

**GREENWICH PUBLIC SCHOOLS
MONITORING REPORT
STUDENT ACHIEVEMENT: WRITING (E-003)
January 8, 2009**

I hereby present my monitoring report on the District Ends Policy "Student Achievement." I certify compliance and that the information contained in this report is accurate.

Signed: _____
(Betty J. Sternberg, Superintendent of Schools)

Date: _____

BROADEST POLICY PROVISION

The District shall establish an assessment system that is aligned with the District's Mission and Vision and provides a comprehensive, consistent and integrated system of student learner objectives / outcomes, assessment, analysis and reporting.

EXECUTIVE SUMMARY

In order to ensure that all students master the objectives of the Greenwich curriculum, student achievement in writing is assessed against four broad groups of indicators: 1) aggregate performance of standardized tests such as the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT), 2) preparation for post secondary options including average scores on the Scholastic Assessment Test (SAT 1) and Advanced Placement Tests (AP), 3) annual growth in achievement on CMT, and 4) performance disaggregated by student subgroup on CMT and CAPT.

Overall, CMT writing scores in grades 3-8 indicate a slight downward trend over the past three years. The percent of students scoring at the proficient level remains relatively high (92%). However, the percent of students scoring at the goal and advanced levels have decreased significantly since the 2005-2006 school year. Advanced and goal scores are at a five-year low. On the 2008 CAPT, the percentage of Greenwich High School students achieving at the advanced level declined slightly from the 2007 CAPT and is fairly flat to slightly rising over five years. At the goal and proficient levels, scores increased to five-year highs and continue to trend upward. We remain roughly 4 percentage points below the district goal of 83% at goal on CAPT writing set in the Greenwich Success System.

Accomplishments include impressive gains at New Lebanon and North Mianus Schools and the above mentioned five-year highs at the goal and proficient levels on the CAPT. Additionally, since 2004-2005, SAT1 Writing scores have increased from 560 to 571.

Management issues include: 1) low student performance at all levels; 2) the gaps in achievement among middle schools, between males and females and between different sub-groups and the district averages; and, 3) the need for explicit instruction in CAPT writing.

Note: Descriptions of the measures discussed in the next three sections and data tables describing student achievement over the last five years are attached at the end of this report.

HIGHLIGHTS/ACCOMPLISHMENTS

1. Overall, CMT writing scores in grades 3-8 indicate a slight downward trend over the past three years. In 2007-08, 92% of students scored at proficient and above, 77% at goal and above, and 33% at advanced. The percent of students scoring at the proficient level remains relatively high (92%). However, the percent of students scoring at the goal and advanced levels have decreased significantly since the 2005-2006 school year. Advanced and goal scores are at a five-year low.
2. On the 2008 CAPT, the percentage of Greenwich High School students achieving at the advanced level declined slightly from the 2007 CAPT and is fairly flat to slightly rising over five years. At the goal and proficient levels, scores increased to five-year highs and continue to trend upward. We remain roughly 4 percentage points below the district goal of 83% at goal on CAPT writing set in the Greenwich Success System.
3. Critical literacy and writing across all content areas will be a district-wide focus. The district will offer professional learning and collaborative time to make this effort more systematic and explicit. Teachers in grades 4-8 have participated in focused professional learning (Beyond the Blueprint) which emphasizes research-based writing instruction across all content-areas. Literacy specialists, learning facilitators and the Reading and Language Arts Coordinator will continue to work with teachers at the middle and high school level to support the transfer of these instructional practices to the classroom. Additionally, content-area writing will be embedded into the transdisciplinary units of instruction that are being developed within the district.
4. In 2007-2008, K-8 professional learning in the area of writing included extensive training on open-ended response to text. All district-wide literacy specialists attended training provided by Dr. Nancy Boyles of Central Connecticut State University. These instructional leaders then provided job-embedded training throughout the year to help transfer these new strategies to classroom teachers. Additional professional experiences included collaborative work on school-wide writing rubrics, workshops to enhance calibration of the CMT-4 Direct Assessment of Writing holistic scoring and PLAs on conferring and various other components of the writing workshop instructional framework.
5. Specific writing initiatives at the elementary school include Writing Festivals at J.C., publishing celebrations at Parkway and New Lebanon and various forms of authentic student publications including school magazines and newspapers.
6. Word Study is a critical area of writing instruction and will continue to be an area of focus for grades K-5 in 2008-2009. Kindergarten and first grade teachers continue to refine their word study instructional strategies. In September, 2008, all kindergarten and first grade teachers attended a professional learning experience, provided by Haskins Reading Laboratories, that was focused on phonological awareness. In the fall of 2008, the district began implementation of the Intermediate Word Study Program in grades 3 through 5.

During the summer of 2008, a team of literacy specialists and teacher leaders met to create an instructional resource to support Intermediate Word Study. The result was the creation of a resource binder (*Intermediate Word Study Binder: A Companion to Spelling for Writers*) that will supplement the *Spelling for Writers* program to create a comprehensive word study program for grades 3 to 5. The *Binder* includes resources to assist teachers in the implementation of research-based instruction in the area of structural analysis, syllabication, vocabulary and fluency (**please refer to the Appendices for an overview of the Intermediate Word Study Program**).

7. Teachers at our middle schools celebrate student writing by publishing pieces around learning areas and by having students share their work. Writing portfolios are implemented in the three middle schools. Portfolios will be revised as needed to embed the testing genres (narrative, expository and persuasive writing) where appropriate. Reflection of portfolio pieces is the key to helping students analyze their own writing so that they can focus on strategies for improvement. Written feedback and the integration of the 6+1 Traits of Writing assessment framework will be explored to strengthen the existing process. The district continues to build teachers' capacity for helping students understand the purpose, format and structures of the testing genres which are assessed on CMT-4. Teachers in grades 3-8 have attended the CSDE Holistic Scoring Workshops that are designed to support focused instruction that targets the Direct Assessment of Writing (writing prompt). These training sessions provide teachers with an opportunity to calibrate student writing and identify anchor sets which help teachers provide explicit feedback to improve student writing. Additionally, schools have been provided with a training CD to continue job-embedded training at the school-level where needed. This information is shared at department meetings and grade-level meetings.
8. As one of GHS' SIT goals, each social studies teacher has identified three new CAPT skill activities to be incorporated into lessons, in addition to the activities already used in the classroom. Learning activities that connect to Writing Across the Disciplines include: extracting ideas and data from sources, analyzing, and evaluating. Ninth and tenth grade teachers use collaboration blocks and department meetings to share activities and lessons with colleagues.
9. Greenwich High School continues to offer a variety of publishing opportunities for student writing. *The Beak*, the high school newspaper, is published on a monthly basis with articles ranging from school features, to sports reports, to film and music reviews. *Greenwitch*, a literary magazine showcasing students' poetry and other creative writing as well as art work, comes out twice a year. *The Weekling*, a student-initiated satirical take on GHS and the world beyond is in its second year of publication. The Lillian Butler Davey Student Communication Awards, which offer a competitive venue with eight categories for student writing and film, elicited over 233 student submissions in 2008. In its annual awards program, the Social Studies program presents multiple awards to students in all grade levels in recognition of superior written work. Award categories include Traditional Research, Cultural Biography, Women's History, African-American History, oral History, and multi-media.

I. CMT results – district (Grades 3 to 8)

The CMT-4 Total Writing Score is comprised of two separate data points: (1) the Direct Assessment of Writing (DAW) and (2) the Editing and Revising Assessment. The data from these two assessments are combined to provide an overall writing scaled score (0-400). A range of scaled scores are then converted into performance levels (below basic, basic, proficient, goal and advanced).

The Direct Assessment of Writing (DAW) subtest of CMT-4 requires students to write a timed response to a prompt (45 minute). Two trained scorers holistically score the student responses (versus an analytic score) on a scale of 1-6, resulting in a final score in the 2-12 range. The response is considered a first draft and scorers are trained to “read through” mechanical errors for meaning. Grades 3-4 are expected to write in the narrative mode, grades 5-6 are expected to write in the expository mode and grades 7-8 are expected to write in the persuasive mode.

