



Savannah Chatham County Public School System

Executive Summary Grade 5 and 8 Writing Assessments School Year 2013-2014

About Grade 5 Writing Assessment

The Grade 5 Writing Assessment was administered to 2,746 students in the Savannah Chatham County Public School System (SCCPSS) on March 5, 2014. The Georgia Grade 5 Writing Assessment is a test of either an informational, narrative or persuasive writing topic. Students are allowed 120 minutes to write their essays.


Scores in each domain range from 1-5 with 5 being the highest score. These scores represent a continuum of writing that range from inadequate to very good. The Content score is given a weight of 40%; the other domains of Organization, Style, and Conventions are given a weight of 20% each. Scaled Scores are represented by three performance levels: Does Not Meet (below 200), Meets (200-249), and Exceeds (250+).

Highlights from the 2013-2014 Administration

- Seventy-eight percent (78%) of SCCPSS 5th grade students met or exceeded the standard on this assessment. Eleven SCCPSS schools (Bloomingdale, Ellis, Garrison, Georgetown, Godley Station, Howard, Isle of Hope, Marshpoint, Pulaski, Southwest, and West Chatham) had pass rates at or above the DAS target.
- Of the 2,746 students tested, 41 papers were non-scorable. Non-scorable papers were blank (10), copied (3), illegible (1), incomprehensible (3), text too limited to score (3), or off-topic (21).
- Among gender subgroup, females surpass males with a pass rate of 83% versus 72%.
- Students with disabilities posted a one-year gain of 8 percentage points.

Georgia Grade 5 Writing Assessment: Percent Meets/Exceeds Standard

	Spring 2011	Spring 2012	Spring 2013	Spring 2014	1-Yr Chg	4-Yr Chg
STATE	79%	81%	79%	80%	1	1
Comp Group	71%	74%	72%	73%	1	2
SCCPSS	75%	76%	75%	78%	3	3
Brock	59%	77%	71%	68%	-3	9
Bloomington	78%	74%	87%	85%	-2	7
Butler	74%	79%	75%	79%	4	5
Coastal Empire	*	*	*	62%	NA	NA
East Broad K-8	64%	54%	69%	60%	-9	-4
Ellis K-8	89%	77%	83%	83%	0	-6
Gadsden	72%	65%	75%	71%	-4	-1
Garden City	64%	67%	60%	78%	18	14
Garrison K-8	95%	97%	90%	94%	4	-1
Georgetown K-8	68%	77%	84%	88%	4	20
Godley Station K-8	72%	77%	76%	88%	12	16
Gould	73%	76%	65%	57%	-8	-16
Haven	68%	50%	44%	66%	22	-2
Heard***	79%	85%	68%	81%	13	2
Heard (Specialty Program)				100%		
Hesse K-8	83%	70%	75%	79%	4	-4
Hodge***	65%	73%	73%	77%	4	12
Hodge (Specialty Program)				**		
Howard	88%	89%	84%	96%	12	8
Isle of Hope K-8	69%	87%	94%	89%	-5	20
J.G.Smith	81%	93%	88%	76%	-12	-5
Largo-Tibet	60%	70%	64%	76%	12	16
Low	68%	86%	69%	75%	6	7
Marshpoint	95%	90%	81%	88%	7	-7
Pooler	74%	69%	72%	74%	2	0
Port Wentworth	65%	74%	61%	72%	11	7
Pulaski	62%	81%	64%	86%	22	24
Savannah Classical	*	*	*	61%	NA	NA
Shuman	68%	59%	73%	58%	-15	-10
Southwest	79%	89%	81%	91%	10	12
Spencer	69%	83%	75%	69%	-6	0
Thunderbolt	83%	67%	64%	51%	-13	-32
West Chatham	88%	69%	72%	92%	20	4
White Bluff	83%	76%	74%	57%	-17	-26
Windsor Forest	93%	80%	82%	79%	-3	-14

