

School Improvement Action Plan – Goal Two

SY 10-11

PART I: OVERVIEW

Ryukyu Middle School

Date: 16 September 2011

SMART Goal: By June 2014, all students will increase student performance on the targeted area of Written Communication using instructional interventions implemented in all curricular areas as measured by the TN3 Language Arts subtest, system-wide and school based assessments. The targeted skills are problem solving, reasoning, writing strategies, and appropriate grammar, usage, mechanics, spelling, vocabulary and error analysis.

Goal Statement: All students will improve written communication skills across all curricular areas.

Essence of the goal:

- Develop problem solving skills
- Demonstrate reasoning skills
- Use appropriate writing strategies
- Use appropriate grammar, usage, mechanics, spelling, vocabulary, and error analysis skills

Targeted Subgroup: Students with F's or multiple D's Grade 6, 2nd Qtr 09/10

Triangulation of Data:

Parent Survey

- 47% of parents think school should place the most emphasis on Problem Solving/Reasoning
- 35% of parents think school should place the most emphasis on Writing

Teacher Survey

- Are the RYMS students successful with expository writing? 17 teachers disagree 12 agree
- Are the RYMS students successful with problem- solving? 15 teachers disagree 15 teachers agree

Customer Satisfaction Survey

- How would you grade RYMS in preparing your student with writing skills? percent of parents responding A/B -- 58% which was the lowest percentage of the core subjects of math, reading, social studies, science and writing.

Terra Nova

- Less than 75 % of students scored in the top two national quarters in language; grade 6
- More than 7% of students scored in the bottom national quarter in language; grade 6

System-wide Assessment(s)
Name: TerraNova 3 Multiple Assessment, Language Arts subtests (Grades 6, 7, 8)

Indicator of success:
There is a meaningful increase ($z = .1$ or higher) 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 Assessment, Language Arts Subtest

Local Assessment(s)

Name: RMS Summative Assessment – Ideas Component (Grades 6, 7, 8) **Indicator of success:** There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing At the Standard or higher on the RMS Summative Assessment - Ideas Component (Grades 6-8)

Name: RMS Summative Assessment – Organization Component (Grades 6, 7, 8) **Indicator of success:** There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing At the Standard or higher on the RMS Summative Assessment – Organization Component (Grades 6-8)

Name: RMS Summative Assessment – Fluency Component (Grades 6, 7, 8) **Indicator of success:** There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing At the Standard or higher on the RMS Summative Assessment - Fluency Component (Grades 6-8)

Name: RMS Summative Assessment – GUMS (Grammar, Usage, Mechanics, Spelling) Component (Grades 6, 7, 8) **Indicator of success:** There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing At the Standard or higher on the RMS Summative Assessment – GUMS Component (Grades 6-8)

Targeted Subgroup Assessments:

Name: RMS Summative Assessment – Ideas Component **Indicator of success:** There is a meaningful increase ($z = .1$ or higher) in the percentage of targeted subgroup students performing At the Standard or higher on the RMS Summative Assessment – Ideas Component.

Name: RMS Summative Assessment – Organization Component **Indicator of success:** There is a meaningful increase ($z = .1$ or higher) in the percentage of targeted subgroup students performing At the Standard or higher on the RMS Summative Assessment – Organization Component.

Name: RMS Summative Assessment – Fluency Component **Indicator of success:** There is a meaningful increase ($z = .1$ or higher) in the percentage of targeted subgroup students performing At the Standard or higher on the RMS Summative Assessment – Fluency Component.

Name: RMS Summative Assessment – GUMS (Grammar, Usage, Mechanics, Spelling) Component **Indicator of success:** There is a meaningful increase ($z = .1$ or higher) in the percentage of targeted subgroup students performing At the Standard or higher on the RMS Summative Assessment – GUMS Component.

Interventions and their descriptions applicable to ALL Students

<p>Intervention:</p> <p>Traits of Writing</p>	<p>Brief Description:</p> <p>The school is implementing the use of traits of writing as an instructional focus. By building upon a common vocabulary in writing instruction, teachers are focusing on the writing traits of ideas, organization, and fluency this first year. By using a common language to refer to these characteristics of writing as well as by creating a common vision of what good writing looks like, teachers build their students' understanding of good writing techniques and habits.</p> <p>In the 2003 report, <i>The Neglected "R": The Need for a Writing Revolution</i>, the National Commission on Writing stated: <i>Writing is not simply a way for students to demonstrate what they know. It is a way to help them understand what they know.</i> To that end, the <i>6+1 Trait Writing Model</i> is closely linked to effective writing-instruction. It is a writing model that integrates instruction and assessment and provides a wide range of specific strategies and materials for teachers to use in teaching writing. It is supported by professional development designed to build teacher understanding of these strategies and teacher knowledge of the characteristics of quality writing, and to improve teachers' skills in implementing these strategies to help students write more effectively. The specific strategies incorporated into this model are supported by the research in the following four areas: process writing, a focus on traits of writing, peer groups, and the use of formative assessment to improve student learning. (From the Center for Research, Evaluation & Assessment, Northwest Regional Educational Laboratory, 2004).</p> <p>In one study concerning specific traits, as cited in <i>Six Trait + 1 Analytic Model for Writing Assessment</i>, the writing of students who had direct instruction on assessing writing using the six-trait analytical model improved more than the writing of students who did not have such instruction.</p> <p>Pre-test scores of the treatment and control groups were very similar on all six traits. Post-test scores were significantly different for the trait of <u>ideas</u> — the trait given the most emphasis in the staff development program and in classroom instruction. The traits of <u>organization</u> and voice tended toward significance. The differences between the treatment and control groups for other traits, which were not directly taught in the treatment group, were not significant. Evaluators conclude that the results lend credibility to the premise that student writing improves to the extent that instruction addresses the features of writing deemed most important, and that instruction includes analysis of how these traits are exemplified in good and poor writing. (From National Staff Development Council, Northwest Regional Educational Laboratory, 2004).</p> <p>http://curriculum.d91.k12.id.us/Curriculum%20Resources/Six%20Traits%20of%20Writing/06%20Resources%20For%20All%20Traits/07%20Multiple%20Traits/Best%20Practices%20for%20Teaching%20Writing.pdf</p> <p>http://www.learningforward.org/midbook/trait.pdf</p>
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Interventions and their descriptions applicable to the Targeted Subgroup

<p>Intervention</p>	<p>In addition to the school-wide traits intervention, the following interventions occur for the targeted subgroup:</p> <ul style="list-style-type: none"> • Ensure that these students are being specifically requested by their content teachers to use the seminar class to receive remediation. • Constant monitoring of this cohort group's grades by counselors and administration • Specific attention to the details of this cohort group's class selection and placement to take advantage of all school resources
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Interventions Implementation Timeline

Interventions	Resources	POC
1. Written Communication	(see Addendum references)	Administration, CSI co-chairs

Part II.

Ryukyu Middle School Results-Based Staff Development Plan Intervention: Traits of Writing

Development Outcome	Teacher Indicators	Student Outcome
Teachers will implement the traits of writing across all curricular area. The three traits that teachers must asses are Ideas, Organization, and Fluency.	Use Monitoring sheets showing teachers will indicate how the intervention of "Traits of Writing" have been incorporated into their class instruction and standards for their subject area	Students will be able to build a better understanding of written communication and develop problem solving skills, demonstrate reasoning skills, use appropriate writing strategies, and use appropriate grammar, usage, mechanics, spelling, vocabulary, and error analysis skills.

