

Greenwich Public Schools

SCHOOL: *Eastern Middle School*

Greenwich, Connecticut

DATE: 10/01/09

Strategic Improvement Team Year-End Report

1. STATEMENT OF GOAL AND GPS STRATEGIC DIRECTION

<p><i>School Improvement Team Goal # <u> 1 </u></i></p>	<p><i>Which GPS Strategic Direction is addressed?</i></p> <ul style="list-style-type: none"><input type="checkbox"/> I. Improve Learning: Accelerate growth and close gaps for each student.<input type="checkbox"/> II. Improve Teaching and Instruction: Transform classroom practices.<input checked="" type="checkbox"/> III. Improve alignment of adults and resource management: align resources with instructional priorities.
<p><i>Statement of SMART Goal:</i></p> <p>87% or more of the students at Eastern Middle School will indicate that the school is helping them get along with and respect other students, and be able to identify at least one adult at EMS who cares about them as measured by the EMS Student Survey administered in April 2009.</p> <p><i>Objectives:</i></p> <p>Students will demonstrate social responsibility in daily activities and routines. They will also demonstrate appropriate behavior in school, on school grounds and in all student activities.</p>	
<p><i>Instructional Strategy/Strategies to achieve the SMART Goals and Objectives:</i></p> <p>To hold all students accountable to the behavior guidelines outlined in the Eastern Middle School Handbook.</p> <p>To define and model respectful behavior with all students through our extended advisor base activities.</p> <p>To plan and implement volunteer activities through our Service for Others committee in order to promote awareness of and provide opportunities for socially responsible behavior.</p>	

2. SUMMARY OF STRATEGIC IMPROVEMENT ACTIONS AND PROGRESS MADE TOWARDS SMART GOAL/OBJECTIVES

<i>Summary of Actions</i>	<i>Progress Towards SMART Goal/Objectives</i>
<ul style="list-style-type: none"> - Continued to discuss, define and describe what respect means to the community of EMS using time during professional learning activities, faculty meetings, SIT meetings, as well as advisor base activities and grade level meetings -Continued to emphasize “We RESPECT EMS” which reflects the work we have done as a community -Developed and implemented EMS Student Survey, EMS Faculty Survey and EMS Parent Survey -Reviewed and analyzed the survey data from these three Surveys -Continued to work with Service For Others Committee to coordinate, promote and monitor community service experiences for students and staff -Coordinated and implemented second annual Read for Change program -Distributed books to a public elementary school in Bridgeport and read with the children there -Continued to provide guest speakers for students to address the importance of respect, appropriate behavior and internet safety -Developed and presented information on updated bullying law to students and staff -Focused on a list of priority behaviors in order to consistently implement the guidelines for student behavior and student disciplinary consequences -Collected and reviewed disciplinary referral data once again -Developed a “Caught in the Act” section on our website to showcase student learning and student activities at EMS -Increased the number of clubs and activities offered to students -Collaborated with PTA and members of the community to develop a career awareness guest speaker program for our 8th grade students 	<p>83% of the students at Eastern Middle School indicated that the school is helping them get along with and respect other students. 80% of the students are able to identify at least one adult at EMS who cares about them, as measured by the EMS Student Survey administered in May 2009.</p>

3. STATUS OF SMART GOAL/OBJECTIVES

<input type="checkbox"/> <i>Accomplished (Establish a new goal for the next school year)</i>	<input checked="" type="checkbox"/> <i>Partially accomplished (Continue with the current goal for the next school year)</i>	<input type="checkbox"/> <i>Not accomplished (Continue with the current goal for the next school year)</i>	<input type="checkbox"/> <i>Modified (Modify the current goal for the next school year)</i>
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Strategic Improvement Team Year-End Report

1. STATEMENT OF GOAL AND GPS STRATEGIC DIRECTION

<p><i>School Improvement Team Goal # <u> 2 </u></i></p>	<p>Which GPS Strategic Direction is addressed?</p> <p>X I. Improve Learning: Accelerate growth and close gaps for each student.</p> <p>X II. Improve Teaching and Instruction: Transform classroom practices.</p> <p><input type="checkbox"/> III. Improve alignment of adults and resource management: align resources with instructional priorities.</p>
<p>Statement of SMART Goal: To increase by five percentage points overall for each grade level the number of students who perform at Goal and at Advanced on the CMT Reading Test administered in Spring 2009.</p> <p>Objectives: 90% of all students will score at or above the Goal level on the Spring 2009 DRP test. 75% of all students will score at or above the Goal level on CMT Reading strand 3 (Making Reader/Text Connections)</p>	
<p>Instructional Strategy/Strategies to achieve the SMART Goals and Objectives:</p> <p>Reviewed “DRP Top 3” and “S-R-E” strategies for open ended questions with staff and implemented them with all students Implement DRP practice activity in all English classes Benchmark assessments in Blue Ribbon Testing Program were administered and analyzed in Reading</p>	

