

# SCHOOL IMPROVEMENT PLAN

## School Year 2008-2009

**Kentucky School District  
Fort Knox Community Schools**

**Scott Middle School**

|                  |                        |
|------------------|------------------------|
| <b>Principal</b> | <b>SIP Chairperson</b> |
| Linda Haberman   | <b>REMOVED</b>         |

### School Improvement Team Members and Roles

| Member Name    | Role                     | Member Name    | Role                    |
|----------------|--------------------------|----------------|-------------------------|
| Linda Haberman | Principal                | <b>REMOVED</b> | Parent                  |
| <b>REMOVED</b> | Educational Technologist | <b>REMOVED</b> | Military Representative |
| <b>REMOVED</b> | Teacher                  | <b>REMOVED</b> | Student                 |
| <b>REMOVED</b> | Teacher                  |                |                         |
| <b>REMOVED</b> | Teacher                  |                |                         |
| <b>REMOVED</b> | Teacher                  |                |                         |
| <b>REMOVED</b> | Teacher                  |                |                         |

# School Improvement Plan

Scott Middle School  
2008-2009 SY

|  |  |   |
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| <b>Goal 1:</b> All students will improve critical thinking across the curriculum.  |  |   |
| <b>Type of Goal:</b> (Mark as appropriate)<br><input type="checkbox"/> Knowledge, <input checked="" type="checkbox"/> Application, <input type="checkbox"/> Behavior, <input type="checkbox"/> Attitude  |  |   |
| <b>Essence of the Goal:</b> Students will exhibit effective traits when actively analyzing, synthesizing, and evaluating information.  |  |   |
| <b>Support Data:</b><br>Informal Teacher Survey January 2008<br>(See page 55 of profile)<br><br>Informal Parent Survey Dec 2007 – Jan 2008<br>(See page 15 of profile)<br><br>Environmental Scan Data August – November<br>(See page 81 of profile)<br><br>Terra Nova Spring 2006-2008<br>(See pages 52-55 of profile) | <b>Assessments -- to measure progress toward meeting the goal</b>  |   |
|  | <b>Standardized Assessments:</b><br>Terra Nova Item Analysis<br><br>Terra Nova Objective Performance Index (OPI) | <b>Local Assessments:</b><br>Critical Thinking Assessment given in November 2008 and May 2009, and three times each year (August, December, May) after.<br>(See pages 66-67 of profile) |

**Intervention:****Critical Thinking –**

Staff members and students will utilize Arthur Costa's top two levels of questioning throughout all curricular areas. They will model these to their students during instructional time. They will use question stems to assist students in developing higher level questions. Through developing higher level questions, students will improve their ability to think critically.

**Habits of Mind –**

Staff members will teach students to use the sixteen Habits of Mind created by Arthur Costa. Students will use these habits to develop their ability to think critically as well as effectively communicate their thoughts to others.

**Research Critical Thinking:**

Increasing the use of higher cognitive questions (to considerably above the 20 percent incidence noted in most classes) produces superior learning gains for students above the primary grades for secondary students.

Cotton, Kathleen. "Classroom Questioning" in NWREL School Improvement Research Series (SIRS), 2001.

[www.nwrel.org/scpd/sirs/3/cu5.html](http://www.nwrel.org/scpd/sirs/3/cu5.html)

McREL analyzed instruction after looking at thousands of studies over the past 40 years. The study shows that identifying similarities and differences had an average effect size of 1.61, a 45 percentile gain.

Marzano, R., Pickering, D., and Pollock, J., *Classroom Instruction That Works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

**Research Habits of Mind:**

The New York Times May 12, 2007: The Critical Years: A Model Middle School by Winnie Hu

*Description of Finding*

- Briarcliff Middle School, Briarcliff Manor, NY has emerged as a nationally recognized middle school. The 390 students have consistently outperformed their peers on state tests.
- Since 2004, Briarcliff Middle School has exhorted students to live by the 16 traits that are at the core of Habits of Mind, traits that its supporters contend are common to highly successful people.
- The school strives to develop critical thinking, teach organizational skills, and instill social and moral values. This is most visible in its adherence to Habits of Mind, a system developed by two educators, Arthur L. Costa and Bena Kallick.
- In 2006, the number of students passing state reading and math tests at each grade level ranged from 89 percent to 97 percent.
- Districts generally see a drop in student achievement in grades six through eight. Briarcliff has not; it is at the upper end of about 50 middle schools — out of more than 600 — in New York State where test scores have held steady and in some cases even increased slightly from the elementary level, according to state education data.

