School Improvement Action Plan – Goal One
SY 2012-2013

PART I: OVERVIEW
Darby Elementary School

Date: 2011-2012

SMART Goal Statement: All students will increase performance on targeted written expression skills using instructional interventions implemented in all curricular areas as measured by the Terra Nova 3 Language subtests and other system-wide and school based assessments. The targeted skills are: effectively communicate meaning, information, and thoughts through the writing process.

Targeted Subgroup: Students qualified for ESL services.

Triangulation of Data: (Copy from Profile Triangulation of Data Appendix B)

- Data Carousel Results
- *TerraNova* Test Results
- PLP Review Visit Report

System-wide Assessment(s)	Local Assessment(s)
Name: *TerraNova* 3rd edition (grade 3-6) *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* Multiple Assessments 3rd Edition, Language subtest.**	*Name:* **6+1 Traits of Writing Rubric** *Indicator of success:* **There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the local writing assessment.** *Name:* **Reading Street end-of-year writing assessment (3-point rubric)** *Indicator of success:* **There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Reading Street writing assessment.** *Name:* **Sure Start Assessment** *Indicator of success:* **There is a meaningful increase in the percentage of Sure Start students scoring at the standard or higher as measured by the local Sure Start Creative Curriculum assessment.** *Name:* **Target group assessment** *Indicator of success:* **There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the 6+1 of Writing Rubric.**

Interventions and their descriptions applicable to ALL Students

Intervention: 6+1 Writing Traits	**Brief Description:** This writing program provides students and teachers a common language for characteristics of good writing. Our school will focus on putting our ideas into writing. Teachers will share lessons to help students narrow their topics, develop their messages, and create themes in their writing. Lesson targeting ideas, organization and conventions will be used across grade levels. Rubrics will be used by students and teachers to revise and guide writing.

Interventions and their descriptions applicable to the Targeted Subgroup	
Intervention: **6+1 Writing** **Traits**	**Brief Description:** This writing program provides students and teachers a common language for characteristics of good writing. Our school will focus on putting our ideas into writing. Teachers will share lessons to help students narrow their topics, develop their messages, and create themes in their writing. Rubrics will be used by students and teachers to revise and guide writing.

Interventions Implementation Timeline		
Interventions	**Resources**	**POC**
1. Teachers will meet regularly in team meetings to share resources, lessons, and student work related 6+1 Writing Traits.	6+1 Traits of Writing by Ruth Culham with corresponding DVDs	Continuous School Improvement Leadership team
2. Teachers will meet regularly to analyze student work using rubrics.	rubrics	
3. Teachers will teach students to use rubrics and score their own work; thereby creating more conscientious writers.	student-friendly rubrics	

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Part II

Staff Development Outcome

Understand aspects of content/ideas under 6-traits model; teach and evaluate characteristics of good writing; use rubrics

Teachers will collaborate and analyze student work in teams.

Student Outcome

Understand aspects of content/ideas under 6-traits model; identify characteristics of good writing; effectively communicate through writing