 Proficiency rate at or above the DAS target

 Represents an increase

* Schools did not have 5th grade students

** <10 students are not reported

***The school results reflect total student population, to include specialty and non-specialty students.

Georgia Grade 5 Writing Assessment: Mean Scale Scores


	Spring 2011	Spring 2012	Spring 2013	Spring 2014	1-Yr Change	4-Yr Change
STATE	214	213	215	214	-1	0
Comp Group	207	206	207	206	-1	-1
SCCPSS	208	207	208	207	-1	-1
Brock	198	202	203	197	-6	-1
Bloomingtondale	211	201	215	213	-2	2
Butler	206	206	206	206	0	0
Coastal Empire Charter	*	*	*	203	NA	NA
East Broad K-8	198	194	206	197	-9	-1
Ellis K-8	219	210	215	216	1	-3
Gadsden	202	201	208	205	-3	3
Garden City	202	199	202	204	2	2
Garrison K-8	228	231	224	226	2	-2
Georgetown K-8	204	208	216	217	1	13
Godley Station K-8	204	206	210	211	1	7
Gould	202	204	204	194	-10	-8
Haven	200	194	190	197	7	-3
Heard	212	215	201	209	8	-3
Hesse K-8	224	204	209	209	0	-15
Hodge	199	205	209	204	-5	5
Howard	220	221	220	220	0	0
Isle of Hope K-8	205	216	221	218	-3	13
J.G.Smith	210	216	226	209	-17	-1
Largo-Tibet	198	200	202	203	1	5
Low	203	208	203	203	0	0
Marshpoint	218	214	216	214	-2	-4
Pooler	205	201	206	205	-1	0
Port Wentworth	199	204	196	202	6	3
Pulaski	196	209	200	210	10	14
Savannah Classical	*	*	*	192	NA	NA
Shuman	204	198	205	201	-4	-3
Southwest	214	214	215	216	1	2
Spencer	203	203	207	199	-8	-4
Thunderbolt	207	200	200	189	-11	-18
West Chatham	219	206	208	221	13	2
White Bluff	208	205	203	198	-5	-10
Windsor Forest	217	207	212	204	-8	-13

 Represents an increase

*Schools did not have 5th grade students

Georgia Grade 5 Writing Assessment: SCCPSS Pass Rate by Subgroup

	Spring 2011	Spring 2012	Spring 2013	Spring 2014	1 Yr Chg	4 Yr Chg
Asian	80%	90%	82%	98%	16	18
Black	71%	72%	72%	73%	1	2
Hispanic	78%	76%	75%	83%	8	5
White	84%	82%	79%	86%	7	2
Multi-Ethnic	76%	78%	77%	77%	0	1
Male	68%	70%	68%	72%	4	4
Female	83%	82%	81%	83%	2	0
English Language Learners	62%	61%	43%	80%	37	18
Students with Disabilities	36%	45%	40%	48%	8	12

 Represents an increase

About Grade 8 Writing Assessment

The Grade 8 Writing Assessment was administered to 2,489 students in the Savannah Chatham County Public School System (SCCPSS) on January 22, 2014. The Georgia Grade 8 Writing Assessment is a test of either an expository or persuasive writing topic. Students are allowed 100 minutes to write their essays.

Scores in each domain range from 1-5 with 5 being the highest score. These scores represent a continuum of writing that ranges from inadequate to very good. The Content score is given a weight of 40%; the other domains of Organization, Style, and Conventions are given a weight of 20% each. Scaled Scores are represented by three performance levels: Does Not Meet (below 200), Meets (200-249), and Exceeds (250+).

Highlights from the 2013-2014 Administration

- Seventy-two percent (72%) of SCCPSS 8th grade students met or exceeded the standard on this assessment. Six SCCPSS schools (Ellis K-8, Garrison K-8, Georgetown K-8, Hesse K-8, Oglethorpe, and The STEM Academy) had pass rates at or above the DAS target of 82%.
- Of the 2,489 students tested, 21 papers were non-scorable. Non-scorable papers were blank (17), illegible (1), text too limited to score (1), or off-topic (2).
- Among gender subgroups, females surpass males with a pass rate of 79% versus 65%.

