

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 12) between writing scores and writing folder 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.

Considerations

- Although teachers felt there were benefits to 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).

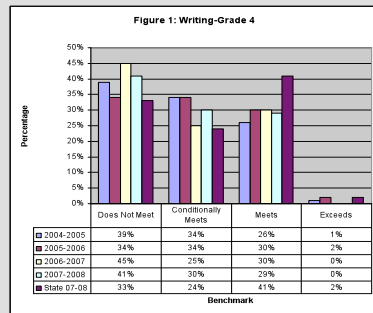
School Data

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

Table 1: Percentage of 4th Grade Students NOT meeting OSAT Standards in 2007-08

	All 4 th Graders	White	Hispanic	ELL	Economically Disadvantaged	Students with Disabilities
Writing	41%	54%	50%	50%	74%	85%

Figure 1 shows consistently low scores over time and relative to state-wide achievement.



School Improvement Plan Goal

SIP Goal – Each year the number of 4th grader student writing scores will increase to meet or exceed state benchmarks by 6%.

The plan to reach this goal will include actions for instructional improvements, and infrastructure improvements.

Implementation Timeline

2008-09: Literacy Leadership Team research best practices for writing improvement. Analyzes writing data. Pilot Lucy Calkins; Units of Study.
2009-2012: Implement Lucy Calkins, 6+1 Traits, and Sitton Spelling; Continue Professional Development.

Instructional Improvements

Strategies for Balanced Writing Instruction

- Make writing instruction and support 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 students 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 with 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

I spoke the most during, smiling my father's delicious and I could almost taste the mouth watering food as it was cooking, I slipped into my room towards I was the first at the breakfast table that morning. I ate four eggs with two glasses of ice cold orange juice. After breakfast our whole family took a hike down to the river. We were there for a while when I got there. I took my sandals off and ran to the water. I could feel the hard flat rocks on my feet as I ran. As soon as I stepped into the water, I felt a chill go down my spine. The water was ice cold but that's the way I like it. My mom had brought some peanut butter and jelly sandwiches so we ate those for lunch. The afternoon will start from a day at the beach, but still had some energy left, and we were all happy.

- Implement school-wide writing process
- Staff will collaboratively score writing samples at least two times 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

Cloning/Publishing

Presentation

Editing

Conventions

Revising

Ideas

Organization

Word choice

Sentence Fluency

Responding

Feedback

Questions

Drafting/Discovering

Ideas

Organization

Word choice

Prewriting

Purpose

Audience

Form

Ideas

6+1 Trait® Writing

Scoring Continuum



Infrastructural Improvements

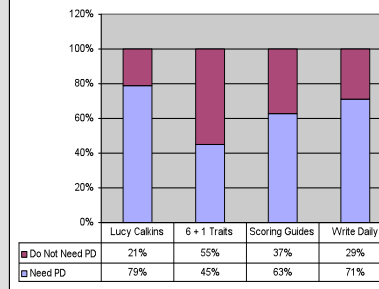
Literacy Leadership Team: Principal, Title reading specialist, teachers (ELL, 3rd, 4th, 5th representatives)

- Literacy Team (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 late start professional development with support from administration

Embedded Professional Development (PLC)

- Include discussion of Lucy Calkins Curriculum implementation experiences, materials, questions/concerns
- Provide teachers with Literacy Team led professional development to support writing instruction
- Book, curriculum and literature study groups
- Monthly (2nd Wednesday) 1 hour late starts for writing instruction
 - Professional Trainer in 6+1 Traits (Sept. and Oct. late starts)
 - Lucy Calkins notebook, planning, discussion
 - 6+1 Trait video series, lessons, discussions
 - Trainer for grade level scoring guides, and double scoring student samples for progress reporting
- Administer writing survey (clicker system demonstration)

Writing PD Needs Survey



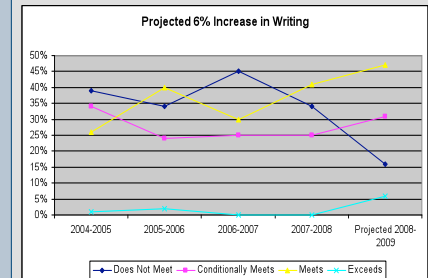
Professional Learning Communities Formed by Grade Level

- Divide grade levels:
 - 3rd Grade-6 who ability group together, 4 remaining
 - 4th Grade-4 Lewis team, 5 Clark team
 - 5th Grade-5 on each team
- Each team will have a member who has been trained by NWRLE
- Each team meeting consists of (cycle repeats every two weeks):
 - Individual student concerns; collaboration for interventions and/or strategies
 - Data analysis for grade level groups, and progress monitoring for previously targeted sub groups, or individuals
 - Suggest interventions for targeted groups, or individual students
 - Identify, or create rubrics and assessment according to State Standards
 - Record meeting minutes

Projected Outcomes

Results Indicators

- Work samples that show student proficiency according to State Standards in all six traits of writing
- Students will know their own 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.

Resources	Initial Cost	2nd year + costs
Lucy Calkins Units of Study 3-5	\$4,770	\$0
Student Journals	\$800	\$800
Sitton Spelling/Journals	\$800	\$800
6+1 Trainer (2 Sessions)	\$1,200	\$0
Scholastic Trait Crates	\$2,650	\$0
Craft Lessons Teaching Writing	\$154	\$0
Traits of Writing DVD	\$325	\$0
Staff	\$161,500	\$98,000
	\$172,139	\$99,600

References

- Calkins, L., and Pessah, L. (2006). A Principal's Guide to Leadership in the Teaching of Writing. First Hand. Portsmouth, New Hampshire.
- Northwest Regional Educational Laboratory. (2008). Teaching the Traits: Elementary School Guidebook (Grades 3-5). Center For Research, Evaluation, and Assessment, Portland, Oregon.
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- Salahu-Din, D., Persky, H., and Miller, J. (2008). The Nation's Report Card: Writing 2007 (NCES 2008-468). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Contact Information

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