Most currently, "complex thinker" was one of the outcomes for school improvement in the Tahoma School District #409 (22nd of 254 districts). There were noted point gains on the Washington Assessment for Student Learning in grade seven during years 1998-2004.

No author. Department of Teaching and Learning, 25720 Maple Valley/Black Diamond Road SE, Maple Valley, WA 98038, 2005.

[www.tahoma.wednet.edu/subsite/teachlearn/index.htm](http://www.tahoma.wednet.edu/subsite/teachlearn/index.htm)

| Activities to implement the intervention:   | Person(s) Accountable: POC  | Timeline        |                  | Resources Needed  |
|---|---|-----------------|------------------|---|
|   |   | Beg.            | End              |   |
| <p><b>Non-Student-Focused Activities</b><br/> Teachers will receive training in Costa’s Levels of Questioning and strategies such as matrixes, graphic organizers, classification tasks, metaphors, and analogies.</p> <p>Teachers will review current assessments used and adjust/create classroom evaluations so that the top two tiers of Costa’s Levels of Questioning are employed.</p> <p>During staff development teachers will model to peers in their content areas the use of questions which prompt critical thinking skills as outlined in the top two tiers of Costa’s Levels of Thinking. These questions will later be used to prompt critical thinking in their classrooms. Teachers will develop question stems as a result of these professional development opportunities.</p> <p>Teachers will practice questioning strategies that address the top tiers of Costa’s Levels of Thinking. This will include both oral and written exercises. Teachers may use question stems developed at faculty and team meetings.</p> | <p>Administration- <b>REMOVED</b><br/> Curriculum Facilitator- <b>REMOVED</b><br/> Avid Teacher- <b>REMOVED</b><br/> Department Leaders: <b>REMOVED</b></p> <p>Department Leaders: <b>REMOVED</b><br/> Team Leaders: <b>REMOVED</b></p> <p>Administration- <b>REMOVED</b></p> | <p>Jul 2008</p> | <p>Oct 2008</p>  | <p><u>Activating and Engaging Habits of Mind</u> – Arthur Costa and Bena Kallick (2000)<br/> <b>REMOVED</b> - DDESS Instructional Systems Specialist<br/> <b>REMOVED</b> - Kentucky Instructional System Specialist<br/> <b>REMOVED</b> - Kentucky Instructional Systems Specialist<br/> <b>REMOVED</b> - Fort Knox Instructional Systems Specialist<br/> Teacher created assessments<br/> DoDEA Textbook assessments<br/> Inspiration Software Application</p> <p>Posters which contain key words and sample questions which use the top two levels of questioning<br/> Visual aids of question stems</p> <p>Posters which contain key words and sample questions which use the top two levels of questioning<br/> Visual aids of question stems</p> |
| <p><b>Student-Focused Activities</b><br/> <b>Teaching</b><br/> Teachers will explain relevant vocabulary, pertinent to the top two tiers of questioning.</p> <p>Teachers will help students organize information in order to analyze, synthesize, and evaluate.</p> <p><b>Modeling</b><br/> Students will employ these top two tiers of questioning in class discussions. Students may</p>  | <p>Administration- <b>REMOVED</b><br/> Curriculum Facilitator- <b>REMOVED</b><br/> Avid Teacher- <b>REMOVED</b><br/> Department Leaders: <b>REMOVED</b></p> <p>Department Leaders: <b>REMOVED</b><br/> Team Leaders: <b>REMOVED</b></p>                                       | <p>Aug 2008</p> | <p>Sept 2008</p> | <p>Posters which contain key words and sample questions which use the top two levels of questioning<br/> Visual aids of question stems</p> <p>Posters which contain key words and sample questions which use the top two</p>  |