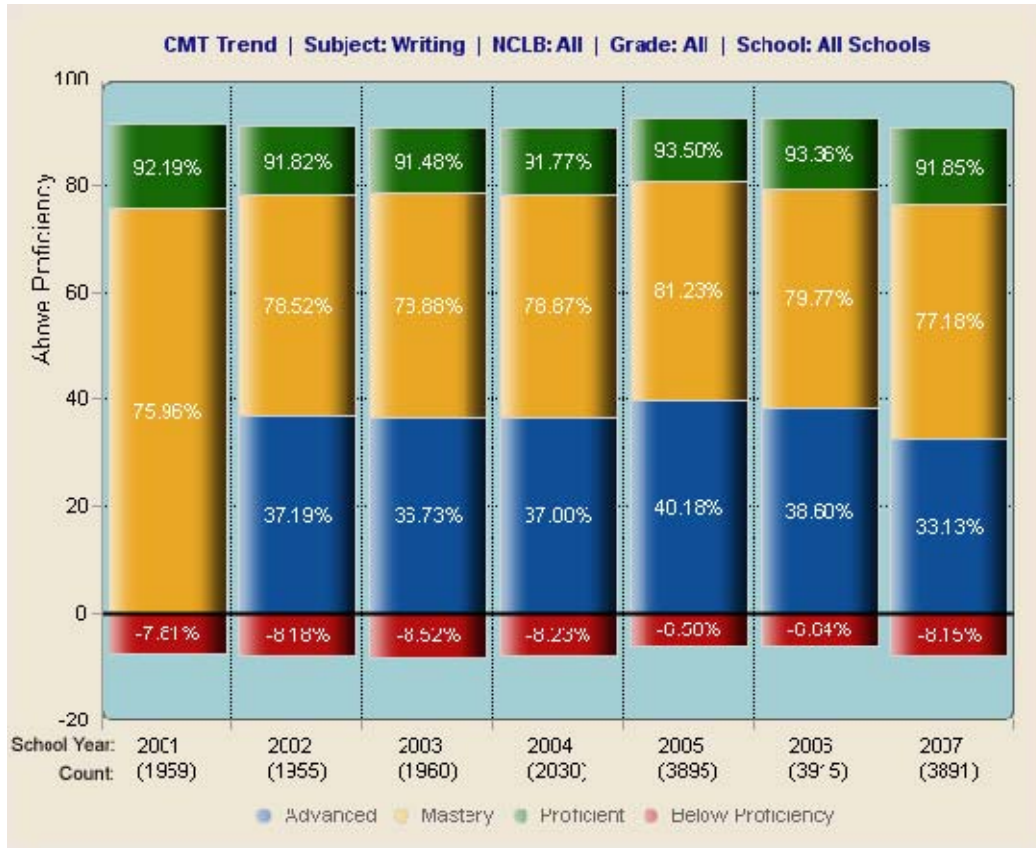
The Editing and Revising Assessment requires students to read passages with embedded errors and answer multiple-choice questions. There are two major strands within the Editing and Revising test: (1) ***Composing & Revising*** which requires students to correct for Content, Organization and Tone, Syntax and Word Choice and (2) ***Editing*** which requires students to correct Capitalization, Punctuation, Usage and Spelling.

Overall, CMT writing scores in grades 3-8 indicate a slight downward trend over the past three years. In 2007-08, 92% of students scored at proficient and above, 77% at goal and above, and 33% at advanced. The percent of students scoring at the proficient level remains relatively high (92%). The percent of students scoring at the goal and advanced levels decreased significantly from 2005-2006. Advanced and goal scores are at a five-year low. In general, Greenwich students perform just below other DRG B districts and several percentage points below DRG A districts in the area of writing achievement. As a result, the district must review the writing portion of Greenwich’s Reading and Language Arts Program. This matter will be addressed in the Management Issue portion of this report. (**Reference Chart 1**)

Chart 1: District CMT-4 Writing (Grades 3 to 8)

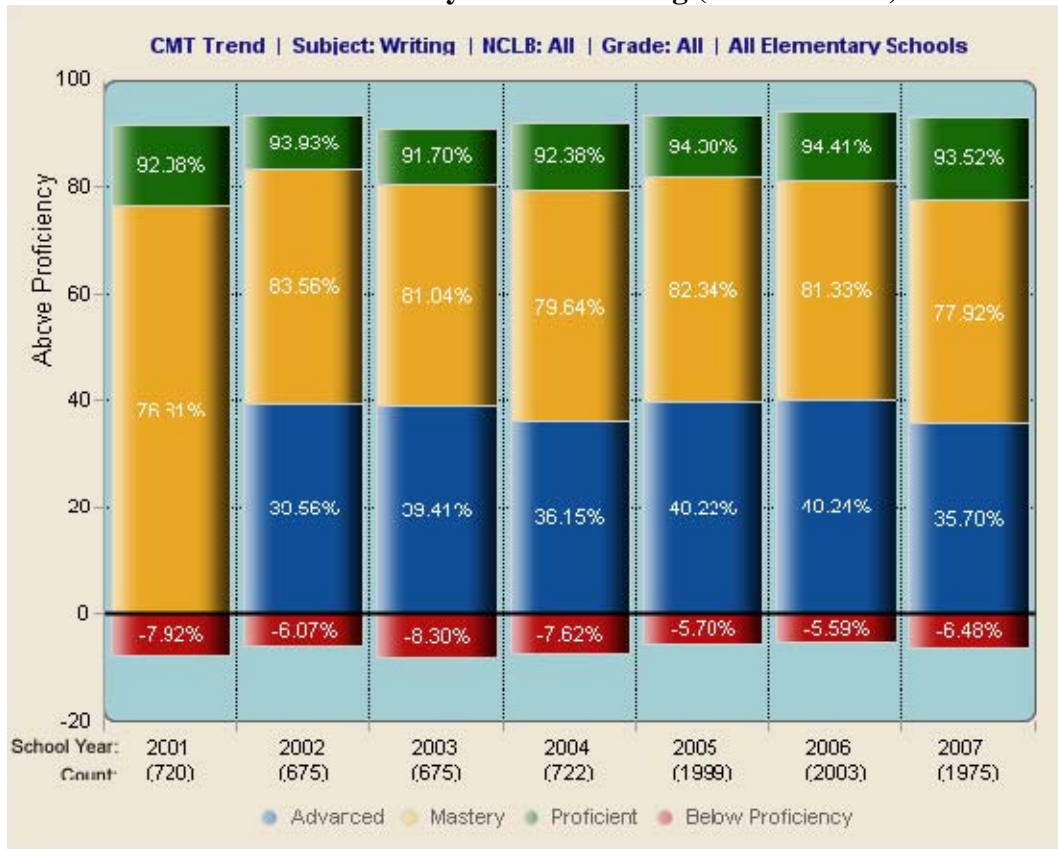
2001-02 through 2007-08

***(The “years” below indicate the fall of the school year in which the CMT was taken. Starting in 05-06 the CMT was taken in the spring of that school year.)**



II.a. CMT-4 Writing Results: Elementary (Grades 3 to 5)

Chart 2: Elementary CMT-4 Writing (Grades 3 to 5)



- 1. Hamilton Avenue:** As with the 2007-2008 reading scores, we will revisit Hamilton Avenue scores next year to see if the 2007-2008 writing scores were an anomaly caused by factors outside the school's control or the beginning of a downward trend (**refer to Management Issue #2**).
- 2. By school at proficient:** Overall, proficiency scores at the elementary level remain relatively flat (1 point decrease). Nine of 11 schools scored 90% or higher at the proficient level. Glenville students reached 89% proficiency. Data indicate that both New Lebanon and North Mianus schools significantly increased the percent of students scoring at the proficient level. Six schools remain relatively flat at the proficient level (+/- a percentage point). Although both North Street and Riverside continue to perform at relatively high levels, data indicate that both schools saw a slight drop in the percent of students scoring at the proficient level. It is important to note that at the proficient level, Greenwich performs similarly to other DRG B districts (-.5 percentage points) and below DRG A districts (3 percentage points). The achievement data at the proficient level indicate a need to review the writing component of GPS' Reading and Language Arts Program (**refer to Management Issues # 1 and #2**). (**Reference: Appendix, Table 12**)

3. **By school at goal:** CMT-4 data indicate a 3.5 percentage point drop since 2005-2006 in the number of students scoring at or above goal across the district in grades 3 to 5. In 9 of the 11 elementary schools, the percentage of students performing at the goal level on the CMT decreased by one or more percentage points. Again, data indicate that both New Lebanon and North Mianus continue to demonstrate growth in writing with 4 to 5 percentage point increase from 2006-2007 for the number of students scoring at or above goal. Again, the decline of writing scores at the goal level and the overall low percentage of students reaching goal across the district indicates a need to review the current status of Greenwich Public School's writing curriculum (**refer to Management Issues # 1**). (**Reference: Appendix, Table 12**)

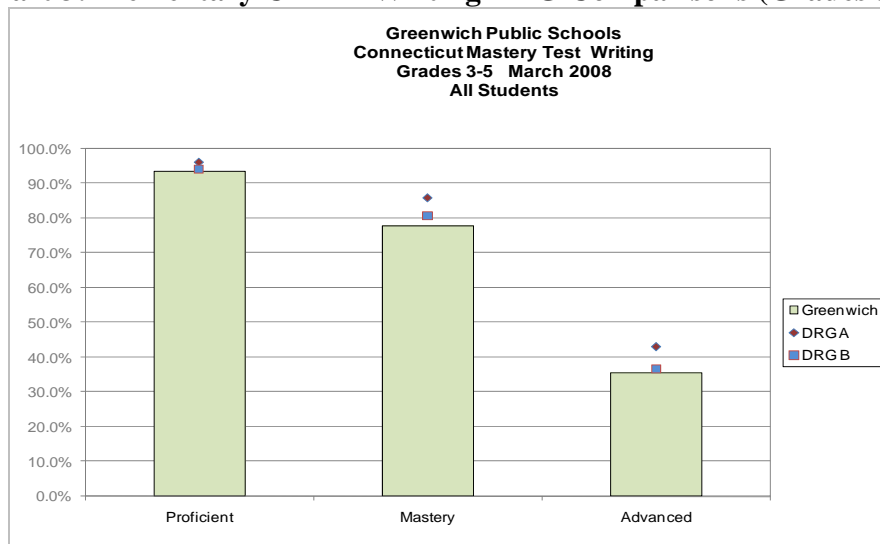
4. **By school at advanced:** Once again, both New Lebanon and North Mianus had particularly large increases in the percent of students scoring at the advanced level. The scores at Glenville and Old Greenwich reveal a significant decline (10+ percentage points) at the advanced level over the last three years. At the other elementary schools, students' writing scores at the advanced level demonstrate a downward trend from the 2006-07 school year. Focused assistance will continue to be provided to those schools. Again, the decline of writing scores at the advanced level across the district indicates a need to review the current status of Greenwich Public School's writing curriculum (**Reference: Appendix, Table 12**)

