Writing Improvement Goal

STAR Elementary
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EDLD 655 University of Oregon March 10, 2009

Introduction

STAR Elementary’s writing test scores have been low for several years. We have compiled and recorded data for the last four years. The scores were highest in the 2005-2006 school year. The scores were extremely low in the 2007-2008 school year. After analyzing and discussing this drastic difference, we determined that we had areas that needed improving. Our writing instruction is inconsistent and not aligned across grade levels.

In previous years, goals for writing instruction has been included in our Schoolwide Improvement Plan with the Literacy Goal. We made writing a stand alone goal.

When the writing scores were posted last Spring, the majority of our students did not meet the benchmark. Our school made the commitment to increase writing proficiency. We have identified a single school improvement goal to focus on writing instruction at all grades.

STAR Elementary Demographic Data 2008-2009

Description: Neighborhood Elementary

Total Student Population: 417 Students

Population by Ethnicity:

- White: 219 students (53%)
- Latino: 110 students (26%)
- Black: 25 students (6%)
- Asian/Pacific Islander: 25 students (6%)
- American Indian: 14 students (3%)
- Unspecified: 24 students (6%)
- Free & Reduced Lunch Count: 315 students (77%)
- ELL Students served: 50 students (12%)
- Special Education Students served

Contact Information

For further information, please contact Denisa Taylor, Director of Literacy, Principal, STAR Elementary, Eugene School District 4J

OSAT Writing Data for School Compared to District

Scores for District and School

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<td>38.3</td>
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Measurable Writing goal:

- Increase the number of 4th grade students who meet or exceed the Oregon State Assessment Test by 5% each year.
- Increase the number of students who meet or exceed the Writing Benchmark at Grades 3, 4, and 5 on the Chavez Writing Assessments by 5% each year.

Assessment Data:

- Writing Percentage of Students who Met or Exceeded the state standard in 4th Grade – 20%
- No current data on 3rd-5th grade writing samples.

Description of how student progress toward this goal will be measured:

- Teachers in grades 3-5 will collect a writing sample each year and share the results with the Student Achievement Coordinator.
- Fourth Grade students will take the OAKS (Oregon Assessment of Knowledge and Skills) writing assessment each February.

Description of procedures for reporting student progress toward this goal to parents:

- The Student Achievement Coordinator will compile the assessment data and include it in the School-wide Annual Review.

Strategies To Support Writing Goal:

- In-Instructional Strategies To Support Writing Goal:
  - Writer’s Workshop
  - Step Up To Writing
  - Teaching the 6 Traits
  - Systematic Approach with Clear Scope and Sequence
- Professional Development Strategies To Support Literacy Goal:
  - Professional Learning Community
  - District Trainings with a focus on developing articulated writing plan for grades K-5
  - Grade Level Writing “Tribes”
- Parent involvement Strategies To Support Literacy Goal:
  - Home to School Journals
  - Academic Night for parent training—homework expectations and support
  - Parent/Teacher Conferences
- Other Strategies To Support Literacy Goal:
  - Share samples of writing to demonstrate a passing paper
  - Field trips to Register Guard, Library, and Eugene Weekly
  - Invite local authors to speak to classes or schoolwide assembly
  - International Writing Buddies or Local Pen Pals

Question of the Day:

- Writing today is not a fun for the few, but an essential skill for the many.

References


Writing Next: Effective strategies to improve writing of adolescents in middle and high schools. A report to Carnegie Corporation of New York, Washington, DC: Alliance for Excellent Education.


Intended Outcomes

1. Writing skills for all of our students will improve.
2. Fourth grade students meet intended writing benchmarks.
3. The writing curriculum, Step Up To Writing, is used with fidelity by all classroom teachers.
4. Writing benchmarks are aligned with the standards.