Continuous School Improvement Blueprint – Writing Goal
SY 12-13

Principal: Joyce M. Diggs	AP: Jamie L. Wollman	CSI Chair(s): Natashia Rucker and April Carroll

DoDEA Mission Statement: Educate, Engage, and Empower Each Student to succeed in a dynamic world.

School Vision Statement: Humphreys American School (HAS) is dedicated to providing the highest quality education where a love of learning is evident in all students and teachers. We envision a school community in which the environment is positive, nurturing and respectful of students, teachers and the military community. HAS strives to be a school in which academic, artistic and physical expectations are high and individualized for each student and goal-oriented, technology-rich instruction aligns with Department of Defense Education Activity standards and assessments. At Humphreys American School, engaged parents, teachers and the military community will all work together to ensure that all students can be successful.

Writing Goal: By June 2014, all Humphreys American School students will increase performance on targeted writing skills using instructional strategies implemented in all curricular areas as measured by TN3 Language subtest and school-based assessment. The targeted skill is to answer constructed response questions that produce clear and coherent writing focusing on organization, ideas, and sentence fluency.

Targeted Subgroup: Gifted Education Students

Triangulation of Data:
   (1) TerraNova 3rd Edition Language Arts Subtest   **(2)** Teacher Perception/Data Carousel **(3)** Student Work

Assessments Selected to Measure Student Achievement in this Goal Area

System-wide Assessment(s)
Name: *TerraNova* Multiple Assessment Third Edition (Language subtest)
Grade Levels: 3rd-8th
When Given: Spring (March)
How do we know we have achieved success (indicator of success): There is meaningful increase in the percentage of students scoring in the top two national quarters and a meaningful decrease of students scoring in the bottom quarter as measured by the TerraNova Multiple Assessment 3rd Edition Language Subtest.

Name: Pre-K Creative Curriculum

School Selected Assessments
Name: Humphreys Writing Prompt
Grade Levels: K - 8th
When Given: May
How do we know we have achieved success (indicator of success):
There is a meaningful increase in the percentage of the students scoring at or above standard on each of 6+1 Traits of Writing Rubric (organization, ideas, and sentence fluency). The standard for each grade level is:

Grade	Level	Grade	Level	Grade	Level
Kinder	2	3rd	3	6th	4
1st	3	4th	3	7th	5
2nd	5	5th	4	8th	5

Grade Levels: Pre-K
When Given: May/June
How do we know we have achieved success (indicator of success): There is meaningful increase in the percentage of students scoring at the following standards:
Objective 19:Demonstrates emergent writing skills
      1. Writes name (Level 6)
      2. Writes to cover meaning (Level 6)
 	
The score is based on a continuum and the end of year expectation.	

Common/Formative Assessments

Name of assessment: Reading Streets Writing Prompt (Formative) Grade Level: K - 6th When Given: 6 per year starting October 2012 (approximately every 6 wks)	*Name of assessment*: Humphreys Common Writing Prompt (Prompts 2 & 3) (Common) Grade Level: K - 8th When Given: End of 2nd and 3rd Qt.
Name of assessment: Holt Literature Writing Prompt (Formative) Grade Level: 7th - 8th When Given: 6 per year starting October 2012 (approximately every 6 wks)	*Name of assessment:* Pre-K Creative Curriculum (Formative) Grade Level: Pre-K When Given: End of 1st Semester

Action Plan

Strategy: 6+1 Traits of Writing

Brief Description: This writing program provides students and teachers a common language for characteristics of good writing. Our school will focus on organization, ideas, and sentence fluency. Teachers will share lessons to help students narrow their topics, develop their messages, and create themes in their writing. Lessons targeting organization, ideas, and sentence fluency will be used across grade levels. Rubrics will be used by students and teachers to guide and revise writing.

