

**1. SCHOOL NARRATIVE**

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

The Greenwich Public Schools Strategic Plan has 3 overarching Strategic Goals. They are the **Academic**: To ensure each student achieves optimal growth within the core academic disciplines based on multiple variables; **Personal**: To ensure each student develops the capacity to be responsible for his or her own physical and mental health; and **Interpersonal**: to ensure each student demonstrates growth in personal development and civic responsibility.

Greenwich Public Schools believes that these 3 overarching goals will be realized through transforming learning using the overarching strategy of personalizing teaching and learning.

The staff at Eastern Middle School used student self-assessment as one of their primary instructional strategies during the 2016-17 school year to ensure student growth across the curriculum. This strategy is in alignment with the School District's Strategic Plan and is one of the Core Four Elements of personalizing students' educational programs. Last year our school ran book groups, conducted surveys and shared lessons with their colleagues at team meetings in order to implement the self-assessment process in all subject areas. This year, the staff will be working with students to develop academic as well as social emotional goals, provide students with a work menu to complete assignments and assist students in assessing their growth. This plan should help our students to gain an understanding of both their strengths and weaknesses and to use this information to independently establish their own individual goals. This goal will give our students a sense of purpose, which will in turn create an atmosphere of collaboration between teachers, students and parents. Much of the research for our goal(s) come from several reports from Hanover Research; "Impact of Student Choice and Personalized Learning" (November 2014), "Personalized Learning Initiatives" (September 2012) and "Best Practices in Personalized Learning Environments (4-9)" (October 2012). We are also using the resources that are provided through Educational Elements. Finally, we have purchased a book entitled *How to Personalize Learning* (2017), which we learned about at the Summer Institute and will use it to develop implementation strategies for each of our constituents.

**2. STATEMENT OF STUDENT ACADEMIC GOALS (Math and LA) AND ALIGNMENT TO GPS STRATEGIC PLAN**

***Statement of Student Outcome Indicator:  
(Written as SMART Goals)***

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*80% of all students will meet or exceed 50 student growth percentile (SGP) points as measured by the STAR Reading and STAR Math Assessment(s).*

### ***3. Strategies to Achieve Academic Goals***

<b><i>Strategies to achieve Academic Goals (ELA and Math):</i></b>		
<b><i>Targeted Group:</i></b> (whole school, whole grade, class, team, subgroup, etc.)		
Whole School: All students, all grades.		
<b><i>Instructional Strategy:</i></b>		
Students will conference with their mathematics and ELA teachers to discuss their results on their Fall STAR assessment. Teachers will collaborate with students to develop individual goals for areas of growth as identified on the STAR strands.		
<b><i>Desired outcome and rationale for strategy:</i></b>		
This goal is aligned with the Greenwich Public School’s Strategic Plan of monitoring the degree to which students have met or exceeded CT standards in core and curricular areas, and in expected growth. Middle schools students are at the developmental age where it is crucial for them to partner with educators in personalizing their learning and establishing short-term and long-term academic goals. One important way this is accomplished is through individual conferences with teachers where students are able to establish their academic goals and develop strategies to monitor their own progress.		
<b><i>Action (bold face person(s) responsible for Action)</i></b>	<b><i>To be completed by: (date)</i></b>	<b><i>What specific metric and tool will be used, and when, to measure that this plan is being executed with fidelity?</i></b>
A. <b>Instructional Staff</b> will identify students who scored 1s and 2s on the Spring SBA 2017	October 1	Teacher lists
B. <b>Instructional Staff</b> will identify students who scored in the intervention and urgent	October 1	Teacher lists

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intervention areas in the Fall STAR Reading and Mathematics Assessments.		
C. <b>Supplemental Teachers and Todd White</b> will develop strategies for helping students create individualized academic goals	October 27	Teacher meetings with Todd White
D. <b>Instructional staff</b> will work in IDTs to identify key strands to be taught throughout the first school year.	November 1	List of STAR reading and math strands
E. <b>Administration</b> will provide professional development on instructional strategies to support students with ADHD.	November 1	Google calendar of PD
F. <b>Instructional Staff</b> will work with their IDTs to reflect and implement lessons that target specific strands that have been identified as a weakness through the STAR Assessment(s).	Ongoing	Weekly IDT meetings
G. <b>IDT's</b> will build in steps between benchmarks to both encourage students to create goals and to reflect upon their progress, in order to promote continued self regulation as it pertains to student generated goals and reflection.	Ongoing	Weekly IDT meetings
H. <b>Administration and Instructional Staff</b> will identify students in need of supplemental program in reading and math	November 22	List of students being recommended for supplemental program
I. <b>Administration and Supplemental Teachers</b> will meet to discuss the focus of the program and data collection needed to monitor the effectiveness of the program	January 1	Meeting with supplemental teachers
J. <b>Supplemental Teachers and Todd White</b> will review student data to determine the	February 1	Teacher meetings with Todd White