5. **DRG Comparisons (3-5):** 2008 elementary CMT results at the proficient level indicate that Greenwich is performing at about the same level as other DRG B districts and slightly below DRG A districts. At the mastery and advanced levels Greenwich scores are just below the average of other DRG B districts and about 8 percentage points below the average for DRG A districts. For the most part, **table 1** reflects that most DRG B districts have experienced slight growth in writing or they have remained stable over the past three years. However, Greenwich's writing data indicate a 3-year downward trend which has widened the gap between Greenwich and DRG B and DRG A districts. This analysis highlights the need for a comprehensive review of the writing portion of GPS' Reading and Language Arts Program (**reference Management Issue #1**). (**Reference: Table 1 and Chart 3**)

Table 1: Elementary CMT-4 Writing DRG Comparisons (Grades 3-5)

Advanced	Grade 3			Grade 4			Grade 5		
	06	07	08	06	07	08	06	07	08
DRG A	42	36	36	41	43	44	45	45	50
DRG B	33	34	32	35	38	38	35	39	40
Greenwich	35	37	30	41	42	40	43	42	37
Goal	Grade 3			Grade 4			Grade 5		
	06	07	08	06	07	08	06	07	08
DRG A	83	81	82	85	87	86	87	88	89
DRG B	77	77	78	79	82	80	80	81	83
Greenwich	81	77	75	83	84	78	83	83	80
Proficient	Grade 3			Grade 4			Grade 5		
	06	07	08	06	07	08	06	07	08
DRG A	95	94	95	96	95	96	96	97	98
DRG B	92	92	92	93	95	94	94	94	96
Greenwich	94	92	91	94	96	93	95	95	96

Chart 3: Elementary CMT-4 Writing DRG Comparisons (Grades 3-5)



6. **Strand analysis:** As mentioned earlier in the report, the CMT-4 Total Writing Score reflects the combined scores of the Direct Assessment of Writing and the Editing and Revising Assessments.

Direct Assessment of Writing: Relative to the 2006-2007 CMT-4 data, there were slight decreases in the average Direct Assessment of Writing scores for grades 3 through 5. The drop in the DAW is a major factor in the decline of the overall writing performance levels. The decline across the district indicates a need to review the district’s writing curriculum and assessment structures (**refer to Management Issues #1**).

Editing and Revising: Overall, Editing and Revising data have remained relatively flat. Third grade data for mastery of Composing/Revising (strand 1) indicate an increase; data for Editing (strand 2) indicate a slight decrease from 2007-2008. Fourth grade data show a slight decrease in Composing/Revising and a slight increase in Editing. Grade five data in both strands indicate slight growth. Editing and Revising objectives will continue to be embedded into the standards-based curriculum (**refer to Management Issue #1**). (**Refer to Table 2**)

Table 2: Elementary CMT-4 Writing Strand Analysis (Grades 3 to 5)

Grade	Year	Direct Assessment of Writing (D.A.W.)*		Editing and Revising			Total Writing		
		Number Tested	Average Holistic Score	Number Tested	% Mastery by Content Strand		Average # of Content Strands Mastered	% at or above proficiency	% at or above goal
					C/R	E			
3	2007	687	8.8	689	46	85	1.3	92.1	77.6
	2008	666	8.6	673	52	81	1.3	90.8	75.2
4	2007	664	9.4	662	74	82	1.6	96.1	84.0
	2008	681	9.2	682	71	84	1.5	93.1	77.7
5	2007	661	9.1	663	80	73	1.5	95.0	83.2
	2008	637	8.7	638	81	76	1.6	96.4	80.4

*8/12=Goal for D.A.W.

C/R= Composing & Revising Strand

E= Editing Strand

7. **Growth Analysis (3-5):** A comparison of elementary students who took the CMT in both 2006-07 and 2007-08 reveals that 23% of the students moved up one or more levels, 54% stayed on the same level and 21% moved down one or more levels. (**Reference: Table 3**)

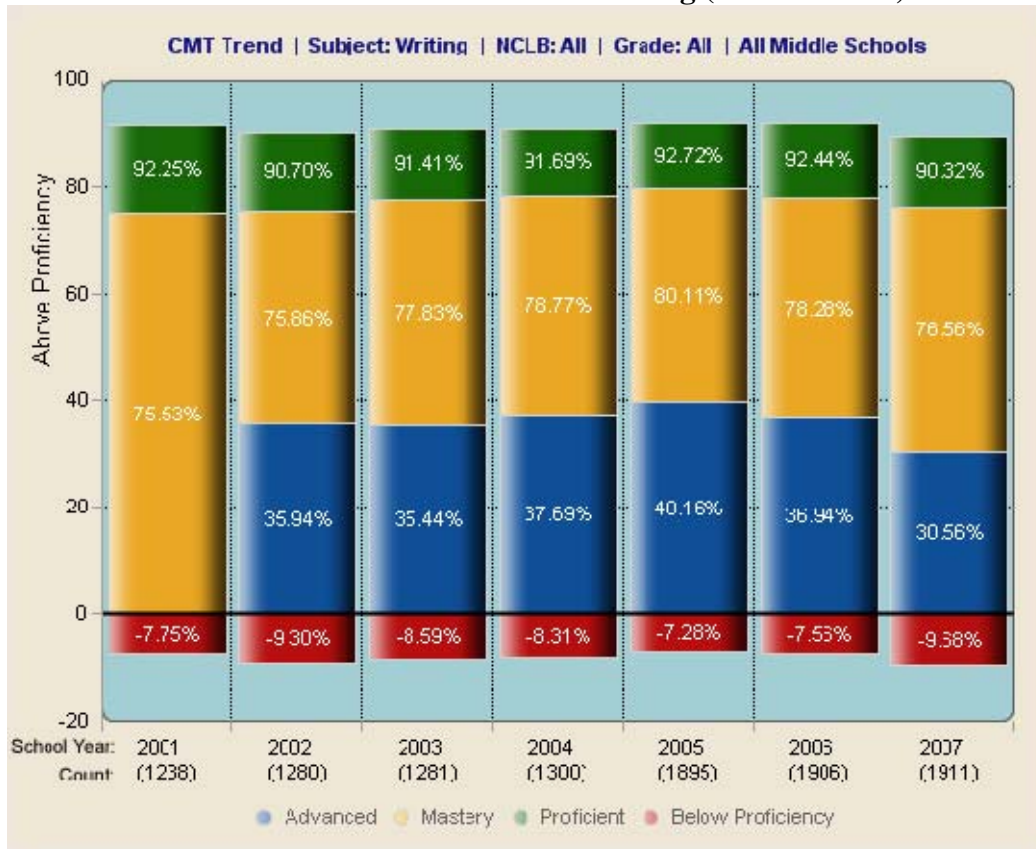
Table 3: Elementary CMT-4 Writing Growth Data (Grades 3-4 and 4-5)

	Spring 2007					
Spring 2008	Advanced	Goal	Proficient	Basic	Below Basic	Total
Advanced	265	134	17	1		417
Goal	136	247	61	10		454
Proficient	111	64	64	13	7	159
Basic	1	6	10	8	11	36
Below Basic			2	5	13	20
Total	413	451	154	37	31	1086

Up One or More Levels	254 (23%)
Same Level	597 (54%)
Down One or More Levels	235 (21%)

II.b. CMT-4 Results: Middle School (Grades 6-8)

Chart 4: Middle School CMT-4 Writing (Grades 6 to 8)



8. **Greenwich Public Schools Middle Schools:** Achievement level data indicate a decline in scores at the proficient, goal and advanced levels. In general, Greenwich middle school scores have continued to decline over the past three years as other DRG B districts have realized slight increases or remained relatively stable. Additionally, DRG A districts have also remained relatively stable or have demonstrated steady growth. These occurrences have widened the gap between Greenwich middle schools and other districts. Again, these data signify a need to review the writing component of GPS' Reading and Language Arts Program at the middle school level. The middle schools scored 13 percentage points below the district target of 90% at goal and 19 percentage points below the district goal of 50% at advanced on CMT writing set in the Greenwich Success System (**refer to Management Issue #1**). (**Reference Tables 4 and 5, Charts 4 and 5**)

9. **Central Middle School.** In 2007-2008, a high percentage of Central Middle School students (91%) continued to score proficient or higher. However, Central's scores indicate a decline at all levels (proficient, goal and advanced). Central considerably underperformed DRG B and DRG A districts at all levels. At the proficient level, Central students scored 2 percentage points below other DRG B districts and 6 percentage points below DRG A districts. The gap

at the goal level is also considerable with other DRG B districts outperforming Greenwich by 6 percentage points and DRG A districts outperforming Greenwich by 13 percentage points. The gap at the advanced level widens with other DRG B schools outperforming CMS by 11 percentage points and DRG A outperforming CMS by 22 percentage points (**see Management Issues #1 and #2 for further discussion**). (**Reference Tables 4 and 5, Charts 4 and 5**)

