Increase student achievement in the area of vocabulary for all students, grades K-12.

All classrooms, K-12, will utilize the district WORDS process as derived from the Marzano teaching strategies in the area of vocabulary instruction.

- Develop training materials for teaching the WORDS process
- Train teachers by modeling the process
- Decide which terms or phrases are critical for students to know to be successful in each grade level/curricular area
- Include the terms and phrases in the curriculum guides for each subject area
- Implement the process district-wide
- Monitor student progress on vocabulary usage

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<tr>
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<tbody>
<tr>
<td>Russ Wissing</td>
<td>Tom Tvrdy</td>
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<td>Jamie Opfer</td>
<td>Steve Pinkall</td>
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<td>Julie Christensen</td>
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<td>Jennifer Flemings</td>
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Immediate Next Steps

- Contact ESU for speaker for vocabulary inservice - Spring 2011
- Purchase books for buildings - Spring 2011
- Create WORDS poster - Make a classroom display/poster/reminder for teachers’ classrooms (Russ Wissing volunteered to make this). Spring 2011
- Add resources to new teacher orientation binder - Spring 2011
- Have each grade level/subject area in each building to discuss and agree on terms and phrases that are critical for each grade level/subject area.
- Building discussions as needed? Each Building may need to prioritize. Create lists if needed.

Types of Assurances

There really isn’t a way to assure that it is being implemented. Until we come up with words lists, there really isn’t an assurance. This will be an ongoing process to implement and enhance the WORDS program. Once it is implemented we can reflect upon our data on vocabulary. Teachers could also document vocabulary WORDS process. Suggestion for teachers to keep track of vocabulary words in lesson plans.

Data Sources

- NWEA
- Gates-MacGinnity
- ACT Scores
- NeSA-R

Professional Development Needs

- Vocabulary inservice with Jen Madsen and April Kelley. March or April inservice
- (A brief) building training on WORDS
ILCD School Improvement Goal

Improve overall math achievement of special education students on the state standards.

Progress monitor student skills on MAP testing at building level three times per year. Address student comfort with mathematics through an attitude survey.

- Meetings at each building following MAP assessments to progress monitor all SPED students
- Develop and implement a math attitude survey to ALL students in grades 3-11. Elementary would give survey before 1st and 3rd MAP periods. High school would give survey before each MAP test.
- Identify building needs for supplemental materials and assistive technology
- Explore for possible implementation of differentiation of instruction across the district

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<tr>
<td>Tiffany Core</td>
<td>Angela Pfeiffer</td>
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<td>Kyle Hinkel</td>
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Immediate Next Steps

Post MAP Testing informational meetings led by SPED teachers to concentrate on areas that need most improvement.

Review and analyze reports and information on SPED students from the first round of MAP testing.

Implement math attitude survey for grades 3-11.

Materials needed: Attitude Survey and review charts and reports from MAP testing.

Types of Assurances

Principal reads minutes on weekly meetings
Teachers share successes, what has or has not worked

Data Sources

<table>
<thead>
<tr>
<th>Classroom Level pretest/exam</th>
<th>NWEA Math Testing</th>
<th>Math Standards NeSA</th>
</tr>
</thead>
</table>

Professional Development Needs

Giving SPED teachers and classroom teachers time to share strategies on how to improve students learning

Time to review the data from NWEA. (Inservice days following MAP testing) Time to assess survey results Access to the NeSA math results, and time to review the data
**ILCD School Improvement Goal**

**Improve overall reading comprehension and vocabulary achievement for special education students related to the expectations identified within the state standards.**

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<tr>
<td>Karista Ackerman</td>
<td>Lynette Petersen</td>
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<td>Nickie Kouma</td>
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<td>Dan Frisbie</td>
<td>Tyson Horn</td>
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Progress monitor student skills on MAP testing at building level three times per year. Address differentiation & intervention material utilization across each building.

