

Charlotte Central School Action Plan Fall 2011 – June 2014

Focus Area: Literacy

Overarching Goal:

CCS students will write effectively in grade-appropriate genres and demonstrate command of grade-appropriate convention.

Needs Assessment:

- To implement current research-based best practices in writing instruction in Grades K-8
- To increase writing proficiency of students who are in the low Socio Economic Status category and are also on IEPs
- To increase writing proficiency of male students and decrease the disparity in gender performance

	Fall 2010 Grade 5 Writing NECAP	Fall 2010 Grade 8 Writing NECAP
	Percentage of CCS students achieving proficient or above in writing by gender	
Male	59%	63%
Female	89%	82%

Goal:

All CCS students, with a focus on males and students in the low SES category and on IEPs, will increase their ability to write effectively and use grade-appropriate conventions as measured on the NECAP at grades 5 and 8 and across the local on-demand writing prompts in grades 1 through 8.

Broad Action Step 1:

To develop and implement the Charlotte Central School Standards of Practice (SoP) document for writing instruction in grades K-8.

	Year 1 (2011-12)	Year 2 (2012-13)	Year 3 (2013-14)
Strategies / Action Step(s)	<ul style="list-style-type: none"> • Literacy committee will meet regularly and develop the K-8 SoP 	<ul style="list-style-type: none"> • Literacy committee will meet regularly and complete the K-8 SoP 	<ul style="list-style-type: none"> • Initiate implementation plan for SoP

	<p>document, completing the K-4 portion by May 1, 2012</p> <ul style="list-style-type: none"> • Provide updates to staff and solicit feedback • Develop self-assessment tool based on SoP 	<p>document by May 1, 2013</p> <ul style="list-style-type: none"> • Provide updates to staff and solicit feedback • Introduce components of SoP to staff • Complete the development of and administer staff self-assessments • Develop implementation plan for SoP in writing 	
Measureable Objectives / Success Indicators	<ul style="list-style-type: none"> • K-4 portion of SoP document • Literacy Committee meeting schedule, agenda, notes • Self-assessment document 	<ul style="list-style-type: none"> • Completed K-8 SoP document • Literacy Committee meeting and staff meeting schedule, agenda, notes • Staff self-assessments (completed by all teachers of writing) 	<ul style="list-style-type: none"> • Components of the SoP are implemented consistently, as observed in Principal walk-throughs • Staff self-assessments • Staff gallery in Spring of writing instruction successes
Resources Required	<ul style="list-style-type: none"> • Adequate meeting time for literacy committee (1 hr/month minimum) • Published resources • Literacy Specialist • Curriculum Director 	<ul style="list-style-type: none"> • Adequate meeting time for literacy committee (1 hr/month minimum) • Published resources • Literacy Specialist • Curriculum Director 	<ul style="list-style-type: none"> • Principal walk-throughs • Adequate meeting time for literacy committee • Published resources • Curriculum Director • Literacy Specialist • Professional development (materials, experts, etc)
Person(s) Required	<ul style="list-style-type: none"> • Teachers • Principals • Curriculum Director • Literacy Coordinator • Literacy Committee • Experts in the field • CSSU colleagues 	<ul style="list-style-type: none"> • Teachers • Principals • Curriculum Director • Literacy Coordinator • Literacy Committee • Experts in the field • CSSU colleagues 	<ul style="list-style-type: none"> • Teachers • Principals • Curriculum Director • Literacy Coordinator • Literacy Committee • Experts in the field • CSSU colleagues

Broad Action Step 2:

Apply the principles and strategies of RTI and Differentiated Instruction to improve best first instruction by all teachers of writing in order to increase writing proficiency for all students, including:

- students who are in the low Socio Economic Status category and are also on IEPs
- male students, thus decreasing gender disparity in writing performance