Tasks/Action Steps	Timeline		Persons Responsible
	Begin	**End**	
1. Results Based Staff Development	October 2012	Ongoing	Admin, ELA ISSs, and lead teachers.
2. Teachers will meet monthly at grade level meetings to analyze student work (using Student Work Protocol Sheet) and to share resources, lessons, and student work related to 6+1 Writing Traits.	October 2012	June 2013	Grade Level meeting
3. Teachers will instruct students to use rubrics and score their own work; thereby creating more conscientious writers.	October 2012	Ongoing/as needed due to high student	Classroom Teacher

	turnover	

Action Plan for Targeted Subgroup			
Strategy: Full implementation of 6 + 1 Traits of Writing	**Targeted Subgroup:** Gifted Education students- grades 4 and 5		

Tasks/Action Steps	**Timeline**		**Persons Responsible**
	Begin	**End**	
The implementation of the 6+1 Traits of writing will be in conjunction with writer's workshop and mini-lessons within the GE classroom:	October 2, 2012	June 2013	Gifted Education Teacher
Baseline Assessment for GE students 2-5th grade (assess for Organization, Ideas, and Sentence Fluency)	Sept. 27	Sept. 28	
Review Organization and Ideas (brainstorm, idea selection-topic, narrowing idea-focus, elaboration of idea-development, details, introduction, topic sentence, supporting details, transitions, sequencing, pacing, conclusion)	Oct. 2	Oct. 19	
Review Sentence Fluency (transition words-creative and appropriate, variation in length and sentence structure, varied sentence beginnings, sound and flow)	Oct. 22	Oct. 31	
Re-assess for first three traits	Nov. 12	Nov. 13	
Pre-Assess for Word Choice	Nov. 12	Nov. 13-16	
Word Choice lessons/activities (striking language, exact language, natural language, beautiful language)	Nov. 19	Dec. 19	
Re-assess for Word Choice and Ideas, Organization, and Sentence Fluency	Dec. 19	Dec. 21	
Pre-assess for Voice	Jan. 7	Jan. 11	
Voice lessons/activities (tone, interaction between reader and writer, taking a risk, persuasive writing and commitment, narrative writing and honesty/engagement)	Jan. 14	Feb. 1	
Re-assess for Voice, Word Choice, Ideas, Organization, and Sentence Fluency	Jan. 30	Feb. 1	
Conventions and Presentation emphasis in conjunction with all other writing traits.	Feb. 4	Mar. 1	
All traits will be reinforced through Gifted classroom writing activities. At this time, full implementation of the 6+1 Writing Traits will be in full effect and the scoring rubrics will be used to score all of the traits. Any student scoring low in any one area will receive scaffolding to reinforce the lessons.	Mar. 1	June 1	

Monitoring the Implementation of Strategy				
Date	**Strategy Focus**	**Monitoring Process**	**Person/Group Responsible**	**Evidence; Use of the Evidence**
Oct. 2012-June 2013	**6 + 1 Traits of Writing** This writing program provides students and teachers a common language for characteristics of good writing. We will focus on organization, ideas, and sentence fluency. Teachers will share lessons to help students narrow their topics, develop their messages, and create themes in their writing. Lesson targeting organization, ideas, and sentence fluency will be used across grade levels. Rubrics will be used by students and teachers to guide and revise writing.	Focus Walks	Diggs and Wollman	Focus walk protocol sheets will be posted on SharePoint and reflective conferencing will take place with administration. Data added to binders; grade level notes, teacher reflection in binders
Oct. 2012-June 2013		Examining Student Work Protocol Sheet	Grade Level Members	Student Work Protocol Sheet, Minutes from monthly Grade Level meetings, Reteaching/Modifying Instruction will be noted as conferencing, revised lesson plans and formative and summative assessments, student work
Oct. 2012-June 2013		Data Notebooks/Binders/Grade level collaboration minutes	Teachers	Action Plan, CSI professional development plan, TerraNova 3rd edition scores if applicable, formative assessments, results school wide writing prompt, assessment calendar, 6 +1 articles, DoDEA standards, Common Core PowerPoint, Common Core College and Career Readiness Anchor Standards for Writing, Rubrics for **Ideas/Organization/Sentence Fluency,** Voice, Word Choice, Conventions, Student Protocol Sheets with Supporting Student

