



## **LRSP Status Report – June 2012**

### **1.01 SMS Personalize Learning SR 2012**

#### **Strategic Objective (SO):**

1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

#### **Topic of Strategic Objective (SO):**

Writing

**Department/School:** Sacajawea Middle School

**Leader:** Gordon Grissom, Joe Moriarty

#### **Team Members:**

Alex Eby, Cindy Whitmer, Landon Lundy, Sue Stolp, Peter Jacoby, Stacie Willey, Pat Bauerle, Becca Stevens, Mary Stone, Christi Hoffman, George Scott

#### **In a year, we hope to see the following progress on this strategic objective:**

1. Students will create more writing and feel better about themselves as writers.
2. Teachers will utilize Quadrant D learning activities on a regular basis.

### **PROGRESS SUMMARY**

Students at each grade level gained greater proficiency in writing skills throughout the 2011-2012 school year. Opportunities were provided students to intentionally develop stamina in their writing. Writing workshops and similar programs encouraged sustained writing, provided responsive feedback, and promoted specific writing skills based on genre and audience. The introduction of the Common Core State Standards resulted in a greater consistency and alignment in instructional practice and student learning. Each student received instruction and practice in writing narrative, expository and persuasive writing pieces while developing skills in the writing process. Students developed enhanced learning in self-reflection, editing and revisions. Rubrics were constructed and reviewed by the writing teachers; consistency in expectations, practice, feedback and scoring resulted in better horizontal and vertical alignment. Additionally, collaboration among teachers and with the instructional coach further developed effective and consistent writing instruction and practices. At this time, writing samples for the district assessment are still being collected and evaluated; full analysis will be conducted at the conclusion of the school year.

The goal of writing more was realized through the increase in writing opportunities, number of writing pieces collected, and standardization of the variety of pieces required. Assessing that students feel better about themselves as writers is more difficult to quantify; however, based on the engagement of students and the increased percentage of students completing writing assignments indicates the accomplishment of this goal as well. Likewise, teachers were prompted through the adoption of the CC practices to more fully utilize Quadrant D instruction.

Students, in Communication Arts classes, as well as in other disciplines, electives and access classes had opportunity to apply their writing in rigorous and relevant settings. The continued implementation of CC will further create opportunities for meaningful writing.