|   |   |  |   |   |
|---|---|--|---|---|
| <p>use question stems as a reference to improve critical thinking in class discussions.</p> <p><b>Practicing</b><br/>Students will respond both orally and in written exercises to questions which require critical thinking.</p> <p><b>Expecting</b><br/>Teachers will utilize the top two tiers of Costa's Level of Questioning in daily instruction. Strategies such as matrixes, graphic organizers, classification tasks, metaphors, and analogies will be employed to most effectively develop and enhance critical thinking.</p> <p>Students will respond to questions showing ability to compare/contrast, analyze, relate, interpret, find patterns, reflect upon, apply, decide, justify, prove, give their own opinion or evaluate with proficiency.</p> <p><b>Assessing</b><br/>Teachers will evaluate students' content knowledge and progress toward standards using the top tiers of Costa's Level of Questioning in both oral and written situations.</p> <p>Utilizing appropriate strategies, students will respond with proficiency to higher levels of questioning.</p> <p><b>Supporting</b><br/>Students who are having difficulty responding to higher level questions will receive additional peer and teacher assistance during content and/or advisory classes. If further intervention is still needed, these students may be referred to either Learning Strategies or Seminar classes where small group intervention and assistance may occur.</p> | <p>Administration- <b>REMOVED</b></p> <p>Administration- <b>REMOVED</b></p> <p>Administration- <b>REMOVED</b></p> <p>Team Leaders: <b>REMOVED</b></p> | <p>Sept 2008</p> <p>Aug 2008</p> <p>Aug 2008</p> <p>Aug 2008</p> | <p>Nov 2008</p> <p>May 2009</p> <p>May 2009</p> <p>May 2009</p> | <p>levels of questioning<br/>Visual aids of question stems</p> <p>Posters which contain key words and sample questions which use the top two levels of questioning<br/>Visual aids of question stems</p> <p>Electronic file for resources available on shared drive<br/>Hard copies of graphic organizers available by the copy machines<br/>Internet based teacher resources<br/>Inspiration software application<br/>Educational Technologist for assistance<br/>Information Specialist for assistance</p> <p>Performance and written assessments</p> <p>Seminar Classes<br/>Learning Strategies Classes<br/>Advisory Classes<br/>Content Classes</p> |
|---|---|--|---|---|

# Results-Based Staff Development Plan

Scott Middle School  
2008-2009 SY

**Goal 1:** All students will improve critical thinking across the curriculum.

**Intervention:** Utilize Arthur L. Costa's top two tiers of questioning and effective thinking processes

| Staff Development Outcome  | Measure of Effectiveness  | Student Outcome  |
|--|---|--|
| <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Develop rubrics and questions which assess critical thinking</li> <li>Incorporate higher level questioning in daily instruction</li> <li>Integrate teaching strategies that foster responses to higher levels of questions</li> <li>Continue to study Costa's work –Habits of Mind</li> </ul> | <p><i>Direct Indicator</i><br/>Sample assessments, graphic organizers, visual aids, rubrics, question stems, project descriptions, student products, and lesson plans which incorporate the strategies of higher level thinking skills; as well as evidences throughout the building of common language, and practices impacting effective traits, Habits of Mind.</p> <p><i>Student Achievement Indicator</i><br/>Rubric and questions will be developed to evaluate students' written responses and use of effective thinking skills. Students will be presented with written and oral information on a science topic which will require the students to analyze, synthesize, and evaluate given information.</p> <p>Student growth will be monitored to determine student achievement. This rubric will be used in November and May of the 2008- 2009 school year and then three times per year beginning in the fall of 2009.</p> | <p>Students will use effective strategies when actively analyzing, synthesizing, and evaluating information.</p> |

| Level     | Activity   | Person Responsible | Evidence of Attainment   | Resources  | Timeline         |
|-----------|--|--------------------|--|--|------------------|
| Knowledge | 1. Teachers will be provided an overview of Costa's research on avenues to promote effective thinking. Teachers will receive training on Costa's Levels of Questioning. Each teacher will be provided with a copy of | <b>REMOVED</b>     | Completion of training<br>Artifacts & Photographs<br>Each faculty member was provided a book | KY district and DDESS Instructional systems specialist<br><b>REMOVED</b><br><u>Activating and Engaging Habits of</u> | July-August 2008 |