10. Eastern Middle School. Data indicate that Eastern scores exceed DGR B averages at all levels (proficient, goal and advanced) and match or exceed the DRG A average at the proficient and goal levels. However, Eastern scores at the advanced level have fallen below the DRG A average (**refer to management Issue #1 for further discussion**). (**Reference Tables 4 and 5, Charts 4 and 5**)

11. Western Middle School. Western’s scores indicate a downward trend since 2005-06 to 3-year lows at all levels (proficient- 81%, goal- 59% and advanced- 15%). WMS significantly underperformed the DRG B average by nearly 12 percentage points at the proficient level, 25 percentage points at goal level and 23 percentage points at the advanced level (**see Management Issues #1 and #2 for further discussion**). (**Reference Tables 4 and 5, Charts 4 and 5**)

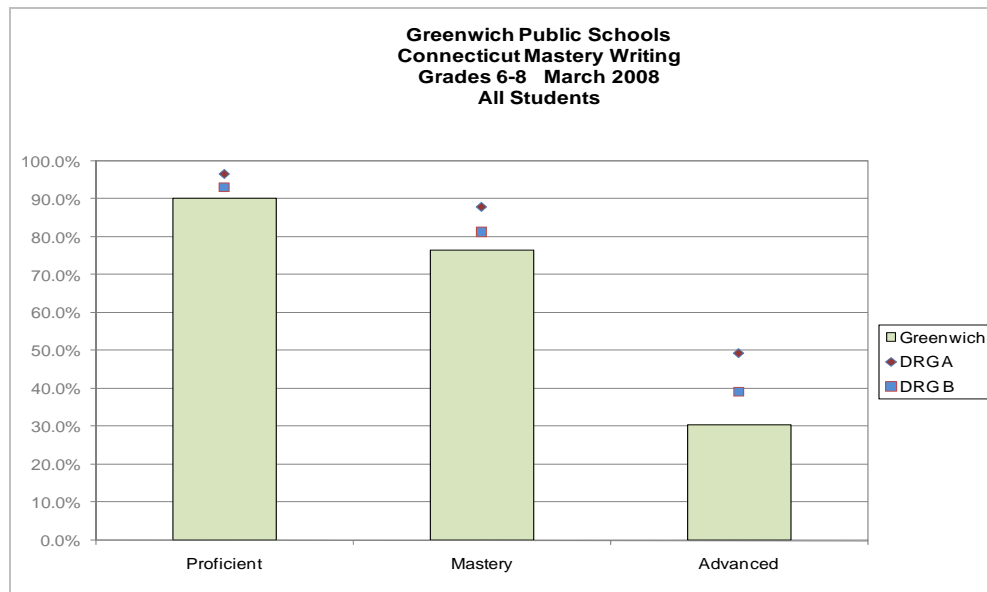
Table 4: Middle School CMT-4 Writing District and DRG Achievement Level Comparisons

School, District or DRG	% at Proficient	% at Goal	% at Advanced
Central MS	90.8	75.8	28.4
Eastern MS	96.7	89.5	43.4
Western MS	80.8	59.3	15.5
Greenwich, Grades 6-8	90.3	76.6	30.6
DRG B, Grades 6-8	93.2	81.5	39.4
DRG A, Grades 6-8	96.7	88.0	49.4

Table 5: Middle School CMT-4 Writing DRG Comparisons (Grades 6-8)

Advanced	Grade 6			Grade 7			Grade 8		
	06	07	08	06	07	08	06	07	08
DRG A	41	46	39	48	48	50	50	52	59
DRG B	36	38	36	38	38	39	38	39	43
Greenwich	41	35	28	42	40	31	37	36	33
Goal	Grade 6			Grade 7			Grade 8		
	06	07	08	06	07	08	06	07	08
DRG A	86	88	85	86	88	88	90	91	91
DRG B	81	81	79	79	79	80	81	83	84
Greenwich	81	78	75	78	77	75	80	80	80
Proficient	Grade 6			Grade 7			Grade 8		
	06	07	08	06	07	08	06	07	08
DRG A	95	96	96	96	97	96	97	97	98
DRG B	94	93	93	93	93	92	94	94	95
Greenwich	93	93	90	92	91	89	93	93	92

Chart 5: Middle School CMT-4 DRG Comparisons (Grades 6-8)



12. Strand analysis:

Direct Assessment of Writing: CMT-4 data indicate that students in grades 6-8 declined slightly in the average holistic score on the Direct Assessment of Writing prompt. This decline signifies a need to review writing curriculum, assessment and instructional practices at our middle schools (**refer to Management Issue #3**).

Editing and Revising: Overall, scores for mastery of Editing and Revising (strands 1 and 2) increased or remained relatively flat from 2006-2007. On the Composing/Revising strand scores in Grade 7 increased 9 percentage points from last year. For Grade 8 scores increased 13 percentage points in Composing/Revising strand and a 7 percentage points in the Editing strand. These data demonstrate significant growth from 2006-07 on the Editing and Revising portion of the CMT-4. However, mastery data indicate that students in grade 6 dropped 4 percentage points in the Composing/Revising Strand (**see Management Issue #3 for further discussion**). (**Reference: Table 6**)

Table 6: Middle School CMT-4 Writing Strand Analysis (Grades 6 to 8)

Grade	Year	Direct Assessment of Writing (D.A.W.)*		Editing and Revising			Total Writing		
		Number Tested	Average Holistic Score	Number Tested	% Mastery by Content Strand		Average # of Content Strands Mastered	% at/above proficient	% at/above goal
					C/R	E			
6	2007	653	8.4	655	74	80	1.5	92.8	77.6
	2008	645	8.1	645	70	81	1.5	89.5	74.4
7	2007	634	8.9	637	66	79	1.5	91.2	77.0
	2008	644	8.4	648	77	80	1.6	89.0	75.2
8	2007	629	9.0	630	64	63	1.3	92.5	79.7
	2008	638	8.8	639	77	70	1.5	92.0	79.7

*8/12=Goal for D.A.W.

C/R= Composing & Revising Strand

E= Editing Strand

13. Growth Analysis (6-8): A comparison of grade 5-7 students who took the CMT in both 2006-07 and 2007-08 reveals that 19% of the students moved up one or more levels, 53% stayed on the same level and 26% moved down one or more levels (see **Management Issue #1 for further discussion**). (Reference: **Table 7**)

Table 7: Middle School CMT-4 Writing Growth Data (Grades 5-6, 6-7 and 7-8)

Spring 2008	Spring 2007					Total
	Advanced	Goal	Proficient	Basic	Below Basic	
Advanced	496	209	18	1	2	726
Goal	325	544	126	15	1	1011
Proficient	29	135	92	39	4	299
Basic	2	27	48	24	11	112
Below Basic	1		7	17	23	48
Total	853	915	291	96	41	2196

Up One or More Levels	426 (19%)
Same Level	1179 (53%)
Down One or More Levels	591 (26%)

III. Narrowing Gaps, CMT-4 Writing (3-8)

14. Analysis of subgroups, aggregated over grades 3-8, reveals mixed results on the 07-08 writing CMT-4. The reverse gap between Asian students and the district as a whole remains with Asian students out-performing district percentages at all three levels (proficient, goal and advanced). Scores of Hispanic students (14% of the GPS population) are at 3-year lows at proficient, goal and advanced levels. Scores for Free and Reduced Lunch students (9% of the GPS population) are also beginning to trend slightly downward. Scores of Black students (3% of the GPS population) are trending slightly upward at the advanced and goal levels and continue to decline at the proficient level. Scores for the Special Education subgroup remain relatively flat. Scores for the English Language Learner subgroup indicate mixed results with a 4 percentage point increase at the advanced level and a 6 percentage point decrease at the goal level. With the exception of Asians, all subgroups remain below district averages by very wide margins (see **Management Issue #2 for further discussion**). (Reference: **Appendix, Table 11**)
15. The data table below shows a gap in the performance of females and males on CMT-4 writing. Females scored 17 percentage points higher than males at the advanced level, 13 percentage points higher at the goal level and 7 percentage points higher at the proficient level. These gaps have persisted over the past five years. In all cases, female percentages exceed male percentages (refer to **Management Issue #2 for further discussion**). (Reference: **Table 8**)

Table 8: CMT-4 Writing
Difference Between Female and Male Student Performance (Grades 3 to 8)

	03-04	04-05	05-06	06-07	07-08
Advanced	17	17	19	16	17
Goal	14	13	15	12	13
Proficient	7	8	6	7	7

IV. CAPT Results

1. On the 2008 CAPT, the percentage of Greenwich High School students achieving at the advanced level declined slightly from the 2007 CAPT and is fairly flat to slightly rising over five years. At the goal and proficient levels, scores increased to five-year highs and continue to trend upward. We remain roughly 4 percentage points below the district goal of 83% at goal on CAPT writing set in the Greenwich Success System (**refer to Management Issue #3 for more information**). (**Reference Table 14**)

2. At the advanced level, GHS CAPT scores exceed the DRG B average by roughly 3 percentage points and lag DRG A averages by roughly 10 percentage points. Similar results are evident at the goal level. At proficient, GHS scores are slightly lower than DRG B but are trending upward and approaching 100% (**see Management Issue #3 for additional information**). (**Reference Table #**)