Georgia Grade 8 Writing Assessment: Percent Meets/Exceeds Standard

	Winter 2011	Winter 2012	Winter 2013	Winter 2014	1-Yr Change	4-Yr Change
STATE	82%	82%	82%	80%	-2	-2
Comp Group	78%	75%	75%	74%	-1	-4
SCCPSS	73%	73%	73%	72%	-1	-1
Coastal	79%	84%	87%	79%	-8	0
DeRenne	73%	63%	51%	59%	8	-14
East Broad K-8	*	*	54%	60%	6	NA
Ellis K-8	95%	100%	96%	90%	-6	-5
Garrison K-8	92%	93%	99%	98%	-1	6
Georgetown K-8	*	*	76%	83%	7	NA
Godley Station K-8	78%	71%	81%	70%	-11	-8
Hesse K-8	84%	80%	79%	87%	8	3
Hubert***	67%	61%	65%	69%	4	2
Hubert (Risers Acad.)				76%		
Hubert (Career & Tech.)				**		
Isle of Hope K-8	*	76%	71%	72%	1	NA
Mercer	65%	61%	62%	62%	0	-3
Myers	84%	82%	79%	67%	-12	-17
Oglethorpe Charter	91%	91%	94%	86%	-8	-5
Southwest	80%	78%	71%	67%	-4	-13
The STEM Academy	*	*	*	93%	NA	NA
West Chatham	57%	67%	64%	62%	-2	5

Proficiency rate at or above the DAS target

Represents an increase

* Schools did not have 8th grade students

** <10 students are not reported

*** The school results reflect total student population, to include specialty and non-specialty students.

Georgia Grade 8 Writing Assessment: Mean Scale Scores

	Winter 2011	Winter 2012	Winter 2013	Winter 2014	1-Yr Change	4-Yr Change
STATE	213	216	215	213	-2	0
Comp Group	208	209	208	207	-1	-1
SCCPSS	206	207	207	205	-2	-1
Coastal	211	215	213	209	-4	-2
DeRenne	202	202	197	199	2	-3
East Broad K-8	*	*	203	196	-7	NA
Ellis K-8	227	223	217	218	1	-9
Garrison K-8	219	222	233	224	-9	5
Georgetown K-8	*	*	209	207	-2	NA
Godley Station K-8	206	209	214	206	-8	0
Hesse K-8	209	210	212	213	1	4
Hubert	198	199	202	203	1	5
Isle of Hope K-8	*	205	205	202	-3	NA
Mercer	202	199	201	197	-4	-5
Myers	209	208	206	201	-5	-8
Oglethorpe	219	219	220	215	-5	-4
Southwest	209	210	207	204	-3	-5
The STEM Academy	*	*	*	215	NA	NA
West Chatham	197	203	200	201	1	4

■ Represents an increase

* Schools did not have 8th grade students

Georgia Grade 8 Writing Assessment: SCCPSS Pass Rate by Subgroup

	Winter 2011	Winter 2012	Winter 2013	Winter 2014	1 Yr Chg	4 Yr Chg
Asian	74%	75%	79%	78%	-1	4
Black	71%	70%	69%	67%	-2	-4
Hispanic	67%	76%	71%	76%	5	9
White	78%	80%	84%	80%	-4	2
Multi-Ethnic	79%	73%	85%	78%	-7	-1
Male	66%	65%	64%	65%	1	-1
Female	81%	81%	81%	79%	-2	-2
English Language Learners	27%	0%	50%	29%	-21	2
Students with Disabilities	32%	36%	38%	35%	-3	3

■ Represents an increase

Action Items

Central Action Items

- The Division of Academic Affairs will develop TKES walk-throughs/formative observation protocols to effectively monitor implementation of reading and writing strategies aligned to Standard #5: Assessment Uses, Standard #9: Professionalism and Standard #10: Communication.
- The Curriculum and Instruction Department will provide professional development for teachers and school leaders on reading and writing across all content areas to include a school wide effort involving dedicated daily reading and writing time.
- The Curriculum and Instruction Department will research, develop, and enhance writing rubrics that focus on improving expository writing skills using non-fiction reading material.
- Elementary principals will monitor implementation of effective reading and writing strategies using data from districtwide common writing assessments and the TKES walk-through/formative observation protocols to guide and improve instruction.