Effective Staff Development Steps	Implementation Activities	Person/Group Responsible (SI; Tech; etc.)	Documented Evidence of Each Step	Resources Needed	Timeline Date/Time
Knowledge <i>What are the traits of writing?</i>	Implementation of the Intervention of using traits of writing across all curricular areas	Administration, CSI co-chairs, Melanie Bales, English Language Arts Instructional Specialist for the Okinawa District	Sign in sheets for all in-service, Copies of the power point, and copies of agendas of all training	Time for in-service training, Informative trainers, experienced staff members to mentor teachers beginning the process, guidance and follow-up on the implementation of traits of writing in all curricular areas	October 6, 2010 and throughout the school year
Model/Demonstrate Staff Development	Facilitators continue to provide staff development on the use of traits of writing in all curricular areas	Administration, CSI co-chairs, Experienced educators	Pictures taken at in-service, agendas of each training, information shared placed on the RMS SharePoint page for Continuous School Improvement	Camera, sample of different ways traits of writing are being taught in curricular area, review of team, department, and CSILT minutes, presenters	October 6, 2010 and throughout the school year
On-the-Job Practice with Feedback	Following modeled lessons, teacher practices w/ classroom groups and receives	Administration, CSI co-chairs, department chairs, team leaders,	Completion of CSI Monitoring Documents, lesson plans, examples of student work, completion of	Completed CSI monitoring documents, student work samples, teacher binders, minutes of professional	At least one entry in each teacher

	feedback from the departments.	all teachers	teacher binders, minutes of professional discussion	discussion	binder per quarter
Follow-up for Current Staff <i>Collaborative meetings</i>	Team/Staff/Department meetings to discuss the planning, implementing, and evaluation of the intervention	Administration, CSI co-chairs, department chairs, committee chairs, committee members, team leaders, all teachers	Completion of CSI Monitoring documents, Individual teacher binders, student work samples, professional discussion, minutes of meetings	Team, staff, department, and CSI meetings; trainings, professional discussions	Faculty meetings, CSI meetings; team meetings, department meetings
Long-Term Maintenance Plan for New Staff <i>Continued Staff Development</i>	New staff members are given training through the Ryukyu Middle School Mentoring program	Administration, CSI co-chairs, mentor coordinator, staff development committee, mentor teachers	Training, in-service, agendas for each meeting	Mentor coordinator, mentor Teachers, monthly meetings	New Teacher orientation with Mentor teacher

PART III: MONITORING PLAN

Ryukyu Middle School Monitoring Plan

Goal 1 – All students will improve written communication skills across all curricular areas.

Date	Intervention	Monitoring Process	Person/Group Responsible
<p>First Quarter</p> <p>October 6</p> <p>No later than last week of each quarter</p> <p>At least two times each month</p> <p>2nd Wednesday of each month</p> <p>Throughout the school</p>	<p>Traits of Writing</p>	<p>-Teachers will be given training on the implementation and expectations for all teachers to use traits of writing across all curricular areas</p> <p>- Teachers will provide the data committee with the results of their formative assessments for all students. The data committee will record the school's data and present teacher, grade level, subject area, class graphs and/or charts of student performance to be place in each classroom.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of traits of writing in each subject area. Minutes collected by team leaders and forwarded to the administration, CSI co-chairs and stored in the appropriate folder for minutes on the computer L drive.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes of the team leaders meetings will be collected by the team leader recorder and forwarded to the administration, team leaders, and CSI co-chairs, stored in the appropriate folder for minutes on the computer L drive. Team leaders will then distribute minutes to the teachers on their team.</p> <p>-Teachers will display student work in classrooms and</p>	<p>Administration CSI co-chairs</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p> <p>All teams</p>

<p>year</p> <p>3rd Wednesday of each month</p> <p>No later than one month after the end of each quarter</p>		<p>hallways.</p> <p>-Results from team meeting will be shared at CSILT meeting.</p> <p>-Complete, compile and organize formative assessment data</p>	<p>Administration, CSI co-chairs, teacher representation, parent representation, student representation</p> <p>Administration, SCI co-chairs, and data committee</p>
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Date	Intervention	Monitoring Process	Person/Group Responsible
<p>2nd Quarter</p> <p>No later than last week of each quarter</p> <p>At least two times each month</p> <p>2nd Wednesday of each month</p> <p>Throughout the school year</p> <p>3rd Wednesday of each month</p>	<p>Traits of Writing</p>	<p>-Follow up as indicated by monitoring tools and team discussions</p> <p>- Teachers will provide the data committee with the results of their formative assessments for all students. The data committee will record the school's data and present teacher, grade level, subject area, class graphs and/or charts of student performance to be place in each classroom.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of traits of writing in each subject area. Minutes collected by team leaders and forwarded to the administration, CSI co-chairs and stored in the appropriate folder for minutes on the computer L drive.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes of the team leaders meetings will be collected by the team leader recorder and forwarded to the administration, team leaders, and CSI co-chairs, stored in the appropriate folder for minutes on the computer L drive. Team leaders will then distribute minutes to the teachers on their team.</p> <p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at CSILT meeting.</p>	<p>Administration CSI co-chairs</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p> <p>All teams</p> <p>Administration, CSI co-chairs, teacher representation, parent representation, student representation</p>

No later than one month after the end of each quarter		-Complete, compile and organize formative assessment data	Administration, SCI co-chairs, and data committee
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Date	Intervention	Monitoring Process	Person/Group Responsible
<p>3rd Quarter</p> <p>No later than last week of each quarter</p> <p>At least two times each month</p> <p>2nd Wednesday of each month</p> <p>Throughout the school year</p> <p>3rd Wednesday of each month</p>	<p>Traits of Writing</p>	<p>-Follow up as indicated by monitoring tools and team discussions</p> <p>- Teachers will provide the data committee with the results of their formative assessments for all students. The data committee will record the school's data and present teacher, grade level, subject area, class graphs and/or charts of student performance to be place in each classroom.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of traits of writing in each subject area. Minutes collected by team leaders and forwarded to the administration, CSI co-chairs and stored in the appropriate folder for minutes on the computer L drive.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes of the team leaders meetings will be collected by the team leader recorder and forwarded to the administration, team leaders, and CSI co-chairs, stored in the appropriate folder for minutes on the computer L drive. Team leaders will then distribute minutes to the teachers on their team.</p> <p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at SILT meeting.</p>	<p>Administration CSI co-chairs</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p> <p>All teams</p> <p>Administration, CSI co-chairs, teacher representation, parent representation, student representation</p>

No later than one month after the end of each quarter		-Complete, compile and organize formative assessment data	Administration, SCI co-chairs, and data committee
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Date	Intervention	Monitoring Process	Person/Group Responsible
<p>4th Quarter</p> <p>No later than last week of each quarter</p> <p>At least two times each month</p> <p>2nd Wednesday of each month</p> <p>Throughout the school year</p> <p>3rd Wednesday of each month</p>	<p>Traits of Writing</p>	<p>-Follow up as indicated by monitoring tools and team discussions</p> <p>- Teachers will provide the data committee with the results of their formative assessments for all students. The data committee will record the school's data and present teacher, grade level, subject area, class graphs and/or charts of student performance to be place in each classroom.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of traits of writing in each subject area. Minutes collected by team leaders and forwarded to the administration, CSI co-chairs and stored in the appropriate folder for minutes on the computer L drive.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes of the team leaders meetings will be collected by the team leader recorder and forwarded to the administration, team leaders, and CSI co-chairs, stored in the appropriate folder for minutes on the computer L drive. Team leaders will then distribute minutes to the teachers on their team.</p> <p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at SILT meeting.</p>	<p>Administration CSI co-chairs</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p> <p>All teams</p> <p>Administration, CSI co-chairs, teacher representation, parent representation, student representation</p>

Completed by June 3		-Complete, compile and organize summative testing data	Administration, SCI co-chairs, and data committee
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PART IV: STATUS REPORT