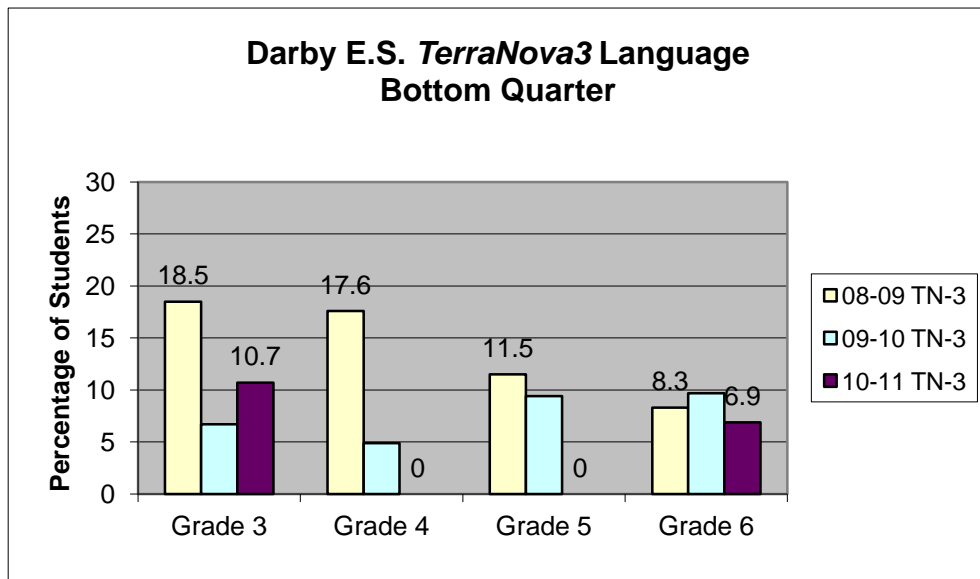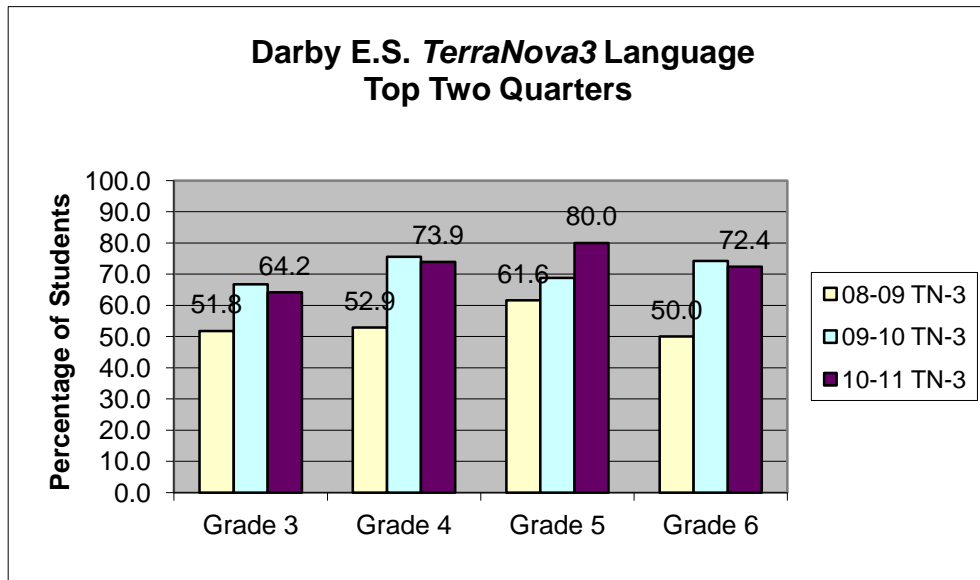| Effective Staff Development Steps	Implementation Activities	Person/Group Responsible (SI; CIF; Tech; etc.)	Documented Evidence of Each Step	Resources Needed	Timeline Date/Time
Knowledge *What you want people to walk away with*	Understand and identify characteristics of 6+1 traits	CIF, PLP, and team collaboration	Teachers receive written guidance at training	Sample rubrics; student writing sample to analyze	Sept/Oct
Model/Demonstrate *How this knowledge will be shown to the staff*	Team meetings and staff development days	CSILT and team leaders	Meeting minutes	Sample rubrics; student writing sample to analyze	Sept/Oct
Low Risk Practice with Feedback *What will be in place for the teachers to try and how will they receive feedback*	Practice scoring student samples in collaborative meetings	CSILT	Teacher scoring samples;	Sample rubrics; student writing sample to analyze; goal sheets for future lessons based on assessments	ongoing
On-the-Job Practice with Feedback *What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.*	Teachers teaching teachers in regular team and grade-level meetings	CSILT	Meeting minutes Student work samples shared at meetings	Pre-scheduled meetings with agendas available to members beforehand	ongoing
Follow-up for Current Staff *Collaborative meetings*	Collaborative meetings	CSILT	Meeting minutes; Teacher surveys	Pre-scheduled meetings with available agendas	Ongoing
Long-Term Maintenance Plan for New Staff *What is in place for long-term maintenance*	Individual conferences with new staff to guide and support them with current goals	Mentor teacher and CSILT	Meeting minutes	n/a	ongoing