3. We made some progress at GHS toward narrowing the achievement gap between the District average and student subgroups. Hispanic students continue to shrink the gap between them and the district average at the goal and proficient levels. At the advanced level, the gap between scores for Hispanic students and the district average has remained the same over five years. Free and Reduced Lunch students closed the gap at all three levels. It is difficult to decipher a trend in gap closing for Special education students. SPED students had increases at the goal and proficient levels from the 2007 CAPT and continue to trend upward at those levels. At advanced, SPED student scores remain flat. Blacks and English Language Learners did not have enough students for a subgroup score. Asian students exceed district averages at all levels. While we are pleased that there are increases in the scores of Hispanic and F/R lunch students, overall these subgroups continue to under-perform district averages at advanced, goal and proficient levels by wide margins (**see Management Issue #4 for further discussion**). (**Reference: Table 9**)

**Table 9: Connecticut Academic Performance Test Writing
Percentage Point Gap between Subgroup and District Average**

		03-04	04-05	05-06	06-07	07-08
Hispanic	Advanced	27	28	28	25	27
	Goal	37	28	34	27	25
	Proficient	23	19	14	14	12
Special Education	Advanced	28	28	25	35	32
	Goal	41	45	51	42	37
	Proficient	23	21	34	20	18
Free or Reduced Lunch	Advanced	37	30	32	32	23
	Goal	42	36	44	41	23
	Proficient	25	26	19	24	13

4. The data for 2008 CAPT writing show a gap in the performance of males and females. Females scored 15 percentage points higher than males at the advanced level, 16 percentage points higher at goal and eight percentage points higher at proficient. This gap has persisted over a five-year period (see **Management Issue #4 for further discussion**).
(Reference: Table 10)

**Table 10: Connecticut Academic Performance Test Writing
Percentage Point Gap between Female and Male Students**

		03-04	04-05	05-06	06-07	07-08
Female	Advanced	54	49	42	54	50
	Goal	80	84	79	81	87
	Proficient	93	96	96	96	99
Male	Advanced	29	34	28	36	35
	Goal	62	67	60	72	71
	Proficient	91	86	88	90	91
Difference	Advanced	25	15	14	18	15
	Goal	18	17	19	9	16
	Proficient	2	10	8	6	8

V. Scholastic Achievement Test (SAT I)

5. The mean writing score on the Scholastic Achievement Test (SAT I) increased from 563 in 2007 to 571 in 2008 as the participation rate decreased from 93% to 90%. (Reference: Table)

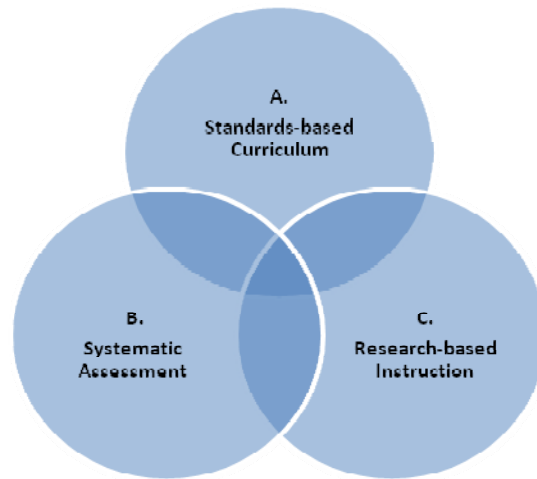
GOVERNANCE ISSUES

1. There are no governance issues.

MANAGEMENT ISSUES

Management Issue #1:

Low student performance at all achievement levels (proficient, goal and advanced) indicate a need to review the writing portion of GPS' Reading and Language Arts Program. This multi-year process will begin by making explicit connections among (a) Greenwich Public School's standards-based Reading/LA Curriculum, (b) systematic assessment and (c) research-based instruction.



Area of Focus	Strategies	Time Line
A. Standards-Based Curriculum	A.1. Work with teams of teachers and instructional leaders to analyze current K-6 Reading and Language Arts Curriculum and school-based curriculum maps and units of study	2008-2009 (elementary schools) 2009-2010 (middle schools)
	A.2. Develop K-5 core curriculum maps that embed GPS Reading/Language Arts Standards, assessments and assured instructional foci; revise 6-8 core curriculum maps	2009-2010
	A.3. Develop corresponding units of study	2010-2012
	A.4. Explicitly integrate the testing genre into units of study	2008-2010
B. Systematic Assessment	B.1. Integrate the 6+1 Traits of Writing Assessment Framework	2008-2009 (pilot)
	B.2. Formalize K-8 systematic benchmark writing assessments	2009-2010
C. Research-based Instruction	C.1. Continue to build professional knowledge on how to effectively integrate writing across all content-areas	2008-2009
	C.2. Professional learning to support research-based word study and writing workshop instruction (PLAs)	2008-2009

A. Standards-based Curriculum:

The Reading and Language Arts Department will begin a multi-year refinement/revision of the G.P.S. Reading & Language Arts Standards-based Curriculum (curriculum maps and units of study). The revised curriculum will link to the K-5 standards-based report card, K-8 district benchmark writing assessments and will involve a systematic integration of the testing genre. These units will emphasize the need for students to learn about the testing genre (test-taking strategies, audience, purpose, format, etc.). The CMT-4 Direct Assessment of Writing requires students in grades 3-4 to write in the narrative mode. Students in grades 5-6 are expected to write in the expository mode and grades 7-8 are expected to write in the persuasive mode. The curriculum work will also seek to explicitly embed the word study component of the comprehensive literacy program within units of study. The Reading and Language Arts Coordinator will work with instructional leaders, literacy specialists and teams of teachers to create a standards-based curriculum that is linked to standards-based assessments and research-based instruction.

B. Systematic Assessment

B.1. Integration of the 6+1 Traits of Writing Assessment Framework:

Professional Learning: In 2008-2009, literacy specialists and teacher leaders will begin to construct collaboratively knowledge about the 6+1 Traits of Writing. The 6+1 Trait Writing assessment framework is a powerful way to learn and use a common language to refer to characteristics of writing as well as to create a common vision of what 'good' writing looks like. Teachers and students use the 6+1 Trait writing assessment model to identify areas of strength and weakness as they use analytic rubrics and assessments to focus and improve writing instruction. Instructional leaders (teachers and literacy specialists) will also engage in professional learning experiences which include: professional book readings/discussions, creation of analytic rubrics to provide explicit feedback and development of anchor sets to calibrate student writing expectations.

Pilot: Elementary teachers at ISD and Parkway will utilize the 6+1 Traits of Writing analytic rubrics as part of the 2008-2009 Elementary Literacy Standards-Based Report Card (Year Two). Teachers at North Street and North Mianus are also actively building capacity and exploring the 6+1 Traits of Writing Assessment Framework by collaborating with building literacy specialists and reading professional books on this model.

B.2. Systematic Benchmark Writing Assessments: Additionally, the coordinator will work with teams of teachers to create/revise benchmark assessments that correlate to the CMT4 strands (D.A.W. and Editing/Revising). This work connects with the 6+1 Traits of Writing assessment framework and builds upon Writing Workshop, our instructional framework for writing instruction.

C. Research-based Instruction

C.1. Continued Focus on Writing Across all Content Areas:

Professional Learning: *Beyond the Blueprint: Fluency, Vocabulary, Comprehension and Writing (Grades 4-12)*: over the course of the 08-09 school year, intermediate elementary, middle and high school teachers will build capacity on how to integrate research-based word study instruction (word analysis, fluency and vocabulary). Teachers will: (a) become familiar with the *Beyond the Blueprint* document, (b) attend professional learning sessions and (c) share instructional strategies with teachers across all content-areas.

Nonfiction Reading and Writing Curriculum and Instruction:

- Elementary curriculum will purposely integrate content-area subjects (science and social studies) within the Reading/LA curriculum to enhance critical literacy skills (nonfiction units of study K-6 and transdisciplinary units of study).
- Middle schools will continue to emphasize the importance on nonfiction writing in all content areas; this will be evident in writing portfolios.

C.2. Continued Focus on Research-based Writing Workshop and Word Study Instruction

- **K-2:** There will be a continued emphasis on the need for explicit and systematic phonemic awareness and phonics instruction. Our work with Haskins Reading Laboratories will support this effort. All K-1 teachers attended a Haskins professional learning session on phonological awareness and about 15 instructional leaders and teachers are participating in extensive professional learning with Haskins. Please refer to appendices for a comprehensive description of the training that is being funded through the Lone Pine Foundation and the ERS state grant.
- **3-5:** Implementation of the Intermediate Word Study Program will continue to build capacity for research-based word study instruction in grades 3 through 5 (refer to the appendices for a description of this program).
- **4-12:** Professional learning will emphasize the need for research-based word analysis, vocabulary and fluency instruction (refer to the *Beyond the Blueprint* document, <http://www.sde.ct.gov/sde/cwp/view.asp?Q=321834&a=2618>)
- **K-8:** The reading and language arts coordinator has organized Professional Learning Activities to refocus writing workshop instruction (see appendices).

Management Issue #2: There is a need to continue monitoring the achievement gaps that are evident in various subgroups.