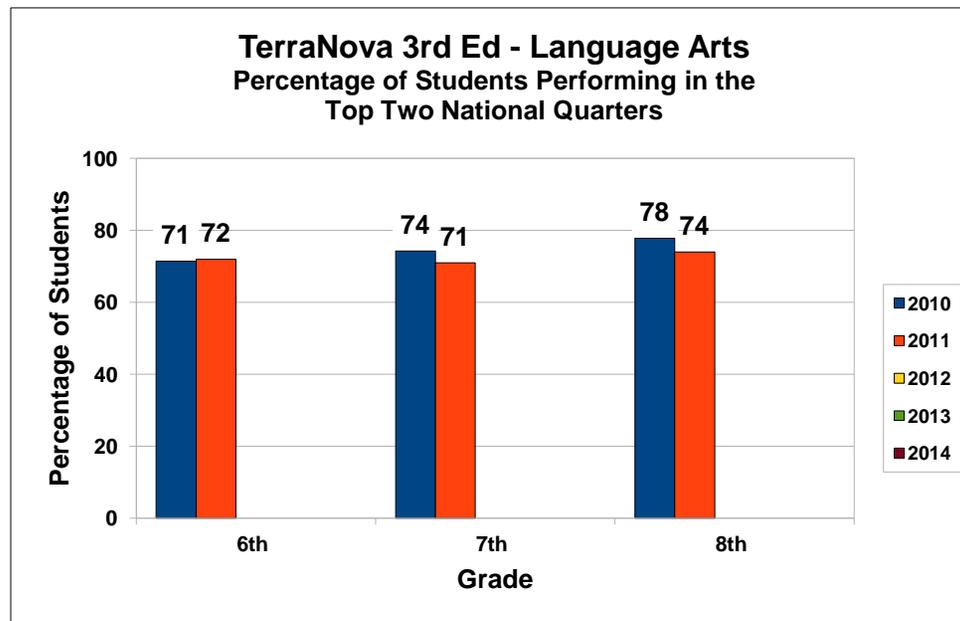
Goal Statement: All students will improve written communication skills across the curriculum

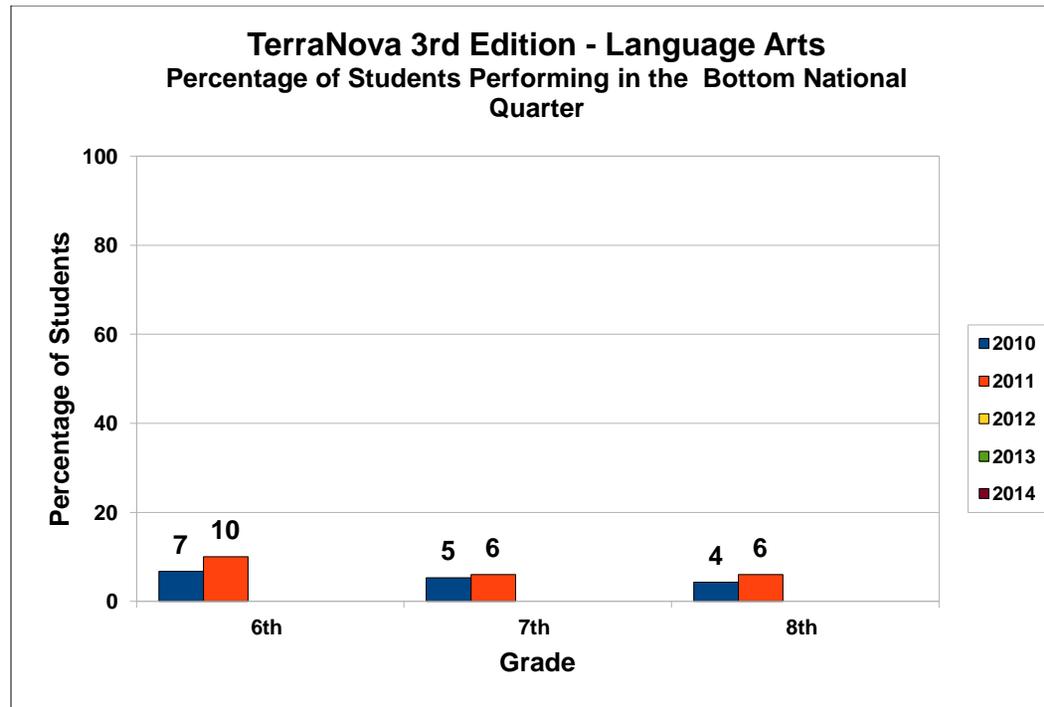
DATA ANALYSIS PROCEDURES

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: Assessment One: TerraNova Multiple Assessment, Language Arts Subtest





Indicator of Success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students scoring in the Top Two National Quarters and a meaningful decrease ($z = .1$ or higher) in the percentage of students scoring in the Bottom National Quarter as measured by the *TerraNova* Multiple Assessment, Language Arts Subtest

Findings:

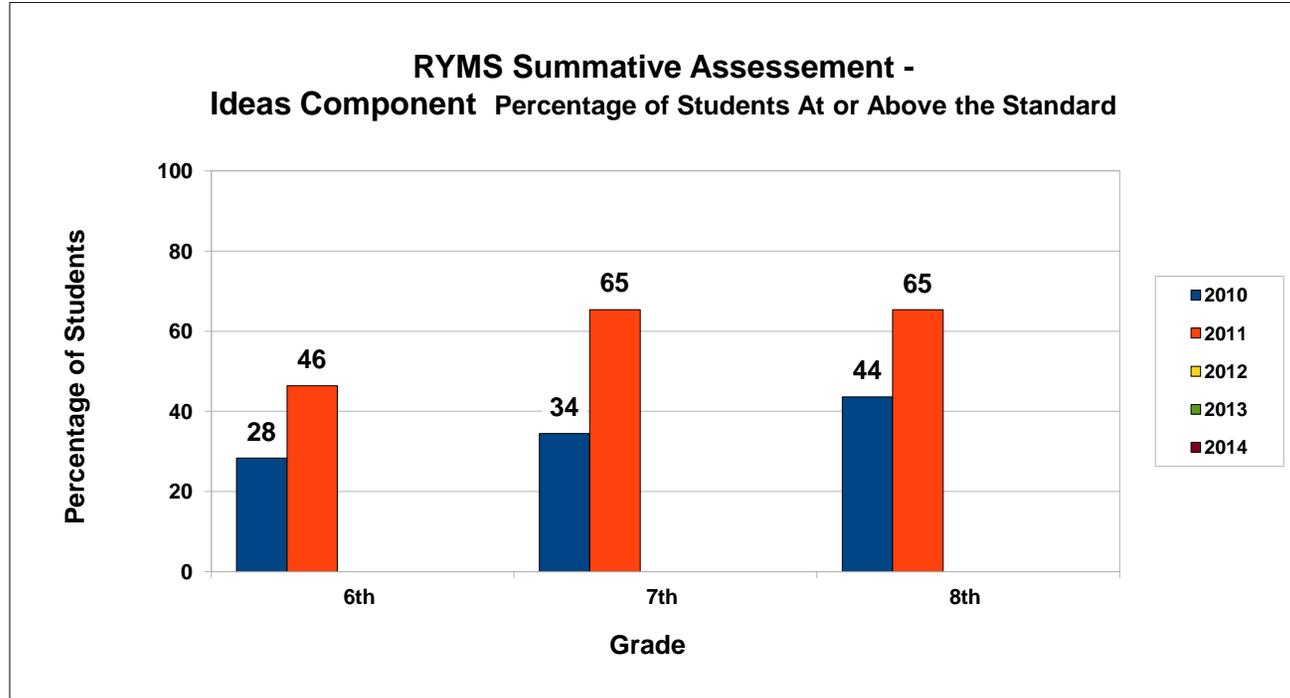
Top Two National Quarters

1. The difference in performance at the 6th grade is ___ compared to baseline year. ($Z = \underline{\quad}$)
2. The difference in performance at the 7th grade is ___ compared to baseline year. ($Z = \underline{\quad}$)
3. The difference in performance at the 8th grade is ___ compared to baseline year. ($Z = \underline{\quad}$)

Bottom National Quarter

1. The difference in performance at the 6th grade is ___ compared to baseline year. ($Z = \underline{\quad}$)
2. The difference in performance at the 7th grade is ___ compared to baseline year. ($Z = \underline{\quad}$)
3. The difference in performance at the 8th grade is ___ compared to baseline year. ($Z = \underline{\quad}$)