PART III: RESULTS-BASED STAFF DEVELOPMENT PLAN

PART THREE: MONITORING PLAN

SIP Goal	Intervention	Monitoring Plan	Point of Contact
All students will improve written expression throughout the school	6+1 Writing Traits	Teachers will post work on school bulletin boards. Throughout the year, each classroom will display examples of student work highlighting goals and interventions as well as other successes in student improvement. Beginning school year 2010-2011, it was decided to add journal writing as an added monitoring piece.	CSILT
	Formative assessments (beginning, mid, & end)	Monthly team meetings where teachers share student work and collaborate on how to improve instruction. Discussion is held to determine areas that need modifications or ideas to improve or target instruction.	CSILT

PART IV: STATUS REPORT

DATA DISPLAY: TerraNova Language subtest

Darby E.S. *TerraNova3* Language Top Two Quarters

	08-09 TN-3	09-10 TN-3	10-11 TN-3
Grade 3	51.8	66.9	64.2
Grade 4	52.9	76.0	73.9
Grade 5	61.6	68.7	80.0
Grade 6	50.0	74.3	72.4

Percentage of Students

Darby E.S. *TerraNova3* Language Bottom Quarter

	08-09 TN-3	09-10 TN-3	10-11 TN-3
Grade 3	18.5	6.6	10.7
Grade 4	17.6	4.8	0
Grade 5	11.5	9.3	0
Grade 6	8.3	9.6	6.9

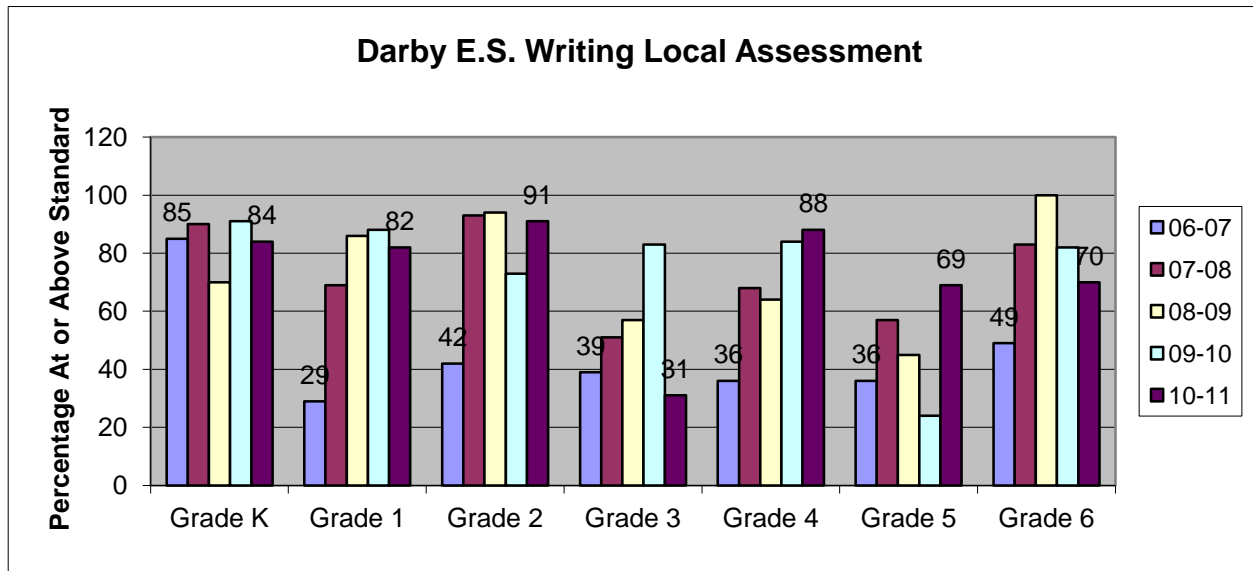*Percentage of Students*

2008-2011 TerraNova Third Edition Analysis

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* Multiple Assessments 2nd Edition, Language subtest.

