

Goal 1: All students will improve their written communication skills across the curricula.		
Essence of the Goal: writing process		
<p>Support Data (from the Profile): Ashurst's goals are based on the triangulation of the following data sources:</p> <ul style="list-style-type: none"> TerraNova Test results for grades 2 and 3 DRA and SRI assessments Letter/sound recognition assessments for kindergarten Scholastic Literacy Place writing assessments Math inventory tests for grades 2 and 3 	<p>Standardized Assessments: TerraNova Achievement Test March 2007</p>	<p>Local Assessments: 6 plus 1 writing rubric—Grades K-3—9/07 Scholastic unit tests writing element—Grades 1-3—1st qtr.'07 Kindergarten writing rubric—1st qtr. '07 Pre-kindergarten rubric</p>

Activities to implement the intervention:

1. The teacher will model writing and facilitate discussion about traits of good writing.

2. Teachers will support the improvement of writing skills through classroom interventions, reading aloud to model correct writing and emphasize traits of good writing, and providing writing activities. (per DoDEA writing standards).

3. Teachers will develop “kid-friendly” posters for 6 + 1 writing process.

4. The teachers will guide the student to self-assessment and develop his/her writing skills through the use of the 6 + 1 writing rubric.

5. The student will utilize “kid-friendly” posters to self-monitor the writing process, writing assessment, and for revision purposes.

6. The student will utilize a color-coded editing process that is a continuum used across all grade levels.

7. The student will write daily across the curricula to include writing centers, journals, teacher prompts, graphic organizers, computer and computer software, and open-ended writing opportunities.

8. The student will improve his/her writing via the grade level appropriate editing checklist before editing with the teacher.

9. The students will help develop “word choice” lists to include word banks, word walls, and personal dictionaries as part of the revision process.

10. The classroom teacher will assess student progress in writing using the Scholastic Reading series end of unit tests writing element rating for grades 1-3; a quarterly narrative writing using 6 + 1 writing rubric for all grades; journal writing for kindergarten using the kindergarten writing checklist; and the writing assessment for prekindergarten.

11. Teachers will assess writing intermittently using 6 + 1 rubric to assess the one or two traits which are being emphasized in class at that time.

12. The school will sponsor a professional author presentation for grades K-3 to model good writing.

13. Teachers will share their strategies for teaching writing in their classrooms.

Goal 2: All students will improve their higher level thinking skills across the curricula.

Essence of the Goal: reasoning (comparison/contrast, analysis, inference)

Support Data (from the Profile):

Ashurst's goals are based on the triangulation of the following data sources:

- TerraNova Test results for grades 2 and 3
- Math inventory test for grades 2 and 3
- Math unit tests for grades K-3
- DRA and SRI assessments
- Letter/sound recognition assessment for kindergarten
- Writing assessment

Standardized Assessments:

TerraNova Achievement Test
March 2007

Local Assessments:

- Math inventory test for grades 2 and 3
- Math unit tests
- Science unit tests
- Social studies online assessment for grade 3
- Math assessment for new math curriculum guide
- Additional assessments recommended by research committee

Activities to implement the intervention:

1. Students (Pre-K-3) will use graphic organizers (basic shape for organizer such as Christmas tree, data retrieval chart) for story analysis, comparing/contrasting, main topic/details, and characters.

2. Teachers (Pre-K-3) will incorporate higher-order questioning into daily lessons as outlined in Bloom's verb handout. (i.e., journals, cognitive mapping, reflective journals, peer discussions, collaborative groupings, "Four Blocks Comprehension Cube and Ball" for answering higher level questions, KWL charts, inquiry projects to include experiments, science activities, written responses, landforms, Science Fair, and other presentations)

3. Teachers (Pre-K-3) will give student time to answer a question by allowing ample wait time and reminding other students not to call out the answers.

4. Teachers (K-3) will provide math problem solving opportunities using graphic organizers (i.e., "The Problem of the Day", "Read-It/Draw-It/Solve-It" activities, TOPS, and "Leveled Problem Solving" book from our math series; performance tasks/ tests)

5. Students (Pre-K-3) will be asked to justify their answers and explain their thinking, both orally and in writing.

6. The teacher (Pre-K-3) will provide a positive classroom climate that supports risk taking.

7. Pre- kindergarten and kindergarten teachers will use centers to for targeted area of higher level thinking.