**DATA DISPLAY: Assessment Two:
RMS Summative Assessment – Ideas Component**

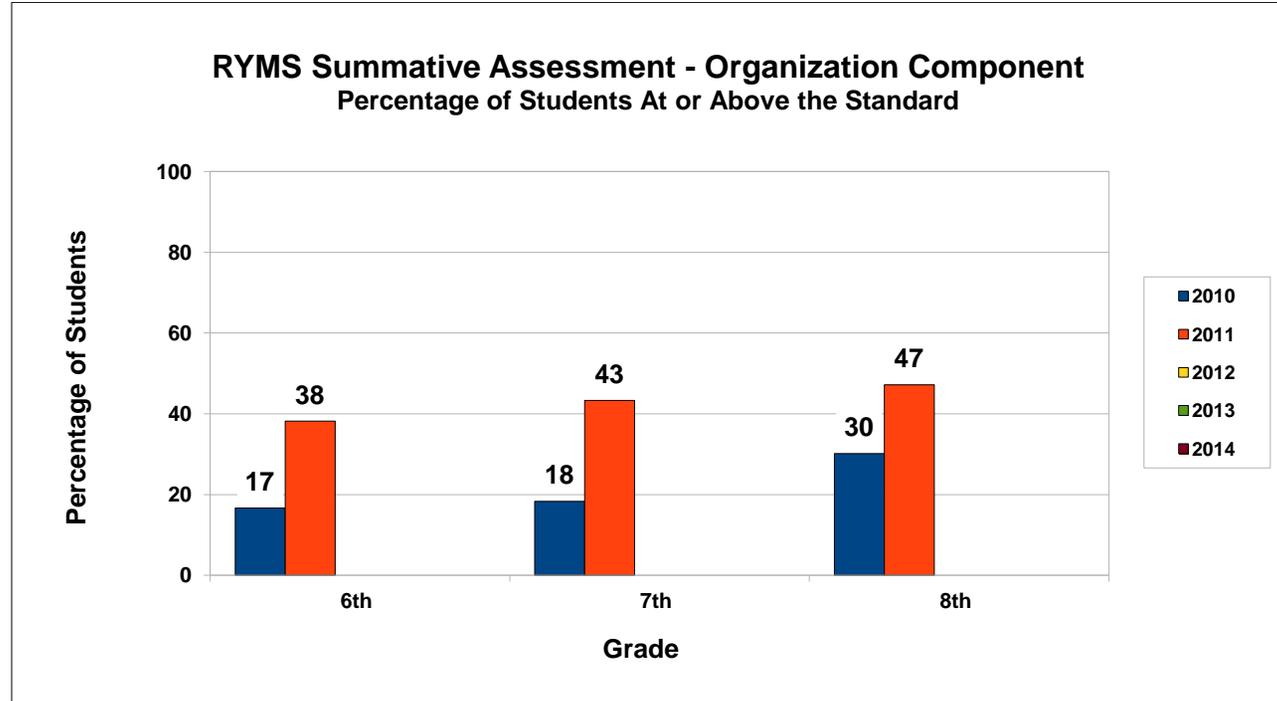


Indicator of success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing at or above the standard on the RMS Summative Assessment – Ideas Component.

Findings: (z-score analysis)

1. The difference in performance at the 6th grade is ___ compared to baseline year.
(Z= ___)
2. The difference in performance at the 7th grade is ___ compared to baseline year.
(Z= ___)
3. The difference in performance at the 8th grade is ___ compared to baseline year.
(Z = ___)

**DATA DISPLAY: Assessment Three:
RMS Summative Assessment – Organization Component**

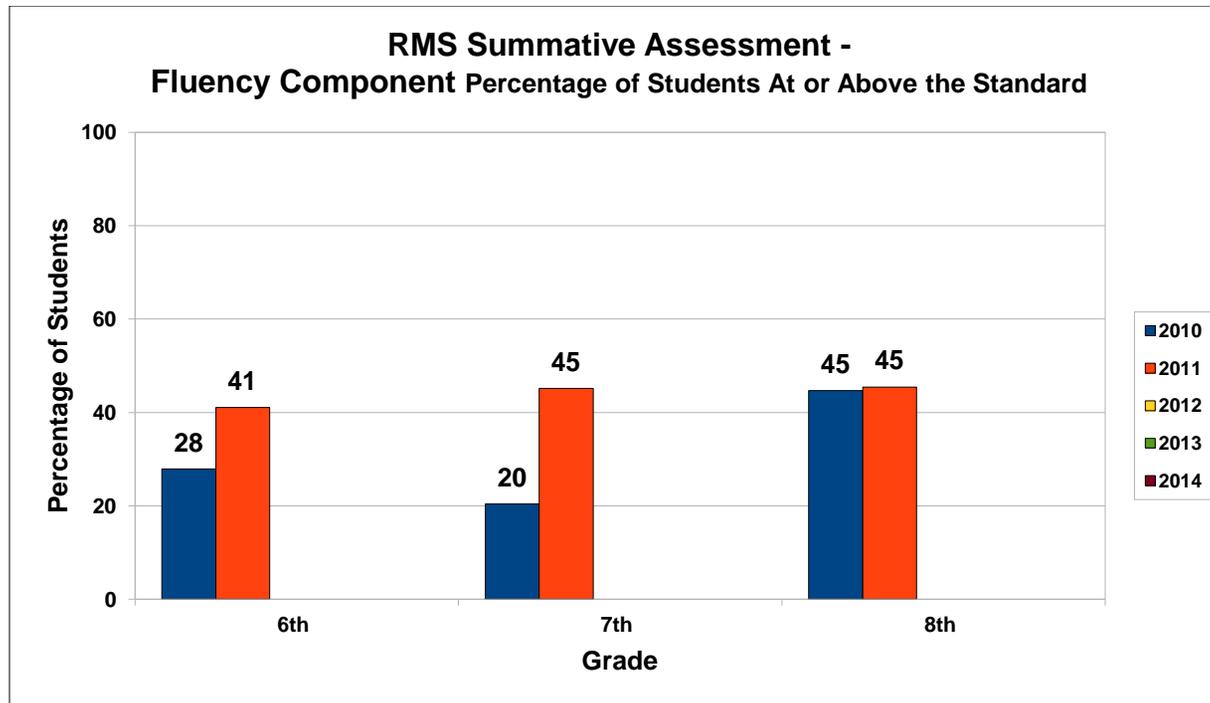


Indicator of success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing at or above the standard on the RMS Summative Assessment – Organization Component.

Findings: (z-score analysis)

1. The difference in performance at the 6th grade is ___ compared to baseline year.
($Z = \underline{\quad}$)
2. The difference in performance at the 7th grade is ___ compared to baseline year.
($Z = \underline{\quad}$)
3. The difference in performance at the 8th grade is ___ compared to baseline year.
($Z = \underline{\quad}$)

**DATA DISPLAY: Assessment Four:
RMS Summative Assessment – Fluency Component**

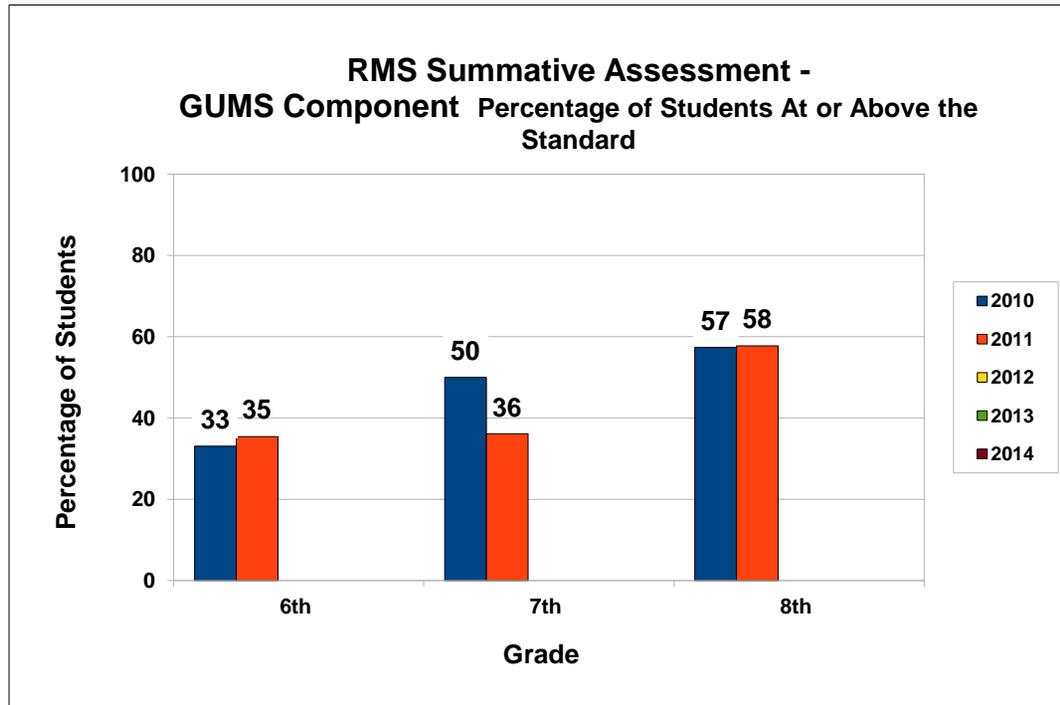


Indicator of success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing at or above the standard on the RMS Summative Assessment – Fluency Component.