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|  | <p><u>Activating and Engaging Habits of Mind.</u></p> <p>2. Teachers will receive training and practice in the development and use of holistic rubrics to measure critical thinking.</p> <p>3. Teachers will receive training and practice in the development and use of questions to measure critical thinking.</p> <p>4. Teachers will receive training in instructional strategies which will facilitate responses to higher level questioning.</p> <p>5. Administration and the Curriculum Facilitator will study Costa's work. They will be supported by DDESS, KY, and District Instructional Systems Specialists.</p> <p>6. Teachers will participate in study groups which will review and apply critical thinking skills and Costa's Habits of Mind to our middle school students. Study groups will be facilitated by peers. These peers will be supported by the Administration</p> | <p><b>REMOVED</b></p> <p><b>REMOVED</b></p> <p><b>REMOVED</b></p> <p><b>REMOVED</b></p> <p><b>REMOVED</b></p> | <p>Completion of training<br/>Development of rubrics</p> <p>Completion of training<br/>Development of questions</p> <p>Staff needs assessment<br/>Staff training requests<br/>Completion of training</p> <p>Learning Log created by Administration and Curriculum Facilitator</p> <p>Learning Logs created by groups</p> | <p><u>Mind.</u></p> <p><b>REMOVED</b><br/>Internet resources<br/>DoDEA curricula<br/>content standards</p> <p><b>REMOVED</b><br/>Internet resources<br/>DoDEA curricula<br/>content standards</p> <p><b>REMOVED</b><br/><u>Classroom Instruction that Works</u> Marzano, Pickering and Pollock</p> <p><b>REMOVED</b><br/><u>Discovering and Exploring Habits of Mind</u><br/><u>Activating and Engaging Habits of Mind</u><br/><u>Integrating and Sustaining Habits of Mind</u><br/><u>Assessing and Reporting on Habits of Mind</u><br/>Internet resources</p> <p><u>Activating and Engaging Habits of Mind.</u></p> | <p>August-September 2008</p> <p>August-September 2008</p> <p>October 2008</p> <p>August 2008-February 2009</p> <p>May 2009</p> |
|--|--|---|--|---|--|

|                            |  |                |   |   |                |
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|                            | and Curriculum Facilitator.  |                |   |   |                |
| <b>Model/Demonstration</b> | Administration and Curriculum Facilitator will present thinking skills and corresponding instructional activities based upon Costa's work to the faculty.  | <b>REMOVED</b> | Presentation Notes  | Poster and paper materials<br>Technology                          | April 2009     |
|                            | Individual study groups will provide briefings to the entire faculty about important findings in Costa's Habits of Mind and the tiers of higher level questioning. These groups will provide suggestions to build these concepts into the daily lives of students. | <b>REMOVED</b> | Presentation Notes  | Poster and paper materials<br>Technology                          | May 2009       |
| <b>Low-Risk Practice</b>   | Higher level questions will be developed, discussed, and practiced at professional development opportunities within teams.   | <b>REMOVED</b> | Presentation Notes<br>Team Notes  | <b>REMOVED</b><br>Hard and electronic team binders                | September 2008 |
|                            | Administration and Curriculum Facilitator will engage students in activities to promote effective thinking skills.   | <b>REMOVED</b> | Presentation Notes  | Chosen advisory class<br>Poster and paper materials<br>Technology | October 2008   |
|                            | The school community will decide how Costa's Habits of Mind will be implemented.   | <b>REMOVED</b> | Notes from meeting with parents (PTO)<br>Faculty meeting notes<br>Student Council meeting notes<br>Lesson plans to introduce habits<br>Scott Newsletter | Poster and paper materials<br>Technology                          | May 2009       |
|                            | Introductions of these habits will occur in all advisory classes.  | <b>REMOVED</b> | Notes from meeting with parents (PTO)<br>Faculty meeting notes<br>Student Council meeting notes<br>Lesson plans to                                      | Poster and paper materials<br>Technology                          | August 2009    |