			Work, High Student, Middle Student, Low Student, Teacher Reflection

Communication	
1. How will you **communicate** or publicize the **plan** to achieve the identified goal to the community, the students, and the parents?	Principal's Teas, SAC Meetings, Parent Newsletters, FRG meetings, Command Channel, PX Display, Teacher Email Signature Lines, New Parent Orientation, School Website, PTSO, AFN
2. How will you **communicate** or publicize the results of the identified goal **assessments** to the community, the students, and the parents?	New Parent Orientation, Newsletters, Command Channel, Principal's Teas, SAC Meetings, School Website, FRG Meetings, PTSO, AFN
3. How will you **use** the on-going evaluation results to adjust and maintain progress in order to reach the identified goal?	Results from monitoring plan and common formative assessments (quarterly), student protocol, focus walks will aid in changing instructional strategies, consulting district resources for instructional strategies, and identifying appropriate resources.
4. How will you **celebrate** the successful implementation of this strategy?	Displays around schools, share information with stakeholders, grade-level recognition and classroom celebration for students

Humphreys American School

Results-Based Staff Development Plan					
Staff Development Outcome *(What do teachers need to know and be able to do?)*	**Strategy** 6+1 Traits of Writing **School Year:** 2012-13			**Student Outcome** *(What do we want students to know, learn, and demonstrate?)*	
Teachers need to know how to implement the 6+1 Traits of Writing and how to use the rubrics to assess student writing (organization, ideas, and sentence fluency).				The students will be capable of writing a constructed response that focuses on organization, ideas, and sentence fluency in all content areas.	
Steps	**Activities** *(What we will do)*	**Person/Group Responsible** *(e.g., Admin; CSI Team; ET; Subcommittee)*	**Documented Evidence** *(How do we know this was effective?)*	**Resources** *(e.g., time; materials; equipment; District ISS; Area Specialist; HQ Specialist; etc.)*	**Timeline** *(yearly in the fall; monthly; weekly; or specific date)*
Knowledge *What you want people to walk away with*	Knowledge of how to effectively implement 6+1 Traits of Writing with a focus on organization, ideas, and sentence fluency Knowledge of how to effectively use the 6+1 Traits of Writing rubrics to assess student writing	Administration, Writing Goal committee, and CSILT	Training Dates, Classroom Observations, Focus Walks, Results will be posted on the shared drive	Research-based Articles, 6+1 Traits of Writing: Theory and Practice (3-12), 6+1 Traits of Writing: Theory and Practice (Primary, Intermediate and Middle School), Rubrics – K-2 Primary, Intermediate, 3-8 and Middle School 6-8	Oct. 2012-June 2013
Model/Demonstrate *How this knowledge will be shown to the audience*	Strategy introduction/modeling, hands-on activities	District ELA ISSs, School Level 6+1 trainers	Pictures of in-service, writing samples, exit card information, meeting minutes Results will be posted on the shared drive	Student writing samples, 6+1 Traits of Writing: Theory and Practice (3-12), 6+1 Traits of Writing: Theory and Practice (Primary), Rubrics K-2 Primary, Intermediate, 3-8 and Middle School 6-8, assessment for organization, ideas, and sentence fluency	Oct. 2012-June 2013
Low Risk Practice with Feedback	Scoring of selected age-appropriate student writing	Teachers	Pictures of in-service, teacher-scored	Student writing samples, 6+1 Traits of Writing: Theory and Practice (3-12), 6+1 Traits of Writing: Theory and	Oct. 2012-June

