

School District: **Colonial School District**
School: **Harry O. Eisenberg Elementary**
Project: **Increasing Rigor through Writing**
Award: **\$15,068.31**

Demographics: Eisenberg Elementary School serves approximately 531 students in ninth through twelfth grades. More than 50% of classrooms have between 21 and 25 students. Their student population is comprised of 64.6% low SES, 16.6% special education, and 17.9% ELL.

Abstract: Through **instructional rounds**, Harry O. Eisenberg Elementary has been able to identify writing strategies and terminology as a problem-of-practice. Eisenberg Elementary School has redesigned professional learning to build consistency in **writing across grade levels and content areas** through the **Increasing Rigor through Writing program**. The writing program will utilize the **Collins Writing Program Framework** to **build consistent writing strategies and terminology for writing instruction and practice**. While some teachers have already been trained in instructional rounds, all other staff members will engage in the instructional round process during the 2016-2017 school year. Eisenberg Elementary plans to use **Guskey's Five Levels of Professional Development** to evaluate the success of teacher professional learning outcomes.

Data: Along with observations, Eisenberg Elementary has begun examining various sources of data. They first examined their student's performance in writing based on the Smarter Balanced Assessment. According to the Smarter Balanced Assessment, 42% of students in 3rd, 4th, and 5th grades scored below the standard and only 12% scored above standard. Using their district created performance tasks, Eisenberg staff found that students scored approximately 20% lower when a performance task required student writing.