

Issaquah School District SIP Action Plan

School: **Creekside Elementary**

Content Area: **Writing**

SIP Goals for the 2014/2015 School Year:

Kindergarten:

- By the end of the 2014/2015 school year, all kindergarten students who are below grade level in the area of writing craft will move up one level on the writing rubric. 85% of kindergarten students will be at or above grade level in the area of writing craft.

First Grade:

- In 2015, using the districts pre and post on-demand prompts, first grade students receiving one or two points on the elaboration rubric will move up at least one point. Students performing at grade level will continue to grow, but will not be expected to earn four points in elaboration.

Second Grade:

- On the 2015, on-demand opinion prompt, 80% of second grade students will meet or exceed standard on the "Craft" component of the Units of Study rubric.

Third Grade:

- In the 2014/2015 school year, children at level 1 or 2 will move up one level. Children at level 3 or 4 will maintain or move up a level as measured by the pre and post writing assessment.

Fourth Grade:

- In 2015, level 1 & 2 fourth grade students at Creekside will go up one level in elaboration on their informational writing measured by district pre and post on-demand prompts.

Fifth Grade:

- In 2015, using the district on-demand pre and post writing assessment to track student growth, 100% of students performing below grade-level will advance at least 1 level in the area of Elaboration on the post assessment.

SIP GAP Closing Goal for the 2014/2015 School Year:

On the end of the year writing assessment, boys will be within 5% of the girls in our overall writing outcomes.
(2013/2014 gap closing goal: Boys will increase their levels of meeting standard in Writing from 74% to 85%.)

Research-identified strategies	Desired products and behaviors	How will this be accomplished? ➤ Steps to implementing the strategy ➤ Professional development ➤ Visits ➤ Additional research	How often? ➤ Frequency ➤ Timeline	What evidence will you be gathering relative to the desired student products and behaviors? ➤ Formative ➤ Summative
The following strategies, recommendations from <i>Writing Next: Effective Strategies to improve writing of adolescents</i> (grades 4-6), are presented in order of greatest impact.				
1. Students are taught planning and reflective strategies for writing, self- and peer- revising, and editing for narrative and expository work.	Implementation of strategies for independent and collaborative writing during different stages of Writers' Workshop.	Professional Development focusing on Lucy Calkins' Units of Study: Teach teachers how to teach, implement and evaluate the process. Provide opportunities for students to practice.	Ongoing	Through observation and checking student work, evidence will be gathered on students choosing topics, writing daily, increasing volume, showing evidence of instruction, engagement and self-direction.
2. Students are taught skills/procedures for elaborating about their text in their writing.	Students will produce a piece that is re-written with elaboration.	Professional Development to establish common language. Opportunities for students to practice: classroom texts, read-aloud material, etc.	Average of one per month.	Written pieces: Pictures in Kindergarten Guided Practice in 1 st /2 nd Independent in 3 rd /4 th /5 th
3. Students are provided time and space for collaborative writing : planning, drafting, revising, and editing.	Students sit side-by-side, speaking purposefully and respectfully about ways to improve their writing.	Clear systematic instruction in how to work with peers to plan, draft, revise, and edit pieces (Think-pair-share, peer conferencing, etc.).	Multiple times per week	Observation: student behaviors become routine practice.
4. Students are provided mini-lessons on specific and reachable product goals and characteristics of	Types of writing to be addressed: Narrative, Informative and Opinion	Professional Development: Teach teachers how to teach and evaluate the process. Implement via mini lessons and 1:1 Teacher/Student	Through the implementation of 3 <i>on-demand grade level pieces</i> (Lucy Calkins' writing	(Teacher Focus) Mini lessons are specific to the product, have logical sequence, clear teaching points, modeled strategies, opportunities for practice, add to a repertoire of