What will you put in place for teachers who are doing these activities for the first time?	samples		writing samples, exit card information, meeting minutes	Practice, Rubrics Grades K-2 Primary, Intermediate, 3-8 and Middle School 6-8, assessment for organization, ideas, and sentence fluency	2013
On-the-Job Practice with Feedback *What will you put in place for teachers for continuous support throughout the length of the selected strategy?*	Focus walks, grade-level and committee meetings, examining student work protocol, sharing best practices during faculty meetings	Administration, Teachers, District ELA ISSs	Data notebook/ binders, student writing samples, focus walk data, student portfolios	Student writing samples, 6+1 Traits of Writing: Theory and Practice (3-12), 6+1 Traits of Writing: Theory and Practice Rubrics – K-2 Primary, Intermediate, 3-8 and Middle School 6-8, assessment for organization, ideas, and sentence fluency	Oct. 2012-June 2013, monthly grade level and faculty meetings
New Staff Plan *What will you put in place for the new teachers?*	New teacher mentor program	Administration, mentors, grade level chairs, ISSs, committee chairs	Monthly meetings with mentors and administration, data notebook/ binders, student writing samples, focus walk data, student portfolios	Student writing samples, 6+1 Traits of Writing: Theory and Practice (3-12), 6+1 Traits of Writing: Theory and Practice, Rubrics – K-2, Intermediate, 3-8, and Middle School 6-8, assessment for organization, ideas, and sentence fluency	Oct. 2012-June 2013

Continuous School Improvement Blueprint – Math Goal
SY 12-13

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Math Goal: By June 2014, all Humphreys American School students will increase performance on targeted math skills using instructional strategies implemented in all curricular areas as measured by the TN3 Math subtest, other system-wide assessments, and school-based assessments. The targeted skill is to construct focused organized arguments that support the problem solving process.

Targeted Subgroup: 26th-50th percentile on TerraNova 3rd Edition Math Subtest

Triangulation of Data:
1. TerraNova 3rd Edition Math Subtest
2. Math Local Assessment K-8
3. Teacher Perception/Data Carousel
4. Student Work

Assessments Selected to Measure Student Achievement in this Goal Area	
System-wide Assessment(s) *Name*: *TerraNova* Multiple Assessment 3rd Edition Math Subtest Grade Levels: 3rd-8th When Given: Spring (March) **How do we know we have achieved success (indicator of success):** There is meaningful increase in the percentage of students scoring in the top two national quarters and a meaningful decrease of students scoring in the bottom quarter as measured by the TerraNova Multiple Assessment 3rd Edition Math Subtest. *Name*: Pre-K Creative Curriculum Grade Levels: Pre-K When Given: May/June **How do we know we have achieved success (indicator of**	**School Selected Assessments** *Name*: Humphreys Problem Solving Assessment (K-8) Grade Levels: K-8 When Given: May **How do we know we have achieved success (indicator of success):** There is a meaningful increase in the percentage of students scoring at or above 80%

success):
There is meaningful increase in the percentage of students scoring at the following standards:

Objective 11: Demonstrates Positive Approaches to Learning
    1. Solves Problems (Level 7)
Objective 20: Uses Number Concepts and Operations
    1. Counts (Level 6)
    2. Quantifies (Level 6)
    3. Connects Numerals with their Quantities (Level 6)
Objective 21: Explores and Describes Spatial Relationships and Shapes
    1. Understands Spatial Relationships (Level 7)
    2. Understands Shapes (Level 6)
Objective 22: Compares and Measures (Level 7)
Objective 23: Demonstrates Knowledge of Patterns (Level 7)
Objective 11: Demonstrates Positive Approaches to Learning
    1. Solves Problems (Level 7)

The score is based on a continuum and the end of year expectation.