Findings: (z-score analysis)

1. The difference in performance at the 6th grade is ___ compared to baseline year.
(Z= ___)
2. The difference in performance at the 7th grade is ___ compared to baseline year.
(Z= ___)
3. The difference in performance at the 8th grade is ___ compared to baseline year.
(Z = ___)

**DATA DISPLAY: Assessment Five:
RMS Summative Assessment – GUMS
(Grammar, Mechanics, Usage, Spelling) Component**



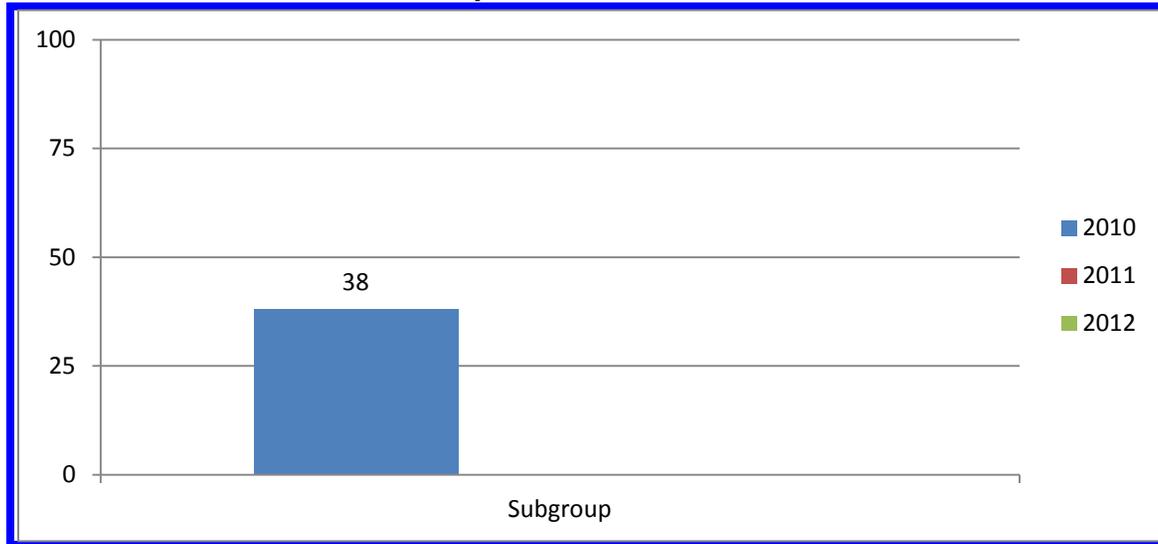
Indicator of success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing at or above the standard on the RMS Summative Assessment – GUMS Component.

Findings: (z-score analysis)

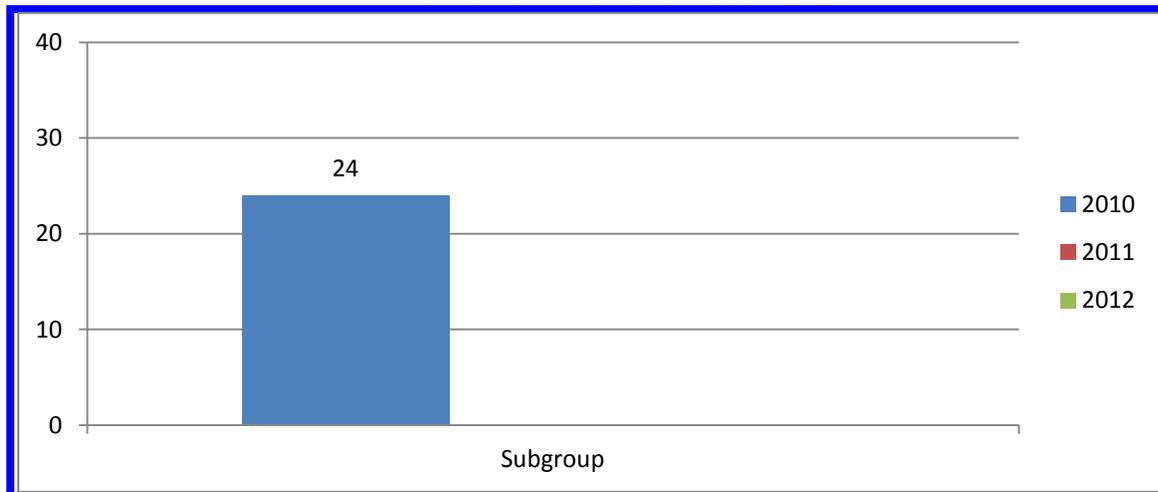
1. The difference in performance at the 6th grade is ___ compared to baseline year.
($Z = \underline{\hspace{1cm}}$)
2. The difference in performance at the 7th grade is ___ compared to baseline year.
($Z = \underline{\hspace{1cm}}$)
3. The difference in performance at the 8th grade is ___ compared to baseline year.
($Z = \underline{\hspace{1cm}}$)

**DATA DISPLAY: Assessment Six: Subgroup
TerraNova Multiple Assessment, Language Arts Subtest**

**TerraNova 3rd Ed – Language Arts
Percentage of Sub-Group Students Performing
in the Top Two National Quarters**



**TerraNova 3rd Edition – Language Arts
Percentage of Subgroup Students Performing
in the Bottom National Quarters**



Indicator of Success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students scoring in the Top Two National Quarters and a meaningful decrease ($z = .1$ or higher) in the percentage of students scoring in the Bottom National Quarter as measured by the *TerraNova* Multiple Assessment, Language Arts Subtest

Findings: (z-score analysis)