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DATA DISPLAY: Local Assessment

Darby E.S. Writing Local Assessment

Percentage At or Above Standard

Legend:
- 06-07
- 07-08
- 08-09
- 09-10
- 10-11

Grade	06-07	07-08	08-09	09-10	10-11
Grade K	85	90	70	91	84
Grade 1	29	69	86	88	82
Grade 2	42	93	94	73	91
Grade 3	39	51	57	83	31
Grade 4	36	68	64	84	88
Grade 5	36	57	45	24	69
Grade 6	49	83	100	82	70

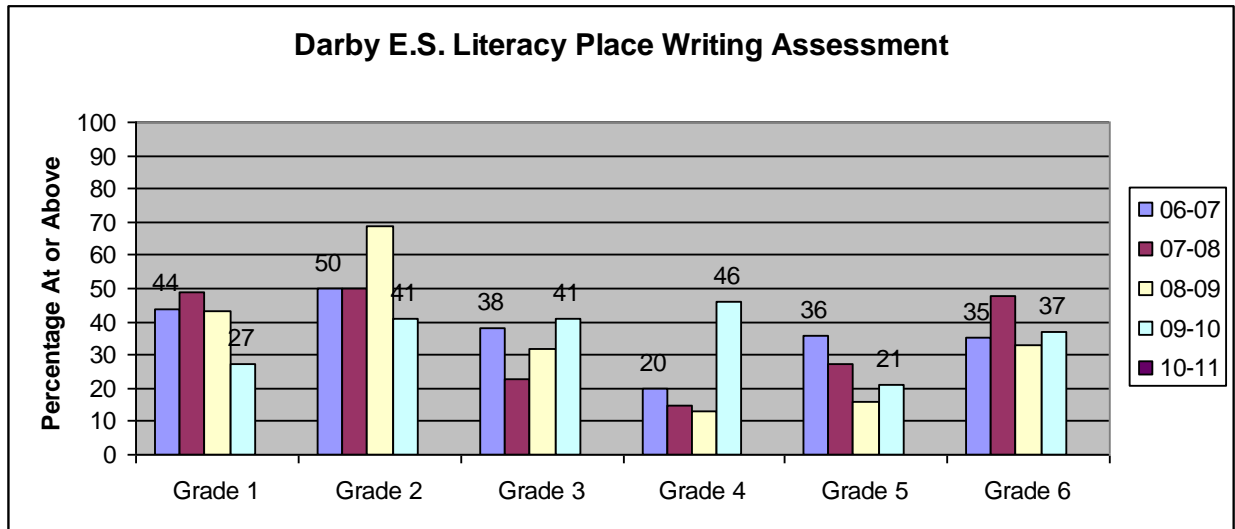**Indicator of Success:**
There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the local writing assessment.

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DATA DISPLAY: Literacy Place End-of-Year Assessment

Darby E.S. Literacy Place Writing Assessment

Chart showing "Percentage At or Above" (y-axis, 0 to 100) for Grade 1 through Grade 6, with legend series: 06-07, 07-08, 08-09, 09-10, 10-11.