Common Assessments

Name of assessment: Math Local Common Assessment Grade Level: K-8 When Given: Quarterly	*Name of assessment:* Problem of the Week (or more) (Formative) Grade Level: K-8 When Given: Weekly (or more)
Name of assessment: Pre-K Creative Curriculum (Formative) Grade Level: Pre-K When Given: Semester	

Action Plan

Strategy: UPSL (Understand, Plan, Solve, Look Back)
Brief Description: UPSL is a problem-solving strategy that allows students to think through a word problem, analyze what it being asked, determine how to solve the problem, solve the problem, and the look back to see if they answered the question and if the answer makes sense.

Tasks/Action Steps	Timeline		Persons Responsible
	Begin	**End**	
1. Professional Development	September	ongoing	Diggs and the ISS Math
2. Review/Revisit UPSL Research	September	October	CSI Chairs

3. Teachers will meet monthly (on the second Tuesday) at grade level meetings to analyze student work (using Student Work Protocol Sheet) and to share resources, lessons, and student work related UPSL.	9/11/2012	6/11/2013	Grade Level Chairs
4. Teachers will instruct students on using the UPSL process; thereby creating better problem solvers.	10/2/2012	Ongoing/as needed due to high student turnover	Classroom Teacher
5. Teachers will monitor the effectiveness of UPSL by sharing student work samples at grade/team meetings.	10/9/12	Ongoing/Weekly	Classroom Teacher

Action Plan for Targeted Subgroup			
Strategy: Math Support		**Targeted Subgroup:** 4th -8th grade students scoring in the 26th to 50th Percentile on TerraNova Math Subtest	
Tasks/Action Steps	**Timeline**		**Persons Responsible**
	Begin	**End**	
The Math Support Specialist, Math teachers and Math Goal Committee will develop a specific plan, collaborated with teachers, to provide the necessary instruction needed to increase student achievement	October 1, 2012	October 30, 2012	Math Support Specialist/CSI Math Goal Committee chairs
Implement the strategy that was identified in the above plan.	Nov 1, 2012	June 2013	Math Goal Committee chairs with administration

Monitoring the Implementation of Strategy				
Date	**Strategy Focus**	**Monitoring Process**	**Person/Group Responsible**	**Evidence; Use of the Evidence**
Sept 2012- June 2013	**UPSL** **Understand** -- Before you can solve a problem you must first understand it. Read and re-read the problem carefully to find all the clues and determine what the question is asking you to find. • What is the unknown? • What are the data? • What is the condition? **Plan** -- Once you understand the question and the clues, it's time to use your previous experience with similar problems to look for strategies and tools to answer the question. • Do you know a related problem? • Look at the unknown! And try to think of a familiar problem having the same or a similar unknown? **Solve** -- After deciding on a plan, you should try it and see what answer you come up with. • Can you see clearly that the step is correct? • But can you also prove that the step is correct? **Look Back** -- Once you've tried it and found an answer, go back to the problem and see if you've really answered the question. Sometimes it's easy to overlook something. If you missed something check your plan and try the problem again. • Can you check the result? • Can you check the argument? • Can you derive the result differently? • Can you see it at a glance? The National Council of Teachers of Mathematics endorses the use of such strategies as those appearing in "Four-Step Problem Solving"—particularly the step requiring students to explain their answers—as effective for producing students' math competency, as described in NCTM publications such as Principles and Standards for School Mathematics. Excerpts from NCTM documents validate the district's problem-solving strategy. Some of the key ideas and teaching standards identified include the following. • Teachers need to investigate how their students arrive at answers. Correct answers don't necessarily equate to correct thinking. • Students need to explore various ways to	Focus Walks	Diggs and Wollman	Focus walk protocol sheets will be posted on SharePoint and reflective conferencing will take place with administration. Data added to binders; grade level notes, teacher reflection in binders.
Sept 2012- June 2013		Examining Student Work Protocol	Grade Level Members	Student Work Protocol Sheet, Minutes from grade Level meetings, Reteaching/Modifying Instruction
Sept 2012- June 2013		Data Notebooks/Binders	Teachers	Action Plan, CSI professional development plan, TerraNova 3rd edition scores if applicable. Formative assessments, assessment calendar, lesson plans, UPSL samples student work and, anecdotal records. Student Protocol Sheets with Supporting Student Work, High Student, Middle Student, Low Student, Teacher Reflection

	think about math problems and their solutions. • Students need to learn to analyze and solve problems on their own. • Students' discourse in a mathematics classroom should focus on their thinking process as they solved a problem.			

