

**Greenwich Public Schools
2014-2015 SIP Goal End of Year Report
Eastern Middle School**

| School | Goal | Status | Multiple Year (2) | EoY Goal Data |
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| Eastern Middle School | <p>Grade Six 85% of our Grade Six students will improve upon their academic skills and increase their cognitive engagement as a result of teachers providing timely, ongoing, and actionable feedback.</p> <p>Grade Seven 87% of 7th grade students will improve their writing skills as evidenced by an increase in student scores, based on teacher generated rubrics created for each writing assignment. The team integrated instruction in their daily lessons on textual evidence to support student thinking and learning.</p> <p>Grade Eight</p> | In Progress | <p>Yes</p> <p>Yes</p> | <p>Grade Six 91% of our Grade Six students improved upon their academic skills and increased their cognitive engagement as evidenced by common formative assessments that were administered throughout the school year. This was a result of teachers providing timely, ongoing, and actionable feedback.</p> <p>Grade Seven 88% of 7th grade students improved their writing skills as evidenced by an increase in student scores based on teacher generated rubrics created for each writing assignment. The team integrated instruction in their</p> |

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| | 85% of students will improve upon their academic skills and increase their cognitive engagement based on teacher feedback and self-assessment. | | Yes | <p>daily lessons on textual evidence to support student thinking and learning.</p> <p>Grade Eight 85% of 8th grade students improved upon their academic skills and increased their cognitive engagement as evidenced by common formative assessments that were administered throughout the school year. This was achieved through teacher feedback and student self - assessment.</p> |
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| School | Goal | Status | Multiple Year (?) | EoY Goal Data |
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| <p>Analysis Narrative</p> <p>Collaboration EMS worked with the two other middle schools by sharing our SIP plans and met multiple times for various professional learning activities that were focused on creating a Blended Learning Environment. This had a positive impact on the goal achievement, as it</p> | | | | |

allowed for a forum for the exchange of ideas and the culling and sharing of resources (in the presentation, grouping and creation of training and sample materials). Several years ago Glenville focused on improving feedback as part of their SIP plan. EMS collaborated with Glenville to see how they implemented their SIP plan as well as to discuss some of their challenges and successes. Based on conversations with Glenville, we decided that we would purchase the book, How to give Effective Feedback to your Students by Susan Brookhart for every teacher at Eastern Middle School.

Achievement of Goals

In reviewing 6th grade teachers' end of year data, it is clear that the established goals were mastered. Teachers provided timely, ongoing, and actionable feedback through the use of Google Suite and other programs that are part of the Digital Learning Environment's electronic toolbox. The strategies and tools that were used to meet and exceed the stated goal were as follows:

- Google Drive - This tool was used in order to provide students with timely, specific, and individualized feedback, specifically for writing pieces in progress.
- Google Forms - This tool allowed teachers to gain an understanding of where individual students were in their thinking, which enabled the staff to give more frequent, specific, and individual feedback.
- Schoology (Test and Quizzes) - This tool allowed the students to receive immediate feedback as soon as they turned in their test/quiz; it was also helpful for the students and staff to be able to track progress over time in all academic areas.
- Schoology (Assignments and Turn-in Options) - Staff learned how to create assignments and rubrics in Schoology so our students could view the rubric while they completed their assignments. The Grade Six Team discovered that there are a lot of ways to give feedback using this tool. Students were able to see teacher markings and their grade on the assignment as well as read teacher comments on their work. The staff also made good use of a running comment column where students could see their assignment, view teacher comments, and respond to those comments in highly interactive manner.
- Schoology (Discussions) - This tool allowed staff to directly and concretely teach students how to give effective, specific feedback to one another. The Sixth Grade Team used this tool as a way to share their final writing pieces and taught students how to look for evidence in the writing of the indicators on the rubric for the unit goals.

