

School Improvement Action Plan – Goal Two SY 08 - 09

PART I: OVERVIEW

Seoul American Middle School

Date: December 1, 2008

Goal Statement: Goal Statement: All students will improve writing skills across the curriculum.		
Essence of the goal:		
<ul style="list-style-type: none"> • Write a response to literature that demonstrates understanding of the literal meaning of the text. • Demonstrate use of the writing process and prewriting techniques • Write for different audiences and purposes. • Make connections between text, self, and the world as a written response. 		
Targeted Subgroup: None identified at this time.		
Triangulation of Data: DoDEA Assessment of Writing Skills, 2002; TerraNova Language Arts data from 2002-2006, top two quarters; TerraNova Language Arts data from 2002-2006, bottom quarter; 6 th Grade TerraNova Language Arts by Ethnicity data, 2006; 7 th Grade TerraNova Language Arts by Ethnicity data, 2006; 8 th Grade TerraNova Language Arts by Ethnicity data, 2006		
<p>System-wide Assessment(s) <i>TerraNova Multiple Assessment 3rd Edition Language Arts subtest for grades 6th, 7th, 8th.</i> Indicator of success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters and a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the <i>TerraNova</i> Language Arts Subtest.</p> <p><i>Literacy Place end of year test (6th)</i> Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Literacy Place end of year test.</p>	<p>Local Assessment(s) Kid test Language Arts (6th and 8th) Indicator of success: There is a meaningful increase in the percentage of students in 6th grade scoring at the standard of 75% or higher and the percentage of students in 8th grade scoring at the standard of 80% or higher as measured by the Kid test Language Arts Subtest.</p>	
Interventions and their descriptions applicable to ALL Students		
Intervention: The Writing Process	Brief Description: The writing process involves students and teachers using a six step process. The steps are as follows: pre-write, draft, conference, revise, edit, and publishing. Teachers will use 6+1 writing traits as a rubric to score writing pieces.	
Interventions and their descriptions applicable to the Targeted Subgroup		
Intervention: None identified at this time.	Brief Description: None identified at this time.	
Interventions Implementation Timeline		
<p>Interventions The Writing Process (2008-2009)</p> <p>6+1 Traits of Writing Conventions Word Choice Voice (2007-2008)</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • www.angelfire.com/wi/ • http://web.mit.edu/writing/Writing.Process/writingprocess.html • Writing Lessons from Teach Key Strategies • The Write Path • 6+1 Traits of Writing pages 20-28 	<p>POC Dorothy S. Stapleton H601</p> <p>Thomas Davis</p>

Part II

Seoul American Middle School Results-Based Staff Development Plan Intervention: The Writing Process

Staff Development Outcome

Teachers need to know each step of the writing process and the proper terminology when presenting the writing process. Teachers need to model and guide students through each step in the process.

Teachers report the use of the writing process monthly to an in-house monitoring committee. This committee checks documents to ensure the process is being followed.

Student Outcome

The student will write a response to literature, demonstrate use of the writing process, write for different audiences and purpose, and make connections between text, self, and the world.

Effective Staff Development Steps	Implementation Activities	Person/Group Responsible (SI; CIF; Tech; etc.)	Documented Evidence of Each Step	Resources Needed	Timeline Date/Time
Knowledge <i>What you want people to walk away with</i>	Chusok In-service: * Elements of the writing process * Overview of the writing process	CIF, CSI chairs	Agenda of staff in-service and the attendance record	Half day teacher writing workshop	School year 2008/2009
Model/Demonstrate <i>How this knowledge will be shown to the staff</i>	Each step described was modeled.	CIF, CSI chairs	Agenda of staff in-service and the attendance record	Teacher leader	School year 2008/2009
Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	Time was given to share and give feedback.	CIF, CSI chairs	Agenda of staff in-service and the attendance record	Small group leaders	School year 2008/2009
On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Monthly, teachers will submit a student sample of work using the writing process.	Goal 2: SIP Committee	Monthly writing samples using the writing process will be turned in by each teacher.	Information and time will need to be provided at faculty meetings and in-services.	School year 2008/2009
Follow-up for Current Staff <i>Collaborative meetings</i>	Presentation of a step in the writing process at faculty meetings	In collaboration with monitoring committee	Faculty meeting agendas, attendance records, and information hand outs	Information and time will need to be provided at faculty meetings and in-services.	School year 2008/2009
Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>	Involvement in the writing process during in-service and SIP time in the days before school opens	Staff development committee	Agendas, attendance records, and information hand outs	Information and time will need to be provided at faculty meetings and in-services.	School year 2008/2009

