

Writing

Writing Goal: All students will score in the proficient category or above on narrative or expository compositions.

What data supports the selection of the writing goal?

KS Writing Assessment: In 1999-2000, 74% of the fifth grade students scored proficient or above. In 2000-2001, 77% of the fifth grade students scored proficient or above. In 2001-2002, 62% of the fifth grade students scored proficient or above. In 2002-2003, 81% of the fifth grade students scored proficient or above. In 2003-2004, 81% of the fifth grade students scored proficient or above. In 2004-2005, 81% of the fifth grade students scored proficient or above.

In 1999-2000, 82% of the eighth grade students scored proficient or above. In 2000-2001, 79% of the eighth grade students scored proficient or above. In 2001-2002, 92% of the eighth grade students scored proficient or above. In 2002-2003, 94% of the eighth grade students scored proficient or above. In 2003-2004, 94% of the eighth grade students scored proficient or above. In 2004-2005, 94% of the eighth grade students scored proficient or above. The Standard of Excellence was achieved in Grade 8 Writing in 2004.

Local Performance Assessments: In 2003-2004, Local Performance Assessments were discussed and organized to align with the Kansas Writing Assessment. In 2004-2005, Local Performance Assessments were implemented at all grade levels grade (K-5→narrative; 6-8→expository).

What populations will be targeted for improvement?

KS Writing Assessment: Students in the Unsatisfactory and Basic categories of the Kansas Writing Assessment will be targeted for improvement.

Local Performance Assessments: Students averaging below 3.0 based on locally developed assessments will be targeted for improvement.

Writing

Strategies/Programs/ Expectations	Person(s) Responsible	Resources Needed	Timeline	Monitoring Plan
<p>Students will apply knowledge of the Six Trait Writing Model to their writing.</p> <ul style="list-style-type: none"> •Emphasize traits at developmentally appropriate times: Kindergarten: Ideas & Content + Voice + Conventions First Grade: Ideas & Content + Voice + Conventions Second Grade: Ideas & Content + Voice + Conventions + Organization Third Grade: Ideas & Content + Voice + Conventions + Organization + Word Choice Fourth Grade: Ideas & Content + Voice + Conventions + Organization + Word Choice + Sentence Fluency→ALL TRAITS Fifth-Eighth Grade: All Traits <ul style="list-style-type: none"> •Six Trait rubrics have been developed accordingly at the local level. •All students will be given an LPA (K-5→narrative; 6-8→expository) 	<p>Pat Jones Reneé McKernan Carla Meyer Shelly Schmelzle Odette Helm Carole Sperflage Tamela Becker Carol Sack Arminda Feldkamp Ryan Noël David Warner Deitra Claas Thelma Linck Roxanne Thomas Cory Bass (as appropriate) Theresa Steinlage (as appropriate) Briana Evans</p> <p>Monitoring Team: QPA Writing Committee (Dee Claas, Briana Evans, Arminda Feldkamp, Theresa Steinlage)</p>	<p>Time:</p> <ul style="list-style-type: none"> •Updated training session on Six Trait Writing Model (provided in-house). •Sharing information at grade level meetings. •Formal collaboration time for staff. •Evaluation time for student writing. <p>Money:</p> <ul style="list-style-type: none"> •Adequate funds to cover expenses of training and materials. <p>People:</p> <ul style="list-style-type: none"> •Staff previously listed. <p>Materials:</p> <ul style="list-style-type: none"> •Six Trait Writing Model information packets. •Classroom signs of Six Trait Writing Model. 	<ul style="list-style-type: none"> •Continuation from Cycle II. •Cycle III Six Trait refresher (updated training; to be done in-house). 	<p>Student Monitoring</p> <ul style="list-style-type: none"> •Complete writing compositions showing application of the Six Traits (all grades [K-5→narrative; 6-8→expository]; one rubric submitted for monitoring purposes in the second semester). <p>Teacher Monitoring</p> <ul style="list-style-type: none"> •Teachers will utilize a standards-based checklist regularly to design writing instruction. •Collection of K-8 writing rubrics in the second semester.

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<p>Students will engage in the writing process to produce a written text:</p> <ol style="list-style-type: none"> 1. Brainstorm <ul style="list-style-type: none"> • writer selects a topic • writer utilizes graphic organizers (i.e. a web, list, outline, story map, Venn diagram, etc.) to generate and organize information about a selected topic, 2. Write the rough draft 3. Revise and edit <ul style="list-style-type: none"> • check for application of the Six Traits 4. Prepare the final copy 	<p>Pat Jones Reneé McKernan Carla Meyer Shelly Schmelzle Odette Helm Carole Sperfslage Tamela Becker Carol Sack Arminda Feldkamp Ryan Noël David Warner Deitra Claas Thelma Linck Roxanne Thomas Cory Bass (as appropriate) Theresa Steinlage (as appropriate) Briana Evans</p> <p>Monitoring Team: QPA Writing Committee (Dee Claas, Briana Evans, Arminda Feldkamp, Theresa Steinlage)</p>	<p>Time:</p> <ul style="list-style-type: none"> •Updated training session on the writing process (provided in-house). •Sharing information at grade level meetings. •Formal collaboration time for staff. •Evaluation time for student writing. <p>Money:</p> <ul style="list-style-type: none"> •Adequate funds to cover expenses of training and materials. <p>People:</p> <ul style="list-style-type: none"> •Staff previously listed. <p>Materials:</p> <ul style="list-style-type: none"> •Writing process information packets. •Classroom signs of writing process. 	<ul style="list-style-type: none"> •Cycle III refresher on updated writing standards. 	<p>Student Monitoring</p> <ul style="list-style-type: none"> •Complete writing compositions through utilization of the writing process. <p>Teacher Monitoring</p> <ul style="list-style-type: none"> •Teachers will utilize a standards-based checklist regularly to design writing instruction.

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<p>Shurley Method</p> <ul style="list-style-type: none"> • Piloted in 2004; implemented in grades 1-5 (2004-2005) • Program emphasizes parts of speech and sentence structure through jingles, question-answer flow, sentence building activities, and writing activities 	<p>Pat Jones Reneé McKernan Carla Meyer Shelly Schmelzle Odette Helm Carole Sperfslage Tamela Becker Carol Sack Arminda Feldkamp Ryan Noël David Warner Deitra Claas Thelma Linck</p> <p>Monitoring Team: QPA Writing Committee (Dee Claas, Briana Evans, Arminda Feldkamp, Theresa Steinlage)</p>	<p>Time:</p> <ul style="list-style-type: none"> • Training from those who piloted program during in-service time. • Sharing information at grade level meetings. • Formal collaboration time for staff. <p>Money:</p> <ul style="list-style-type: none"> • Adequate funds to cover expenses of training and materials. <p>People:</p> <ul style="list-style-type: none"> • Staff previously listed. <p>Materials:</p> <ul style="list-style-type: none"> • Shurley Method Teacher's Edition, Shurley Method Student Book, and supplementals. 	<ul style="list-style-type: none"> • March 2004—piloted in grades 1 and 5. • Observations made by K-5 teachers of Shurley Method piloting teachers. • In-service training for implementation of Shurley Method—May 2004 (done by teachers piloting program in 03-04). • Implemented in grades 1-5 in 2004-2005 school year. 	<p>Student Monitoring</p> <ul style="list-style-type: none"> • Engage in Shurley Method lessons on a daily basis. <p>Teacher Monitoring</p> <ul style="list-style-type: none"> • Teachers will utilize a standards-based checklist regularly to design writing instruction.