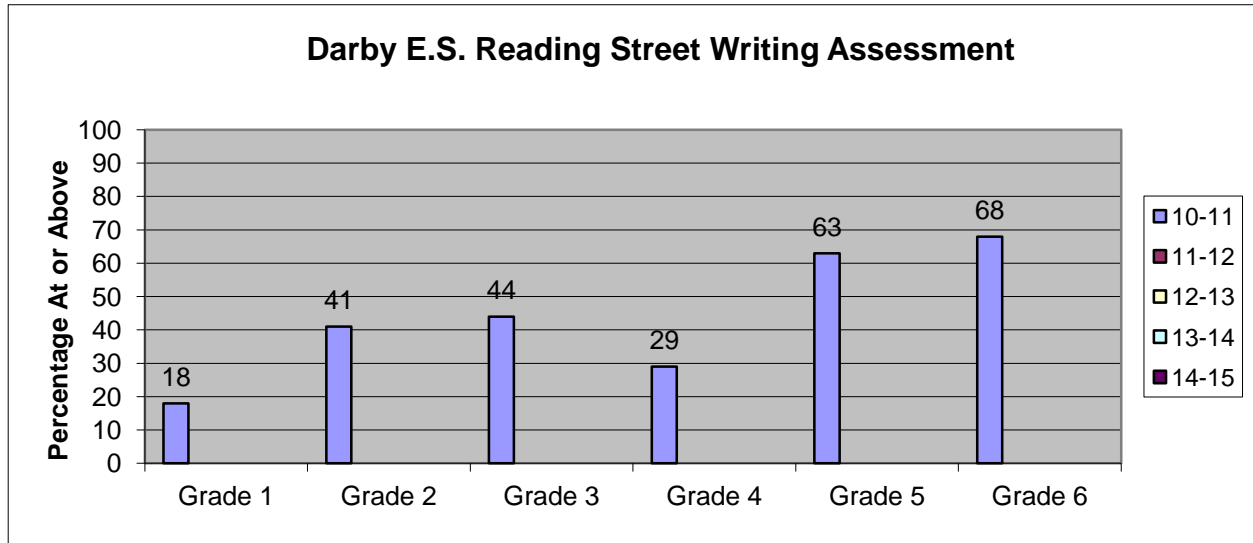| Grade	06-07	07-08	08-09	09-10	10-11
Grade 1	44	49	43	27	
Grade 2	50	50	69	41	
Grade 3	38	23	32	41	
Grade 4	20	15	13	46	
Grade 5	36	27	16	21	
Grade 6	35	48	33	37	

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 writing assessment.

Literacy Place curricular materials will be replaced by the newly adopted Reading Street therefore Literacy Place data collection will cease as of August 2010.
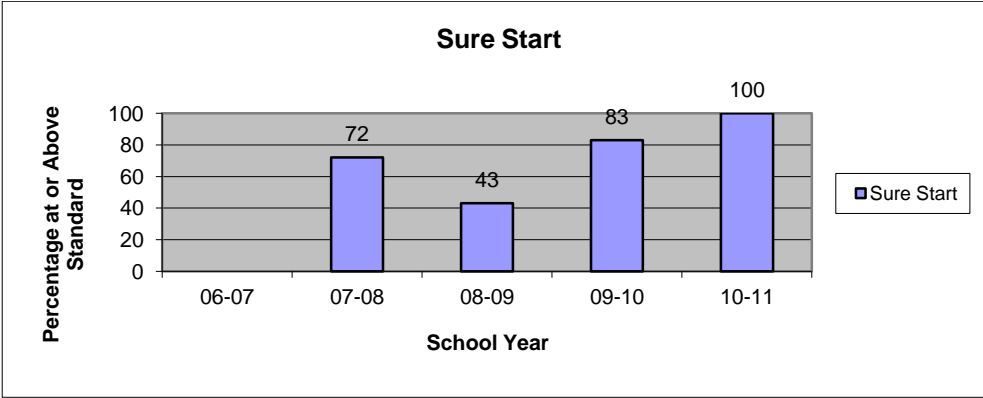
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DATA DISPLAY: Reading Street End-of-Year Writing Assessment

Darby E.S. Reading Street Writing Assessment

Bar chart — Percentage At or Above (y-axis, 0–100):