2. SUMMARY OF STRATEGIC IMPROVEMENT ACTIONS AND PROGRESS MADE TOWARDS SMART GOAL/OBJECTIVES

<i>Summary of Actions</i>	<i>Progress Towards SMART Goal/Objectives</i>
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- English/Language Arts Program Administrator met with English program teachers to review Beyond the Blueprint.
- English/Language Arts staff implemented the DRP practice activity in all English classes
- Selected staff discussed current formative assessments focusing on specific prompts, and samples of random student work were analyzed in each grade level.
- Selected staff attended the CMT conference and shared new learning with other English program teachers.
- Teachers continued to administer writing prompts, and scored them together by grade level in order to determine strengths and weaknesses in the area of reader text connections
- CMT results were shared with the entire faculty and parent community of EMS
- Teachers continued to use Data Dashboard to view and analyze student test data and to create ISIPs. In addition, detailed CMT score profiles for those students who scored below mastery were distributed to their teachers.
- Grade level teams continued to meet and discuss all students in need of extra support and/or differentiation of instruction.
- Teachers continued to implement strategies in the classroom to support struggling students and strengthen their areas of weakness as indicated in the CMT strands
- The members of the SIT academic subcommittee discussed the grade level data regarding students who scored below goal on the CMT Reading test.
- Based on their results, students were scheduled for Reading support classes.
- CMT results were used along with teacher observations to recommend students for Collaborative classes, with a curriculum developed to build reading, writing and thinking skills.
- Our Reading Specialist consulted with each of the grade level teams to review strategies.
- Continued to promote reading at EMS through our Read for Change program with the Bridgeport Public Schools.
- EMS purchased additional digital audio books as well as a site

Grade 6 CMT Reading results at Goal 88% in 2008 and 87% in 2009, Advanced 46% in 2008 and 51% in 2009.

Grade 7 CMT Reading results at Goal 93% in 2008 and 90% in 2009, Advanced 52% in 2008 and 55% in 2009.

Grade 8 CMT Reading results at Goal 88% in 2008 to 90% in 2009, Advanced 46% in 2008 and 50% in 2009.

DRP: 85% of 6th graders at Goal (74% Advanced), 86% of 7th graders at Goal (73% Advanced), 88% of 8th graders at Goal (77% Advanced). While the vast majority of students continue to achieve Mastery on the DRP, the cohort scores do not show steady growth from one year to the next in all groups. In addition, Fall to Spring comparisons does not show consistent growth. Building skills in non-fiction reading is still a priority for EMS.

As a group, last year's 8th graders, had a small decrease in their performance on the CMT Reading from 52% at Advanced in 2008 to 50% at Advanced in 2009. This same cohort also decreased slightly from 93.4% at Mastery in 2008 to 90.2% at Mastery in 2009.

As a group, last year's 7th graders had an increase in their performance on the CMT Reading from 46.3% at Advanced in 2008 to 55% at Advanced in 2009. This same cohort increased from 88.2% at Mastery in 2008 to 90.2% at Mastery in 2009.

In the Reading Strand 3, Making Reader-Text Connections, the performance of EMS students when they are 6th graders has improved over the past three years, from 64% at goal in 2007, to 65% at goal in 2008 to 69% at goal in 2009. In Reading Strand 3, the performance of EMS students when they are in Grade 7 has improved over the past three years, from 37% in 2007 to 84% in 2008 to 87% in 2009. Also in Reading Strand 3, the performance of students when they are in Grade 8 has improved as well, from

<p>license for Thinking Reader for a sixth grade core novel.</p> <ul style="list-style-type: none"> - The faculty continued to review the SSR Guidelines for Advisor Base time, and take the initiative to provide opportunities for students to discuss and respond to literature during Advisor Base. - We continued to have regularly scheduled book talks by authors for each grade level. -Our media specialist publishes book reviews on our website on a regular basis. - The SIT reviewed the 2008 CMT score data for the students who participated in the CMT Prep program at Eastern last spring prior to the administration of the 2009 CMT. The data clearly showed that the majority of students who participated in these classes showed improvement in the area of Reading. This data was shared with LCC. -English/Language Arts teachers use Blue Ribbon Testing program to provide benchmark data and CMT practice for students - The SIT continued to review and analyze five-year trend CMT data and five-year trend DRP data. The team also reviewed this information, by cohort groups and by same student group comparisons. In addition, the team reviewed scaled scores and strand data from the results of the Connecticut Mastery Tests. 	<p>77% in 2007 to 82% in 2008 to 84% in 2009. In cohort analysis of Reading Strand 3, the 8th graders improved from 64% at goal in 2007 to 84% at goal in 2009.</p> <p>The results of the Spring 2009 Connecticut Mastery Test indicated that we made some progress toward our goals and objectives, but we did not meet the goal in every grade level in every area.</p>
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3. STATUS OF SMART GOAL/OBJECTIVES

<input type="checkbox"/> Accomplished (<i>Establish a new goal for the next school year</i>)	<input checked="" type="checkbox"/> Partially accomplished (<i>Continue with the current goal for the next school year</i>)	<input type="checkbox"/> Not accomplished (<i>Continue with the current goal for the next school year</i>)	<input type="checkbox"/> Modified (<i>Modify the current goal for the next school year</i>)
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