- Meetings at each building following MAP assessments to progress monitor all SPED students
- Identify building needs for supplemental materials and assistive technology
- Explore for possible implementation of differentiation of instruction across the district

**Immediate Next Steps**

Time to view/reflect MAP data individually and with teams

Using the RTI scores teams can better assess which students would most benefit from interventions/differentiation

**Types of Assurances**

<table>
<thead>
<tr>
<th>Type of Assurance</th>
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<tbody>
<tr>
<td>SPED teachers print and deliver MAP data for resource student to general education teachers</td>
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<tr>
<td>RTI/SAT Paperwork for documenting interventions taking place in general education classroom</td>
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**Data Sources**

<table>
<thead>
<tr>
<th>Data Source</th>
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<tbody>
<tr>
<td>MAPS data</td>
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<tr>
<td>Reading Mastery (Gates Gates-MacGinitie)</td>
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<td>GORT-4</td>
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**Professional Development Needs**

Could we bring ESU personnel to address different ways to implement differentiation & intervention strategies in general education settings?

2011-2012-use text/materials on differentiation to guide learning team discussions
Elementary School Improvement Goal

**All students in grades K-2 will improve their reading fluency.**

All classrooms in grades K-2 will utilize the core Reading Mastery program to provide a consistent process for teachers and students in the area of fluency.

- Training for teachers in K-2 on Reading Mastery teaching strategies.
- Consistent implementation of Reading Mastery teaching strategies.
- Monitor implementation of teaching strategies.
- Monitor student progress in the area of fluency.

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<td>Amanda Jacobsen</td>
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**Immediate Next Steps**

- Consult with other schools to inquire on what to do and when to dismiss students from Reading Mastery III.
- Consult and prepare a sample schedule for a combination of grades 1 and 2.
- Prepare a school wide checkout sheet to keep track of materials. Check with Lana about specifics.

**Types of Assurances**

- Meeting with team members and checking with student’s progress

**Data Sources**

- DIBELS
- Checkouts
- Mastery Tests
- MAP Testing

**Professional Development Needs**

- *Professional Development Day in January-April*
All students in grades K-2 will improve their reading fluency.

All classrooms in grades K-2 will utilize the Fluency Dash exercises to provide a consistent process for teachers and students in the area of reading fluency.

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Immediate Next Steps

Central location to be established for word dash master copies.

Investigate into materials for fluent readers that need continuous text.

Abbie Oberhauser has rapid reads and word dashes on the extra lessons and seatwork that is available for all teachers to use.

All staff has access to the website: [www.easycbm.com](http://www.easycbm.com)

Types of Assurances

In classrooms teachers will a record of students progress.

Data Sources

<table>
<thead>
<tr>
<th>DIBELS</th>
<th>Checkouts</th>
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<tbody>
<tr>
<td>Mastery Tests</td>
<td>MAP Testing</td>
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</table>

Professional Development Needs

*Not at this time.*
All students in grades 3-4 will improve their reading comprehension.

Grades 3-4 will utilize the 8-step START instructional framework in all curricular areas to provide a consistent process for teachers and students in the area of reading comprehension.

- Adopt the 8-step START framework
- Provide training for teachers in the START process
- Create a visual guide of strategies to be used in the classroom.
- Recommendation of 90 minutes per week spent on implementing strategies.
- Monitor implementation of START strategies.
- Monitor student progress in the area of comprehension.

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<td>Deb Snell</td>
<td>Krystal Luebbe</td>
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<td>Hilary Holliday</td>
<td>Pam Witt</td>
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<td>Kim Turnwall</td>
<td>April Roth</td>
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<td>Judy Rojewski</td>
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<td>Linda Eberspacher</td>
<td>Adam Janda</td>
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<td>Sarah McKeown</td>
<td>Sherry Menze</td>
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<td>Lance Todd</td>
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Immediate Next Steps

- Committee needs knowledge of the START framework
- Someone to print posters & bookmarks to be used in classrooms (total-20)
- Changes to be made on School Improvement Action Plan
- Copy of article including the START framework to each member of the committee

Types of Assurances

- Teachers will self monitor the use of the strategies and report to learning teams on a monthly basis. These findings will be submitted to the building administrator.

Data Sources

- RIT scores and STAR assessment data will be used to monitor increased performance.

Professional Development Needs

- Training/monitoring will take place within grade level and learning team meetings. But, time will be needed to meet as a whole committee to share progress/concerns across grade levels.
- Time to collect and analyze data to check student performance.
Middle School Improvement Goal

To reduce the achievement gap in the area of reading comprehension and vocabulary for students in grades 5-8.

