chromebook during the 2015-2016 school year. One of the five goals of the Digital Learning Environment Plan is that students will receive quality feedback on their work.
5. This also aligns with the district’s revision of the teacher evaluation plan’s focus in creating a cognitively complex learning environment.

The staff at EMS has used the following statements to define feedback in our classrooms:

6. **Timely**, defined as teachers providing students with feedback while they are still mindful of the learning.
7. **Ongoing**, defined as students will have multiple opportunities to reshape their performance in order to produce exceptional learning outcomes.
8. **Actionable**, defined by concrete, specific, and useful feedback; it provides actionable information to the student about their work

4. ACTION PLAN AND RESULTS INDICATORS: (SEE ATTACHED)

5. COMMUNICATION PLAN:

(How and when will the SIP progress be communicated to stakeholders including parents and staff?)

Final drafts of the School Improvement Action Plans will be shared with the School Data Team at the October 2015 meeting and with the entire Eastern Middle School Faculty on the full day of Professional Learning, which will be held on November 3rd. In addition School Improvement Action Plans will be shared with parents at a Strategic Improvement Team meeting in November 2015, at Grade

Level Parent Meetings in November and at a PTA General Meeting as well as with the PTA Executive Board in November 2015. This plan will also be reviewed when the PTA and the Technology Committee host a workshop in November on digital tools for both students and parents. These plans will also be posted on the EMS Website for the larger parent community to review. Hard copies of the SIPs will be made available in the EMS Main Office as well as in the EMS Media Center. The Administration will work with the SCA (Student Council Association) Advisors to communicate our results and our plan to the student body. Faculty and parents will continue to be updated through our weekly Gator Bytes newsletter and monthly faculty meetings. Parents who are members of our Strategic Improvement Team will be asked to be ambassadors by communicating our school's strengths and action plans to the wider community.

Strategic Improvement Plan progress must be communicated to key stakeholders throughout the course of the year. Members of the team are responsible for having the plan posted on their school's website, and the SIP plan and process should be shared with the school and parent community at meetings and through bulletins, newsletters, and /or the school website.

SIP Process:

June/July – Draft with Staff

August – Review and Refine with Network

October 1st – Due to Deputy Superintendent

3. SIP ACTION PLAN AND RESULTS INDICATOR

Adult Action Indicator:

Strategies	Timeline	Person (s) Responsible	Fiscal Implications	Results Indicators C= Compliance A= Change in Adult Behavior S=Change in Student Performance <i>(What data will you be collecting during the year to determine the effectiveness of your plan?)</i>
One Library Media Specialist was relieved from all instructional assignments in order to provide one-on-one and/or small group	August 2015 - June 2016	Media Specialist	None	A - Teachers will be provided with ongoing professional learning in the use of digital tools in order to promote quality feedback on all types of written assignments

instructional support to our staff to assist them in making use of the digital tools in their daily lessons				
All teachers will receive professional development planned by the school district on how to provide high quality feedback to students using the applications provided in the Digital Tool Box on both students & staff's Chromebooks	August 2015 - June 2016	DLE Steering Committee, Building Administration, Instructional Staff, EMS Technology Committee	None	A- Administrators will review the data in ProTraxx/Google Forms to determine the efficacy of these sessions.
The IDTs will read research articles that discuss best practices in order to provide students with effective electronic feedback	October 2015 - January 2016	Administration, School Data Team, and Individual School Data Teams	None	C - By participating in action research, staff will develop a strong understanding of best instructional practices in order to provide electronic feedback to students
The SDT and IDTs will review the DLE Classroom Walkthrough Protocol	November 2015	Administration, School Data Team, and Individual Data Teams	None	A- Teachers will learn key components of the DLE Classroom Walkthrough Protocol in order to improve instruction
Administrative Team and the SDT will meet together to calibrate responses to the DLE	November 2015/ December 2015	Administration and School Data Team	None	A – Administrative and School Data Team will examine key components of the DLE Classroom Walkthrough Protocol in order to be consistent in

Classroom Walkthrough Protocol				analyzing data collected from the walkthrough
Administrators and coaches will complete a walkthrough of selected classes to assess feedback	3(x) during the school year: (December 2015, March 2016, June 2016)	Administrators	None	A – Data will be collected and analyzed to determine the quality of the feedback being given to students at Eastern Middle School.
Based on the data collected in the walkthroughs, the SDT, along with the District Coaches and the Administrative Team, will develop appropriate, differentiated plans for Professional Learning based on staff readiness. Staff will be provided time to work with the digital tools in order to facilitate their use of them in lesson development	December 2015 - June 2016	SDT, District Coaches and Administrative Team, EMS Technology Committee	None	A- Professional Learning (in conjunction with the district and middle school network) will be developed based on the needs of the staff after the data from the Walkthrough has been reviewed and analyzed
Teachers will work in their IDTs to create and implement instructional strategies focusing on extending student thinking and	April 2016 – June 2016	All Academic and Cultural Staff	None	A - Administrators and teachers will conduct informal observations of these lessons

promoting student self-assessment				
Review and examine end-of-year student data (SBA) to determine the efficacy of the established strategies, as demonstrated by growth in student data.	June 2016	All Academic and Cultural Staff	None	S – Administrators and teachers will examine student data to examine students mastery of learning objectives
Individual Teacher Goal setting to reflect SIP feedback goal with direct connection to student outcomes	Meetings by October 15 th , 2016 plans/outcome reviewed by June 1 st , 2017	All school data team members	None	C- Goals are set with direct correlation to student learning outcome indicator in the area of focus for each grade level. This will support the casual relationship between feedback and student performance, though it will not be possible to show that feedback was or was not the direct cause of a specified performance outcome.