|                            |   |                |   |   |                |
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|                            |   |                | introduce habits<br>Scott Newsletter  |   |                |
| <b>On the Job Practice</b> | Teachers will practice questioning strategies that address the top two tiers of Costa's levels of questioning. This will include both oral and written exercises.             | <b>REMOVED</b> | Classroom assignments and assessments   | Paper products and regular classroom materials                                | September 2008 |
|                            | All staff members will demonstrate an awareness and understanding of effective thinking skills. Habits of Mind will be incorporated as an integral part of critical thinking. | <b>REMOVED</b> | Posters depicting thinking skills will be visible throughout the school.                            | Posters and print materials   | May 2010       |
|                            | All staff members will use a common language when speaking of critical thinking and demonstrate familiarity with effective thinking skills.                                   | <b>REMOVED</b> | Staff and Students will use the common language of effective thinking skills in daily interactions. | Use of PA system during morning announcements.                                | May 2010       |
|                            | Thinking traits as illustrated in Habits of Mind will be developed in advisory classes and practiced throughout the school.   | <b>REMOVED</b> | Effective thinking skills will be observed throughout the school                                    | Scott Notes to Staff<br>Electronic Newsletters to Parents<br>School Artifacts | May 2010       |
|                            | Best practices committee members and/or the Curriculum Facilitator may model lessons or exchange strategies and activities per staff requests or when the need arises.        | <b>REMOVED</b> | Artifacts of lessons  | <b>REMOVED</b><br>Best Practices Committee Members<br>Electronic Requests     | May 2010       |

|                              |   |                |   |   |          |
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| <b>Follow Up</b>             | Faculty members will share effective questioning techniques and instructional practices used to teach thinking skills.    | <b>REMOVED</b> | Presentation Notes                                      | Paper Products Technology   | May 2010 |
| <b>Long Term Maintenance</b> | Ongoing support and resources will be provided to new faculty members by Curriculum Facilitator, Administration and team. | <b>REMOVED</b> | Meeting Notes<br>Materials given to new faculty members | <u>Activating and Engaging Habits of Mind</u><br><u>Assessing and Reporting on Habits of Mind</u> | May 2010 |

# School Improvement Plan

Scott Middle School  
2008-2009 SY

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|--|---|--|
| <b>Goal 2:</b> All students will improve writing across the curriculum.  |   |  |
| <b>Type of Goal:</b> (Mark as appropriate)<br><input type="checkbox"/> Knowledge, <input checked="" type="checkbox"/> Application, <input type="checkbox"/> Behavior, <input type="checkbox"/> Attitude  |   |  |
| <b>Essence of the Goal:</b> Students will be able to clearly convey their thoughts in written form.  |   |  |
| <b>Support Data</b> (from the Profile):<br>Informal Parent Survey Dec 2007 through Jan 2008<br>(See page 15 of profile)<br><br>High School Preparedness Survey June 2008<br>(See page 19 of profile)<br><br>Informal Teacher Survey Jan 2008<br>(See page 55 of profile)<br><br>Environmental Scan Data August – November<br>(See page 81 of profile)<br><br>Science Criterion Referenced Test SY 2006-2007<br>(See pages 64-65 of profile)<br><br>Terra Nova Spring 2006-2008<br>(See pages 52-55 of profile) | <b>Assessments -- to measure progress toward meeting the goal</b>   |  |
|  | <b>Standardized Assessments</b><br>Terra Nova Median National Percentiles<br><br>Terra Nova Objective Performance Index | <b>Local Assessments:</b><br>Writing Prompt Assessment given in January 2008 and May 2009, and three times each year (August, December, May ) after.<br>(See page 68 of profile) |

**Intervention:** The six traits of writing will be implemented school wide. The first trait to be implemented is that of “ideas” followed by “organization.”