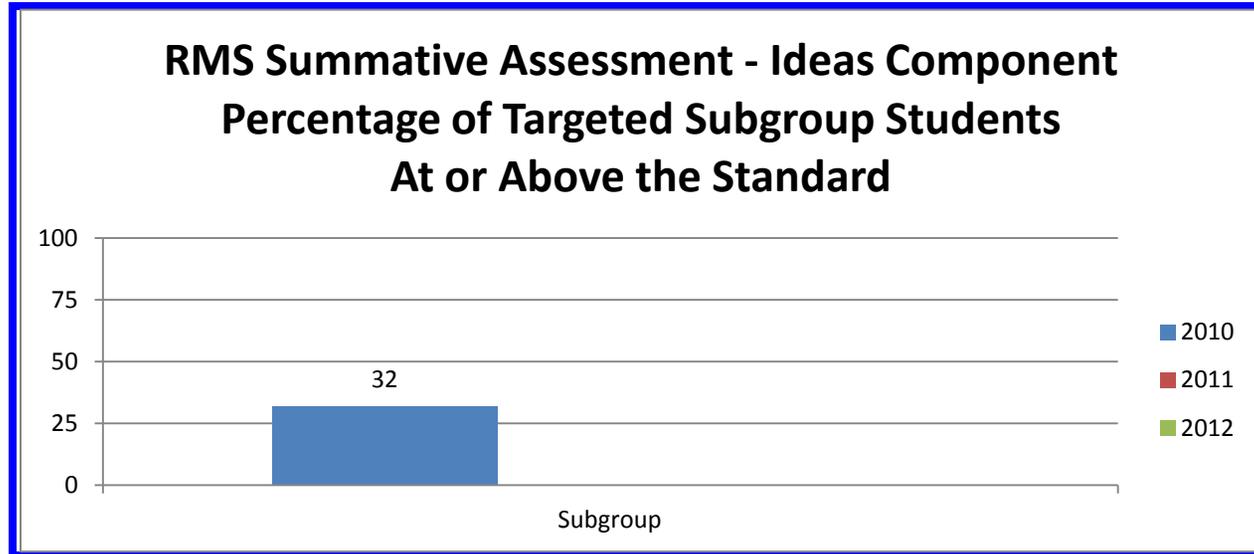
Top Two National Quarters

1. The difference in performance of the target sub-group is ____ compared to baseline year. (Z= ____)

Bottom National Quarter

1. The difference in performance of the target sub-group is ____ compared to baseline year. (Z= ____)

DATA DISPLAY: Assessment Seven: RMS Summative Assessment - Ideas

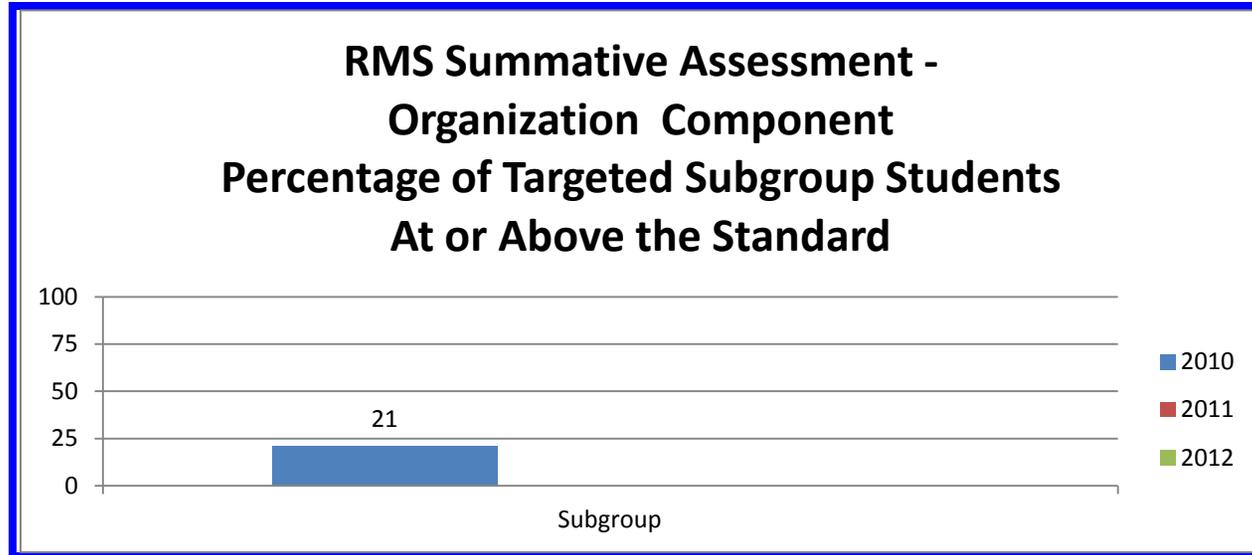


Indicator of success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing at or above the standard on the RMS Summative Assessment – Ideas Component.

Findings: (z-score analysis)

1. The difference in performance of the target sub-group is ____ compared to baseline year. ($Z = \underline{\quad}$)

DATA DISPLAY: Assessment Eight: RMS Summative Assessment - Organization

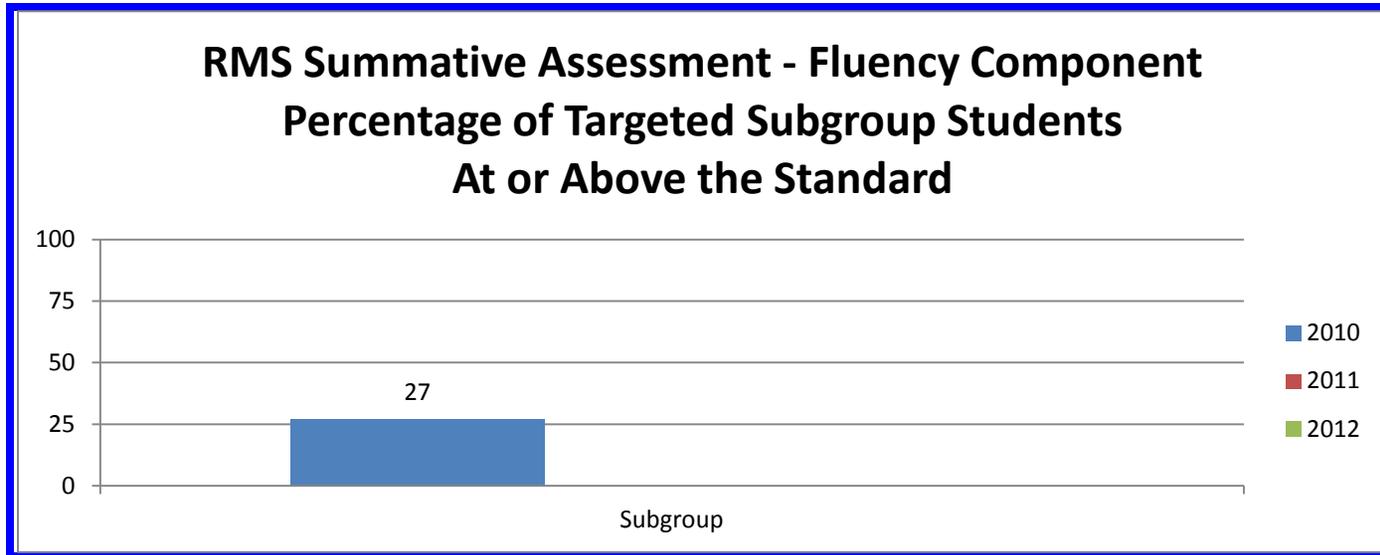


Indicator of success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing at or above the standard on the RMS Summative Assessment – Organization Component.

Findings: (z-score analysis)

1. The difference in performance of the target sub-group is ____ compared to baseline year. ($Z = \underline{\quad}$)

DATA DISPLAY: Assessment Nine: RMS Summative Assessment - Fluency

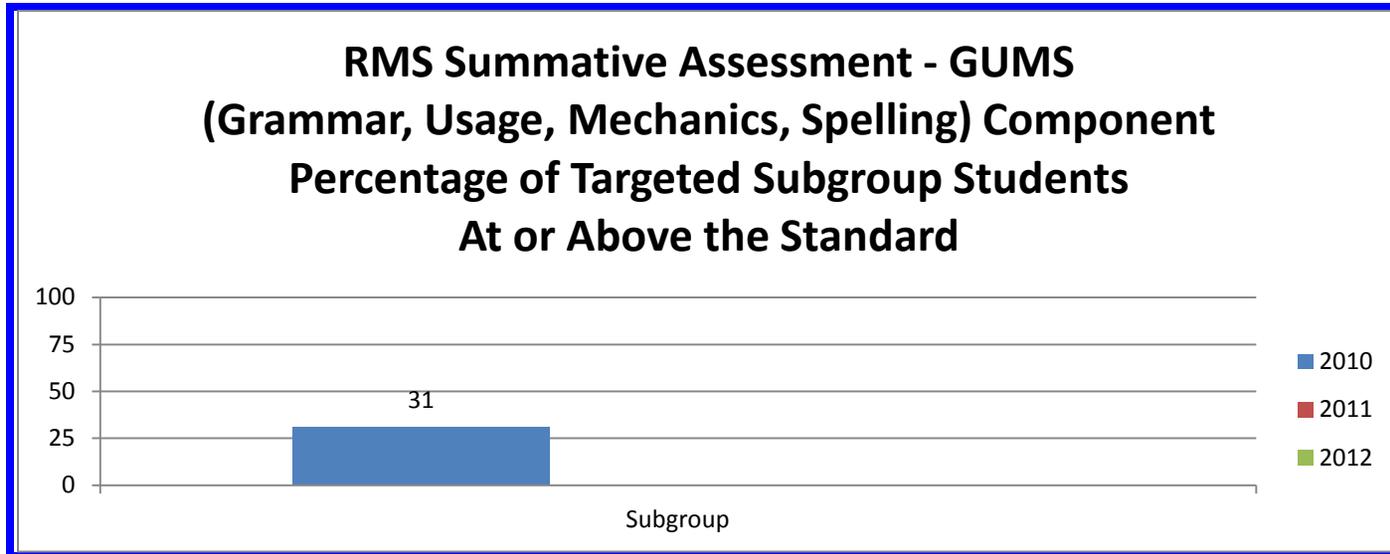


Indicator of success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing at or above the standard on the RMS Summative Assessment – Fluency Component.

