

Goal #2: By June 2018, 75% of Highlands students in grades K-5 will produce writing that is on-grade level (using the Writing Pathways Rubric) across the three genres of writing (Narrative, Informational, and Opinion) in the area of structure and development.

Learning Problem: Although students have demonstrated growth in the area of structure and development, most students are not producing writing that is at grade-level.		Learning Goal: 75% of Highlands students in grades K-5 will produce writing that is on-grade level (using the Writing Pathways Rubric) across the three genres of writing (Narrative, Informational, and Opinion) in the area of structure and development.	
Cause Being Addressed	Strategies (What is the sequence of activities that will lead to improved student results?)	Student Outcomes/Anticipated Results (What will be accomplished by doing this?)	Evidence/Monitoring (What evidence/data will we use to show that outcomes are being met?)
The focus of Writing Workshop has been on student growth within a particular strand, rather than focusing on students producing on-grade level writing.	Teach students how to answer the question, "What are you working on as Writer today?" In the beginning, give students menu of options based on taught mini-lessons and then remove that scaffold so that students can answer the question on their own.	Students will set writing goals for themselves.	Evidence of specific writing goals in Student's Writing Logs
	Use writing exemplars for students to score using rubric (high, medium, low).	Students use of checklists and rubrics improve.	Student work from Scored Exemplars activities.
	Use Flash Draft writing as a learning tool. Use the strategy 2 times throughout each unit. Ask students to highlight 3 certain things that were taught in mini-lessons that they have in their writing.	Student continue to thoughtfully/appropriately incorporate mini-lesson strategies into their writing.	Highlighted flash drafts from students.
	Use the training from <i>High-Impact Teacher Teams</i> to work through the FAR cycle during PLC, early release, and common planning time meeting to provide feedback to students in order to improve their writing.	Students will receive targeted and specific feedback to help them improve their writing.	Evidence of feedback to students either in conference notes or written feedback to students.
	Use final draft to determine grade level proficiency.	Students will improve their writing to meet the standards at their grade-level and beyond.	School-wide collection of student final draft scores for each unit.