**Research 6+1 Writing Traits®**

A key focus of the 6+1 Writing Traits® model is to help teachers to provide effective feedback to students and to develop self-assessment skills in students. Marzano (2003) identified a number of features of successful feedback: timeliness, continuous, content specific, aligned assessments, and corrective strategies.

Van Hoet-Hill and Wright (2000) in a study of teacher practices and attitudes toward writing instruction found that given the choice, two thirds of the teachers responding chose to use the six-trait model for assessing student writing, citing the strength of the elements (criteria), rigor, and alignment with state assessments. Of the teachers using the trait model, 100 percent reported improvement in student writing.

In a research study of the correspondence of six-trait writing scores and performance on the Washington Assessment Student Learning (WASL) writing test (scored holistically), Coe (2000) found that students who scored low in the six-traits tended to also score low in the Washington Assessment for Student Learning (WASL). For example, 28.6 percent of students who had at least one trait score less than three on a 5-point scale succeeded in passing the WASL. Conversely, 83.1 percent of students with scores of 3 or above on all six traits passed the WASL. Among students with all trait scores above 3.5, 93.8 percent were successful on the WASL writing test. These findings lend support for the idea that formative assessment based on the six trait model may provide students with useful feedback as they work toward meeting state standards.

No author. Northwest Regional Educational Laboratory (NWREL), 101 SW Main Street, Portland, Oregon, 2008, [www.nwrel.org](http://www.nwrel.org)

| Activities to implement the intervention:   | Person(s) Accountable: POC | Timeline     |              | Resources Needed  |
|---|----------------------------|--------------|--------------|---|
|   |                            | Begin        | End          |   |
| <p><b>Non-Student-Focused Activities</b><br/>Teachers will receive a training overview in the 6 trait writing model. The focus for the 2008-2009 school year will be on the trait “ideas.”</p> <p><b>Teaching</b><br/>Teachers will instruct and engage students in the 6 trait writing model, concentrating on “ideas” during the 2008-2009 school year.</p> | REMOVED                    | January 2009 | January 2009 | REMOVED - KY District ISS<br>Printed Materials  |
|   | REMOVED                    | January 2009 | May 2009     | Printed Materials<br>6+1® Writing Traits Poster<br>REMOVED - Educational Technologist<br>Internet Resources |

|   |                       |                      |                   |   |
|---|-----------------------|----------------------|-------------------|---|
| <p><b>Modeling</b><br/>Teachers will model the writing rubric to students, evaluate written pieces, and determine exemplars.</p>  | <p><b>REMOVED</b></p> | <p>February 2009</p> | <p>March 2009</p> | <p>6 Trait Writing Rubric<br/><b>REMOVED</b></p>  |
| <p>Teachers will model to students the 6 traits during classroom instruction. Teachers will emphasize thinking and communicating with clarity and precision.</p>  | <p><b>REMOVED</b></p> | <p>March 2009</p>    | <p>March 2009</p> | <p>Printed Materials<br/>6+1<sup>®</sup> Writing Traits Poster<br/><b>REMOVED</b> - Educational Technologist<br/>Internet Resources<br/>Critical Thinking Question Stems</p>  |
| <p><b>Practicing</b><br/>Students will use a 6 trait rubric to evaluate their own and other writing samples across the curriculum.</p>  | <p><b>REMOVED</b></p> | <p>March 2009</p>    | <p>May 2009</p>   | <p>6 Trait Writing Rubric<br/>Benchmark Papers</p>  |
| <p>Teachers will provide opportunities in all curriculum areas for students to write, reflect upon their writing, and improve their written products while using the rubrics and strategies for 6 traits of writing.</p>                | <p><b>REMOVED</b></p> | <p>February 2009</p> | <p>May 2009</p>   | <p>6 Trait Writing Rubric<br/>6+1<sup>®</sup> Writing Traits Poster<br/>6+1<sup>®</sup> Writing Traits Reference Materials<br/>Printed Materials<br/><b>REMOVED</b> - Educational Technologist<br/>Internet Resources</p> |
| <p><b>Expecting</b><br/>Students will clearly convey their thoughts in written form and self-assess their work using the rubrics provided. Teachers will guide the students' progress on a regular basis using the provided rubric.</p> | <p><b>REMOVED</b></p> | <p>April 2009</p>    | <p>May 2010</p>   | <p>6 Traits Writing Rubric<br/>6+1<sup>®</sup> Writing Traits Stamp</p>   |
| <p><b>Assessing</b><br/>Teachers will evaluate students' writing across curriculum areas with an emphasis on the current strategy (08-09 "Ideas").</p>  | <p><b>REMOVED</b></p> | <p>January 2009</p>  | <p>May 2009</p>   | <p>6 Traits Writing Rubric<br/>Student Writing Responses</p>  |