written assignments.		Writing Conferences	curriculum).	strategies, and engage students.
5. Students with IEPs/504/ELL plans are provided opportunities to draft using a word processor .	Students with WP accommodations transition independently to WP.	Provide classroom computer and computer lab access to students; teach word processing skills.	Daily and/or as indicated by IEP/504 Plan.	Fluency in student writing, completeness of assignments, adherence to product criteria.
6. Students are provided lessons in how to create increasingly sophisticated sentences and sentence combining .	Students will write the different types of sentences: list; pattern (K-1); who, what where, when (1-5); complex (3-5).	Professional Development to establish common language and criteria.	Ongoing	Student work samples.
7. Students engage in pre-writing activities designed to help them generate or organize ideas.	Students develop a repertoire of activities to generate topics, and brainstorm to develop/refine ideas.	Provide instruction through teach, model, and guided practice (I, we, you do) and consistent practices across grade levels.	With each unit assignment.	Journal entries, pre-writes and conversations that notice the details of their lives.
8. Students engage in inquiry activities to analyze immediate, concrete data to develop ideas and content for particular writing tasks.	Students will analyze what they read, summarize the events or ideas, and then interpret for personal meaning.	Professional Development: Teach teachers how to teach, implement and evaluate the process. Provide opportunities for students to practice.	Integrated throughout content studies.	Observations on metacognition: conversations about thinking about one's thinking (Habits of the Mind).
9. Students are taught through the Process Writing Approach , which interweaves instructional activities in a workshop environment and stresses extended writing opportunities, writing for authentic audiences, personalized	Types of writing to be addressed: Narrative, , Opinion and Informational. Product details dependent on grade level and found in Lucy Calkin's <i>Units of Study</i> .	Professional Development to establish common language and criteria, as well as how to teach the Units. Formal PD with writing consultant, informal study during collaborative time, and self study with Lucy Calkins' Curriculum. Provide ample opportunities for students to write.	PD sessions, Staff Meetings, Collaborative Wednesdays	Through observation and checking of student work: informal walk bys, 1:1 student/teacher writing conferences, formal scoring against rubrics, and student self-scoring. Teacher and student evaluation will include purposeful volume and writing stamina.

instruction, and cycles of writing.				
10. Students are provided models of good writing to read, analyze, and emulate.	Students will study models of good writing	Provide models by professional writers, classroom teachers, and students.	Ongoing	Student replication of techniques and “tricks” of professional writers.
11. Students use writing as a tool to facilitate the learning of content material .	Students learn how to take notes, summarize bits of text, and compare and contrast grade level content.	Teachers will teach students how to think about the kinds of texts they’re reading and how to apply that thinking to their writing.	Ongoing	Organized and purposeful note taking; graphic organizers.
Below are additional School Wide Strategies we believe will have a positive impact on Student Learning.				
Staff Development on <i>Lucy Calkins’ Units of Study for Teaching Writing</i> (also part of our ongoing creation of a Professional Learning Community).	Common practice, language, and understanding across all grade levels.	Phase 1: Learn how to use the program – which elements to try first; develop common routines, language, and format. Phase 2: Practice and refine Phase 3: Refine and add on Phase 4: Stabilization	Ongoing	Student work products; collaborative scoring of student work; increased focus on writing and writing support during professional development and other MSD times.
Author Visit	Use author’s work as a writer and reader to support their own writing efforts.	Prior to author visit ~ LST, Principal and DoS will do Read-a-louds in classrooms to familiarize the students with the author’s books. Following visit ~ teachers will refer to Seymour Simon’s text and his writing process	Jan & Feb ~ Read-a-louds Mar ~ Author Visit Apr & May ~ teachers will reference author’s work	Observations of student behavior during the writing process (especially for our BOYS).
LST Support	Struggling students will feel supported and more confident by this extra support system.	Pamela’s weekly updates will include supports for teachers to use with struggling writers (especially boys).	Weekly	Teachers will confer with their writers and will have the LST confer as needed to determine effectiveness.