Utilize various strategies to assist students in reading comprehension in each of the content areas.

- Pairs read - collaborative reading (one student reads while the other student listens and summarizes).
- Semantic mapping - use of graphic organizers
- Structured note-taking - visual frameworks for identifying main points from instruction
- Searching strategies - focus upon specific questions to be answered within the reading

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<tr>
<td>Jackie Vanis</td>
<td>Juanita Hill</td>
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<td>Candice Bridgford</td>
<td>Heather Riley</td>
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Immediate Next Steps

Review text structure/comprehension strategies with the staff.

Provide charts and other materials to teachers.

Teachers implement these strategies throughout all curricular areas.

Teachers need to show evidence of using these strategies periodically.

Types of Assurances

Show proof that they are using their strategies

Use professional development time to answer questions and discuss concerns

Data Sources

- NWEA
- NeSA-R
- Gates-MacGinitie

Professional Development Needs

Teachers need to revisit the different types of text structure

Teacher need to collaborate w/peers about progress, questions, and strategies that are successful in the classroom.
Middle School Improvement Goal

To reduce the achievement gap in the area of reading comprehension and vocabulary for students in grades 5-8.

All grade levels will implement a daily 20-minute block of sustained silent reading.

- Building-wide sustained silent reading time (SQUIRT - Super Quiet Uninterrupted Reading Time)

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<tr>
<td>Greg Miller</td>
<td>Bill Sloup</td>
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<td>Deb Sloup</td>
<td>Lois Dietsch</td>
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Immediate Next Steps

Identify as a school when this 20 min SSR (Sustained Silent Reading) block will occur- should it be up to each grade level team? -should it be a school wide time?

Brief staff instruction/discussion on what types of reading materials should be used during this time - as a group, we feel that student chosen, appropriate level reading material will best benefit not only student motivation, but also performance (but have some guidelines, such as no "I Spy" books, inappropriate content, etc)

Look into some already existing programs (DEAR, etc) to perhaps modify/borrow/etc from to find ideas for our program

Staff discussion/instruction on how the program is to be administered (there needs to be some consistency of the environment, follow through, etc. to ensure that it's consistent building-wide)

Types of Assurances

First of all, emphasizing simple professionalism on our staff’s part to make sure that we are consistently administering this reading time daily and properly is key (and we follow through)

Teacher modeling during this time would also be a good suggestions

Simple walk through by the principal periodically could be used to check on the program’s administration (if needed)

Data Sources

MAP testing and Lexile scores should be very beneficial for both gauging student performance and also with what types of levels of reading is chosen for students

Gates Gates-MacGinnity scores could also be valuable

Accelerated Reader scores could be used as well (perhaps read 1 A.R. book and test per quarter?)

Professional Development Needs

We think mainly a staff meeting to brainstorm and discuss how the program is going to be administered consistently throughout the building.
Middle School Improvement Goal

**To reduce the achievement gap in the area of reading comprehension and vocabulary for students in grades 5-8.**

All classrooms will utilize an agreed upon set of comprehension strategies to provide a consistent process for teachers and students in teaching and learning reading comprehension and vocabulary.

- Identify reading comprehension and vocabulary strategies to use in the classroom.
- (KWL, SQ3R, START, Comprehension Matrix)
- Develop materials to use with selected strategies.
- Provide training for teachers for implementing the strategies.
- Implement strategies
- Evaluate student data and fidelity of implementation by teachers.

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<tr>
<td>Julianne Christensen</td>
<td>Lynette Broderick</td>
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<td>Jamie Hayden</td>
<td>Jill Bisbee</td>
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**Immediate Next Steps**

Teachers should have trainings/teaching and discussion (KWL, SQ3R, START, Comprehension Matrix)

Post KWL posters in each classroom

Discussion with all staff and prioritize after

**Types of Assurances**

Identify it in the lesson plans

**Data Sources**

Scores on quizzes/tests/daily work

**Professional Development Needs**

Have ESU training on March 7 or April 21 to introduce this information so teachers can start implementing the strategies in their classrooms

Look at vocabulary scores on : Terra Nova, NWEA, and percentage of proficient students on the NeSA-R
## Middle School Improvement Goal

**Reduce the math achievement gap in number sense and data analysis by increasing the performance of demographic subgroups.**

All classroom teachers, 5-8, will implement and utilize an agreed upon set of vocabulary based upon the math and science standards frameworks.