PART III: RESULTS-BASED STAFF DEVELOPMENT PLAN

PART THREE: MONITORING PLAN

SIP Goal	Intervention	Monitoring Plan	Point of Contact
<p>All students will improve writing skills across the curriculum.</p>	<p>The writing process</p>	<p>The use of the writing process is monitored by the CSI goal two monitoring committee. Each teacher submits a binder which includes a sample of student work from one of the components of the writing process. Binders are collected monthly, and specific feedback is given as to how well the students used the intervention to complete the task. Finally, teachers will discuss how to improve instruction on the writing process in each class. This process is used to determine whether further staff development is needed or if modifications need to be made to the intervention.</p>	<p>CSI co-chairs: Heather Brown Jesse Snyder Or The goal two monitoring committee chairperson: Denitra Williams</p>

PART IV: STATUS REPORT

Goal Statement: All students will improve writing skills across the curriculum.

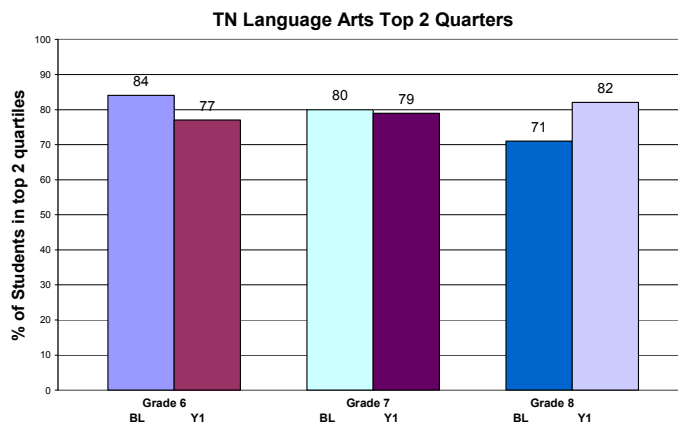
DATA ANALYSIS PROCEDURES

Baseline data and data collected at the end of each year of the school improvement cycle were disaggregated by grade level (and targeted subgroup) and were analyzed. Using NCA Data Analysis software, data were converted to standard scores (z-scores) and analyzed.

1. A standard score difference of .3 or greater is a substantial improvement and a difference of -.3 or greater is a substantial decline in student performance.
2. A standard score difference of .2 to .3 is quite good and a negative difference of -.2 to -.3 is a quite bad.
3. A standard score difference of .1 to .2 is enough to mention and a difference of -.1 to -.2 is enough to mention.
4. A standard score difference of -.1 to .1 is not enough to mention.

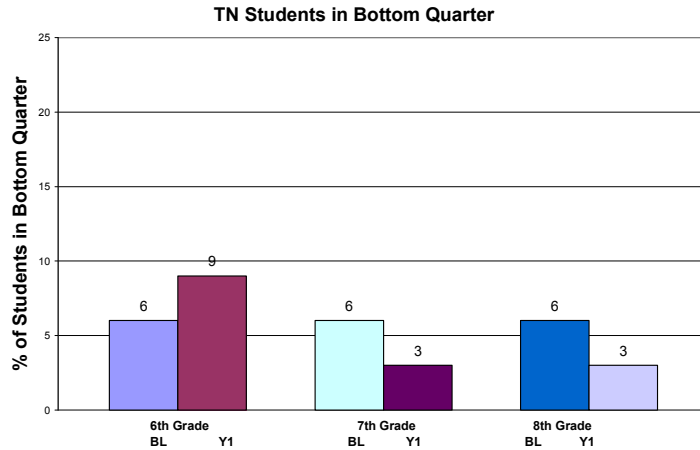
DATA DISPLAY: *TerraNova Multiple Assessment 2nd Edition Language Arts subtest for grades 6th, 7th, 8th.*

Indicator of Success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters and a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the *TerraNova* Language Arts Subtest.



