

WILLIAM FORD SCHOOL IMPROVEMENT PLAN
WRITING
2013-2014

Student Goal Statement	All students will improve their writing skills of both narrative and informational text types in all content areas.	
Gap Statement-Gaps and Gap Analysis	<p>Based on MEAP 2012-2013 writing scores, there was a 64% gap between our 4th grade Non-ELL (81%) and ELL students (17%) who scored proficient.</p> <p>103 fourth grade students took the MEAP 2012-13 writing assessment. Although it appears as though there is a large gap between our 4th grade ELL and Non-ELL students, we have a very small percentage of Non-ELL students. Only 17 Non-ELL students were proficient on this measure.</p>	
Cause for Gap	We have a number of students who are new to the country. English Language learners need sufficient time to learn the basic structure of the English Language.	<p><i>Multiple Measures</i> District Common Assessment MEAP Rubrics/Checklists</p>
Strategies to Increase Writing Scores and Narrow Achievement Gap	<p>Teachers will:</p> <ul style="list-style-type: none"> • Focus on informational writing using academic vocabulary and narrative writing in all content areas through the use of unified graphic organizers. • Focus on constructed responses to texts with supporting evidence through the use of unified graphic organizers. • Focus on retelling and summarization with relevant details and examples through the use of unified graphic organizers. 	
Professional Learning to Increase Writing Scores and Narrow Achievement Gap	<p>Teachers will actively engage in the following professional development opportunities:</p> <ul style="list-style-type: none"> • the use of unified graphic organizers to facilitate informational writing with supporting evidence and academic vocabulary in all content areas by the writing committee, resource teachers and the literacy coach during late start/staff meetings and PLC. • the use of unified graphic organizers to facilitate narrative writing in content areas by the writing committee, resource teachers and the literacy coach during late start/staff meetings and PLC. • constructed responses with supporting evidence to texts by the writing committee, resource teachers and the literacy coach during late start/staff meetings and PLC. • the analysis of student work, MEAP results, and District Writing Assessments to identify strengths and weaknesses to drive instruction by resource teachers and the literacy coach at late start/staff meetings and PLC. • share effective writing strategies and resources • collaboration with grade level peers on a regular basis to share instructional practices and analyze student needs during PLC and late start/staff meetings. 	

Measurable Objective Statements to Support Goal and Gap	Resources and Budget	Timeline		Responsible Staff
		Beginning	Ending	
<p>Students will:</p> <ul style="list-style-type: none"> • use supplemental materials (specifically informational text) across all content areas. • write constructed responses to texts with supporting evidence using unified graphic organizers across all content areas. • write informational pieces using academic vocabulary in all content areas using unified graphic organizers. • write narrative pieces in content areas using unified graphic organizers. • retell and summarize narrative and informational text selections concentrating on major ideas with relevant details using unified graphic organizers. • evaluate their own writing and the writing of others by using checklists/rubrics. • use academic vocabulary in their writing across content areas and use a word bank to facilitate their word choice. • demonstrate proper use of conventions (spelling, punctuation & grammar). • participate in extended learning opportunities including extended day and summer school. • engage in technology integrated lessons and online learning programs through the use of promethean boards, iPads and support sites. 	<p>District</p> <p>Title I</p>	9/04/12	6/13/2013	All Teachers, Support Staff, and Administrators
<p>Research used to support strategies used:</p>	<p><u>6+1 Traits of Writing (Ruth Culham)</u> <u>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (Robert Marzano)</u> <u>Language & Literacy for ELLs: Creating Systematic Change for Academic Achievement (John Seidlitz and Melissa Castillo)</u> <u>7 Steps to a Language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students (John Seidlitz and Bill Perryman)</u> <u>Making Content Comprehensible for English Learners: The SIOP Model (Jana Echevarria, MaryEllen Vogt, Deborah Short)</u> <u>Language and Meaning Strategies (Dr. Mary Schleppegrell)</u></p>			
<p>Data to Monitor Progress How are you going to measure your success?</p>	<p>District Common Assessment (fall, winter, spring) MEAP (fall) Anecdotal Notes (ongoing) Class A (ongoing) Schoolwide Data Spreadsheet (ongoing)</p>			