School Action Items

Elementary Schools

Bloomington Elementary

- The Principal will provide professional development for faculty and staff in ways to improve persuasive writing.
- The faculty will implement new writing strategies in all grade levels to improve persuasive writing.

Butler Elementary

- The principal will provide professional development for faculty and staff to improve writing instruction.
- Students will write daily across the curriculum to improve informational, narrative, and persuasive writing and critical thinking.
- Teachers will administer standards/rubric-based assessments that are open-ended, and require both short and extended written answers.

Gadsden Elementary

- . The principal will provide professional development to faculty and staff on the Georgia Milestones writing component.
- The 6+1 Traits of Writing process will be utilized at all grade levels.
- Writing prompts from the ELA Frameworks will be administered and scored for each unit at grades K-5. Writing portfolios will be maintained for each student.

Garden City Elementary

- Teaching teams have developed a comprehensive school-wide writing plan to support effective writing instruction for grades K-5 to include teacher directed mini-lessons.
- Teachers in grades 3-5 will engage students in using bi-weekly writing topics to reflect the various genres with corresponding rubrics to develop writing skills.

Gould Elementary

- The administration will provide staff development to all teachers to broaden their knowledge base and implement writing throughout the curriculum.
- Teachers will be instructed to begin teaching the writing process to all students starting in August 2014.
- Journal writing will be implemented in all subjects and in all grade levels.

Haven Elementary

- All classroom teachers in grades K-5 will utilize 15 minutes of additional time incorporated into the daily schedule to work on writing techniques.
- Teachers in grades K-5 will utilize the 6 Traits of Writing to drive all writing instruction.
- The Principal and assistant principal will monitor writing by reviewing quarterly student writing samples and rubrics

Heard Elementary

- The principal will present professional development to faculty and staff on the implementation of the new Georgia Milestones Assessment System and the inclusion of the new writing component.
- Teachers of 3rd grade students will continue to provide and integrate weekly writing prompts and rubric scoring throughout the 3rd grade curriculum.
- Teachers of 5th grade students will continue to fully implement DBQ in Social Studies which allows for excellent writing prompts and activities.

Hodge Elementary

- Principal will provide necessary resources to support teacher/student engagement for improving and sustaining the writing process.
- Teachers will provide appropriate scaffolds to ensure success and to boost students' confidence in themselves as writers.
- Teachers will give students the opportunity to write every day and regularly model all aspects of the writing process in an explicit and systematic manner.

Howard Elementary

- The principal will facilitate with the assistance of grade level data team leaders, writing analysis meetings to determine student strengths and weaknesses and will address via data team process.
- The teachers will conduct quarterly writing scrimmages to assess the writing skills of all 4th and 5th grade students.
- Every teacher will be required to implement at least four lessons from the following books: *Mechanically Inclined* by Jeff Anderson, *Fiction and Nonfiction Mini Lessons* by Ralph Fletcher and Joann Portalupi.

Largo-Tibet Elementary

- The Principal will provide professional development to increase teacher effectiveness and enhance writing instruction for certified staff in grade 1-5 through the implementation of the Write Steps program.
- The Principal and Assistant Principal will provide professional development for faculty on the new version of the 5th grade writing assessment as a component of the Georgia Milestone Assessment.

Low Elementary

- To help students think critically, read thoughtfully, and write so that they can communicate effectively, teachers will use Write Score to assist in determining instruction, facilitating the development of sentence structure, using appropriate punctuation, and meeting students' diverse literacy needs.
- The principal will provide professional development on the use of Thinking Maps to increase teacher and leadership effectiveness and to provide students access to higher order thinking skills with the support needed to assist them in achieving success with learning targets and with critical thinking.
- To promote writing activities and assignments while teaching other subjects, (even those subjects as diverse as art, music, and physical education), "Writing Across the Curriculum" will be implemented school-wide. It will encourage students to think on a deeper level, improve their writing, incorporate various skills, and allow them to display their knowledge more clearly.

Marshpoint Elementary

- The Literacy Coach will provide professional development to third through fifth grade teachers on the Georgia Milestones on the writing component in the Language arts area.
- The fifth grade teachers will integrate supplemental grammar books into their transdisciplinary units of Inquiry (IB) to improve content and conventions in writing.