Grade	10-11
Grade 1	18
Grade 2	41
Grade 3	44
Grade 4	29
Grade 5	63
Grade 6	68

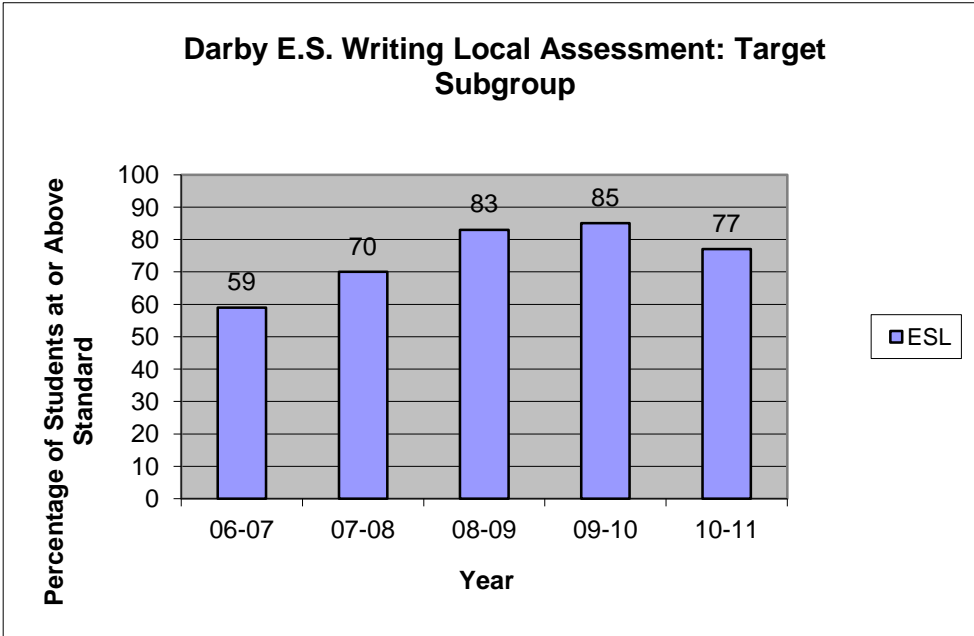Legend: 10-11, 11-12, 12-13, 13-14, 14-15

Indicator of Success:
Success is not able to be measured with this assessment until the data is collected from 2011-2012.

DATA DISPLAY: Sure Start Writing Assessment

Sure Start

Percentage at or Above Standard

	06-07	07-08	08-09	09-10	10-11
Sure Start		72	43	83	100

School Year

Sure Start

Indicator of Success:
There is a meaningful increase in the percentage of Sure Start students scoring at the standard or higher as measured by the Creative Curriculum Sure Start assessment.

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DATA DISPLAY: ESL Writing Assessment (target group)

Darby E.S. Writing Local Assessment: Target Subgroup

Bar chart showing Percentage of Students at or Above Standard by Year:

- 06-07: 59
- 07-08: 70
- 08-09: 83
- 09-10: 85
- 10-11: 77

Legend: ESL

X-axis: Year
Y-axis: Percentage of Students at or Above Standard (0–100)

Indicator of Success:

There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the local writing assessment.

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ANALYSIS

Impact of each intervention on student performance:

There was a substantial positive impact in 5 of the 7 grades. Kindergarten stayed about the same. For the one grade with a significant drop, we would like to explore the possible cause.

Overall both interventions have a very positive effective on student performance.

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

More emphasis should be placed on the various traits according to the teacher's assessment data showing the student needs. The new rubric for the local assessments helps to measure progress on all traits. Training in 2011-2012 and 2012-2013 is focused on helping teachers make data-informed instructional decisions. The data reveals further improvement is desired, so the goal will be continued.

Which intervention(s) will continue? Why?

6+1 Writing Traits will be continued. Based on the data, there is a need for further improvement.

Which intervention(s) will be modified? How?

6+1 Writing Traits will be continued with more emphasis on student needs and all traits will be measured, analyzed and addressed.

Which intervention(s) will be discontinued? Why?

No interventions will be discontinued at this time.

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: We selected our goals by organizing a data carousel where we presented information to the faculty members. The majority of faculty members and students' parents were present. Through that process, we selected our goals. Later the staff voted for the essences.

Selection of Interventions:
In SY 06 -07, a group of 5-6 teachers met several times to select interventions for our upcoming SIP cycle. Using our goals and essence statements as a framework, the group researched interventions on the DoDEA Blackboard website, specifically those mentioned in the School Improvement/Interventions section.

Writing had been a previous SI goal, and during that time, our school had several 6+1 Writing Traits workshops. However, Darby never formally made this program part of its interventions. Because it was recommended by the Pacific School Improvement site, the team chose the Six Traits as an intervention. This was later presented and approved during a whole faculty meeting in June 2007.

