SIP Goal: Implementation of a School-Wide Writing Plan

EDLD 655-University of Oregon

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Introduction

Writing is Critical to Literacy
- Common expectations about good writing must be developed across the disciplines. (NCES, 2008)
- National Assessment of Educational Progress (NAEP) data show a positive correlation at all three assessed grades (grades 4, 8, and 10) between writing scores and writing teacher or portfolio use. (Salahu-Din, 2008)
- The best schools placed great emphasis on writing, grammar, rhetoric, and logic (saying things properly, saying them well, and saying them in a way that makes sense) were seen as cornerstones of powerful educational strategies.

Conclusion

- Although teachers felt they were benefiting from their implementation of 6 Trait writing, it was determined that there was a need for supplemental materials to balance writing instruction.
- The results were a pedagogical shift in writing instruction to include Lucy Calkins Units of Study (Writer’s Workshop).

School Data

Table 1 shows that a significant number of students school-wide, and in several subgroups of students are not meeting state standards.

<table>
<thead>
<tr>
<th>Table 1: Percentage of 4th Grade Students Not Meeting OASIT Standards in 2007-08</th>
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<tbody>
<tr>
<td>Grade</td>
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<tr>
<td>Writing</td>
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Figure 1 shows consistently low scores over time and relative to state-wide achievement.

Instructional Improvements

Strategies for Balanced Writing Instruction
- Make writing instruction a priority across the curriculum.
- All staff will follow the recommendations of the School Literacy Team to use Lucy Calkins’ Units of Study for teaching writing.
- All staff will write every day.
- All staff will teach all six traits, modes, and scoring.
- All staff will implement Sitton Spelling Curriculum.
- All teachers will implement effective teaching strategies.
- Staff will use tools including graphic organizers, outlines, and guided practice to teach to proficiency.
- Staff will emphasize the use of appropriate vocabulary while writing in specific content areas, and during writing in specific traits.

- Students will work collaboratively peers throughout the writing process.
- Staff will instruct students how to use rubrics to assess their own writing.
- Students will use rubrics with level appropriate language for self-assessment and monitoring of progress.

- Implement school-wide writing process.
- Staff will collaboratively score writing samples at least twice per year to maintain scoring consistency and skills.
- Staff will follow 6-1 Traits writing process.
- Staff will use common formative assessments and scoring guides to assess student writing regularly during each term.
- Each student at all grade levels will produce at least one formal writing piece each quarter to be scored in each trait.

- 6-1 Trait Writing Process Model

Infrastructural Improvements

Literacy Leadership Team: Principal, Title reading specialist, teachers, and classroom teachers.
- Literacy Teams (LT) will analyze school-wide performance data.
- Will recommend future professional development based identified needs.
- Will provide professional development and ensure implementation of writing strategies.
- Will coordinate monthly (2nd Wednesday) writing instruction professional development (2nd, 4th, 6th Traits; Sept., Oct., Oct., Nov., Nov.).

- 6-1 Trait video series: Lessons, discussion.
- Trainer for grade level scoring guides, and double scoring student samples for progress reporting.
- Administer writing survey (clicker system demonstration).

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Projected Outcomes

Results Indicators
- Work samples that show student proficiency according to State Standards in all six traits of writing.
- Students will know their current writing level relative to proficiency criteria from rubrics.
- Students will demonstrate understanding of goals for improvement.
- Students will know they are expected to write every day, and for a variety of purposes.
- Students will be able to articulate understanding of all six traits of writing.
- Students will have writing, and spelling journals.
- Students will demonstrate increased spelling accuracy in their everyday writing.
- Students will participate in Writer’s Workshop in their classrooms.

Resources and Costs

Initial costs pertain to 2008-2009 expenditures. Projected costs (2nd year + costs) refer to ongoing expenditures associated with annual estimates of fixed costs and needs for materials.

- Lucy Calkins Units of Study:
  Initial Cost: $4,760
  2nd Year + Costs: $4,200

- Sitton Spelling:
  Initial Cost: $500
  2nd Year + Costs: $500

- Professional Trainer (2 Sessions):
  Initial Cost: $1,200
  2nd Year + Costs: $1,200

- Handouts, Lesson Plan:
  Initial Cost: $500
  2nd Year + Costs: $500

- Writer’s Workshop:
  Initial Cost: $1,415
  2nd Year + Costs: $2,000

- Staff:
  Initial Cost: $157,500
  2nd Year + Costs: $200,000

- Professional Technology:
  Initial Cost: $273,785
  2nd Year + Costs: $273,785

Contact Information

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References