Otis J. Brock, III Elementary

- The administration will provide professional development for the faculty and staff on writing to increase proficiency in Writing (PLC/ Collaborative Planning Blocks.)
- Writing Wednesday is a dedicated school-wide day to have writing in all subject areas to include a once a month mock writing assignments that will be analyzed to drive instruction in the area of writing.
- All teachers will participate daily in focusing on writing in all subjects to prepare for the Georgia Milestones.

Pooler Elementary

- To improve student performance in the area of writing, Pooler Elementary School will initiate the following strategies:
- The principal will provide professional development for faculty and staff in the area of writing through district literacy coach, Coastal Savannah Writing Project, and district professional development department.
- The Pooler Elementary School Writing Team will revisit the school writing plan to include writing across the curriculum (math journals, science projects, classroom reports, classroom assessments with short answer responses).
- The faculty and staff will provide additional writing instruction through Saturday School, after-school tutorial, 21st Century Community Learning Center, and mock writing assessments.

Pt. Wentworth Elementary

- The principal will include a writing lab in the weekly resource schedule for all students.
- The principal will provide the staff with resources that will help them actively engage the students in the writing process.
- The teachers will give students the opportunity to write every day or weekly in their writing journal using the six steps of writing process.

Pulaski Elementary

- The principal will incorporate a full-time Writing Lab as a connection/resource course for all students in grades kindergarten through fifth (45-50 minutes).
- The Writing Lab instructor will implement the Write Steps™ K-5 Common Core Writing and Grammar Program for all students in grades kindergarten through fifth to provide students with best practices in writing from multiple genres which include, but are not limited to expository, narrative, and persuasive.
- The administrative team along with our Literacy Coach will provide professional development for all staff members on utilizing writing across all domains of the curriculum.

Shuman Elementary

- The principal will provided professional development for teachers in grades kindergarten through fifth grade, to help teachers be better prepared to assist their students.
- The principal will have Writing Scrimmages every nine weeks in grades kindergarten through fifth grade. This will give the students a chance to practice their writing and teachers will score the writing using a rubric.
- A writing plan along with the rubric will be developed and enforce by teachers and administration. The writing plan will address the genres and strategies to help students meet or exceed standards on the writing test.

J.G. Smith Elementary

- The Principal and Literacy Coach will provide professional development for the faculty and staff of Jacob G. Smith to gain understanding of the expectations regarding the written component of the new Georgia Milestones Test.
- The Leadership team will share minutes and analysis of grade level writing samples with each other during Team Captain meetings to ensure consistency of expectations and instructional rigor between grade levels.
- Grade level teachers will analyze writing samples during their Professional Learning Communities to ensure consistency of expectations of students and instructional rigor within the grade level.

Southwest Elementary

- The principal and Literacy Coach will provide professional development for faculty and staff to understand the writing expectations for the new Georgia Milestones test.
- The School Improvement Team will establish and implement a writing committee to create a comprehensive writing plan for each grade level based on the Georgia Milestones.
- Grade level teachers will implement the writing plan and analyze periodic writing pieces during PLCs. Adjustments will be made to the writing plan based on the review of student achievement data.

Spencer Elementary

- The principal will provide professional development to teachers to increase the use of writing data.
- The ELA coach will provide a workshop to increase writing strategies for teachers.
- The social studies teachers will train staff on DBQ writing strategies to increase rigor in writing.

Thunderbolt Elementary

- The Principal will provide professional development to teachers in grades 3-5 on effective strategies and research based practices using the Write Steps writing program.
- Teachers in grades 3-5 will administer monthly mock writing assessments and will analyze student work to examine student's strengths and target areas of need.
- The Administrative team will implement a flexible schedule to target students to increase the scores in the "meets" and "exceeds" category on the writing assessment

West Chatham Elementary

- 5th grade teachers will continue to implement a writing sentences strategy that will assist students to recognize and write 14 sentence patterns with four types of sentences: simple, compound, complex, and compound-complex to increase the percentage of complete sentences written.
- 5th grade teachers will continue to implement a writing paragraphs strategy that organizes ideas related to a topic, plans the point of view, verb tense, and sequence in which ideas will be expressed, and creates a variety of topic, detail, and conclusion sentences to increase the mean scale score on the 5th grade writing assessment.
- Gifted teachers will continue to schedule a writing lab as a special for all grade levels.