|  |   |                                     |                                 |   |
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| <p><b>Supporting</b><br/> Students who continue to have difficulty with written expression will receive additional peer and teacher support during content and advisory classes.</p> <p>If further intervention is needed, students may be referred to Learning Strategies or Seminar classes, or after school tutoring where small group intervention and assistance may occur.</p> | <p><b>REMOVED</b></p> <p><b>REMOVED</b></p> | <p>April 2009</p> <p>April 2009</p> | <p>May 2010</p> <p>May 2010</p> | <p>6 Traits Writing Rubric<br/> 6+1<sup>®</sup> Writing Traits Poster<br/> 6+1<sup>®</sup> Writing Traits Reference Materials<br/> Printed Materials<br/> Internet Resources<br/> Content Teachers<br/> Student Peers</p> <p><b>REMOVED</b> – Learning Strategy Classes<br/> <b>REMOVED</b> – Seminar Classes<br/> <b>REMOVED</b> – After School Tutoring</p> |
|--|---|-------------------------------------|---------------------------------|---|

# Results-Based Staff Development Plan

Scott Middle School  
2008-2009 SY

**Goal 2:** All students will improve writing across the curriculum.

**Intervention:** The six traits of writing will be implemented school wide. The first trait to be implemented is that of “ideas” followed by “organization.”

| Staff Development Outcome   | Measure of Effectiveness   | Student Outcome   |
|---|--|---|
| <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Instruct and engage students in the 6 traits writing model, concentrating on “ideas” during the 2008-2009 school year.</li> <li>Model the writing rubric to students and evaluate written pieces and determine exemplars.</li> <li>Model to students the 6 traits of writing during classroom instruction.</li> <li>Emphasize thinking and communicating with clarity and precision.</li> <li>Provide opportunities in all curriculum areas for students to write, reflect upon their writing, and improve their written products while using the rubrics and strategies of the 6 writing traits.</li> </ul> | <p><u>Direct Indicator</u><br/>Teams will use a template, within the team binders, to indicate use of the “ideas” trait in each classroom.</p> <p><u>Student Achievement Indicator</u><br/>A rubric will be selected and questions developed to evaluate students’ written responses and use of the 6 traits of writing. Students will receive a writing prompt which will assess their ability to use the “ideas” trait.</p> <p>Three writing assessments (pre, mid, and post) will be used to measure growth in student writing performance. Student growth will be monitored to determine student achievement. These writing assessments will be put into practice in February and May of the 2008- 2009 school year and then three times per year beginning in the fall of 2009.</p> | <p>Students will be able to clearly convey their thoughts in written form using the six trait writing model to produce writings, and perform self and peer assessments.</p> |

