



Elementary School Writing Improvement Plan

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EDLD 655



School Improvement Goal
<p>In the next three years The Elementary School will improve passing test scores on state writing assessments from 29% to 40%, 50%, and 60% respectfully.</p> <p>The School District has been without a writing curriculum for at least eight years. To address the gap, teachers have created their own materials. Although well intentioned, these are not always informed by the latest pedagogy and have rarely been coordinated or correlated with other staff efforts. A comprehensive year-long writing plan has not been developed that would ensure teachers are covering all material and doing so in a thoughtful manner. Not having a formal curriculum, teachers have not been trained to best teach students to write. The lack of coordinated curriculum and intentional teacher training has significantly contributed to students continuing to struggle with writing thus resulting in low test scores.</p>
Action Plan
<p>Continued Efforts:</p> <ul style="list-style-type: none"> •Provide training and support of Step Up to Writing •Provide training and support of Lucy Calkins •Provide training on work sample scoring <p>New Efforts:</p> <ul style="list-style-type: none"> •Provide more time for scoring collaboration •Create/share year long writing plans •Focus Friday School instruction on supplemental writing •Focus on statewide writing rubric <ul style="list-style-type: none"> •Use rubric to model writing •Teach students to self assess using rubric •Adopt practice that "Rubrics can teach as well as evaluate." •Begin Writing Passport <ul style="list-style-type: none"> •Develop genre expectations at each grade level •Track passing papers in each genre •Score work samples via respective classroom teachers •Keep samples in student portfolio •File student portfolios with education records at years' end
Budget Demands
<p>The School District was able to use School Improvement Funds in invite Neila Solberg and Sue Spiker to The Elementary School for staff training in 2008-09. Mrs. Solberg focused on the Lucy Calkins and Step up to Writing curriculums. She visited on two different occasions and led both all staff and grade level trainings. It was a good start to improving test scores but should continue in the next two years to elicit the best results.</p> <p>Sue Spiker visited The Elementary School on three occasions during 2008-09. She focused on using student assessments to guide instruction. During the course of the trainings it became apparent that the teachers lack of a year long writing plan has prevented students from receiving instruction in all writing genres. It was also prevented teachers to work collaboratively to ensure all needed areas of writing instruction are covered.</p> <p>In order to continue the writing improvement efforts, Neila Solberg and Sue Spiker will visit during the 2009-10 school year and again in 2010-11.</p> <p>Neila Solberg - Lucy Calkins and Step Up to Writing training - \$3600 Sue Spiker – Creation of year-long writing plans - \$1200</p>

Evidence								
<p>4th Grade - Percentage of The Elementary School Students Meeting or Exceeding Standards</p> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>28</td> </tr> <tr> <td>2006-07</td> <td>45</td> </tr> <tr> <td>2007-08</td> <td>29</td> </tr> </tbody> </table>	Year	Percentage	2005-06	28	2006-07	45	2007-08	29
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Contact Information								
<p>For further information, please contact Angela Hansen, Angela.Hansen@centrallinn.k12.or.us.</p>								

Outcome Projections																												
<ul style="list-style-type: none"> •Better trained teachers via: <ul style="list-style-type: none"> •Delivering writing instruction •Scoring writing papers •More direct, consistent writing instruction •Increased student understanding of writing rubric •Improved test scores 																												
Demographics																												
<p><u>School</u></p> <ul style="list-style-type: none"> •Grades K-6 •350 students •17 teachers •Average years of teaching experience – 7 <p><u>Students</u></p> <ul style="list-style-type: none"> •42.8% receiving free/reduced lunch •17% of student population SPED identified 																												
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<p>Andre, W., Barton, J., Kern, D., McGuire, M., & Schilke, R. (2003) Less is more: Preparing students for state writing assessments. <i>The Reading Teacher</i> 56(8) 816-826</p> <p>Andrade, H., Du, Y., & Wang, X. (2008) Putting Rubrics to the Test: The effect of a model, criteria generation, and rubric-referenced self-assessment on The Elementary School students' writing. <i>Educational Measurement: Issues & Practice</i> Summer 3-13</p> <p>Thomas, M. (1994) Case Study: Program for Improving Writing Skills. Wilmington College Case Study</p> <p>Spokane School District (2000) Spokane Elementary Writing Program Guide</p>																												