- Select a set of common vocabulary
- Assemble a teaching guide for vocabulary (district)
- Explain selected vocabulary and importance to 5-8 teaching staff
- Implement the vocabulary teaching guide

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<td>Kelley Kimbrough</td>
<td>Deb Hegeholz</td>
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<td>Kelly Stelling</td>
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### Immediate Next Steps

- Begin putting together the teaching guide that incorporates the WORDS strategy
- Gather selected vocabulary from math and science teachers
- We will use the given time during inservice days to generate materials for the teaching guide
- This committee will collaborate with other groups to create the teaching guide. This will be presented for implementations fall of 2011

### Types of Assurances

- Time set aside during inservice days where a representative from each grade shares progress/ideas.

### Data Sources

<table>
<thead>
<tr>
<th>MAP math testing</th>
<th>State math test</th>
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<tbody>
<tr>
<td>Local math &amp; science assessments designed by teachers</td>
<td>Math and science teachers will track information</td>
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### Professional Development Needs

- Time for training staff on vocabulary teaching guide
Middle School Improvement Goal

Reduce the math achievement gap in number sense and data analysis by increasing the performance of demographic subgroups.

All math and science teachers, 5-8, will implement and model the use of an academic outline focused on math fundamentals.

- Select important fundamentals to put into an academic outline.
- Design the academic outline.
- Provide training on ways to implement or model the use of the academic outline in all classrooms.

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<tr>
<td>Brittany Hajek</td>
<td>Karen Broadwell</td>
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<td>Rick Weatherholt</td>
<td>Drew Rodine</td>
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Immediate Next Steps

All members will complete both steps:

* Discussion amongst teams about what to include on the academic outline

* Go online and order as many different outlines

Design an academic outline by Fall 2011

Types of Assurances

We will check back with each other sometime within the next month about discussions with the teams

Data Sources

Improvement throughout the MAP testing

Professional Development Needs

At the first staff meeting discuss where to find academic outline and how to use it.

Meeting time with staff to go over the academic outline by August 2011
Middle School Improvement Goal

Reduce the math achievement gap in number sense and data analysis by increasing the performance of demographic subgroups.

All math and science teachers will assess students using a school-wide test designed to evaluate or monitor student progress in number sense and data analysis.

• Pilot the initial test to our students so we know the validity of the created tests. We have created two tests. One for 5th/6th grades and one for 7th/8th, tests covering number sense and data analysis
• After looking at results, we will determine what changes need to be made to the test, if any.

Immediate Next Steps

Pilot tests to our students by May 2011
Find necessary changes and use student scores to redesign questions by August 2011

Types of Assurances

Math and science teachers in each grade level will share the responsibility of issuing a quarterly assessment.

Data Sources

The same test will be taken four times over the course of the year. Individual student progress will be tracked over the four quarters to see if all students are succeeding at a proficient level. Even students who succeed at a proficient level will take the test four times.

Professional Development Needs

None at this time. We will know more after piloting tests by May 2011
High School Improvement Goal

All Students in grades 9-12 will incorporate working vocabulary & ability to use context clues to determine the meaning of unfamiliar words.

All students will increase their working vocabulary and ability to use context clues, including Greek/Latin roots and prefix/suffix.

- Research the process and find usable strategies for the teaching context clues.
- Introduce students to the process of determining context clues.
- Math & Science teachers will add Greek & Latin roots, prefixes that apply to their subject matter.
- English teachers will add Greek & Latin roots, prefixes that apply to their subject matter.

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<td>Dory von Kampen</td>
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Immediate Next Steps

Math & Science teachers will add Greek & Latin roots, prefixes that apply to their subject area

English teachers will add Greek & Latin roots, prefixes that apply to their subject area

We need to study the process, find usable strategies for context clues

Types of Assurances

Departmental oversight-share, discuss what we are doing, what is working

Data Sources

| Quiz or Test/Classroom assessment | NWEA Vocab |

Professional Development Needs

Time to organize word lists by department

Time to search out context clue strategies
All students in grades 9-12 will increase their working vocabulary and the ability to use context clues to determine the meaning of unfamiliar words.