White Bluff Elementary

- After identifying the specific areas of concern in students' writing, the School Improvement Team will work with the District Reading Coach to provide professional development for the staff.
- The administrative team will designate one day each month for teachers to focus solely on one genre of writing.
- The counselor will integrate reflective writing activities into the advisement curriculum.

Windsor Forest Elementary

- The principal will continue to provide professional development to new teachers and ineffective teachers in grade levels K-5 in the area of writing.
- The principal will continue to monitor lesson plans and the implementation of a writing component for all grade levels.
- Teachers in grades K-5 will continue to teach effective writing throughout the school year.

K-8 Schools

East Broad K-8

- The principal will hire one reading and writing intervention teacher to work with teachers and students in grades 3-8 for the purpose of teaching writing skills across the curriculum and teaching best writing instructional practices consistently.
- The principal will purchase WriteScore- an assessment tool for writing that will be administered three times per year for the purpose of providing written feedback to students and teachers about a child's writing by outside sources to provide a non-biased critique of student writing and offer suggestions for improvement.

Ellis K-8

- The principal will provide professional development for faculty and staff to increase awareness and understanding of the Georgia Milestones Assessment System in order to inform instructional planning and to facilitate academic support for students.
- Designated ELA contact persons throughout the grade levels will facilitate PLCs to disseminate information and instructional strategies regarding the Georgia Milestones Assessment System as it relates to Writing Standards.
- Grade Level Teachers will engage in monthly Professional Learning Clusters to assess and to develop differentiated instructional strategies for writing that will increase rigor and also support remediation.

Garrison K-8

- To improve the percentage of 5th grade students who meet or exceed in writing from 94 % to 96% for the 2014/2015 school year as measured by the new Georgia Milestones Assessment System.
- To improve the percentage of 8th grade students who meet or exceed in writing from 98 % to 99% for the 2014/2015 school year as measured by the new Georgia Milestones Assessment System.
- Administration will provide professional development at the beginning of the year to set the expectation for this requirement and will follow up during teacher's TKES walk through or formative observation and address under Standard 5, Assessment Uses, Standard 9, Professionalism and Standard #10, Communication.

Georgetown K-8

- The principal will provide professional development for faculty and staff to understand the writing expectations for the new Georgia Milestones test.
- The Leadership Team will establish and implement a writing committee to organize practice e writing test for all grades.
- The Writing Committee will offer writing activities and camps for students who need practice on writing.

Godley Station K-8

- Teachers will share and collaboratively score student writing examples selected from the CCGPS tasks.
- Students in grades 3-8 will participate in 3 mock writing assessments and receive feedback about their writing.

Hesse K-8

- Mock writing tests for all grade levels (at least 1 per quarter)
- Teachers will implement 6 Traits Writing Strategies
- Collaboration with Gifted resource teachers to design tasks that focus on exceeding the writing standards (hooks, colloquialisms, extended metaphors, and irony)

Isle of Hope K-8

- Teachers will monitor student growth in writing with three scheduled mock writing assessments in grades 3-8. These assessments will be assessed by using a rubric and scores will be analyzed by the leadership team after the assessment. Additional support on writing skills will be provided to students during the Literacy Block five days a week.
- The principal and academic coach will develop and organize a professional development plan to teach teachers how to implement Writing across the curriculum. Teachers will attend monthly PLC meetings to review strategies to teach writing. Writing journals will be provided to all students in Science, Social Studies, Reading and Mathematics.

Middle Schools

Bartlett STEM Academy

- All teachers at The STEM Academy will require students to write in every content area in order to provide frequent, explicit opportunities for students to practice writing skills.
- The ELA teachers will conduct formative writing assessments, followed by teacher-led conferences to provide timely feedback and increase the percentage of students exceeding in the area of English/Language Arts as measured by the Georgia Milestones Assessment.
- ELA and Latin teachers will collaborate to provide explicit instruction on Latin-based vocabulary that will increase style and development of ideas in student writing as well as improve foundational grammar knowledge and utility.