Research has shown that the strategies that will be implemented to address Management Issue #1 will have a positive impact on student learning across all subgroups. However, the Reading and Language Arts Coordinator will continue to work closely with teachers and administrators to address the following areas of concern:

- a. **Western Middle School, Central Middle School and Glenville:** The district coordinator and literacy specialists will generate a list of specific teaching strategies

that have leveraged learning at the high achieving schools. These instructional leaders will then collaborate with teams of teachers at WMS, CMS and Glenville to share these best-practices during grade-level meetings.

b. Gender Gap:

The reading and language arts coordinator and literacy specialists will work with building administrators and teachers to heighten awareness of the needs of male learners. During the school year, literacy specialists will seek research to support specific teaching strategies that have been identified to enhance learning experiences for boys. Again, these strategies will be shared during grade-level team meetings.

Management Issues #3: There is a need for all students to receive explicit classroom instruction on the format of the CAPT assessment and the skills that are assessed.

In grades nine and ten, students are exposed to a minimum of three CAPT practice exercises embedded in the World Themes and U.S. History curricula, respectively. One practice in each grade is a common experience. In addition, the program has moved to make its research model reflect the Interdisciplinary Writing CAPT in developing a question, collecting data from multiple sources, taking a position, and supporting it with appropriate references to text. Additionally, the ninth grade writing folder that followed each student through the end of tenth grade now follows unsuccessful CAPT students through eleventh grade in the CAPT Seminar, a small group intervention. CAPT Seminar provides practice in the writing skills essential for success on CAPT. Currently, there are 60 juniors scheduled for CAPT Seminar.

Teachers of Honors U.S. History 213 and Advanced Placement U.S. History have generally assumed that students enter these courses with the skills and practice required to score at the Advanced level. Teachers at these levels are now incorporating more CAPT skill lessons and activities into their classroom practice.

Specific strategies and actions include:

- Teachers use the department online file-sharing CAPT lesson folder to exchange lesson plans, instructional strategies, assessments, etc.
- Teachers of ninth and tenth graders collaborate to modify and reprioritize curricula and teaching practices to reflect the importance of CAPT as an indicator of student achievement and as a graduation requirement.
- Teachers regularly use the For/Against article in the *Upfront* magazine in 9th and 10th grade classes as formative assessments.
- The Assistant Headmaster gives the Program Administrator a list of grade 9 and 10 at-risk students (using CMT scores as indicators). The Program Administrator shares this list with staff.
- Grade 10 CAPT writing folder (portfolio) is distributed and used in conjunction with targeted skills lessons.
- Grade 8 and 9 writing portfolios are distributed and used in conjunction with targeted skills lessons.

- A diagnostic CAPT practice test is given to grade ten students.
- Department members attend state-sponsored CAPT conferences and share information obtained with colleagues.
- Grade 9 and 10 students take practice CAPT tests embedded in the social studies curricula.
- Grade 9 students take a full length practice CAPT test during the actual CAPT test.
- Grade 10 students take a released practice CAPT test in the two week period prior to the March testing.

Management Issue #4: There is a need to continue to address the subgroup gaps at Greenwich High School.

Teachers are more aware of the general differences in writing styles between female and male students, and address the issue in several ways that aid all students. All English teachers received professional learning on gender differences in writing. Teachers and the Program Administrators of English and Social Studies will brainstorm strategies for addressing the gender gap and make recommendations prior to the start of school in 2009-2010.

EXCEPTIONS

1. None

DESCRIPTION OF STANDARDIZED MEASURES

The **Connecticut Mastery Test (CMT)** is a state-mandated program that assesses and reports the achievement of students in grade three through grade eight in three areas: Mathematics, Reading, and Writing. Prior to the 2005-2006 school year, the CMT was administered in grades four, six and eight. The CMT assesses core academic competencies and serves as a key indicator of a student's readiness to successfully access the high school curriculum. Student scores are characterized by performance level: 5-Advanced, 4-Goal, 3-Proficient, 2-Basic and 1-Below Basic. Students scoring at the advanced level are performing at the top of all students across the state. Students scoring in the goal category possess the knowledge, ability, and skill necessary to successfully perform the tasks and assignments appropriately expected of a student with minimal teacher assistance. Students who score in the proficient category are able to successfully participate in their regular grade appropriate course work. The proficient standard is used to calculate adequate yearly progress under No Child Left Behind (NCLB). Students scoring below the proficient level require intervention to accelerate their academic progress.

The **Connecticut Academic Performance Test (CAPT)** is a state-mandated program that assesses and reports the achievement of tenth grade students in four areas: Mathematics, Science, Reading Across the Disciplines, and Writing Across the Disciplines. Student scores are characterized by performance level: 5-Advanced, 4-Goal, 3-Proficient, 2-Basic and 1-Below Basic. Students scoring at the advanced level are performing at the top of all students across the state. Students scoring in the goal category possess the knowledge, ability, and skill necessary to successfully perform the tasks and assignments appropriately expected of a student with minimal teacher assistance. Students who score in the proficient category are able to successfully participate in their regular grade appropriate course work. The proficient standard is used to calculate adequate yearly progress under No Child Left Behind (NCLB). Scoring at the proficient level or higher on the mathematics, reading and writing subtests is required for graduation from Greenwich High School. Students scoring below the proficient level require intervention to accelerate their academic progress.

The **Scholastic Assessment Test (SAT I)** is a measure of developed verbal and mathematical skills important for success in college. Scores are reported on a scale from 200 to 800. SAT1 is a college entrance examination and student participation is voluntary.

Advanced Placement (AP) is a College Board-sponsored program administered and operated by Educational Testing Service. The AP Program gives high school students an opportunity to take college-level courses and exams, and earn credit, advanced placement, or both for college. Greenwich High School offers sixteen advanced placement classes in five different disciplines. Examinations are administered in May and scored by the Educational Testing Service. AP Examination grades are reported on a 5-point scale as follows: 5-Extremely well qualified, 4-Well qualified, 3-Qualified, 2-Possibly qualified, 1-No recommendation.

Appendices

Table 11: Connecticut Mastery Test Writing by Student Subgroup (%)

		03-04	04-05	05-06	06-07	07-08
District (all schools and grades)	Advanced	36.7	37.0	40.2	38.6	33.1
	Goal	78.9	78.9	81.2	79.8	77.2
	Proficient	91.5	91.8	93.5	93.4	91.9
Asian	Advanced	40.4	43.8	47.8	44.8	44.9
	Goal	80.7	83.7	83.7	83.9	81.7
	Proficient	91.6	91.5	94.0	93.8	95.2
Black	Advanced	19.5	18.0	11.9	9.7	10.9
	Goal	53.7	44.0	48.8	39.8	41.3
	Proficient	70.7	64.0	76.2	71.0	63.0
Hispanic	Advanced	11.9	16.6	19.8	16.7	14.6
	Goal	59.1	59.1	63.7	58.8	55.3
	Proficient	76.7	82.2	86.5	85.9	83.6
White	Advanced	39.9	40.1	43.3	42.5	35.7
	Goal	81.8	82.6	84.6	84.0	81.5
	Proficient	93.8	94.2	95.0	95.2	93.8
Female	Advanced	45.8	46.1	50.0	47.2	41.4
	Goal	86.1	85.6	89.0	85.8	83.9
	Proficient	94.8	95.9	96.6	96.7	95.5
Male	Advanced	28.5	29.1	31.2	30.8	25.6
	Goal	72.3	73.0	74.1	74.4	71.1
	Proficient	88.5	88.2	90.7	90.4	88.5
Special Education	Advanced	7.3	6.8	8.3	8.8	8.5
	Goal	34.5	28.0	41.1	34.7	34.2
	Proficient	63.3	52.7	69.9	67.7	64.7
English Language Learners	Advanced		4.4	12.2	9.0	13.1
	Goal		35.6	52.7	44.0	40.6
	Proficient		62.2	79.3	75.3	76.9
Free or Reduced Lunch	Advanced	4.4	7.3	8.6	9.5	8.3
	Goal	48.2	40.7	53.1	49.0	42.7
	Proficient	73.7	68.4	81.0	77.0	75.2

Table 12: Connecticut Mastery Test Writing by Elementary School (%)

		03-04	04-05	05-06	06-07	07-08
District (all schools grades 3-5)	Advanced	39.4	36.2	40.2	40.2	35.7
	Goal	81.0	79.6	82.3	81.3	77.8
	Proficient	91.7	92.4	94.3	94.4	93.4
Cos Cob	Advanced	30.9	34.9	33.5	46.6	39.0
	Goal	77.9	84.1	74.9	78.8	74.7
	Proficient	92.7	92.1	91.1	91.2	90.0
Glenville	Advanced	32.9	20.3	27.8	25.0	18.1
	Goal	73.7	72.5	70.0	72.8	67.8
	Proficient	89.5	88.4	87.8	88.9	88.7
Hamilton Avenue	Advanced	14.3	15.6	22.8	16.7	7.5
	Goal	61.9	48.9	75.4	72.7	48.1
	Proficient	78.6	77.8	95.6	90.9	77.4
Dundee	Advanced	47.5	40.4	55.2	57.5	51.6
	Goal	91.8	79.0	90.8	87.7	86.6
	Proficient	96.7	91.2	98.3	97.8	98.4
Julian Curtiss	Advanced	37.3	23.1	33.9	36.7	28.7
	Goal	72.6	76.9	76.3	76.7	70.7
	Proficient	86.3	90.8	89.3	93.3	92.0
New Lebanon	Advanced	15.2	13.5	16.2	14.2	19.6
	Goal	42.4	48.7	59.8	57.5	62.8
	Proficient	66.7	78.4	80.3	87.5	90.2
North Mianus	Advanced	52.7	48.5	45.8	39.0	43.0
	Goal	96.0	95.5	89.2	80.3	84.5
	Proficient	98.7	97.0	99.0	91.6	95.7
North Street	Advanced	45.3	31.9	46.6	51.9	49.6
	Goal	90.7	83.5	87.4	91.4	87.6
	Proficient	96.0	96.7	98.3	99.1	96.3
Old Greenwich	Advanced	48.3	45.5	43.7	41.9	28.1
	Goal	86.7	87.0	89.5	86.6	81.9
	Proficient	95.0	93.5	94.5	97.7	98.6
Parkway	Advanced	52.8	62.4	51.7	56.2	52.3
	Goal	87.5	88.2	88.7	89.5	85.0
	Proficient	95.8	97.7	98.5	99.4	96.7