Grade Level Implementation Plans for the new Lucy Calkins' <i>Units of Study</i> Writing Curriculum				
Implement all <i>Units of Study</i>	Common practice, language, and understanding scaffolded across all grade levels.	Kindergarten <ul style="list-style-type: none"> • On demand narrative prompts • Collaborative scoring with identified anchor papers and Lucy Calkins'/ISD rubric • Celebrations through Author's Chair 	Trimester 1 – Unit 1: Launching the Writer's Workshop (Narrative) Trimester 2 – Unit 2: Writing for Readers (Narrative), Unit 3: How-to Books (Information) Trimester 3 – Unit 4: Persuasive Writing of All Kinds (Opinion)	Student work products; collaborative scoring of student work; increased focus on writing and writing support during professional development and other MDSD times.
		1 st Grade <ul style="list-style-type: none"> • On demand prompts • Collaborative scoring with identified anchor papers and Lucy Calkins'/ISD rubric • Writing checklists for self-assessment. 	Trimester 1 – Unit 1: Small Moments (Narrative) Trimester 2 – Unit 2: Nonfiction Chapter Books (Information), Unit 3: Writing Reviews (Opinion) Trimester 3 – Unit 4: From Scenes to Series (Narrative)	

		<p>2nd Grade</p> <ul style="list-style-type: none"> • Baseline fall prompt scored with Lucy Calkins’/ISD rubric • Collaborative scoring • Writing checklists for self-assessment. • Post spring prompt scored with Lucy Calkins’/ISD rubric 	<p>Trimester 1 – Unit 1: Lessons from the Masters (Narrative) Trimester 2 – Unit 2: Lab Reports and Science Books (Information), Unit 3: Writing About Reading (Opinion) Trimester 3 – Unit 4: Poetry-Big Thoughts in Small Packages (Poetry)</p>	
<p>Implement all <i>Units of Study</i></p>	<p>Common practice, language, and understanding scaffolded across all grade levels.</p>	<p>3rd Grade</p> <ul style="list-style-type: none"> • On demand writing prompts scored with Lucy Calkin’s/ISD rubric • Pre-write prior and prompt after each Unit of study • Collaborative scoring with identified anchor papers and Lucy Calkins’/ISD rubric • Writing checklists for self-assessment 	<p>Trimester 1 – Unit 1: Crafting True Stories (Narrative) Trimester 2 – Unit 2: The Art of Information Writing (Information), Unit 3: Changing the World (Opinion) Trimester 3 – Unit 4: Once Upon A Time (Narrative/Fairy Tales)</p>	<p>Student work products; collaborative scoring of student work; increased focus on writing and writing support during professional development and other MDSD times.</p>

		<p>4th Grade</p> <ul style="list-style-type: none"> • On demand writing prompts • Collaborative scoring with identified anchor papers and Lucy Calkins’/ISD rubric • Using Lucy checklists for self-assessment 	<p>Trimester 1 – Unit 1: The Arc of the Story (Narrative) Trimester 2 – Unit 2: Boxes and Bullets (Opinion), Unit 3: Bringing History to Life (Information) Trimester 3 – Unit 4: The Literary Essay (Opinion)</p>	
		<p>5th Grade</p> <ul style="list-style-type: none"> • On demand writing prompts • Collaborative scoring with identified anchor papers and Lucy Calkins’/ISD rubric • Four Lucy Calkins’ Units • Using Lucy checklists for self-assessment 	<p>Trimester 1 – Unit 1: Narrative Craft (Narrative) Trimester 2 – Unit 2: The Lens of History (Information), Unit 3: The Research-Based Argument (Opinion) Trimester 3 – Unit 4: Shaping Texts (Memoir)</p>	
Closing the Boy/Girl Gender Gap (Information gathered from Ralph Fletcher)				
Research-identified strategies	Desired products and behaviors	<p>How will this be accomplished?</p> <ul style="list-style-type: none"> ➤ Steps to implementing the strategy ➤ Professional development ➤ Visits ➤ Additional research 	<p>How often?</p> <ul style="list-style-type: none"> ➤ Frequency ➤ Timeline 	<p>What evidence will you be gathering relative to the desired student products and behaviors?</p> <ul style="list-style-type: none"> ➤ Formative ➤ Summative
Boy writers must be engaged.	Boys feel invested in the writing they are working on.	Provide real and varied audiences for their writing.	Ongoing sharing and celebrations	Student frequency, attitudes, and growth with sharing