Coastal Middle

- All content area teachers will continue to embed non-fiction writing and vocabulary acquisition activities into weekly unit plans. Assessments will also include a non-fiction writing component.
- The administrative team and ELA department will encourage greater participation in the school based afterschool writing enrichment program "Coastal Writes".

DeRenne Middle

- DeRenne Middle School will continue writing in all content areas to provide opportunities for students to practice writing skills and ensure students' understanding of the complete writing process.
- DeRenne Middle School will utilize the Writescore program to provide formative writing assessments and writing data to teachers and students to increase the percentage of students meeting and/or exceeding the standard in English/Language Arts as measured by the Georgia Milestones Assessment.
- All teachers will receive professional development in the areas of **selected-response** items in all content areas; **evidence-based** selected response in ELA; **constructed-response** items in ELA and Mathematics; **extended-response** items in ELA and Mathematics to increase the percentage of students meeting and/or exceeding the standard in all content areas as measured by the Georgia Milestones Assessment.

Hubert Middle

- All teachers at Hubert Middle School will require students to write in every content area to provide opportunities to practice writing skills.
- The ELA teachers will conduct formative writing assessments with topics provided by and scored by WriteScore Formative Writing Assessment, followed by timely feedback using WriteScore data, to increase the number of students meeting or exceeding the in the area of ELA on the GMAS.
- Hubert will incorporate the “word of the day” that will increase the score in the style domain and improve students’ vocabulary.

Mercer Middle

- All teachers will receive professional development in writing processes, styles, and strategies to increase the entire teaching staffs’ knowledge in the core elements of writing.
- All teachers will be required to institute “writing across the curriculum” which enhances student achievement in all subject areas as a daily academic activity with evidence provided in lesson plans and student work.
- Language Arts teachers will gain diagnostic, formative, and summative assessment data by assigning bi-weekly writing assignments that includes timely feedback and teacher/student conference time.

Myers Middle

- The assistant principal, literacy coach, professional learning literacy and math coach will facilitate professional development in the areas of Constructed-Response items and Extended-Response items in ELA and Mathematics.
- Myers Middle School will administer mock assessments using Write Score in August and November of 2014. Write Score will hand-score and analyze students’ strengths, weaknesses, and create analytical reports that will be used by teachers to provide individualized writing plans with students. The data will also be used to create a tiered, intensive remediation/enrichment structure that will be offered during school and after school.
- Write score data analysis reports will be used beginning in September to provide focused Saturday Writing camp instruction that target weaknesses in students’ writing domains, as evidenced by the data provided.

Oglethorpe Charter

- All core content teachers at OCS will implement writing across the curriculum with standardized topics to increase time on task with the writing process and to further help students gain a deeper understanding of all content being learned in each respective class.
- Mark Patterson will schedule Georgia Center for Assessment personnel to provide training to our 6th, 7th and 8th grade ELA teachers in: *The Writing Process, The Path to Meeting the Standard for Struggling Writers, Moving from Meets to Exceeds and Writing Across the Curriculum.*
- All OCS teachers will implement the use of the state writing rubric for all major writing projects to ensure consistency with corrective feedback given to students about their writing.

Southwest Middle

- The academic coach will provide ongoing professional development for all certified instructional staff members in the area of writing, which will cover the following: presenting the writing plan, strategic and purposed writing across the curriculum, implementing Document Based Questioning, assessing writing, etc.
- All math teachers will require students to compose daily journal entries, demonstrating conceptual understanding and mathematical reasoning.
- All English language arts teachers will require students to compose daily journal entries by developing informative/explanatory responses or narratives, producing opinions/arguments, and citing evidence from texts using standard language conventions, etc.

West Chatham Middle

- All teachers at WCMS will be required to incorporate writing instruction within their content areas and use rubrics and other formative instructional practices as documented evidence.
- The leadership team will implement and monitor a comprehensive writing plan including formulaic writing, use of constructed responses to content, and extended responses to subject areas.
- English Language Arts teachers will use data teams to analyze writing benchmarks and professional learning communities to develop explicit, formative instructional practices and strategies to support improvements in writing.