Riverside	Advanced	33.3	38.8	47.0	40.2	36.1
	Goal	81.0	83.6	90.6	87.0	84.6
	Proficient	93.7	98.5	98.0	97.1	95.7

Table 13: Connecticut Mastery Test Writing by Middle School (%)

		03-04	04-05	05-06	06-07	07-08
District (all schools grades 6-8)	Advanced	35.4	37.7	40.7	36.9	30.6
	Goal	77.8	78.8	80.1	78.3	76.6
	Proficient	91.4	91.7	92.7	92.4	90.3
Central	Advanced	35.4	31.9	33.0	32.8	28.4
	Goal	81.0	78.9	74.9	77.3	75.8
	Proficient	93.7	93.1	91.2	91.3	90.8
Eastern	Advanced	50.0	54.4	56.0	52.5	43.4
	Goal	86.0	90.8	89.8	90.8	89.5
	Proficient	94.6	96.9	96.4	97.6	96.7
Western	Advanced	18.7	24.7	27.6	20.8	15.5
	Goal	64.5	64.2	73.5	62.3	59.3
	Proficient	85.0	83.7	89.7	86.8	80.8

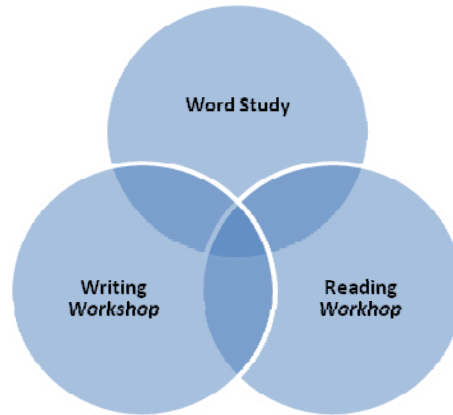
Table 14: Connecticut Academic Performance Test Writing (%)

		03-04	04-05	05-06	06-07	07-08
GHS (Grade 10)	Advanced	41.1	40.9	34.6	44.3	42.4
	Goal	71.1	75.3	69.1	76.5	78.9
	Proficient	92.0	90.9	91.6	93.1	94.5
Asian	Advanced	47.5	47.9	45.2	48.9	67.4
	Goal	82.5	85.4	81.0	73.3	89.1
	Proficient	95.0	97.9	97.6	95.6	97.8
Black	Advanced	The number of students in this subgroup is insufficient for reporting purposes.				
	Goal					
	Proficient					
Hispanic	Advanced	14.1	12.8	6.5	18.7	15.4
	Goal	34.4	47.4	34.8	49.5	53.9
	Proficient	68.8	71.8	78.3	79.1	83.3
White	Advanced	44.5	46.3	40.4	50.0	45.1
	Goal	75.7	80.5	76.6	83.4	83.0
	Proficient	95.1	93.8	94.4	95.9	96.9
Female	Advanced	54.1	48.8	42.0	53.8	50.2
	Goal	80.4	83.8	78.8	81.1	86.7
	Proficient	93.4	96.0	95.7	96.2	98.5
Male	Advanced	28.7	33.6	27.6	35.6	34.9
	Goal	62.2	67.2	60.1	72.3	71.4
	Proficient	90.6	86.0	87.8	90.2	90.7
Special Education	Advanced	12.8	13.2	10.1	9.3	9.7
	Goal	30.4	29.8	17.7	34.7	41.8
	Proficient	68.6	70.3	58.2	73.3	76.7
English Language Learners	Advanced	The number of students in this subgroup is insufficient for reporting purposes.				
	Goal					
	Proficient					
Free or Reduced Lunch	Advanced	4.4	10.9	2.7	12.1	18.5
	Goal	28.9	39.1	24.7	36.2	55.6
	Proficient	66.7	65.2	72.6	69.0	81.5

Table 15: Scholastic Assessment Test 1 Writing

	03-04	04-05	05-06	06-07	07-08
% of Graduates Tested			91%	93%	90%
Mean Score			560	563	571

GREENWICH PUBLIC SCHOOLS
COMPREHENSIVE LITERACY FRAMEWORK FOR GRADES 3-5
Adapted from *Guiding Readers and Writers Grades 3-6* by Fountas & Pinnell



Grades 3-5 Intermediate Word Study:

The Goal: Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They learn the meaning and structure of words and the conventions and forms of written language. Areas of instruction include *phonics/word analysis, fluency, vocabulary, spelling and the conventions of English Language*. Learning experiences may include:

- Interactive Read Alouds
- Modeled or Shared Reading/Writing
- Readers’ Theatre/Process Drama
- Choral Reading
- Poetry Sharing/Response
- Current Events
- Interactive Edit
- Interactive Vocabulary
- Handwriting
- Word Structural Analysis
- Word/Pattern Sorts

Teachers in grades 3-5 have been provided with *Spelling for Writers* instructional resource kits and an *Intermediate Word Study Binder: A Companion to Spelling for Writers* to support the Word Study component of GPS’ Comprehensive Literacy Framework. This fall, elementary literacy specialists attended a “Trainer-of-Trainer” staff development session on this new program. This year, literacy specialists are working with teachers to provide job-embedded professional learning needed to support effective implementation and classroom instruction.



Proposal Prepared for the Lone Pine Foundation

Background Information

In 2000, both the National Reading Panel (NRP) Report and Haskins Early Reading Success made their debut. The NRP identified five core components of comprehensive literacy instruction: phoneme awareness, phonics (including spelling), fluency, vocabulary, and text comprehension. Louisa Moats' explanations of the core components support her contention that teaching reading is "rocket science."

Phonemic awareness: The ability to distinguish, produce, remember, and manipulate the individual sounds (phonemes) in spoken words. Phonemic awareness is the understanding that phonemes are blended in spoken words and can be broken apart (segmented). It constitutes a necessary underlying skill for mapping alphabetic symbols to spoken words and can be developed through instruction.

Phonics: Knowledge of the predictable correspondences between phonemes and graphemes (the letters and letter combinations that represent phonemes). Readers use phonics as they learn to decode unfamiliar words, to recognize familiar words accurately and automatically, and to spell. Explicit, systematic instruction in phonics helps average children learn to read and spell more accurately and fluently than those who don't receive phonics instruction. More important, phonics is critical for preventing reading failure in children at risk.

Reading fluency: Reading text with sufficient speed and accuracy to support comprehension.

Fluency can be enhanced with various instructional techniques and with reading practice. To comprehend well, students must achieve adequate oral reading fluency rates. Thresholds for adequate oral reading fluency from first to fifth grade are well established by research.

Vocabulary development: Understanding what words mean is best achieved by reading itself, oral language practice, and instruction in a wide range of topics. Reading comprehension depends heavily on knowledge of the individual word meanings in a text, and those meanings are learned by repeated exposure to a word's use in context and by explicit, direct instruction in word meanings.

Reading comprehension: Requires comprehension skills and strategies, background knowledge, and verbal reasoning. All are employed by good readers—who read with purpose and flexibility—to understand, remember, and communicate what has been read. Teachers can be instrumental in imparting to children the skills and strategies necessary to navigate narrative and expository texts.

Since its inception as the Early Reading Success Initiative, Haskins Literacy Initiative has expanded its offerings beyond these five components to include two additional professional development workshops – Oral Language Development and Response to Intervention.

Oral Language is the launch pad for all aspects of literacy and language arts—reading, writing, speaking and listening. This essential foundational skill is implicit in all language arts instruction but must be explicitly fostered and monitored. Students develop facility with spoken and written language when teachers facilitate purposeful classroom discourse and plan instruction that teaches students how to verbalize what they are reading and listening to.

Response to Intervention is the practice of providing scientific, research-based instruction and intervention matched to student needs, with important educational decisions based on student's levels of performance and learning rates over time (Response to Intervention Policy Considerations and Implementation, National Association of State Directors of Special

Education, 2005). Essential components include effective, scientifically based classroom instruction for *all* students and intentional monitoring to move students in and out of three or more levels of increasingly intense instruction.