Findings: (z-score analysis)

1. The difference in performance of the target sub-group is ___ compared to baseline year. ($Z = \underline{\quad}$)

DATA DISPLAY: Assessment Ten: RMS Summative Assessment - GUMS



Indicator of success: There is a meaningful increase ($z = .1$ or higher) in the percentage of students performing at or above the standard on the RMS Summative Assessment – GUMS Component.

Findings: (z-score analysis)

1. The difference in performance of the target sub-group is ____ compared to baseline year. (Z= ____)

ANALYSIS

Please Note: Assessments from spring 2010 provided Ryukyu Middle School with baseline assessment data to which future assessment results will be compared. Beginning with the spring 2011 assessment data, RMS will complete the summary and interpretation of the data.

**Summary of student performance (z-score differences) for Assessment One:
TerraNova Multiple Assessment, Language Arts Subtest (Grades 6-8)**

**Summary of student performance (z-score differences) for Assessment Two:
RMS Summative Assessment – Ideas Component Grades 6-8)**

**Summary of student performance (z-score differences) for Assessment Three:
RMS Summative Assessment – Organization Component (Grades 6-8)**

**Summary of student performance (z-score differences) for Assessment Four:
RMS Summative Assessment – Fluency Component (Grades 6-8)**

**Summary of student performance (z-score differences) for Assessment Five:
RMS Summative Assessment – GUMS (Grammar, Usage, Mechanics, Spelling) Component (Grades 6-8)**

Targeted Subgroup Data Analysis:

**Summary of student performance (z-score differences) for Assessment Six:
TerraNova Multiple Assessment, Language Arts Subtest, Targeted Subgroup**

**Summary of student performance (z-score differences) for Assessment Seven:
RMS Summative Assessment – Ideas Component (Targeted Subgroup)**

**Summary of student performance (z-score differences) for Assessment Eight:
RMS Summative Assessment – Organization Component (Targeted Subgroup)**

**Summary of student performance (z-score differences) for Assessment Nine:
RMS Summative Assessment – Fluency Component (Targeted Subgroup)**

**Summary of student performance (z-score differences) for Assessment Ten:
RMS Summative Assessment – GUMS (Grammar, Usage, Mechanics, Spelling) (Targeted Subgroup)**

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

As a faculty we feel that the School Improvement plan should remain the same since the plan has only been in place for one academic year. The assessment process needs to be continued for at least one more year in order to determine if there has been a significant change in student work. Currently, the assessment results appear to indicate the need for more measurable data from our formative assessments. These modifications will be discussed during meetings with each grade level team and subject area department in order to implement improvements to their respective Quarter 1 formative assessments. Specifically, the teams and departments will be examining what changes may be needed to more accurately measure content vocabulary and reading comprehension. Based on the aforementioned, the Faculty agrees that no modifications be made at this time.

Which intervention(s) will continue? Why?

The “Word Wall” and the “Three traits of writing” are interventions that need to continue, due to the lack of data to support a change. We feel that with one additional year of measureable data, a decision may be made in support of continuing or modifying the interventions.

All interventions should also continue through the next assessment evaluation as stated in the response to Action number one, i.e. more time to determine the efficacy of the interventions.

Which intervention(s) will be modified? How?

No interventions need to be modified at this time. However, the committee suggested the following modifications to staff development in relation to the school interventions:

- a. Have available on the faculty “L” drive previous presentations that were done last school year in regards to the use and strategies of a “Word Wall” and the “Three traits of writing.”
- b. Have a folder that the staff can access on the L: Drive that includes research-based articles, video clips, and lesson plans pertinent to the use of “Word Walls” and the “Three traits of writing.”

- c. Staff Collaboration -sharing their successes of how the intervention looks in their classroom.
- d. Each department and grade level will put in place a more standardized means of measuring the effectiveness of the intervention with the use of the collected data, and use those measurements to determine what changes, if any, need to be implemented.

Which intervention(s) will be discontinued? Why?

We agree that both interventions should remain the same. At this time, we do not recommend the discontinuing of our current interventions.

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: Written Communication

Ryukyu Middle School opened its doors in August, 2008. During that school year, the staff bonded as a faculty and developed a common mission and vision. In School year 09-10, Ryukyu Middle School faculty, community members and parents met to determine appropriate goals for Ryukyu Middle School for the next school improvement cycle. After reviewing test scores and holding small group discussions, the faculty and community established Written Communication as one of RMS continuous school improvement goals. Test scores from the *TerraNova* supported this choice. The group reached consensus that a concentration on this goal would enhance and improve the education of the students at Ryukyu Middle School. Therefore, the Continuous School Improvement Goal 2 was determined to be Written Communication.

Selection of Interventions: Traits of Writing

Continuous School Improvement (CSI) subcommittees of teachers and parents were established for each continuous student performance goal during Year 1 of the School Improvement Cycle. Each subcommittee identified a set of research-based interventions supporting the goal that could be implemented school-wide in all curricular areas. The school and community reached consensus on interventions to be included in the Continuous School Improvement Plan by using research based interventions for Traits of Writing.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO GOAL 2 – Written Communication

By June 2014, all students will increase student performance on the targeted area of Written Communication using instructional interventions implemented in all curricular areas as measured by the TN3 Language Arts subtest and other system-wide and school based assessments. The targeted skills of written communication include developing problem solving skills, demonstrating reasoning skills, using appropriate writing strategies, and using appropriate grammar, usage, mechanics, spelling, vocabulary and error analysis skills.

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

English/Language Arts:

6, 7, 8E1a: Word Recognition, Fluency, and Vocabulary Development: Students use their knowledge of word parts, word relationships, and context to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

6, 7, 8E2a: Writing Processes and Features: Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

6, 7, 8E2c: English Language Conventions: Students write using Standard English conventions appropriate to their grade level and produce legible work that can be read by others.

Gifted Education:

GE2.2.1 Teachers differentiate, supplement, or modify instruction based upon DoDEA curriculum content standards to ensure advanced content and process goals.

Health:

HESK Health Literacy Skills: Demonstrating health literacy skills leads to personal, family, and community health. The student will:

HESK4: use interpersonal communication skills to enhance health

HE5 Alcohol, Tobacco, and Other Drugs: The student will

HE5e: compare ways to say no to types of peer pressure

Mathematics:

6M5a: Data Analysis and Probability: In grade 6, all students should read and use graphical representations to make predictions and/or draw conclusions.

6M2a: Algebra: In grade 6, all students should recognize and generate equivalent forms of algebraic expressions.

7M2a: Algebra: In grade 7, all students should represent and analyze relations and functions with tables, graphs, words, algebraic expressions, and equations.

8M2a: Algebra: In grade 8, all students should identify and describe patterns and sequences by finding the n th item.

8M2d: Algebra: In grade 8, all students should use symbolic algebra to represent situations and to solve problems involving linear and nonlinear relationships.

Music:

MU5 Characteristics and Merits of Works and Performances:

MU5c: the student evaluates the quality and effectiveness of performances

Professional Technical Studies:

PT-MS2 Computer Apps/Video Production: Students explore career fields that include creating, exhibiting, performing, and publishing multimedia content.

