



Elementary Writing: A proposal to establish a school-wide comprehensive plan

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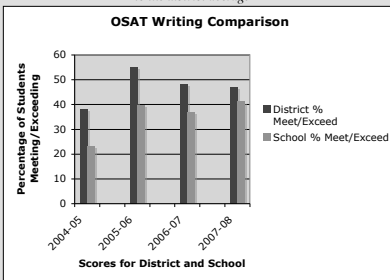
EDLD 655 University of Oregon March 10, 2009



Improvement Needs: Writing

Over the past four years very little improvement has been made in the percentage of students meeting or exceeding in the OSAT writing test. In addition, in the same four years, this school has also scored below the district average on the OSAT.

The graph below shows the schools achievement in writing compared to the district average.



This goal is designed to improve student achievement in writing. The success of this goal will be measured in multiple ways. Students meeting or exceeding the State writing benchmark will increase from 42% (2007-08) to 55% of students meeting or exceeding in 2009-10 on the same measure (OSAT). The goal will also be evaluated by collecting survey data from staff in regards to their understanding of standards, program agreements, and instructional strategies / focus.

Options For Consideration To Achieve Goal

Potential Options	Decision
Continue using current curriculum and provide professional development to align with State standards	Rejected: Currently with multiple programs and strategies create gaps for students in writing strategies and process.
Provide writing coach to work with staff throughout year on best practices in writing	Rejected: Cost to hire coach is prohibitive and would still leave building without any alignment between grades or with State standards.
Purchase comprehensive writing curriculum across grade levels (i.e., Step Up To Writing) to provide alignment for student learning	Rejected: Comprehensive programs are expensive and there is no research supporting a skills first approach to teaching writing. (Routman, 205)
Align curriculum and instruction across grade levels to State standards), school-wide scoring, and project map (professional development), and purchase Lucy Caulkin's writing instruction materials (K-2/3-5)	Accepted: Essential that curriculum be complete, sequenced and aligned with state standards, known to all, and supported by materials that permit students to engage with it in a meaningful way (Danielson, 2002)

Writing Implementation Plan

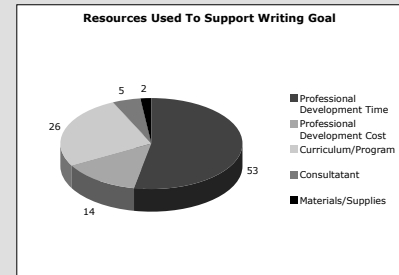
Strategy, Method, or Action:	Who Is Responsible?	Timeline:	Resources:	Evidence:	Evaluation Methods:
What will you do?	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Establish building agreements to align instruction with State standards in grades Kindergarten-5th	Certified Staff and Building Administrator	Fall 2008 (October)	Professional Development Days, Title 1 Coordinator, Staff Development Specialist	Document: Building Scope and Sequence of Writing Instruction with State Standards Referenced	Staff Survey
Create a writing project map that will align writing projects and samples with standards and across grade levels	Certified Staff and Building Administrator	Fall 2008 (October)	Professional Development Days, Title 1 Coordinator, Staff Development Specialist	Document: Building Project Map with State Standards Referenced**	Staff Survey and Observations by Building Administrator
Establish building rubrics for scoring writing in all grades, and participate in building-wide scoring sessions at least twice a year	Certified Staff, Building Administrator, and District Staff Development Specialist	Spring 2009 (March)	Professional Development Days, Title 1 Coordinator, Staff Development Specialist, ODE Website, Lucy Caulkin's Program	Documents: A Scoring Rubric for Each Grade Level and School Calendar with Scoring Sessions Scheduled	Participation in Scoring Sessions, Staff Survey, Observations by Building Administrator
Provide professional development in the area of best practices in writing instruction and adopt one program for K-5	Certified Staff, Building Administrator, and District Staff Development Specialist	Spring 2009 (April - May) - Spring 2010	Professional Development Days, Title 1 Coordinator, Staff Development Specialist, Literacy Funds	Attendance at Professional Development Sessions, Purchase and Use of Writing Program	Staff Survey, Observation by Building Administrator, Student Work Samples
Grade level teams will establish consistent and frequent opportunities for student work to be "published" both in and outside the classroom.	Certified Staff and Building Administrator	Beginning Fall 2009	Grade Level Team Meetings, Parent Nights, School Newsletter, Classroom Newsletters, Parent Volunteers, PIO, School Website	Displays of Student Work Throughout Building, Increased Student Participation, Parent Nights, Writing Samples in Newsletters, Website	Student Work Samples, Parent Feedback, Student Survey, Staff Survey