In 7th grade, it was important that teachers worked together to create a pre-assessment to develop baseline data on students ability to provide appropriate and differentiated groupings based on readiness, One focus was using textual evidence to support written

pieces. The 7th grade team then collaborated to develop a five point rubric ranging from 1, “insufficient response” to a 5, “mastery” to determine students success. The team created mini-lessons on how to provide textual evidence . In addition, the post-assessment was given in April to determine growth. The 7th grade team teased out particular areas of weakness among the classes as well as for individual students in order to adjust instruction. The ongoing written and verbal feedback the teachers provided to students allowed them to improve in their targeted areas of growth as well as to focus on their strengths in writing. As a result of teacher instruction and feedback, the goal was superseded at 88%.

All 8th grade students were provided feedback in many different forms this year. These included teacher-generated comments and suggestions on written work, rubric scores, oral comments in conferences and class discussions. This feedback helped to identify student strengths and weaknesses, allowing staff to provide strategies for improvement at the whole class level and/or on an individual level. In order to target those with individual needs beyond the scope of what could be addressed in class, teachers collected data and held individual student conferences before or after school to present students with an overview of their progress along with specific ideas for improvement. Student work samples demonstrated that they were implementing teacher suggestions and improving the quality of their written work. The teachers provided verbal, written, and electronic feedback in small groups, on rubrics, and through Google Docs. The staff used Google Docs to have students provide each other with specific, corrective feedback based on unit content and grammar/mechanical objectives. As a team, they developed an *8th Grade Quality of Work Self-Assessment*, which incorporated five questions. The Self-Assessment was posted in each room and the expectations were included in each assessment. The goal of 85% of the students reaching mastery on unit objectives was exceeded based on the feedback provided by teachers and peers.

Celebrations

One major celebration with respect to the school improvement goal was the increase of student achievement as a result of the timely, ongoing, and actionable feedback provided by teachers. In addition, students and teachers became accustomed to giving and receiving high quality feedback in a variety of forms (electronic, verbal, written). Additionally, all stakeholders (staff, parents, and students) received training and consistent opportunities to practice and use the Schoology platform, as well as familiarize themselves with the Google suite and other tools in the Digital Toolbox.

New Learning

As part of our school improvement plan, we purchased the book, How to Provide Your Students with Effective Feedback and provided copies to every teacher at Eastern Middle School. Teachers discussed what they felt were the key points throughout each chapter. In addition, we had in-depth discussions on points in the book they disagreed with and why. The teachers felt it provided them with the opportunity to hear from their colleagues as to how they provide effective feedback to their students and

collaborated to develop best practices specific to their content area.

The Professional Learning for the Digital Learning Environment has been highly effective, informative and extremely useful in developing and implementing instructional strategies that will improve student outcomes. Our staff has worked extremely well with their colleagues across the district, the staff from November Learning and in their Instructional Data Teams to determine what strategies work and those that were not effective in assisting students in reaching exemplary outcomes. This was evidenced in a number of formal observations where teachers were taking risks in using the applications in the Chromebooks to accelerate learning and promote high levels of engagement.

Challenges

A challenge we encountered at Eastern was getting all the constituent to understand the need for a the shift toward integrating digital learning into instruction as well as incorporating resources such as Schoology and Google Suite in supporting student thinking and learning. We addressed these challenges by changing media staff schedule and adding .2 billets (Fran Kompar) to accommodate additional staff support. In addition, we worked with parents on our Strategic Improvement Team to discuss with them the support that the parent community needs in order to understand the digital resources that are available to their families. As a result of these meetings, Eastern Middle School plans on offering parent workshops in the fall on how to use Google Suite, Schoology, and the Aspen Family Portal.

Next Steps

Next year, EMS will create a feedback rubric to standardize the manner in which effective feedback is given and used. Eastern will also incorporate digital learning environment walkthroughs to determine the effectiveness of implementing technology in instruction. Additionally, teachers will guide students toward self-assessment and in the advanced use of Google Suite.

Conclusion

Providing high quality feedback to students is one of the highest leverage points for promoting students achievement. The instructional staff, the SDT and School Administration, accomplished many of the strategies that were developed/written in our SIP Action Plan. The entire school completed a book study on feedback, walkthroughs were conducted by the administrative team to determine levels and efficacy of feedback, the staff worked in their IDT's to create and implement best practice instructional strategies to provide high quality feedback. The staff received many hours of professional learning from their colleagues, the Library Media Staff and November Learning in order to understand how to provide high quality feedback to students using electronic devices.