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effectiveness of the program.		
K. <b>Administration and Instructional Staff</b> will meet on a quarterly basis to discuss identified students' progress in their academic classes.	November 15 January 30 April 15 June 1	Quarterly meeting
L. <b>Administration and Instructional Staff</b> will review the winter and spring STAR Assessment in order to review and determine student growth.	February 1 June 1	IDT meetings

***4. STATEMENT OF STUDENT INTERPERSONAL (FaCE) GOALS AND ALIGNMENT TO GPS STRATEGIC PLAN***

***Statement of Student Outcome Indicator:***

Last year our Family and Community Engagement Goal focused on underrepresented parents and students in the Eastern Community. We developed a list of families that we felt, as a team was not connected to our school; we then constructed a plan to reach out to these families, which included having our staff communicate student progress on a quarterly basis. The staff also gave parents information on and invited them to various school events.

This year after reviewing the results of the Panorama Survey taken by parents and in candid discussions with our PTA Leadership our school will be focused on Communicating and Partnering with our Parent Community. (FaCE Rubric)

The staff and school administration will open up multiple paths/lines of communication to ensure that concerns and opinions expressed by Eastern Families are seriously considered by the administration of our school 80% of the time based on the results of a survey developed by both the School Data Team and our School Improvement Team, which will be administered to parents in the spring of 2018.

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### *Strategies to Achieve Interpersonal (FaCE) Goals*

#### **Strategies to achieve Interpersonal Goals:**

**Targeted Group:** *The targeted group for this goal are the EMS families that have expressed a concern/desire to have input on the decisions that are made by the school administration and to discuss problems that they are experiencing and to obtain their input on possible solutions. This goal will also be applicable for our staff and students.*

**Instructional Strategy:** *The plan that will be put in place will solicit feedback from staff, students and families in which to garner opinions from our constituents. Our team reviewed our survey results and the FaCE Rubric in order to develop an action plan that will engage our families in meaningful communication throughout the school year on various topics regarding the middle level.*

**Desired outcome and rationale for strategy:** The reasoning behind this outcome and the rationale for this strategy come from both the results of the Panorama Survey, which was administered last spring (2017) and from emails and conversations that the staff has held with our parent community. Only 31% of our parent community felt that their concerns and opinions were seriously considered by the administration of our school. If our parents feel that they are being heard and that we are making adjustments to our procedures we will enjoy a more positive climate, which in turn will foster a better a learning environment for our students. The resources used to support our efforts in this area included: a research brief developed by Hanover Research, entitled “Best Practices for Engaging Families and the Community” (2017) as well as multiple articles from the ASCD magazine “In Sync With Families” and we will continue to use the Partnering with Parent text that we used last year.

<b>Action (bold face person(s) responsible for Action)</b>	<b>To be completed by: (date)</b>	<b>What specific metric and tool will be used, and when, to measure that this plan is being executed with fidelity?</b>
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A. <b>Administrative Team</b> will review Panorama Survey Results with Faculty, Parents and Students	August-October	Attendance at the faculty meeting, multiple meetings at general PTA meetings, review results with students at Advisor Base & Student Grade Level Meetings
B. The <b>Administrative Team</b> , based on parent and PTA input conducted a lottery for courtesy bus passes in order to make it a fair process for all parents	August	Parents did not have to line up at 4:00 am in order to secure transportation for their child, all students that requested a pass received one
C. <b>Mrs. Savino and Mrs. Moore</b> restructured the Jump Start Program based on Parent Requests	August	Approximately 200 sixth grade students along with their parents came to Eastern on August 23rd & 24th from 6:00 pm to 9:00 pm to find their Advisor Base, practice opening their lockers and touring the building. Based on the feedback from the Sixth Grade Team this allowed Eastern to experience a very smooth opening.
D. <b>Mr. Mayo in conjunction with the Executive Director of the Boys and Girls Club</b> were able to bus students at dismissal and at 4:00 pm	August	Students are able to now go straight to the club or participate in co-curricular activities and receive extra help until 4:00 pm, which has made transportation and late pick up more convenient for working parents
E. <b>Mr. Mayo along with the front office staff</b> developed a set of Frequently Asked Questions so parents could easily access information about the school	August	The front office receives fewer calls about the day-to-day operation of our school because it is easily accessed on our website
F. <b>Administrative Team</b> will develop a draft of the goals with LCC/SDT	September	Scheduled monthly LCC/SDT meeting - August to June
G. The <b>Learning Facilitators and our PTA</b> will post in a section of Gator Bytes a curriculum update for each subject area	September	The PTA Presidents requested that we communicate what is happening in the classrooms last year. We will determine the efficacy of this strategy through a formal survey given in the spring of 2018
H. <b>Mr. Mayo and Ms. Parisi</b> developed a list of parent meetings and communications that are completed each month	September	Report completed and shared with district administration