** Draft of K-5 Aligned Project Map: All Projects Support State Standards At Specified Grade Level

Grade Level	September	October	November	December	January	February	March	April	May
Kindergarten	• Creating a community of writers • Write First Name • Write LR, top-bottom	• All About Me (narrative) • Journals (Oct-May) • My Family	• How to Cook a Turkey (expository)	• Seasonal Prompts (independent writing focus on upper and lower case letters)	• New Year's Resolution (oppository) • I Have A Dream (cc, word families, begin independent spelling)	• When I am 100 • Friendship Poetry	• I feel lucky	• Plants (labeling) • Letters (sight words, and dictation) • Write Last Names	• Contents (labeling and drawing)
First Grade	• Creating a community of writers • With guidance, discuss ideas and select a focus	• Correctly use periods/question marks • Capitalize first word		Handwriting and Journal Writing Throughout Entire Year		• Develop and use with an identifiable beginning, middle and end	• Write a complete sentence • With assistance compose	• Write a brief story that describes an experience	• Write a brief story that describes an experience
Second Grade	• Creating a community of writers • My summer vacation • Journals	• Weekly News • Fall Poems • Left Adventures	• Celebrate Fall	• Celebrate seasons • How my family celebrates/traditions	• Stuffed animal descriptions • Science Experiments	• Friend descriptions	• Favorite place desc. • How animal descriptions	• Desert animals • Space	• Raptors
Third Grade	• Creating a community of writers	• Plant Growth (exp) • Evidence of Fall (des) • Halloween (narr)	• Thank you notes • Invitations • Letter to author	• Dear Dr. LaRue • Dear Santa	• Evidence of Winter (description) • Winter Break (narr)	• Electric Circuit (exp) • Thank you • Invitation • Letter to author	• Persuasive Letter • Fictional Narrative	• Evidence of Spring (description)	• Ocean Reports (exp) • Coast Trip (narr) • Letter/ invitation/ thank you
Fourth Grade	• Creating a community of writers • Sentence Structure • Editing • Writing Sample	• Personal narrative	• Personal narrative • Fictional narrative	• Fictional narrative • Expository • Nat. Amer. Legends	• Expository writing applications	• OSAT Preparation	• Response to literature/ summarize	• Oregon research project • State speech	• Research report writing
Fifth Grade	• Creating a community of writers • Literacy responses • Personal narrative	• Personal narrative • Persuasive	• Persuasive	• Fictional narrative	• Fictional narrative	• Expository	• Descriptive	• Descriptive • Expository	• Expository

Resources

The budget for this particular goal consists of both time and funding; time being the largest portion. The estimated cost with materials and time is approximately \$12,000.



Projected Outcomes

• The primary outcome that we would like to see after completing these action steps would be an increase in the number of students meeting or exceeding the OSAT writing benchmark.

In addition, we believe the following will also be positive outcomes:

• Significant change in writing instruction based on a unified staff vision and common understanding (Routman, 2005)

• Students feeling more confident and more engaged in writing across all grade levels (Data from pilot of Lucy Caulkins Writing in first grade classrooms)

• Increased teacher confidence in addressing writing standards and engaging students in the writing process

• Shared responsibility for students success on OSAT writing assessment across grade levels (Danielson, 2002)

Sources

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