

IMPROVEMENT PLAN FOR: Mason Elementary School 2010-2011

DISTRICT GOAL AREA: Increase Student Achievement in Writing

SCHOOL OBJECTIVES: All students will increase their proficiency in writing.

All students will increase their ability to convey ideas concisely with supporting details.

Evidences of Need

Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective.

Evidences of Success in Improvement

Key Performance Indicators/Performance Targets that point to success at year-end review.

MEAP Writing Scores

MEAP writing was not scored in 2009-2010 as a separate activity. Scores reflect the student writing on constructed responses.

	students	2007-2008 Proficient	2008-2009 Proficient
Grade 3	40	68%	58%
Grade 4	44	55%	64%
Grade 5	45	71%	84%

MEAP Comment Codes

Code 3+ Needs examples and details from texts

Code 4- Used details from only 1 of the 2 texts

Code 5- Needs richer development with 1 central idea, relevant details and examples

	Comment Code 3	Comment Code 4	Comment Code 5
Grade			

By 2014, The No Child Left Behind (NCLB) goal is for all students to attain proficiency in writing. To achieve that goal there will be a 10 % increase each year in the percentage of students who performed at the grade level expectation or advanced level of the Grade 4 writing MEAP.

MEAP Writing will only be administered in Grade 4 starting this fall

Comment codes help to explain a score for a writing paper and identify ways in which the student could have improved his/her writing score.

These comment code indicate a need for students to include supporting details in their writing.

There will be a 15% decrease in the number of students who receive comment codes accompanying their MEAP writing scores

3	66%	50%	--
4	50%	12%	33%
5	33%	2%	43%

The Percentage of Students Passing the Grosse Pointe Writing test:

	2007-20008	2008-2009	2009-2010
Grade 1	98%	100%	100%
Grade 2	97.6%	98.1%	100%
Grade 3	58.5%	59%	83.3%
Grade 4	44.7%	53.3%	79.1%
Grade 5	46.7%	85.2%	80%

Grosse Pointe Writing Assessment Gender Gap Analysis

	2007-2008		2008-2009		2009-2010	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade 1	100%	95%	100%	100%	100%	100%
Grade 2	95%	100%	96.7%	100%	100%	100%
Grade 3	58.3%	58.8%	47.1%	68.2%	91.3%	77.4%
Grade 4	22.2%	58.6%	50.0%	57.9%	87%	70%
Grade 5	40.7%	55.6%	63.2%	85.2%	90.5%	70.8%

There will be a 20% increase in the percentage of students performing at the grade level expectation or advanced level of the Grosse Pointe Writing test at grades 3 & 4

Decrease the gender gap in performance on the Grosse Pointe Writing Test by raising the scores of boys by 20% by grade 5 and having boys sustain increased scores.

New elementary students take a Grosse Pointe Writing Test when they enter the district. By the end of the year, the new students will increase their score at their grade level on the GP Writing assessment from fall to spring to satisfactory or by 1 performance level (grade 3-5)

Mason Elementary School

Goal: All students will increase their proficiency in writing.

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators Indicators that point to success at end of a strategy
Background: Teachers will review the GP Curriculum and the Michigan Genre Project	Teachers will access the curriculum maps and unit lessons generated by Kelly Sexton and Pam Liagre.	Michigan Genre Project Elementary Curriculum Specialists, grade level content leaders	\$50 Teacher notebooks for materials	September- June	Grade level checks September December February May	Teachers use the curriculum maps pacing suggestions and Michigan Genre Project in their lesson plan books
Using DATA: Teachers will review GPWA rubric and get current student progress and scores from last spring-conference with at risk writers	Teachers will review the GPWA scores of their students Review individual papers with at risk students- clear examples for target goals	Scores and copies of students' GPWA papers	none	September staff meeting for scores then the Oct. staff mtg. for sharing papers and identifying areas of need of at risk writers	Last week in October	Teachers will have GPWA papers with rubrics and scores in each student folder
Using DATA: Grade 2-3-4-5 Teachers will have their students take the NWEA Language Arts Assessment to help pinpoint areas for instruction	Grade 3-4-5 teachers Marisa Collins will provide support in the computer lab	None	\$350 3 guest teachers to provide cross grade level discussion of NWEA/GPW and MEAP scores	MEAP- October Language Arts be done in the NWEA test windows GPW- 2 classroom generated samples	Oct/Feb/ June	Student scores will be available for each teacher during each testing window