	Year 1 (2011-12)	Year 2 (2012-13)	Year 3 (2013-14)
Strategies / Action Step(s)	<ul style="list-style-type: none"> • Refine and continue to implement tiered Educational Support System • Expand CCS RTI implementation team • RTI implementation team will meet regularly to develop CCS RTI implementation plan • Establish a committee to study gender performance disparities focusing on writing and honor roll • Gender study committee will meet regularly to develop recommendations and action steps • Year 1 D.I. cohort will continue work with consultant, Bill Rich, to advance work that started 2010-2011 • Start new cohort of staff to initiate year 1 of embedded professional development with Bill Rich consultation • Administer enhanced “On Demand Writing Prompts” (Administered two times per year, starting 2011-2012) • Complete collaborative, disaggregated scoring and analysis of on-demand writing prompts two times per year • Plan staff discussions, activities, and readings to increase 	<ul style="list-style-type: none"> • Refine and continue to implement tiered Educational Support System • RTI implementation team will meet regularly to Initiate CCS RTI implementation plan • Implement recommendations and action steps from gender study committee • Year 1 and 2 D.I. cohorts will continue work with Bill Rich to advance work that started 2011-2012 • Start new cohort of staff to initiate year 1 of embedded professional development with Bill Rich consultation • Administer enhanced “On Demand Writing Prompts” two times per year. • Complete collaborative, disaggregated scoring and analysis of on-demand writing prompts • Plan staff discussions, activities, and readings to increase awareness of gender learning characteristics – guest speaker, book groups, etc • Continue to add staff’s work to web-based platform for staff to access, including specialized folders / areas for targeted sub- 	<ul style="list-style-type: none"> • Refine and continue to implement tiered Educational Support System • Year 2 and 3 D.I. cohorts will continue work with Bill Rich to advance work that started 2012-2013 • RTI implementation team will meet regularly to initiate CCS RTI implementation plan • Continue to implement recommendations and action steps from gender study committee • Administer enhanced “On Demand Writing Prompts” two times per year. • Complete collaborative, disaggregated scoring and analysis of on-demand writing prompts two times / year • Continue to add staff’s work to web-based platform for staff to access, platform, including specialized folders / areas for targeted sub-groups • Hold integrated staff gallery of D.I. and writing instructional successes (combined with same event from goal one above)

	<p>awareness of gender learning characteristics – guest speaker, book groups, etc</p> <ul style="list-style-type: none"> • Create web-based platform (Wiki, etc) to record work and resources for staff to access, including specialized folders / areas for targeted sub-groups • Hold staff gallery in the Spring to present D.I. work and successes for year 1 and year 2 cohorts. 	<p>groups</p> <ul style="list-style-type: none"> • Hold staff gallery to present D.I. work and successes open to all staff 	
<p>Measurable Objectives / Success Indicators</p>	<ul style="list-style-type: none"> • The percentage of male students achieving proficiency on the grade 5 and 8 writing NECAP will increase to 69%, and 73%, respectively, by the Fall 2014 • The percentage of all students, including males and students in the low SES category and on IEPs, achieving proficiency on the on-demand writing prompts in grades 4 and 7 will increase annually from Fall 2011 through Fall 2014 • The percentage of 5th and 8th graders who will meet or exceed the standards on the writing NECAP will increase to 80% by the 2013-2014 school year 		
	<ul style="list-style-type: none"> • CCS RTI implementation team meeting schedule and notes • RTI implementation plan document • Gender study committee meeting schedule and notes • Gender study committee recommendations and action steps document • D.I cohort artifacts • Number of staff participating in D.I. cohorts • Notes and recommendations from collaborative scoring and analysis sessions of on-demand writing prompts • Staff meeting agenda and notes • Wiki, or similar platform, housing artifacts from staff work • Artifacts presented at D.I. gallery 	<ul style="list-style-type: none"> • CCS RTI implementation team meeting schedule and notes • RTI implementation plan document • Gender study committee meeting schedule and notes • Gender study committee recommendations and action steps document • D.I cohort artifacts • Number of staff participating in D.I. cohorts • Notes and recommendations from collaborative scoring and analysis sessions of on-demand writing prompts • Staff meeting agenda and notes • Wiki, or similar platform, housing artifacts from staff work • Artifacts presented at D.I. gallery 	<ul style="list-style-type: none"> • CCS RTI implementation team meeting schedule and notes • RTI implementation plan document • D.I cohort artifacts • Number of staff participating in D.I. cohorts • Notes and recommendations from collaborative scoring and analysis sessions of on-demand writing prompts • Staff meeting agenda and notes • Wiki, or similar platform, housing artifacts from staff work • Artifacts presented at D.I. gallery

Resources Required	<ul style="list-style-type: none"> • Adequate meeting time for RTI Implementation Team and Gender Study Committee (1 hr/month minimum) • Published resources • Staff meeting / in-service time • Literacy Specialist • Curriculum Director 	<ul style="list-style-type: none"> • Adequate meeting time for RTI Implementation Team and Gender Study Committee (1 hr/month minimum) • Published resources • Staff meeting / in-service time • Literacy Specialist • Curriculum Director 	<ul style="list-style-type: none"> • Adequate meeting time for RTI Implementation Team and Gender Study Committee (1 hr/month minimum) • Published resources • Staff meeting / in-service time • Literacy Specialist • Curriculum Director
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