Initially, the school decided to work on Six Traits: Ideas and Conventions as the two interventions. But it was later suggested at an SI workshop in October 2007 to combine "Looking At Student Work" with our current interventions. This was researched again on the Dodea Blackboard website, presented and approved by the staff. It was then decided we would save the convention focus for another year and gear our instruction toward the ideas trait only. "Looking at Student Work" was used in 2007-2008, 2008-2009, 2009-2010, 2010-2011. It was discontinued in 2011-2012, based on teacher feedback so that more attention could be given to the 6+1 Traits of Writing intervention.

Previously, our school measured student progress on three of the six traits. Those three traits are ideas, conventions and organization. The staff reported the local assessment rubric needed revised. During the 2010-2011 SY, we created/adopted rubrics based on 6+1 Writing Traits. The new rubric has the 6 Traits measured on a 5-point scale. While every team's rubric has the same structure, the descriptors may vary among grade levels. The rubric will be used for in class assessments and instruction, student use and self-assessment, and for local assessment of the school-wide goals. The results of this new rubric will help guide future modifications because it will produce data for student progress on all 6 traits.

During 2011-2012, the new rubric was used for beginning, mid-year, and end of the assessments as well as used in classroom assessments and instruction. Teachers were trained on data analysis using the rubric results, but more training on data is necessary in 2012-2013 for additional improvement.

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: all grade PreK-6 adhere to these standards   Subject Area: ELA

Standard: **E2a: Writing – Processes and Features**

Component: **E2a.1: Organization and Focus – find and discuss ideas for writing**

Component: **E2a.2: Research Process and Technology**

Component: **E2a.5: Evaluation and Revision**

Standard: **E2c   English Language Conventions**

Component: **E2c.3: Grammar**

Component: **E2c.6: Punctuation**

Component: **E2c.7: Capitalization**

Component: **E2c.8: Spelling**

Grade: all grade PreK-6 adhere to these standards   Subject Area: Math

Strand: Mathematics Content Strands

Standard:

Mathematics Process Standards – The process standards of problem solving, reasoning and proof, communication, connections, and representation are interwoven and independent with the content standards and are necessary for the comprehensive understanding of mathematics

Grade: all grade PreK-6 adhere to these standards   Subject Area: Science

Strand:
Sa: Scientific Inquiry The skills of scientific inquiry, including knowledge and use of tools, are not taught as separate skills in science, but are embedded throughout because these process skills are fundamental to all science instruction and content.

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: __6+1 Writing Traits_____
Supporting Research:

      In 2004, Kozlow and Bellamy conducted research examining the impact of the 6+1 writing traits on student achievement. This study was conducting using students in grades 4-6. The study compared teachers who had participated in a two-day training about the 6 Traits to teachers who had not participated in the training.
The teachers in the experimental study found using the 6 Traits useful:

- 80-90% found the training improved their writing instruction, their understanding of good writing, and their ability to provide effective feedback
- 85-76% found the students developed a good understanding of the traits and were able to use the traits to improve their writing
- 55% agreed the 6 Traits helped them to communicate more effectively with parents
- 53% agreed that the students were able to use the traits effectively for self-assessment (Kozlow & Bellamy, 2004)

Intervention: _____6+1 Writing Traits_____
Supporting Research:

      When implemented at all grade levels, the Six Traits Writing Model improved scores at Jennie Wilson Elementary School in Garden City, Kansas. Over three years the data showed that improvement was occurring each year after the intervention was in place.

      The fifth grade scores were equal to, or higher than, district and state averages. By grade level, the students increased their scores on the average of 54% for kindergarten when writing or dictating a story: 92% for first grade in narrative writing; 54% for second grade in narrative writing; 68% in third grade in narrative writing; 40% in the fourth grade in narrative writing; and 42% for the fifth grade in narrative writing. State assessment scores and California Test of Basic Skills scores also increased in language expression and mechanics. (Jarmer, Kozol, Nelson, Salsberry, 2000)