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I. A <b>neutral facilitator</b> will convene focus groups in order to gain a better understanding of some of the Panorama Results	October/November	The results will be shared with the School Data Team to determine if we need to make changes to this action plan
J. The <b>Administrative Team</b> will develop a template to introduce a formal electronic progress report	October/November	The PTA Presidents requested that we take this action to help parents in reviewing student academic progress. We will survey parents at the end of the school year to determine if this strategy is more effective than the open grade book.
K. Once the plan has been refined, the <b>School Data Team</b> will begin to look at how we communicate with parents and discuss how to make improvements	November	A new list of parent meetings/system of communications will be reviewed by our School Improvement Team to determine if we need additional strategies to communicate effectively with our parent community
L. Mr. Mayo will convene monthly coffees with parents to determine if they have suggestions to help improve our programs/processes and procedures	January - June	Parents will be able to meet at an open forum with Mr. Mayo on a monthly basis (a schedule will be developed)
A <b>sub-committee of the School Data Team</b> will plan for a second night of Open House for the 2018-2019 school year based on parent requests	May	The team will present a plan to the full School Data Team, which will then determine the feasibility of the plan. We will then determine how to measure parent satisfaction after we implement a second night of Open House
J. <b>The School Data Team in partnership with the School Improvement Team and the PTA Executive Board</b> will develop and administer a survey to determine if parent concerns are being heard and addressed	June	The results of the survey will determine the efficacy of our plan and will also determine next steps

***5. STATEMENT OF STUDENT PERSONAL (SEL) GOALS AND ALIGNMENT TO GPS STRATEGIC PLAN***

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***Statement of Student Outcome Indicator: (written as SMART Goals)***

70% of students will feel connected to an adult at Eastern Middle School as indicated in an end of year student survey in June 2018.

***Strategies to Achieve Personal (SEL) Goals***

***Strategies to achieve Personal Goals:***

***Targeted Group:*** (whole school, whole grade, class, team, subgroup, etc.)

The whole school is targeted by this goal.

***Instructional Strategy:***

The school will implement PBIS, a new social-emotional learning program and new advisor base model to reach out to students. The Pupil Personnel Staff will work in conjunction with the teachers to designate time specifically related to meeting the needs of individual students.

***Desired outcome and rationale for strategy:***

The Greenwich Public Schools strategic plan focuses on Social-Emotional Learning. The strategic plan states, “Social and emotional skills are critical to being a good student, citizen and worker.” Strong teacher relationships are essential to building an effective social-emotional learning program. In order for students to be receptive to a social-emotional curriculum, they need to see the teacher modeling the expected behavior, trust the teacher and be willing to admit areas for potential growth. The Panorama Survey administered in June 2017 revealed that only 32% of students felt connected to an adult in the school. These results were quite startling to administration and an area that we immediately wanted to focus on improving. While analyzing the data, it was clear to see that students needed adult resources to help support them in difficult social situations, manage stress and learn better coping techniques.

<b><i>Action (bold face person(s) responsible for</i></b>	<b><i>To be completed by:</i></b>	<b><i>What specific metric and tool will be used, and when, to</i></b>
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<b><i>Action)</i></b>	<b><i>(date)</i></b>	<b><i>measure that this plan is being executed with fidelity?</i></b>
A. <b>Instructional staff</b> will implement a new advisor base system will begin where students will be able to choose an item from a work member to be productively engaged on during the advisory period. Students will have the opportunity to meet with staff members for extra help and social emotional support when necessary.	September-June	Progress will be monitored at Safe School Climate and School Wide Data Team meetings.
B. <b>Members of the Safe School Climate Committee and PPS department</b> will meet to review Second Step Materials.	September 1st	Administrator check in at the meeting
C. <b>School administration</b> will select ten dates to have a special advisor base schedule for Second Step Lessons.	September 1st	Google Calendar- School Events
D. <b>The Safe School Climate Committee and PPS department</b> will select 10 lessons from the Second Step Materials that align with the Greenwich Public School's District Norm days.	September 15th	Lesson Plans
E. <b>Teachers</b> will implement the Second Step Lessons in Advisor Base	Sept 28, Oct 12th, Nov 3rd, Dec 14th, Jan 5th, Feb 8th, Mar 9th, Apr 5th, May 25th, June 7th	Administrator Walk Throughs
F. Eastern Middle School will be trained as a PBIS school. A <b>PBIS team</b> is assembled.	Sept 12th	Administrator Present
G. The <b>PBIS team</b> will meet with staff developers from CES to receive training to begin PBIS in the building.	Oct 3rd, Oct 26th, Nov 17th, March 20, May 10th	Meetings with CES
H. The <b>PBIS team</b> will meet with the <b>Safe School Climate Committee</b> to decide how to implement	October- June	Administrators present at these meetings

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PBIS in the school.		
I. <b>Academic Team teachers</b> will send home positive postcards highlighting student performance.	October-June	Team meetings
J. <b>Students</b> will be given a survey in June to gauge how connected they are to their teachers.	June	Survey results

*9/25/2017*