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<p>Instruction: Teachers will allocate 45 minutes daily for focused mini-lessons Teachers <u>model</u> concepts during mini-lessons with the use of explicit examples. Students will increase their sustained writing time</p>	<p>Teachers Anne Marie McGillis, Jessica DeWitt & Stephanie Erhard will lead work with 6 +1 traits, writers workshop, development of common terminology definitions, rubrics, word walls, frameworks for explicit characteristics for each genre</p>	<p>6 +1 District Notebook Resource Books Scholastic Trait Crates Mason Library Trait Crates Houghton Mifflin Resource Teacher created lessons Calkins Video series,K-2,3-5 units Consultant support</p>	<p>\$750 for Mentor Text for grade level writing units \$250 Additional Professional Books for staff check out</p>	<p>September- June Following district curriculum maps</p>	<p>Posting of daily writing on the schedule. Walk throughs before report cards, PT conferences Formal and Informal observation of student writing lessons</p>	<p>Lesson Plans and activities with modeled writing samples by the teacher Writing samples in student portfolios and displayed in the classroom. Teacher samples available for reviewing</p>
<p>Feedback: Teachers will provide students with specific and meaningful feedback and <u>address individual writing needs through guided writing groups</u>, individual students conferences, shared writing Focus on foundation for writing traits</p>	<p>Teachers</p>	<p>Dr. McCaig-Learning to Write Amazing Stories Curriculum Specialists Grade K-5 Language Arts Content Leaders Rubrics for traits Student notebooks Class created books Overhead/ computer lab</p>	<p>\$300- Purchase 2 copies 100 trait specific comments for student writing <u>R. Culham,Daily Trait Warm Ups – Revision and Editing Activities</u> V. Spandel- <u>Creating Writers through 6 Trait Writing Assessment and</u></p>	<p>September- June</p>	<p>Observation of student writing lessons Teachers will use the 6 +1 rubric consistently for student writing and feedback throughout the school year</p>	<p>Student Portfolios Report Cards Class created books</p>

			<u>Instruction</u>			
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Monitor: Teachers will monitor all students- 3 scheduled times to practice writing for the GPW assessment-	Teachers	Accurate Assessment Follow the GP Writing format (provide 3 topics, allow students to choose the topic and write for the period).	Schedule grade level collaboration to score all papers Schedule cross grade level discussion about results	Dates set to match each marking period	Student Writing samples scored according to rubrics in Roger McCaig's Learning to Write	Turned into principal- tracking of student progress Improvement of student scores
Identify students not meeting grade level expectations- minimize gender differences in writing proficiency	Teachers, ERC teacher, Title1 teacher, staff,	Dr. Roger McCaig Grade level ELA content leaders MEAP and GPW writing samples to share with students	Ralph Fletcher- <u>Boy Writers</u> <u>Draw, Talk, Write</u> to increase student writing/struggling writers Gender comparison by trait Title1 funds for materials, K-2, 3-5 units of study	November- June	February grade level discussion of informal writing scores, by gender	GPW practice papers- samples at each score range Comparison of scores by gender
Provide writing activities for a variety of purposes- following the GP curriculum	Teachers	Narrative and Informational writing units defined by each grade level Grade Level Content Leaders	\$100 for laminating, posters, extra materials	September - June	On-going	Lesson plans, writing assignments for each unit for each grade level
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

	<p><u>Narrative:</u> Write a brief personal narrative</p> <p><u>Informational</u> Contribute to a class book or project (Field trip book, science, s.s. class book)</p>	<p><u>Narrative:</u> Write a personal narrative</p> <p><u>Informational:</u> Write and answer one research question, informational piece that addresses a focus question</p>	<p><u>Narrative:</u> Realistic fiction, fantasy, personal narrative</p> <p><u>Informational:</u> Magazine feature article</p> <p>Write 2 research questions, answers</p>	<p><u>Narrative:</u> fable, folk tale, or fairy tale, realistic fiction</p> <p><u>Informational:</u> report, research project, biography and summary</p>	<p><u>Narrative:</u> myth, legend, fantasy, adventure</p> <p><u>Informational:</u> Directions, opinion piece, letter, research, comparative piece</p>	<p><u>Narrative:</u> mystery, tall tale, historical fiction</p> <p><u>Informational:</u> Position paper, research project- collect/ use expert testimony, anecdotal information</p>
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Focus Strategy:	St. will produce developmentally appropriate writing matched to the topic	St. will produce a “How To Book”, complete a science research project <u>with a key concept and supporting facts</u> Organization as a key trait for writing	St. will compare news articles, informational pieces Research topics will be in science and social studies. <u>Facts /3 supporting details-</u> Organization Trait	St. will use proper conventions and key details in writing St. will use <u>2 or more sources for informational writing</u> Report and projects Paragraphs to Essays Paragraphs to Essays strategies- Sentence Structure	St will write a <u>comparative piece using supporting details from multiple sources</u> Paragraphs to Essays with Complex sentence structure & Word Choice traits	St. will write diary entries in 1 st person with historical view point <u>Persuasive position piece w/ details</u> Use multiple sources to compare, contrast, analyze Voice Trait
Display student work around school Author Sharing Stress presentation (Neat, complete and on time)	All teachers- all students	Planned author sharing activities between grade levels Parents attend “author tea”	\$100- Duplicate/Laminate “best” student work for grade level activities	On going display of student work on walls Display work during conferences Author sharing w. parents, etc. in spring	November- June March conferences May, June	Student displays of written work meet or exceed standards for quality writing Students will share writing samples with families