Findings: (z-score analysis)

1. The difference in performance at the 6th grade is much worse.
(Z= -.25)
2. The difference in performance at the 7th grade is not enough to mention
(Z = -.029)
3. The difference in performance at the 8th grade is substantially better.
(Z= .37)

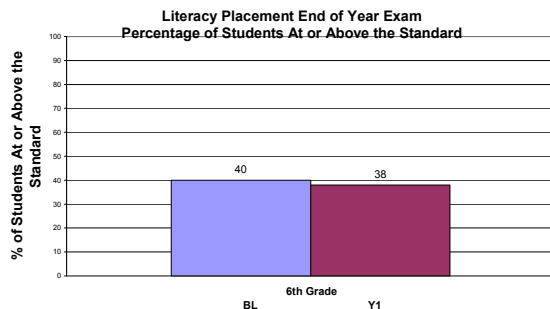


Findings: (z-score analysis)

1. The difference in performance at the 6th grade is much worse (Z= -.25)
2. The difference in performance at the 7th grade is substantially better (Z = .32)
3. The difference in performance at the 8th grade is substantially better (Z= .32)

DATA DISPLAY: *Literacy Placement End of Year Exam (6th)*

Indicator of Success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Literacy Placement End of Year Exam.

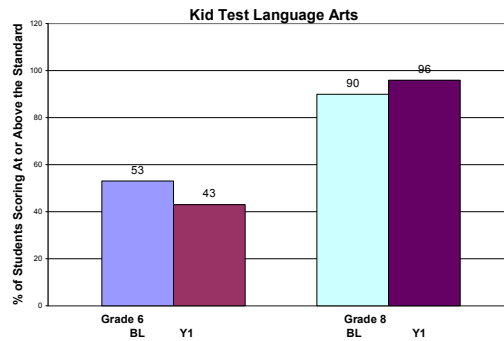


Findings: (z-score analysis)

1. The difference in performance at the 6th grade is not enough to mention. (Z= -0.6)

DATA DISPLAY: *Kid test Language Arts (6th and 8th)*

Indicator of Success: : There is a meaningful increase in the percentage of students in 6th grade scoring at the standard of 75% or higher and the percentage of students in 8th grade scoring at the standard of 80% or higher as measured by the Kid test Language Arts Subtest.



Findings: (z-score analysis)

1. The difference in performance at the 6th grade is much worse.
(Z = -.26)
2. The difference in performance at the 8th grade is substantially better.
(Z = .5)

ANALYSIS

Summary of student performance (z-score differences) for Assessment One

TerraNova Multiple Assessment 2nd Edition Language Arts subtest for grades 6th, 7th, 8th.

For Assessment One, as indicated by the Terra Nova Language Arts top two quarters z-scores, the eighth grade students showed substantial improvement, while the seventh grade students' z-score, though negative, is not enough to mention. The sixth grade z-score shows an area of concern due to the negative difference which is quite bad.

For the percentage of students in the bottom quarter's z-scores, the seventh and eighth grade made substantial improvement, while the sixth grade performed quite badly. This means that fewer students fell in the bottom for seventh and eight grades and for sixth grade more students fell into the bottom quarter for the current year than in the base year.

Summary of student performance (z-score differences) for Assessment Two: Kid Test Language Arts Test

Based on the z-score, the 6th grade students performed much worse. Conversely, the 8th grade students performed substantially better.

Summary of student performance (z-score differences) for Assessment Three: Literacy Placement End of Year Exam

Based on the z-score, the 6th grade students' performance changed insignificantly because their score, although negative, was too small to mention.

Impact of each intervention on student performance: The interventions did not help our students meet the five out of 9 indicators of success. We met only four.

Action needed: (How will the School Improvement Plan be modified in light of these assessment results?)

Which intervention(s) will continue? Why? Our intervention will not be continued because it was ineffective in helping us achieve our goal.

Which intervention(s) will be modified? How? Our writing intervention will not be modified. We chose to pick a different research-based intervention to help us achieve our writing goal.

Which intervention(s) will be discontinued? Why? Our writing intervention was discontinued because it did not help us meet our writing goal. Instead, we have adopted The Writing Process, a researched-based intervention, as our writing intervention.

PART V: DOCUMENTATION REPORT

(A documentation report will be developed when you have baseline data and at least two consecutive years of meaningful increases in student performance on this goal, and the school has made the decision that they have met this goal.) To facilitate the completion of this report, please complete the first 2 items of the executive summary.