Communication	
1. How will you **communicate** or publicize the **plan** to achieve the identified goal to the community, the students, and the parents?	Principal's Teas, SAC Meetings, Parent Newsletters, FRG meetings, Command Channel, PX Display, Teacher Email Signature Lines, New Parent Orientation, School Website, PTSO, AFN
2. How will you **communicate** or publicize the results of the identified goal **assessments** to the community, the students, and the parents?	New Parent Orientation, Newsletters, Command Channel, Principal's Teas, SAC Meetings, School Website, FRG Meetings, PTSO, AFN
3. How will you **use** the on-going evaluation results to adjust and maintain progress in order to reach the identified goal?	Results from monitoring plan and common formative assessments (quarterly), student protocol, focus walk will aid in changing instructional strategies, consulting district resources for instructional strategies, and identifying appropriate resources.
4. How will you **celebrate** the successful implementation of this strategy?	Displays around schools, share information with stakeholders, grade-level recognition, classroom celebration for students

Results-Based Staff Development Plan					
Staff Development Outcome *(What do teachers need to know and be able to do?)*		**Strategy** UPSL **School Year:** 2012-13		**Student Outcome** *(What do we want students to know, learn, and demonstrate?)*	
Teachers need to know how to implement UPSL and how to use the rubrics to assess student writing (organization and ideas).				The students will be capable of writing a constructed response that focuses on organization and in all content areas.	
Steps	Activities *(What we will do)*	Person/Group Responsible *(e.g., Admin; CSI Team; ET; Subcommittee)*	Documented Evidence *(How do we know this was effective?)*	Resources *(e.g., time; materials; equipment; District ISS; Area Specialist; HQ Specialist; etc.)*	Timeline *(yearly in the fall; monthly; weekly; or specific date)*

Knowledge *What you want people to walk away with*	Knowledge of how to effectively implement UPSL with a focus on organization and ideas.	Administration, Math Goal committee, and CSILT	Classroom observations, focus walks	Researched-Based Articles, UPSL Trainer, CSI chairs, District ISSs	Sept. 2012-June 2013
Model/Demonstrate *How this knowledge will be shown to the audience*	Strategy introduction/modeling, hands-on activities	Administration	Pictures of in-service, writing samples, exit card information, meeting minutes	District ISSs, UPSL Trainer	Sept. 2012-June 2013
Low Risk Practice with Feedback *What will you put in place for teachers who are doing these activities for the first time?*	Scoring of selected age-appropriate student problem solving samples	Teachers, Administration, and Parents	Pictures of in-service, teacher-scored problem solving samples, exit card information, meeting minutes	CSI Chairs, UPSL Trainer, District ISSs	Sept. 2012-June 2013
On-the-Job Practice with Feedback *What will you put in place for teachers for continuous support throughout the length of the selected strategy?*	Focus walks, grade-level and committee meetings, examining student work protocol, sharing best practices during faculty meetings	Administration and Teachers	Data notebook/binders, student writing samples, focus walk data, student portfolios	UPSL Trainer, New Teacher Mentor, Student Work	Sept. 2012-June 2013, monthly grade level and faculty meetings
New Staff Plan *What will you put in place for the new teachers?*	New teacher mentor program	CSI Chair and Teacher Mentor Committee	Monthly meetings with mentors and administration, data notebook/binders, student writing samples, focus walk data, student portfolios	Administration, New Teacher Mentor, Grade Level Chairs, ISSs, Committee Chairs	Sept 2012-June 2013