Implementation of L to J strategies in the mathematics classrooms.

- Develop working vocabulary lists
- Develop testing format
- Develop L to J questions
- Develop implementation schedule
- Develop reporting/recording format
- Implement strategies
- Assess results
- Share findings with other curricular areas

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<td>Dave Greathouse</td>
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Immediate Next Steps

- Identify NeSA-Math Concepts (Done)
- Develop testing format (Done)
- Develop L to J questions (needs second set of questions)
- Develop implementation schedule (Done-once a week)
- Develop reporting format
- Implement Strategies (process)
- Assess results
- Share findings

The math department will continue to test the concepts in their classrooms 1 time each week and track the results as a group on the graphic organizer in the hallway. They will also begin to track individual class results within each of their classrooms (using the same concepts). Individual class results will be reported at the end of the year.

Types of Assurances

- Weekly charting

Data Sources

Graphic organizers will be used both as a department in the hallway and also in individual classrooms. Each student can also track their own progress, although this will not be required.

Professional Development Needs

- Training in the L to J (Possible need for more training in summer of 2011)
- Time to develop materials
**High School Improvement Goal**

**All students will improve in the areas of writing conventions as described in the 6-traits writing model.**

Teachers will implement peer editing with the writing process when appropriate.

- Familiarize students with common editing marks used across the district.
- Students will be assigned and evaluated on various forms of writing, which may include:
  - Journaling
  - Learning logs
  - PowerPoint presentations
- Teachers and peers will use common editing marks in evaluating student writing
- Survey teachers as to the strategies used in successfully addressing writing conventions

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<tr>
<td>Pat Piskorski</td>
<td>Brent Jackman</td>
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<td>Jeanette Niemann</td>
<td>John Moody</td>
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**Immediate Next Steps**

- Assemble a guide for editing of writing
- Orient teachers to the editing guide
- Familiarize students with common editing marks used across the district

**Types of Assurances**

- Departmental oversight-share, discuss what we are doing, what is working

**Data Sources**

| Quiz or Test/Classroom assessment | NWEA Vocab |

**Professional Development Needs**

- Time to organize word lists by department
- Time to search out context clue strategies
High School Improvement Goal

All students will improve in the areas of writing conventions as described in the 6-traits writing model.

Teachers will implement, with students, the 5 steps of effective writing utilizing formal writing assignments and emphasizing writing conventions.

- Define the 5-step process for writing
- Assemble a teaching guide for writing process
- Orient teachers to the teaching guide and on the 5-step process
- Implement 5-step process
- Discuss use and review progress at staff meetings

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<td>Steve Borer</td>
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<td>Wade Miller</td>
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<td>Linda Zimbelmann</td>
<td>Becky Snyder</td>
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Immediate Next Steps

Define the 5-step process for writing
Assemble a teaching guide for writing process
Orient teachers to the teaching guide and on the 5-step process

Types of Assurances

Departmental oversight-share, discuss what we are doing, what is working

Data Sources

Quiz or Test/Classroom assessment  NWEA Vocab

Professional Development Needs

- Review of 5-step writing process
- Monitor use of model so that all students are receiving same expectations from all teachers
All students will improve in the areas of writing conventions as described in the 6-traits writing model.

Teachers may implement the “EDIT” process in each classroom as students complete writing projects via the computer. (Enter rough draft; Do a spell check; Initiate a scan to find errors in capitalization, punctuation, and meaning; Type in corrections)

• Reasearch & define the EDIT process for editing of writing
• Assemble a teaching guide for the EDIT process
• Orient teachers to the teaching guide and on the EDIT process
• Implement EDIT process in each classroom
• Discuss use and review progress at staff meetings

Immediate Next Steps

Research EDIT Process

Prepare handout and poster about EDIT for teachers and classrooms

Find standard editing marks (provided by district)

Types of Assurances

Posters Posted in classroom and implement strategies during writing assignments

Survey teachers about what strategies were used and frequency of use. (Zoomerang)

Data Sources

Scores from writing assessment, specifically the conventions score

NWEA conventions subscores

ACT Language mechanics subscores

Professional Development Needs

Very little time needed for implementing or monitoring.

Evaluating the strategy may need more time to break out scores.