Selection of Goals: At the start of the process, Seoul American Middle School faculty members, community members, parents and administrators, reviewed collected data from the TerraNova, GOALS Reading 2002-2005, TerraNova by ethnicity from 2006 for all grades for both reading and language arts to determine instructional strategies and curriculum changes needed to meet any weaknesses. After review and discussion, a consensus was reached to establish school-wide goals. Based on the data, goals were established in both reading and writing and consensus was reached on both.

Selection of Interventions: All interested parties met to decide on authentic interventions, which would enable us to meet our goals. Teachers and staff were then provided with in-service training on the interventions and training was offered throughout the course of the school year. At the end of year 1, it was determined that our interventions did not achieve the desired results and we started the process of selecting new interventions or modifying the old. We (all interested parties) elected to change the interventions for both goals and are now in the process of training everyone on the interventions and using the interventions with our students.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO THE GOAL

Identify the DoDEA standards from all curricular areas that are related to the goal. You should be able to include standards at each grade level in all four content areas as well as standards from other content areas (i.e. art, music, PE, health, technology.)

Grade 6/7/8: English/Language Arts:

E1b.1: The student makes and supports warranted and responsible assertions about texts.

E1b.2: The student supports assertions with elaborated and convincing evidence.

Grade 6: Science:

S1c: The student designs, conducts, and records scientific investigations following the general procedures of scientific inquiry.

Grade 7/8: Science:

S1a: develops research questions that can be answered through scientific investigations.

Grade 6: Social Studies:

SS3b: compare and contrast the effects of inventions and ideas across civilizations.

Grade 7: Social Studies:

SS2a: The student will describe the concept of civilization and its key components.

Grade 8: Social Studies:

SS3a: The student will survey the timing and pattern of American settlement as affected by world events.

Grade 6: Mathematics:

M5b: formulate questions, design a study, and evaluate the data to reach a conclusion about characteristics shared by two populations or different characteristics that exist within a population;

Grade 7/8: Mathematics:

M8a: The student will analyze and evaluate the mathematical thinking and strategies of others.

The student will use the language of mathematics to express mathematical ideas precisely.

Grade 6/7/8: Technology:

PT3a: the student will use technology to communicate information and ideas through spoken, written, and graphic or visual means of expression.

Grade 6/7/8: Art:

VA5b: The student will analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

Grade 6: Physical Education:

PE3b.3: The student will analyze the significance of the most recent summer and winter international Olympic competitions.

Grade 7: Physical Education:

PE2b.26: The student will identify credible criteria for the selection of diet and exercise related products.

Grade 6: Health:

HE4.e: The student will describe ways adolescents show understanding and respect for diversity (i.e., cultural, physical, mental, gender, ethnic).

Grade 7: Health:

HE1d: The student will describe how physical, social, and emotional environments influence personal health and wellness.

Grade 8: Health:

HE1c: The student will describe the impact of personal choices on one's health and well being that can last into adulthood.

ADDENDUM 2: Research Related to the Interventions Selected

Identify the research base for each of the interventions you selected for the goal area. Provide a summary of the study done and its outcome on students.

Intervention:

The writing process

Supporting Research:

Higgins, B., Miller, M., & Wegmann, S. (2006, December). Teaching to the test...not! Balancing best practice and testing requirements in writing. *Reading Teacher*, 60(4), 310-319.

The article by Higgins, Miller, and Wegmann asserts the idea of using best practices for instruction in lieu of teaching to the test. The writing process is included in best practices for instruction. The influential 1981 study by Flower and Hayes is cited and shows the importance of the writing process in the classroom. The work of Flower and Hayes identified writing as a cognitive process which increases thinking and learning. Furthermore a 2001 study by Manzo is cited stating the benefits of the writing process in a students overall academic achievement.

Hayes, J., & Flower, L. (1986, October). Writing research and the writer. *American Psychologist*, 41(10), 1106-1113.

The article by Flower and Hayes (1986) asserts the idea of using the writing process because it is based on the cognitive processes that take place when one writes. Flower and Hayes researched the writing process by observing people as they wrote in situation that were as short as an hour or long as months. The participants of this research verbalized everything they wrote and thought while writing. This research indicates that writers use three processes when writing: planning (pre-write), sentence generation (drafting), and revising (conferencing, revising, and editing).

