

## GRADE 4 WRITING CLINIC

### CAMPUS

Irion County Elementary School  
*Recognized 2006-07*

### DISTRICT

Irion County ISD

### INITIAL IMPLEMENTATION

2006-07

### PROGRAM SUMMARY

The **goal** of Irion County Elementary's program is to improve student performance in writing.

**Key strategies** include an after-school writing clinic and use of peer editing techniques.

**Outcomes** include an increase in the percentage of students passing writing TAKS and performing at the Commended level in writing.

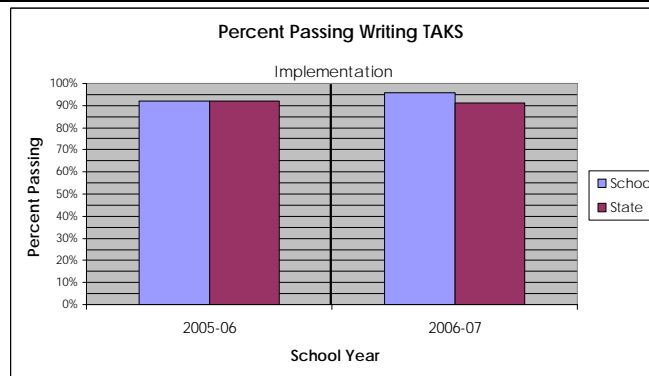
### EFFECTIVENESS

#### Before

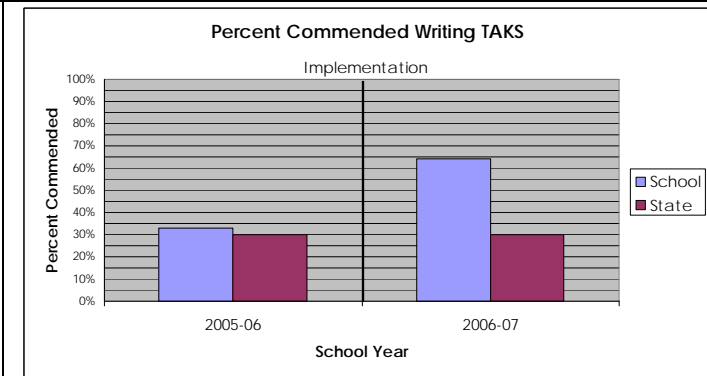
Prior to program implementation, in 2005-06, the percentage of students passing writing TAKS was 92%, compared to the state average of 92%. Commended-level performance was 33%, compared to the state average\* of 30%.

#### After

After implementation, the percentage of students passing writing TAKS increased to 96%, compared to the state average of 91%. Commended-level performance increased to 64%, compared to the state average of 30%.



Source: AEIS



Source: AEIS

\* State averages of Commended-level performance reflect all grades tested (3-11).

**CONTEXT/IMPLEMENTATION**

*Demographics (2006-07)*

Grade Levels Served		EE-6		Campus Enrollment		161	
<b>Ethnic Distribution</b>				<b>Economically Disadvantaged</b>			
Hispanic	45	28.0%	<b>At-risk</b>		67	41.6%	
White	112	69.6%	<b>Mobility (2005-06)</b>		40	24.8%	
					28	17.4%	

Source: AEIS

*Background*

- Irion County Elementary serves a small, rural population with one teacher per grade level.
- The grade 4 teacher believed that students needed more focused time devoted to writing and developed the writing clinic based on a program at a comparable campus with high grade 4 writing performance. The teacher tailored the writing program to campus needs using strategies associated with a federally funded network for writing teachers.

*Procedures*

- The campus established a one-hour, after-school, small group writing clinic two days a week for grade 4 students six weeks before TAKS. All grade 4 students were invited to participate through a letter to parents. Transportation arrangements were coordinated with the busing department.
- Teachers from other grade levels who volunteered to conduct the after-school writing clinic were trained in writing workshop techniques by the grade 4 teacher.
- Clinic teachers were assigned 8-10 students of varying ability levels. However, students with the lowest prior performance on classroom writing assignments were assigned to one group with the grade 4 teacher.
- A weekly schedule for the clinic was established in coordination with classroom writing instruction.
  - Monday class: A writing concept was introduced, reviewed, and practiced.
  - Monday clinic: Students practiced the writing concept with a writing prompt and coaching from the clinic teacher.
  - Tuesday class: Students continued working on compositions started during the clinic and conferred with the classroom teacher for assistance.
  - Tuesday clinic: Students peer reviewed compositions through "author's chair" during which randomly selected students read a composition aloud for review by peers. Discussion was based on the writing concept being practiced only. Other students described uses of the concept they liked and ways the writer could improve the use of the concept. All students, including the writer, took notes on author's chair discussions in their writing journals.

	<ul style="list-style-type: none"> <li>○ Wednesday–Friday: Remaining class time focused on composition revision and finalization.</li> <li>• The grade 4 teacher developed a color-coded review/grading process through which she worked with students on concepts needing practice as identified by clinic teachers. The grade 4 teacher reviewed all compositions.</li> <li>• Review and editing was focused on practice concepts only. Whole compositions were not graded to keep students from being overwhelmed or discouraged by extensive feedback or correction.</li> <li>• Clinic writing prompts replicated TAKS writing prompts.</li> <li>• The grade 4 class held an end-of-clinic pizza party with parents at which students read a favorite composition.</li> </ul>		
	<p><b>CAMPUS/DISTRICT STAFF</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Maela Edmonson, Principal</b>                      Irion County Elementary                      Irion County ISD                      P.O. Box 469                      Mertzson, TX 76941                      325-835-3991</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Brenda Mendiola, Superintendent</b>                      Irion County ISD                      P.O. Box 469                      Mertzson, TX 76941                      325-835-6111</p> </td> </tr> </table>	<p><b>Maela Edmonson, Principal</b>                      Irion County Elementary                      Irion County ISD                      P.O. Box 469                      Mertzson, TX 76941                      325-835-3991</p>	<p><b>Brenda Mendiola, Superintendent</b>                      Irion County ISD                      P.O. Box 469                      Mertzson, TX 76941                      325-835-6111</p>
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*The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.*

*Please take one minute to answer the feedback survey (six questions).*

[Best Practices Feedback Survey](#)