

Strategic Improvement Plan (SIP)

SCHOOL: *Eastern Middle School*

Greenwich Public Schools, Greenwich, Connecticut

DATE: October 1st, 2016

1. SCHOOL NARRATIVE

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

For the prior two school years, Eastern has focused on giving students high-quality, academic feedback. Teachers have learned how to define and deliver that feedback to positively impact student learning. Much research supports our decision to focus on students accurately self-assessing using the feedback from teachers (Mabe/West, 1982), (Fachikov/Boud, 1989), (Ross, 1998), (Falchikov/Goldfinch, 2000), and (Kuncel/Crede/Thomas, 2005). Focusing on how we teach students to self-assess is a natural outgrowth of our prior efforts. We will be moving from teachers and students giving high-quality feedback to students applying that feedback and self-assessing accurately, either with or without feedback from others. Anecdotally, as administrators did their digital walkthroughs during the 2015-2016 school year, they noted that the teachers who had taught and expected students to self-assess had better student performance in their classrooms. As part of a multi-year goal, we want to focus our work during the 2016-2017 school year on learning the ways to effectively teach students to accurately self-assess and to devise structures that allow that process to happen as a regular part of the school day and the learning process.

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

<p>Statement of Student Outcome Indicator: <i>(written as SMART Goal)</i> By the end of the 2016-2017 school year, Eastern will increase the percentage of students scoring at level 3 or above by an average of 3% on both the ELA (87%) and Math (81%) portions of the SBA.</p>	<p>Which District Strategic Improvement Plan Goal is addressed?</p> <p>The district goal which is our focus is “To ensure each student achieves optimal growth within the core academic disciplines based on multiple variables.” Personalized learning concepts will be applied to support the optimal growth for each student.</p> <p>1</p>
<p>Student Outcome Indicator Rationale: <i>(Why was the Student Outcome Indicator chosen?)</i></p> <p>During the 2015-2016 school year, 84% of Eastern students scored a level 3 or above on the ELA portion of the SBA. On the Math portion of the SBA, 78% of students scored a level 3 or above.</p>	

As a district, student scores improved just below three percentage points on the math and reading portions of the SBA. A 3% increase over the course of the year is a statistically significant increase.

3. ADULT ACTION INDICATOR(S):

(Written as a SMART Goal; what are the adults going to do differently to positively impact the Student Outcome Indicator)

At the end of the 2016-2017 school year, 100% of Eastern teachers will self-report an increase in their ability to teach students to self-assess and an increase in the structures applied in their classrooms for students to accurately self-assess.

ADULT ACTION INDICATOR(S) RATIONALE:

(Statement of why you chose this strategy)

Hattie (2009) reports that students self-assessment of performance is the number one indicator of influences on student achievement. Hattie synthesized over 800 meta-analyses relating to achievement to arrive at this conclusion. His research, along with others, points to a multitude of strategies for teaching students to accurately self-reflect on their learning and put in place their own plan of improvement, complete with self-monitoring (Mabe/West, 1982), (Fachikov/Boud, 1989), (Ross,1998), (Falchikov/Goldfinch, 2000), and (Kuncel/Crede/Thomas, 2005). It is important to note that the research results have held true for over 30 years. The processes for teaching students to self-assess and to apply high-quality feedback from others can be arduous to learn and to ultimately apply seamlessly in the learning process. Teachers will need to take the time to not only study the strategies to identify a variety which can be used, but also the put in place the structures required for the strategies to be most effective.

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 September 2016 meeting and with the entire Eastern Middle School Faculty on the full day of Professional Learning, which will be held on August 30th. In addition the School

Improvement Action Plan will be shared with parents at a Strategic Improvement Team meeting in November 2016, at Grade Level Parent Meetings in October and at a PTA General Meeting as well as with the PTA Executive Board in September 2016. This plan will also be reviewed when the PTA and the Technology Committee host a workshop in October/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 plan to the wider community. This plan will be reviewed in January and if amended will be communicated to each of our constituents in a timely manner.

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

4. 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>
Review SBA/CMT scores with Faculty and all other constituents at the beginning of the current school year.	August 2016/ September 2016	Parisi, Mayo, Savino	None	Staff will gain an understanding of overall scores and how the school Performed on this summative assessment. (C)
Provide training to staff on the ECRISS portal as a tool identify students in need of interventions.	August 2016/ September 2016	Parisi, Clair, Wang, Hoenigmann	None	Staff will gain an overall understanding of the ECRISS portal and the importance of examining students achievement through a growth model. (A)
Administer survey to	September	Mayo, Savino,	None	Survey results will

staff to determine baseline data on techniques teachers are currently using for students to be able to self-assess their own work.	2016	Parisi		be shared with the staff to establish current school practices on student self-assessment. (A)
Individual Teacher Goal setting to reflect SIP goal with students being able to self-assess goal with direct connection to student outcomes.	Meetings by October 15 th ,	All school data team members	None	Goals are set with direct correlation to student learning outcome indicator in the area of focus for each grade level. This will support the causal relationship between student self-assessment 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. (C)
Teachers will work in their IDTs to create and implement lessons that target	September 2016 – June 2017	All Academic and Cultural Staff	None	Administrators and teachers will conduct informal observations of these

specific strands that have been identified as a weakness through the STAR Assessment(s). IDTs developed plans to address their targeted strands and identified students to provide more individualized feedback.				lessons. Administrators/SDT will provide feedback to IDTs on their lessons/plans for addressing specific strands on the STAR assessment. (A)
The IDTs will read research articles and participate in a book study to identify strategies to begin to implement self-reflection/self-assessment process.	October 2016 - December 2016	Parisi, Mayo, Savino	Cost of book per staff member (\$10 x 80) = \$800	At team meetings, administrators will have book discussions to highlight key points of the reading and discuss how to implement strategies discussed in the book. (A)
The IDTs will review strategies they have attempted in the classroom in order to determine which have proven to be most effective in increase student's ability to	January 2017 - June 2017	All Academic and Cultural Staff	None	The staff will review results from both STAR Assessments and the formative results that they use in the classroom to determine the efficacy of the

self-assess through the SDT and faculty meetings.				strategies that they have determined to be most effective. (A)
The SDT and IDTs will compare STAR data for students with student self-assessment to measure progress towards the student outcome indicators.	January 2017- June 2017	All Academic Staff	None	Student performance will be monitored for progress towards the goal to determine the success of the plan and identify necessary adjustments. (S)
Teachers will provide administrators with examples of students assessing their own work during the teacher mid-year conferences.	January 2017	All Academic and Cultural Staff	None	Teachers will collect examples and show how the examples reveal accurate student assessment leading to improved learning for students. (S)
Teacher will brainstorm and use different strategies for encouraging students to self-assess during class and/or advisor base on a weekly basis.	January 2017 - June 2017	All academic teachers	None	Teachers will document the strategies that were brainstormed, along with the strategies implemented in advisor with each one's impact. (A)
Administer survey to determine which	May 2017	All academic and Cultural Teachers	None	Survey results will be shared with the

strategies teachers have determined to be effective in students being able to self-assess their own work				staff to reveal changes in school practices on student self-assessment. (A)
At the end of year conference with their grade level administrator, teachers will provide evidence of two effective strategies they used of students self-assessing either during their classroom and/or during advisor base.	May 2017 - June 2017	All academic and Cultural Teachers	None	Teachers will use evidence to draw a through line of strategy to use by students to impact on student learning. (A)