INTERVENTION SUMMARY

<p>Name of the intervention and 1-2 sentence summary. The Writing Process Teachers will use the writing process as a method to improve writing skills of all students across the curriculum. Through the use of the writing process, it is our expectation that all students will demonstrate understanding of the literal meaning of text, demonstrate us of the writing process and prewriting techniques, write for different audiences and purposes, and make connections between texts, self, and the world as a written response.</p>	
<p>Research Base (Use more than one research article or summary). 1. Higgins, B., Miller, M., & Wegmann, S. (2006, December). Teaching to the test...not! Balancing best practice and testing requirements in writing. <i>Reading Teacher</i>, 60(4), 310-319. 2. Hayes, J., & Flower, L. (1986, October). Writing research and the writer. <i>American Psychologist</i>, 41(10), 1106-1113.</p>	
<p>Describe <u>exactly</u> what the teacher does in using this intervention—use an example and narrative of a lesson. The teacher will instruct students on the six steps of the writing process and discuss and/or give examples of the process before the guided practice. The teacher will guide the students through the writing process the first few times.</p>	<p>Describe <u>exactly</u> what the student does in using this intervention—use an example and narrative of a lesson. The student will follow the model lessons and practice the process in order to replicate it on his/her own. Students will then be expected to complete the writing process independently, using the previous classroom examples.</p>
<p>Describe how the teacher provides direct feedback to the student during the use of the intervention—use an example and narrative of a lesson. Teachers will grade student papers, quick writes, journals, etc. either for an actual letter grade or for completion as they see fit. Teachers should write their own notes on the individual student's paper to provide feedback as to the expectations of the writing. If a student is not completing the process successfully, it is expected that the teacher would remediate the students or the entire class if necessary.</p>	
<p>As part of your Monitoring Plan, you will be collecting samples from each teacher. Describe exactly what the sample will “look like”. Each month every teacher is to turn in an example of one step in the writing process that was used during class. That example must come from either the pre-write, draft, peer-conferencing, revising, editing, or publishing step of the writing process. A pre-write may be in the form of a graphic organizer, a list, or an outline and may be done on a pre-drawn worksheet or on the student's notebook paper. A draft will normally be hand written or typed and may contain multiple errors. Evidence of peer-conferencing may be in the form of comments on a draft or on a separate sheet of paper attached to the draft. A sample of revising will show revision from the student's original draft possibly using the suggestions from peer-conferencing. Evidence of editing is shown through marks on the revised draft or an editing sheet that the instructor gives which includes checking off items that are appropriately accounted for. Publishing will be evident with a final draft of writing.</p>	
<p>Additional information Teachers should keep a folder with copies of a student work from each lesson that uses the writing process. The monitoring committee will periodically collect folders with the writing process examples for their review and provide feedback to teachers.</p>	

ASSESSMENT SUMMARY
GOAL 1

Name/Grade Levels of 3 Assessments:

1. TerraNova Multiple Assessment Language Arts subtest, 3rd Edition, Grades 6-8
2. Literacy Place end of year test (6th)
3. KidTest Language Arts, Grades 6 and 8

Assessment 1: (System-wide)

Assessment Window: by DoDEA

Who scores the assessment? The company

How will results be reported? By grade level and student groups

Assessment 2: (System-wide)

Assessment Window include benchmark: May 19-May 20, 2009

Who administers the assessment?

6th Grade Language Arts teachers.

How will the copies of the assessment be provided to the teachers? By what date?
Assessment coordinator will provide the assessments to the teachers by mid-May.

Who scores the assessment? The company

When will the assessment be scored? By Fall 2009

How and when will the teachers be trained to score the assessment?

How will the results be reported?

Assessment 3: (Local)

Assessment Window include benchmark:

May 5-May 15, 2009, after Online Science in order to use the mobile labs

Who administers the assessment?

Assessment coordinator

How will the copies of the assessment be provided to the teachers? By what date?

Online assessment

Who scores the assessment?

The company

When will the assessment be scored?

Spring 2009

How and when will the teachers be trained to score the assessment?

Assessment coordinator provides training for testing procedures.

How will the results be reported?

Additional Information:

If you are using an assessment that your school has to purchase, please compute the numbers of assessments needed for the next 3 years and give those numbers to your administrator soon!

How many additional assessments needed?

KidTest- enough copies for each 6th and 8th grader. Each test is priced at \$12.95

When was the information forwarded to your administrator? October 22, 2008