| Level     | Activity   | Person Responsible | Evidence of Attainment | Resources   | Timeline     |
|-----------|--|--------------------|------------------------|---|--------------|
| Knowledge | Faculty receives training on the six trait writing model.                          | <b>REMOVED</b>     | Presentation Notes     | Multimedia<br>Printed Materials<br>Published/Copyrighted Resources<br>Posters<br><b>REMOVED</b> , District<br>ISS | January 2009 |
|           | Faculty receives specific training to incorporate the Idea trait in their writing. | <b>REMOVED</b>     | Presentation Notes     | Multimedia<br>Printed Materials   | January 2009 |

|                     |   |   |   |   |  |
|---------------------|---|---|---|---|--|
|                     | <p>Faculty will receive training on a 6 Traits Writing Rubric</p> <p>Language Arts teachers will teach the “Ideas” trait of writing to students.</p> <p>All teachers will incorporate/ reinforce the “Ideas” trait in their content area.</p>   | <p><b>REMOVED</b></p> <p><b>REMOVED</b></p> <p><b>REMOVED</b></p> | <p>Presentation Notes</p> <p>Sample Lesson Plans</p> <p>Sample Lesson Plans</p>   | <p>Published/Copyrighted Resources<br/>Posters<br/><b>REMOVED</b>, District<br/>ISS</p> <p>Rubric<br/>Printed Materials<br/>Student Writing Samples</p> <p>Printed Materials<br/>Posters<br/>Published/Copyrighted Resources</p> <p>Printed Materials<br/>Posters<br/>Published/Copyrighted Resources</p> | <p>February 2009</p> <p>February 2009</p> <p>February 2009</p> |
| Model/Demonstration | Teachers will work in collaborative groups led by the language arts teachers to model and develop lesson ideas.   | <b>REMOVED</b>  | Presentation notes  | DODEA standards<br>Printed materials<br>Adopted textbooks   | March 2009   |
| Low-Risk Practice   | <p>Teachers will incorporate/ reinforce the “Ideas” trait in their content area.</p> <p>Students will produce writings across the curriculum and begin to use peer and self evaluation.</p>   | <p><b>REMOVED</b></p> <p><b>REMOVED</b></p>                       | <p>Sample lesson plans</p> <p>Sample student writings and corresponding evaluations</p>   | <p>6 Trait Writing Assessment Model and Trait Conventions</p> <p>Authentic student samples and rubrics</p>  | <p>March 2009</p> <p>April 2009-May 2009</p>                   |
| On the Job Practice | <p>All staff members will incorporate the “ideas” trait of the six trait writing model in their classroom instruction.</p> <p>Teachers will work in teams to look at student work using the “ideas” trait of the six trait writing model, share experiences and techniques, provide feedback,</p> | <p><b>REMOVED</b></p> <p><b>REMOVED</b></p>                       | <p>Team submitted lesson plans demonstrating writing across the content</p> <p>Samples of student work collected by content teachers to share in teams.</p> | <p>Posters &amp; Printed Materials<br/>Exemplars</p> <p>Authentic student work<br/>6 trait writing rubric</p>   | <p>March 2009-May 2010</p> <p>May 2009-May 2010</p>            |

|                          |   |                |   |   |                            |
|--------------------------|---|----------------|---|---|----------------------------|
|                          | resources and support.  |                |   |   |                            |
| Follow Up                | Faculty members share instructional practices and lessons reflective of the “ideas” trait which they have incorporated.   | <b>REMOVED</b> | Handouts & Notes<br>Team Binders<br>Artifacts   | Published & Copyrighted<br>Materials  | August 2010-May<br>2011    |
| Long Term<br>Maintenance | Ongoing support and resources will be provided to new faculty members and faculty members seeking more support.   | <b>REMOVED</b> | Materials and training provided to new faculty members  | Published & Copyrighted<br>Materials  | 2009 -2012 school<br>years |
|                          | On-going practice of the “ideas” trait and professional development, beginning with the next trait of “organization,” will occur in accordance with data reflected needs. | <b>REMOVED</b> | Materials and training provided to new faculty members<br>Student Performance<br>Writing Data | Published & Copyrighted<br>Materials<br>Team Binders<br>Content Standards<br>Data Collection<br>Instruments | 2009 -2012 school<br>years |