Scope of Services:

During the 2008-09 school year, Haskins Literacy Specialists and literacy team members from Rogers School will provide Professional Development (PD) in each of the aforementioned seven components of comprehensive literacy instruction. This PD will provide members of school literacy teams (minimum of three attendees per school) with prerequisite knowledge for implementing scientifically based research interventions for students in K-5 classrooms. Each of the seven workshop series will include four sessions per topic, delivered over consecutive weeks in order to provide continuity and immediate feedback to participants. The sessions will consist of the following:

- 1. *Introduction to Core Component:*** This session will include background knowledge and provide key concepts necessary to understand how to assess students and how to tie assessments to instruction. Participants will leave the session with an assignment to administer a progress monitoring assessment to a group of students.
- 2. *Using Assessment Data to Differentiate instruction:*** Participants will bring the assessment data they collected to the second session to be scored and analyzed in order to plan for appropriate small group instruction.
- 3. *Site-based Visit to Meet with School Team Members:*** The Haskins Literacy Specialist and teachers from the Rogers literacy team will travel to the school to meet with team members for the purpose of examining the existing literacy curriculum and assessment plan and to make recommendations for strengthening the literacy program.
- 4. *Participating School Teams to Visit Rogers School Demonstration Site:*** Literacy team members will be encouraged to visit the International School at Rogers Magnet to see how they are developing an integrated curriculum using assessment data and the school's resources available for literacy instruction. Classroom visits and focused group discussions will allow participants to see the model in action.

School teams will be encouraged to select to attend workshop series based on school assessment data that will indicate areas of need. Teams that commit to attending all seven series will be encouraged to select a grade level to focus on over the course of the school year to develop their teachers' knowledge and to practice the use of progress monitoring assessments and the implementation of best practices associated with students' demonstrated needs in that particular grade level. The overarching goal of this plan is to assist schools in developing a literacy team that meets regularly to manage the collection and analysis of student assessment data for differentiated instruction. It is also aimed at building capacity within the school and the district by establishing a literacy data plan and formalizing the process of using assessment data to guide instruction.

A competitive application process will be used to select the schools that will participate in the first year of the training. Schools demonstrating strong leadership, dedicated and knowledgeable literacy specialists, committed K-2 staff, and a desire to focus on improving literacy instruction will be considered most qualified for inclusion in the project. Qualitative and quantitative data will be collected on how the school teams are performing in order to assure accountability and fidelity to the model – as well as to guide the director in building the model.

*Haskins Literacy Initiative/Lone Pine
Professional Development Series*

October 2008- ***Topic: Phonological Awareness Instruction***

Session 1- Monday, October 6, 2008

Place and Times- TBA

Session 2- Wednesday, October 15, 2008

Place and Times- TBA

Sesssion 3-Date/Time-TBA

Participating Schools

Session 4- Date/Time-TBA

International School at Rogers Magnet

November 2008- ***Topic: Code Instruction***

Session 1-Monday, November 3, 2008

Place and Times- TBA

Session 2- Monday, November 10, 2008

Place and Times-TBA

Session 3-Date/Time-TBA

Participating Schools

Session 4- Date/Time-TBA

International School at Rogers Magnet

December 2008 ***Topic: Fluency Instruction***

Session 1- Wednesday, December 3, 2008

Place and Times- TBA

Session 2- Friday, December 12, 2008

Place and Times- TBA

Session 3-Date/Time-TBA

Participating Schools

Session 4- Date/Time-TBA
International School at Rogers Magnet

January 2009 *Topic: Vocabulary Instruction*

Session 1- Thursday, January 8, 2009
Place and Times- TBA

Session 2- Thursday, January 15, 2008
Place and Times- TBA

Session 3-Date/Time-TBA
Participating Schools

Session 4- Date/Time-TBA
International School at Rogers Magnet

February 2009 *Topic: Oral Language/Text Comprehension*

Session 1-Monday, February 2, 2009
Place and Times- TBA

Session 2- Wednesday, February 11, 2009
Place and Times- TBA

Session 3-Date/Time-TBA
Participating Schools

Session 4- Date/Time-TBA
International School at Rogers Magnet

April 2009 *Topic: Oral Language/Text Comprehension*

Session 1- Thursday, April 2, 2009
Place and Times- TBA

Session 2- Thursday, April 9, 2009
Place and Times- TBA

Session 3-Date/Time-TBA
Participating Schools

Session 4- Date/Time-TBA
International School at Rogers Magnet

May 2009

Topic: RTI- Response to Intervention

Session 1- May -TBA
Session 2- May –TBA
Session 3- May –TBA
Session 4- May –TBA

2008-2009

Reading & Language Arts PLA Offerings Posted on EZ Tracks

Contact Hours = 1.5 x 4 (6 hours)

	SERIES B (1/21, 2/18, 2/25, 3/18)	SERIES C (3/25, 4/22, 4/29, 5/20)
Option 1	<p><i>Refining Reading Workshop</i> (K-6) Teachers will develop an understanding of basic components of reading workshop. Learning experiences will include: the architecture of a mini-lesson, conferring, independent reading and strategies for small, flexible-group instruction.</p>	<p><i>Advanced Reading Workshop</i> (K-6) This workshop is designed for teachers who are comfortable with the basic components of reading workshop. Teachers will learn how to refine mini-lessons, use data to form guided reading groups and enhance “accountable talk” in reading workshop.</p>
	<p>Presenters: Jen Donat & Deborah Goodwin</p>	<p>Presenters: Jen Donat & Deborah Goodwin</p>
Option 2	<p><i>Fine-tuning Reading Instruction Using Assessment; DRA</i> (K-2 teachers, K-5 Literacy Specialists)</p>	<p><i>Phonemic Awareness Instruction</i>(K-2): Teachers will be able to teach each student at his/her developmental level using multi-sensory activities, songs, poems and movement to integrate phonemic awareness instruction with word reading, spelling and vocabulary instruction.</p>
	<p>Kristy Lawson is working with Pearson Publishers to bring DRA2 training to the district; more info to follow</p>	<p>Steve Rosenberg (Cos Cob)</p>
Option 3	<p><i>Phonological Awareness Instruction: Make and Take Sessions + Professional Book Group: Phonemic Awareness in Young Children (Marilyn Adams)</i>(PreK-1 teachers who attended the Haskins Training on October 11, 2008): Teachers will work to create hands-on materials to support the phonological awareness professional learning that occurred this fall (Haskins Reading Laboratories). Participants will also read the professional book: Phonemic Awareness in Young Children.</p>	<p><i>Fine-tuning Reading Instruction Using Assessment; Fountas & Pinnell</i> (3-5 elementary teachers, 6-8 reading specialists): Teachers will work with the F&P Benchmark Assessment tool to refine and focus reading instruction. Teachers will calibrate student expectations and identify instructional strategies to support student learning.</p>
	<p>Katie Ferguson</p>	<p>Leslie Pearson (Julian Curtis)</p>

	SERIES B (1/21, 2/18, 2/25, 3/18)	SERIES C (3/25, 4/22, 4/29, 5/20)
Option 4	<i>Introduction to Writing Workshop (K-5):</i> Teachers will learn the basic structure of the writer’s workshop, ideas for mini-lessons, tips for conferring, and effective ways to use the Writer’s Notebook to support good writing.	<i>Elementary Writing Workshop (Grade 5):</i> Teachers will become immersed in a writing unit of study on journalism. This unit will support students as become authentic readers, writers and thinkers. Students will build their repertoire of author’s craft as they observe the school setting to develop note-taking skills, focus on action, develop a dramatic tone and voice through the 2 nd person and play with sentence length. This unit will help teachers connect reading and writing workshop.
	Beth Cotter and Jacqueline Carlin (North Street)	Mike Faloon (North Street)
Option 5	<i>K-5 Comprehensive Literacy Assessment Review (K-5 Literacy Specialists only)</i> Literacy specialists consult with Haskins Laboratories and reflect upon best practices of assessment. The team will review and reflect on Greenwich P.S.’ K-5 Comprehensive Literacy Assessment Grid and revise the document as needed. The team will plan for appropriate Professional Learning (09-10) to support revisions.	<i>Professional Study: 6+1 Traits of Writing (Grades 2-8 literacy specialists, instructional coaches, and/or Learning Facilitators):</i> Participants will engage in a professional book group to build capacity on the 6+1 Traits of Writing. 6+1 Traits of writing is an assessment tool/framework to provide feedback to students and build a common language to talk about writing.
	Jen Mitchell, Haskins staff and Literacy Specialists attending Lone Pine training	Presenters: Erin Lynch
Option 6	NA	<i>Intermediate Writing Workshop (6-8 Middle School English Teachers):</i> Participants will review the basic structures of writing workshop and focus on analytic writing rubrics, providing feedback and accountable conferring.
		A presenter from C.W.P. (TBD)

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Option 7	NA	<i>Revisions of Local Curriculum Assessments - Common Benchmark Assessments</i> (6-8 Middle School English Teachers): Middle school teachers will reflect on the current local curriculum assessments. Teachers will revise as needed to align these assessments with grade-level, end-of-year expectations and the CMT4 strands.
		Presenters: Jen Mitchell and MS English LFs
Option 8	NA	<i>Intermediate Word Study</i> (3-5): Teachers will learn strategies to enhance the Intermediate Word Study Component of Comprehensive Literacy. Areas of focus will include: the structures of English language as they relate to Spelling for Writers, rules for syllabication, strategies for structural analysis, how to use data to inform fluency instruction and strategies for effective vocabulary instruction.
		Kathleen Schnefke & Fran Williams (North Street)