

## Define the System

**School:** Horace Mann

**Date:** August 19 – November 4, 2002

**Team Members:** Arlene Axup  
Kayla Chisholm  
Santee Ellis  
Kim Kettering  
Ginny Payton

### **Background Information:**

#### **Area of Opportunity:**

Analysis of ISAT data shows that support and organization in the writing component are declining. As a team, we feel our ISAT scores in writing are not as high as they could be. The team members will use Quality Tools and procedures to improve writing scores.

#### **Reasons for Selection:**

Our ISAT scores indicate that this is an area of concern. Students should be able to organize their writing on a specific topic using supporting details.

**Name of Process to Improve** (Write as a phrase):  
Support and organization in written communication.

**Who is the primary customer of the process?** (customer can be internal or external):  
Students are the primary customers of the process.

**What is the most important need of the customer as it relates to the process you have chosen?**  
The most important need of the customer is to become an effective writer.

**What is the purpose of the process? (the purpose will always be to meet the customer's needs):**  
The purpose is to increase proficiency in support and organization in their written communication.

**What is the output of the process? (what does this process produce or deliver to accomplish its purpose?):**  
The output of the process will be improved third grade ISAT writing skills.

**What does the customer expect of the output?**  
The customer expects to become a more proficient writer.

**What resources are currently being used to produce the product or service? (use the process form)**

**Show a step-by-step picture of the process (create a flow chart on a separate piece of paper). What obvious problems, omissions, or disconnects did the team find in the flow chart?**

Name: Horace Mann Team Date: 9/25/02

# SYSTEM DEFINITION

SYSTEM NAME: Written Communication  
CUSTOMER To become a more  
EXPECTATIONS: efficient writer.

CUSTOMER:  
Student

CUSTOMERS'  
NEEDS:  
Written  
Communication  
(Support &  
Organization)

## MATERIALS

Models Pencil  
Paper  
Prompts  
Graphic Organizers

## INFORMATION AIDS

Verbal Instructions  
Language Arts series  
Process Writing  
Prompts  
Models and Rubrics

PURPOSE:  
To improve  
support and  
organization in  
written  
communication

**P R O C E S S**

OUTPUT:  
Meets or  
exceeds on  
the ISAT

Classroom  
Computer Lab

Computer  
Overhead  
Desks/Chairs  
White Board

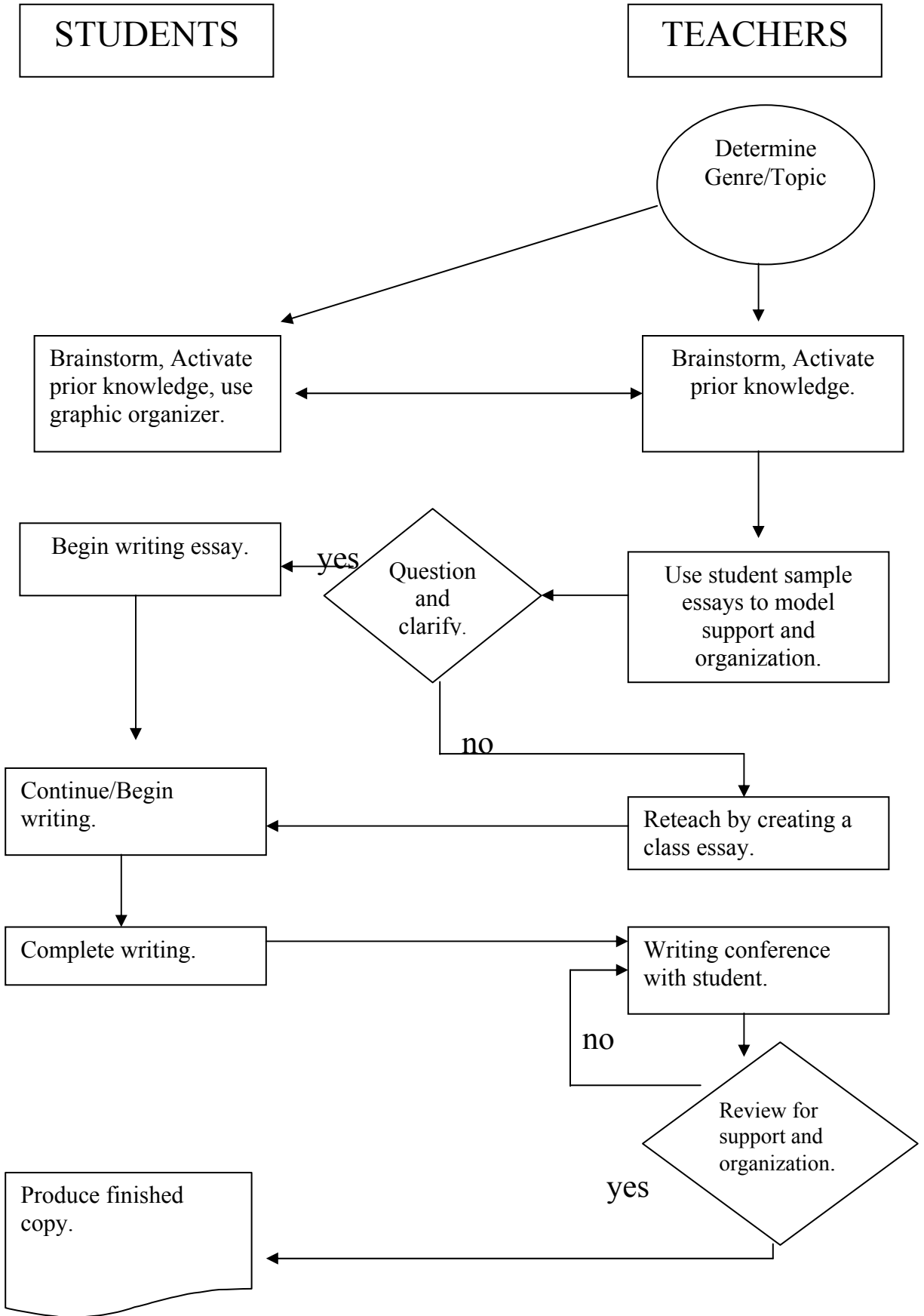
Students  
Teachers

ENVIRONMENT

EQUIPMENT

PEOPLE

# School Writing Flowchart



**Operational Definition (page 76-77)**

Now that a project statement has been written and decisions have been made as to what will be measured, details of how to get those measures need to be determined.

**Quality Measure:** \_\_\_\_\_ #1 \_\_\_\_\_

1. **Characteristic of interest:** Support/Elaboration
  
2. **Measuring instrument:** ISAT rubric/Writing profile checklist (early primary)
  
3. **Method of test:** Writing sample (ISAT test)
  
4. **Decision criteria:** Teachers score writing sample according to age appropriate rubric.

**Operational Definition (page 76-77)**

Now that a project statement has been written and decisions have been made as to what will be measured, details of how to get those measures need to be determined.

**Quality Measure:**           #2          

1. **Characteristic of interest:** Organization
  
2. **Measuring instrument:** ISAT rubric, writing profile checklist (early primary)
  
3. **Method of test:** Writing sample (ISAT test)
  
4. **Decision criteria:** Teachers score writing sample according to age appropriate rubric.

