

**Continuous School Improvement Blueprint – Writing Goal  
SY 12-13**

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<b>DoDEA Mission Statement:</b> Educate, Engage, and Empower Each Student to succeed in a dynamic world.																													
<b>School Vision Statement:</b> 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.																													
<b>Writing Goal:</b> 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.																													
<b>Targeted Subgroup:</b> Gifted Education Students																													
<b>Triangulation of Data:</b> (1) TerraNova 3 <sup>rd</sup> Edition Language Arts Subtest (2) Teacher Perception/Data Carousel (3) Student Work																													
<b>Assessments Selected to Measure Student Achievement in this Goal Area</b>																													
<b>System-wide Assessment(s)</b> <u>Name:</u> TerraNova Multiple Assessment Third Edition (Language subtest) Grade Levels: 3 <sup>rd</sup> -8 <sup>th</sup> When Given: Spring (March) <b>How do we know we have achieved success (indicator of success):</b> 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 3 <sup>rd</sup> Edition Language Subtest.			<b>School Selected Assessments</b> <u>Name:</u> Humphreys Writing Prompt Grade Levels: K - 8 <sup>th</sup> When Given: May <b>How do we know we have achieved success (indicator of success):</b> 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:																										
			<table border="1"> <thead> <tr> <th>Grade</th> <th>Level</th> <th>Grade</th> <th>Level</th> <th>Grade</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>2</td> <td>3<sup>rd</sup></td> <td>3</td> <td>6<sup>th</sup></td> <td>4</td> </tr> <tr> <td>1<sup>st</sup></td> <td>3</td> <td>4<sup>th</sup></td> <td>3</td> <td>7<sup>th</sup></td> <td>5</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>5</td> <td>5<sup>th</sup></td> <td>4</td> <td>8<sup>th</sup></td> <td>5</td> </tr> </tbody> </table>			Grade	Level	Grade	Level	Grade	Level	Kinder	2	3 <sup>rd</sup>	3	6 <sup>th</sup>	4	1 <sup>st</sup>	3	4 <sup>th</sup>	3	7 <sup>th</sup>	5	2 <sup>nd</sup>	5	5 <sup>th</sup>	4	8 <sup>th</sup>	5
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<u>Name:</u> Pre-K Creative Curriculum																													

<p>Grade Levels: Pre-K                  When Given: May/June  <b>How do we know we have achieved success (indicator of success):</b> 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)</p> <p>The score is based on a continuum and the end of year expectation.</p>	
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**Common/Formative Assessments**

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

**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	
<b>Action Plan for Targeted Subgroup</b>			
<b>Strategy:</b> Full implementation of 6 + 1 Traits of Writing		<b>Targeted Subgroup:</b> Gifted Education students- grades 4 and 5	
<b>Tasks/Action Steps</b>	<b>Timeline</b>		<b>Persons Responsible</b>
	<b>Begin</b>	<b>End</b>	
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 2-5 <sup>th</sup> 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**

<b>Date</b>	<b>Strategy Focus</b>	<b>Monitoring Process</b>	<b>Person/Group Responsible</b>	<b>Evidence; Use of the Evidence</b>
Oct. 2012- June 2013	<b>6 + 1 Traits of Writing</b> 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 3 <sup>rd</sup> 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 <b>Ideas/Organization/Sentence Fluency</b> , Voice, Word Choice, Conventions, Student Protocol Sheets with Supporting Student

				Work, High Student, Middle Student, Low Student, Teacher Reflection
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Communication	
1. How will you <b>communicate</b> or publicize the <b>plan</b> 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 <b>communicate</b> or publicize the results of the identified goal <b>assessments</b> 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 <b>use</b> 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 <b>celebrate</b> the successful implementation of this strategy?	Displays around schools, share information with stakeholders, grade-level recognition and classroom celebration for students

**Results-Based Staff Development Plan**

<b>Staff Development Outcome</b> <i>(What do teachers need to know and be able to do?)</i>		<b>Strategy</b> 6+1 Traits of Writing		<b>Student Outcome</b> <i>(What do we want students to know, learn, and demonstrate?)</i>	
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).		<b>School Year:</b> 2012-13		The students will be capable of writing a constructed response that focuses on organization, ideas, and sentence fluency in all content areas.	
<u>Steps</u>	<u>Activities</u> <i>(What we will do)</i>	<u>Person/Group Responsible</u> <i>(e.g., Admin; CSI Team; ET; Subcommittee)</i>	<u>Documented Evidence</u> <i>(How do we know this was effective?)</i>	<u>Resources</u> <i>(e.g., time; materials; equipment; District ISS; Area Specialist; HQ Specialist; etc.)</i>	<u>Timeline</u> <i>(yearly in the fall; monthly; weekly; or specific date)</i>
<b>Knowledge</b> <i>What you want people to walk away with</i>	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
<b>Model/Demonstrate</b> <i>How this knowledge will be shown to the audience</i>	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
<b>Low Risk Practice with Feedback</b>	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

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

