



Writing Improvement Goal

STAR Elementary

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EDLD 655 University of Oregon March 10, 2009



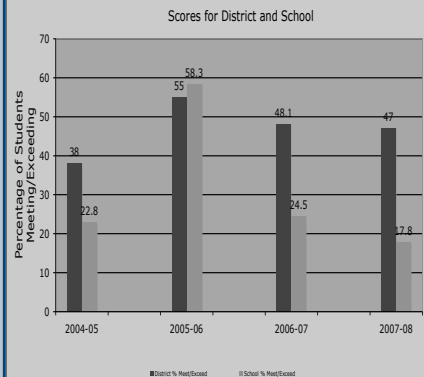
Introduction

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.

OSAT Writing Data for School Compared to District



STAR Elementary Demographic Data 2008-2009

Description:	Neighborhood	
Elementary	Kindergarten - Fifth Grade	417 Students
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

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STAR Elementary Writing Improvement Goal - 2008-2010

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 Chávez Writing Assessments by 5% each year.

Assessment Data:

- Writing Percentage of Students who Met or Exceeded the state standard - 4th Grade - 20%
- No current data on 3-5th 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:

- 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 "Tribe s"
- Parent Involvement Strategies To Support Literacy Goal:
 - Home to School Journals
 - Academic Nights 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

January 2009, Integrated the Step Up To Writing Curriculum with the Treasures Language Arts Curriculum

October 2008, conducted a Professional Development Day to examine data and brainstorm specific goals for a Schoolwide Writing Plan. Reviewed best practices for writing instruction. Identified resources available

November 2008, developed a Professional Learning Community of 4 intermediate teachers. Purchased and read the book *Writing Essentials: Raising Expectation and Results While Simplifying Teaching* by Regie Routman. PLC met the first Monday of every month for 3 hours to discuss progress in the classroom and next steps. Teachers integrated the ideas of the book with classroom instruction such as "Writer's Workshop".

October 2008, shared writing samples with families at Parent Teacher Conferences.

February 2009, shared samples of writing which scored a passing grade to fourth grade students.

Potential Options and Decisions

Potential Options	Decisions
Hire a full time Writing Coach	Funds are not available at this time to hire a coach.
Purchase new Writing Curriculum	Continue to use newly purchased Writing program schoolwide with fidelity.
Increase the amount of instructional time for Writing.	The master calendar and classroom daily schedules are tightly scheduled at this time.

STAR Elementary Writing Action Plan for 2008-2009 Strategies implemented during the 2008-2009 School Year

STAR Elementary Writing Action Plan for 2009-2010

1. Prioritize all Professional Development Days for the 2009-2010 School Year to discuss writing instruction.
2. Develop a year long Writing Scope and Sequence based on State Standards and specific to the needs of the school and students.
3. Reinstate the School Writing Work Sample project in grades 3-5. Improve the Writing Rubric for grades 3-5.
4. Coordinate with Title 1 Schools to create a writing rubric for Kindergarten-Grade 2.

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.
5. Language arts curriculum and writing curriculum are integrated to efficiently use instructional time.

Connection to Research

Report of the National Commission on Writing, May 2006
Seven key findings from research

1. Many excellent examples of effective practice in writing instruction exist.
2. Standardization and scripting of instruction threaten to undermine this writing instruction.
3. A climate to encourage writing must be created.
4. Genuine reform requires personalization of instruction.
5. Maintaining a sense of community in schools is essential both to writing and to the larger reform movement.
6. Integrating writing into the reform agenda, while challenging, is integral to the success of both.
7. The best hope for improving both writing and schools generally lies in high-quality professional development.

Quote

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

The National Commission on Writing for America's Families, Schools, and College

References

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