

**Greenwich Public Schools  
2013-14 SIP Goal End of Year Report  
Eastern Middle School**

<b>School</b>	<b>Goal</b>	<b>Status</b>	<b>Multiple Year (?)</b>	<b>EoY Goal Data</b>
<b>Eastern Middle School</b>	<p><b>Grade Six</b> 90% of 6<sup>th</sup> grade students from the randomly selected sample group will score at least one level higher on the “Statement of Purpose” portion of the SBAC argumentative writing rubric.</p> <p><b>Grade Seven</b> 90% of 7<sup>th</sup> grade students from the randomly selected sample group will score at least one level higher on the “Elaboration of Evidence- use of evidence is integrated” portion of the SBAC argumentative writing rubric.</p> <p><b>Grade Eight</b> 90% of 8<sup>th</sup> grade students from the randomly selected sample group will score at least one level higher on the “Elaboration of Evidence- use of a variety of elaborative techniques” portion of the SBAC argumentative writing rubric.</p>	Accomplished	No	<p><b>Grade Six</b> In 6th grade, 100% of selected students successfully met the school goal of scoring one level higher on the SBAC rubric in the area of “statement of purpose” portion of the SBAC argumentative writing rubric.</p> <p><b>Grade Seven</b> In 7th grade, 91% of selected students successfully met the goal of improving at least one level on the “Elaboration of Evidence- use of evidence is integrated” portion of the SBAC argumentative writing rubric.</p> <p><b>Grade Eight</b> In 8th grade, 92% of selected students successfully met the goal of improving at least one level on the “Elaboration of Evidence- use of a variety of elaborative techniques” portion of the SBAC argumentative writing rubric.</p>

**Greenwich Public Schools**  
**2013-14 SIP Goal End of Year Report**  
**Eastern Middle School**

**Analysis Narrative:**

- Last spring, the district gave administrators a tool to assess argumentative writing in the classroom. The administrative team used this tool while observing social studies, science and language arts classrooms. Although teachers were instructing students in writing, the focus was more on the persuasive writing style rather than the argumentative genre.
- In August, the administrative team analyzed our CMT writing scores and noticed a slight decline in 6th and 7th grade scores.
- We also reviewed the new common core ELA standards and the district writing goal. Based on our own data and this information, we decided as a school data team that our school focus should be on argumentative writing this year.
- The administrative team in consultation with the school data team developed a preliminary school improvement plan around argumentative writing.
- The administrative team then consulted with Mike Wasta to review our plan and discuss the professional development needed to meet our goal. Mike pointed out that we did not have the baseline data to support this plan. He said that before we started to implement our plan we needed to test a stratified group of students to see if they actually needed additional instruction in the area of argumentative writing.
- The district provided Eastern Middle School with sample argumentative prompts to use to collect baseline data. Three language arts teachers (one from each grade level) administered the sample prompt and then worked with the district instructional coach to score the prompts with the SBAC rubric to get the data we needed.
- After assessing this data, it was evident that each of the grade levels had different needs to address. The school data team worked with the instructional data teams to develop new goals that were specific to the grade level needs. They also developed action plans (lessons) to help their students meet these new goals by provided individualized instruction when needed. The school data team refined the school goal based on the work of the instructional data teams.
- After implementing our new school improvement plan, we had the same students from the stratified group complete another writing sample to collect the final data for the year to see if we met the new goals.
- The Administrative Team and the School Data Team felt that we successfully attained/reached our goals because of the process we followed in developing and implementing our plan in order to attain them. We were able to identify by grade level, the issues students encountered when writing an Argumentative Essay by administering a prompt; we then developed the appropriate goal per grade level and created lessons that would address the established goals. The staff continually assessed the students to determine progress and to adjust instruction.