Create the kind of classroom where boys feel “at home” to write.	Boys fluently think and write while sitting on the floor, leaning against a stack of pillows, etc.	Establish a learning culture where productive thinking, collaboration, and work can happen anywhere.	Ongoing	Observations, exit slips
Signal to boy writers that daily, private failure is a necessary ingredient to become strong writers.	Boy writers accept the struggle as a healthy challenge.	Provide examples such as E. B. White did 9 drafts of <i>Charlotte’s Web</i> before it was published.	Ongoing	Observations, exit slips, 1:1 conferring notes
Teachers need to take a long-term perspective on what boys write.	Boys write fluently, developing their ability as they go along, rather than being stymied by the need to be perfect.	When responding to their writing, provide the message, “I know you learned some things on this piece that will help you on your next piece of writing,” Instead of, “You did that wrong.”	Ongoing	Observations, 1:1 conferring notes, written comments on student work
Consider out-of-school writing experiences.	E-mailing, writing a blog, creating websites, scribbling for fun in notebooks, creating comics with friends, etc.	Find out what kinds of writing our boys do at home, tap into that energy, and bring it into our classrooms.	Ongoing	Observations, exit slips
Allow them to choose a topic to write about.	Boys increase their ability to begin and remain with a piece of writing	Find out what our boys really care about, and encourage them to write about those topics	Ongoing	Observations, exit slips, frequency of sharing
Share well-written texts (authored by men) as mentor texts.	Boys increase their interests and identities as writers	Point out male authors through read alouds, book talks, student created book advertisements, etc.	Ongoing	Observations, checklists, frequency of sharing
Before (and during) writing, invite students to talk.	Boys talk to think through an idea, get comfortable with the material, and climb deeper inside what they intend to write.	Provide time in the schedule for boys to bounce ideas off each other in their verbal prewrites and peer conferences.	Ongoing	Observations

Embrace their use of humor.	Let them use humor as a way to express their authentic voices.	Remember that humor is not always acting out or trying to get attention.	Ongoing	Observations
During a writing conference (keep it short), give specific praise and build on strengths.	Boys listen to feedback with interest on how to apply it to their writing.	Communicate, both verbally and nonverbally, (1) I know that you can write well; (2) I believe in you as a writer; and (3) I am genuinely interested in what you have to say, and how you write about it.	Ongoing	Observations, 1:1 conferring notes, written comments on student work
Don't be obsessed with revision, but don't ignore it.	Boys listen to feedback with interest on how to apply it to their writing.	Realize that revision has the potential to create instant conflict; however, it is an important step in the writing process.	Ongoing	Observations, 1:1 conferring notes, written comments on student work
Invite your students to gather and collect writing that they admire.	Boys contribute to ideas such as "All Star Writing," etc.	Provide a section in the class library and opportunities for sharing.	Ongoing	Observations, frequency of sharing
Provide a writer's notebook for each of your students.	Boys write as a choice time activity	Model and celebrate the choice	Ongoing	Observations

A Culture of Kindness

Some of our ongoing Creekside Practices:

- Be Kind like Josh ~ Leaving a Legacy of KINDNESS
- Wall of Kindness with Morning Kindness Reminders (from wall)
- Evolution of Covey work to the Creekside Way
- Classroom Mission Statements
- Leadership Roles ~ Student Council, Green Team (Waste Watchers), Safety Patrol
- Cross Grade Level Buddies