PT-MS2 Arts AV/Technology & Communication: Students build technical vocabulary of tools, software, shooting sequences; use vocabulary appropriately in presentations

Physical Education

PE1 Motor Skills and Movement Patterns

7PE1a: The student will apply combinations of specialized motor skills and patterns with basic strategic and tactical skills in a variety of modified sports and other activities

7PE1e: The student will monitor change in the development of movement skills in order to improve performance

PE2 Physical Activity and Fitness

7PE2c: The student will analyze personal health-related fitness based on results of participation in DoDEA Physical Fitness Assessment Program

7PE2f: The student will demonstrate appropriate individual stretching techniques as part of warm-up and cool-down for specified sports and physical activities.

Science

6, 7, 8Sa: The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

Social Studies

6SS2: Students analyze the geographic, political, economic, religious, and social structured early civilizations of Mesopotamia, Egypt, and Kush.

6SS2.i: Trace the evolution of language and its written forms.

8SS4d: The student will describe daily life, including traditions in art, music, literature, of early America.

Research on Writing with the 6+1 Traits

By
Peter C. Bellamy

Bellamy, Peter, "Research on Writing with the 6+1 Traits." *Education Northwest*. Northwest Regional Educational Labs, 20/04/2005. Web. 5 March 2010. <<http://educationnorthwest.org/resource/447>>.

The notion is widespread that children must learn to read before they can write. However, Bissex (1980), Chomsky (1971) and Graves (1983) found that young children begin writing as or even before they learn to read, because they have a need to communicate ideas and concepts that have been discovered by experience rather than in books. And this communication serves not only to share thoughts, but also to help organize them into coherent categories.

Research has confirmed the importance of process in writing and that what writers do as they write is at least as important as the products they produce (Tompkins 1993). Britton (1970), Emig (1971) and Graves (1975) investigated the thinking processes that young writers used as they wrote. They found that the process consisted of three basic activities: conception or prewriting, incubation or composing, and production or post writing. Flowers and Hayes (1977, 1981) found these same basic stages, and added that the process is recursive, with writers moving between steps in the process freely. Sommers (1980, 1982) described writing as a revision process in which ideas are developed, and pointed to the limitations placed on student thinking when teachers focus on mechanics rather than content.

Early research into the process of writing was brought to a head in 1972 with the Bay Area Writing Project that later became the National Writing Project. But while the writing process developed by the Project provided teachers with a framework within which to work, it did not give the detailed description of what makes good writing. Paul Diederich's work at the Educational Testing Service remained the only description of writing quality criteria until 1984 when Beaverton School District in Oregon began a study that eventually led to the development of the Six Traits of Writing.

Diederich, French and Carlton (1961) in a paper presented to the National Council of Teachers of English described a factor-analytic study of the reasons teachers gave for their grades on written compositions, along with a set of eight scales developed from the study by the Educational Testing Service (ETS). Their scales were named: ideas, organization, wording, flavor, usage, punctuation, spelling, and handwriting. This paper along with his later article titled 'How to Measure Growth in Writing Ability' (1966), are the earliest systematic attempts to move the educational community away from holistic writing scoring towards an analytic, trait-based model.

Grundy (1986) in a bulletin published by the Oregon School Study Council describes the development of the Beaverton School District's writing program that uses a 'process approach' to writing. A result of this change was the increasing awareness of the need for an analytic assessment tool to gauge the success of the new writing instructional model. In 1983, a committee facilitated by the Northwest Regional Educational Laboratory reviewed a range of assessment models and finally proposed a six-trait model that included: ideas/content; organization and development;

voice/tone/flavor; effective word choice; syntax/sentence structure; and writing conventions. The district produced a scoring guide for each of the traits containing descriptors of papers scoring 5, 3 or 1 on a five point scale. The Beaverton model was chosen by the Oregon Department of Education for the 1985 Oregon Statewide Writing Assessment (see report: Oregon 1985 Assessment, Writing; Oregon Department of Education). Northwest Regional Educational Laboratory 2

A watershed of writing research came in 1986 with the publication by **George Hillocks** (1987) of his meta-analysis of twenty years of research. He reviewed 2000 studies on the process of composing writing to produce a list of six instructional methods commonly adopted as curriculum or program focuses. Based on meta-analysis techniques developed by Glass (1978), he compared the effectiveness of instructional strategies across studies to create a comparison coded for a variety of variables.

The six instructional strategies are: grammar, meaning the teaching of parts of speech and parsing (diagramming) of sentences; models, being the presentation of good pieces of writing showing particular structures or modes; sentence combining, meaning the practice of building complex sentences from simpler examples; scales, which is the training of students to use sets of criteria with which to judge the quality of their work (e.g. traits); inquiry, focused on the use of data and information that students then ‘transform’ into generalizations and arguments for writing tasks; and free writing, which is the technique of having students write freely about whatever interests them.

The **scales** focus has an effect on writing quality (**0.36**) that is second only to ‘inquiry’. The scales method, of which the 6+1 Traits model is an example, employs sets of criteria to evaluate pieces of work. Students are taught to apply the criteria to compositions of varying levels of quality until they can competently review and revise their own work

In 1992, **Arter, Spandel, Culham, and Pollard** (1994) conducted the study that remains the most specific in the measurement of the effectiveness of the traits. They carried out a project that involved six classrooms of fifth grade students, representing a range of learning environments (rural/urban, size, and socio-economic). Classrooms were randomly assigned to a ‘treatment’ group (67 students) provided training in the Traits, or a ‘control’ group (65 students). Results for the treatment group showed substantial growth in mean scores (0.55-0.87 on a 5 point scale) in the three traits that were taught directly, with small to moderate growth (0.19-0.53) being shown in the untaught traits. Control groups showed small growth (0-0.21) in all six of the traits.

Coe (1999) conducted a study of 938 papers scored by two teams of raters in order to determine the relationship of ‘Six-Trait’ and ‘Holistic’ Assessments. The investigation showed that each of the six traits was strongly predictive of passing the Washington Assessment of Student Learning in writing (scored holistically), with Ideas, Conventions, and Sentence Fluency being more strongly predictive (75% of the time) than were Organization, Word Choice, and Voice (70% of the time). A model using the sum of the six trait scores as a predictor of success was accurate for 79% of students. Coe pointed to the advantage of using the 6-Trait model to diagnose specific strengths and weaknesses of student writing in order to inform instruction and improve overall writing in the classroom.

There have been a number of other small-scale studies that point to the effectiveness of the 6+1 Writing Trait model. Each was conducted at a single school or district and generally involved one grade level of students. The studies all used a similar methodology, namely pre- and post-trait training scores with growth data derived from the differential. With the exception of Kent School District, all studies are single year:

1. **Jennie Wilson Elementary** (Jarmer et al; 2000): this was a report in the Journal of School Improvement. The school conducted a pretest of student writing skills then taught the 6 Trait Northwest Regional Educational Laboratory 3 model as an intervention. They reported improvement in all grade levels K-5th ranging from 40% to 92%.
2. **Kent School District, WA** (NWREL, 2000): quoted in NWREL training materials. The study tracked student growth in writing achievement in third grade over a period of three years, with Trait training taking place in the second year. The study showed an increase in the number of students meeting benchmark standards in all traits, ranging from 8.6% to 32.2%.
3. **Pilot SAS Writing Assessment** (NWREL, 2000): a single-year study of fourth grade student pre-trait and post-trait training, showing a growth in the percentage meeting the scoring criteria of 12%.
4. **Hartly Elementary School** (NWREL, 2000): a single school study of third grade students giving pre- and post trait comparison. The study shows positive growth in average scores in all traits, ranging from 1.79 to 2.09 on a 5-point scale.
5. **The Saudi Arabia/ARAMCO School** (NWREL, 2000): a single school study of fourth grade students, showing the percentage of students at each level of performance pre- and post trait implementation. The study shows an increase of 7% in the number of students meeting or exceeding the district writing standard. In addition, a major study is currently being conducted by Northwest Regional Educational Laboratory to accurately measure the effectiveness of the model.

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