High School Writing Action Plan

2013-2014 School Year

*“Writing Our Next Chapter”*

1. Parties Involved:
* English/Language Arts and Writing Administrator: Barry Coleman
* Social Studies Administrator: Gisela Cotto
* Teacher Liaison: Lauren Hamilton
1. Root Cause Analysis for Writing Scores:
2. Personnel:
* Significant turnover in lower house English and Social Studies, as well as turnover in administrative supervision
* Inexperienced teachers in high profile areas (9th and 10th grade English and Social Studies)
* We made significant changes in job assignments were made for 2013-2014 in an effort to improve collaboration in the 10th grade PLCs
1. Planning:
* It is our intent that the supervising administrators monitor and insure fidelity of all teachers to the writing plan
* Expectations for the implementation of the writing plan will be consistent among the teachers in both the English and Social Studies departments
1. Professional Development:
* Year two implementation of working collaboratively with CST to include both SS and English teachers (with a major focus on pre-writing strategies, motivation, and consistent planning among the 9th and 10th grade teachers)
* Continuation of the DBQ project, including the training of three new SS teachers
* Pre-plan review of writing rubric and anchor papers by Reading 9th -12th teachers, ESE SF teachers, English 9th -10th , and SS 9th -10th
* PD for joint ELA/SS 9th , 10th , 11th in the areas of strategies for teaching pre-writing skills, ways to incorporate writing into lesson planning, on the spot content writing and feedback (post writing), and peer editing
1. Progress Monitoring Assessments:
* Students will be given Progress Monitoring Writing Assessments on 9/23(9th and 10th),

12/2 (10th), 2/7 (9th and 10th)

* These assessments will be scored by the collaborative effort between the SS and English departments. These teachers will have had previously trained on the rubric. We will seek permission to provide a SS prompt for one of the 10th grade PMAs.
* The PMAs will count in the student’s grade and if returned on a timely basis, so will the FCAT Writes score
* We will conduct a detailed analysis from the 9th grade mock FCAT writes (2011-2012) compared to the actual results on the 10th grader Writing test
* We will look at results from 2012-2013 PMAs and compare to the 2013 FCAT results
1. Current Practices for Writing Instruction:

We teach all stages of the writing process. The emphasis has been on the middle stage, writing, and we recognize that we need to expand emphasis on planning and revising.

9th and 10th grade focus on in-depth planning strategies; the inclusion of high level vocabulary; application of figurative language; the utilization of textual evidence, personal experience, and historical and current event support; variation in syntax instruction;, incorporation of VOICE Lessons; and development of thesis statements. We are incorporating backward design this year, where students will look at essays of various scores and have to pull out the thesis statement and evidence.

11th grade has previously focused on argumentation. Through the Revolutionary Writers, were would introduce the persuasive appeals, difference between argument and persuasion and the purpose of a concession and rebuttal. This year however, we are going back to literary analysis due to Common Core and hoping to pass our previous emphasis to Social Studies including synthesizing citations and source credibility and proper use of textual evidence for documentation rather than personal experience. Also, increase smaller rather than larger assignments, focusing on analysis.

12th grade has always and still does focus on analysis through British Literature. We are also trying to incorporate more reflection on the part of students as a way for them to monitor their own writing.

1. Incentives and Motivation:
* There is much room for improvement in this area
* Incentives and motivational techniques and ideas solicited from 10th grade students: Please see Appendix A
* If possible, count the FCAT Writes scores in student’s final averages.
1. School Action Plan:

**HHS 2013-2014 Writing Action Plan**

* ELA teachers received student writing data to assist with preparations for the 2013-2014 school year.
* Timeline for completion is Summer of 2013.
* Create a theme for the 2013-2014 school year which reinforces the importance/priority being placed upon writing/literacy and also addresses the change in leadership.
* Our theme “Writing Our Next Chapter” was revealed during pre-plan.
* Teachers received testing results during the faculty meeting.
* Dr. Williams celebrated our many successes and also outlined our specific challenges.
* A cohort of teachers will review the 2012-2013 data to assist with determining causes for the 17 point drop experienced at HHS. Examples of items being reviewed include: Comparison of individual student results on the 9th grade mock FCAT Writes administered in 2011-2012 (9th grade) to actual results on the 2012-2013 FCAT Writes (10th grade) and Comparison of individual student results on the PMA’s administered in 2012-2013 to the actual results on the 2012-2013 FCAT Writes.
* Timeline for completion is August 28th, 2013.
* Administrative review of 2012-2013 FCAT Writes Results by Teacher. These results will be scrutinized to assist with staffing decisions.
* It should be noted that there has been a instability in our Lower House ELA classes due to a high teacher turnover rate over the past couple of years.
* Three teachers (new to HHS) have been hired to teach English I and/or English II during the 2013-2014 school year.
* Each of the newly hired employees has previous teaching experience and all three have experienced student success on FCAT Writes.
* Timeline for completion is Summer of 2013.
* Attendance Policy Changes
* We believe strongly in the benefits our students receive as a result of exposure to quality instruction in the classroom.
* We also believe that in order for students to maximize these benefits, the students need to be in class.
* Students accruing more than 9 unexcused absences during a semester will have to make up time (minute for minute) during Saturday School.
* Students failing to make up all required time will receive a grade of “F” in the course.
* Timeline for completion – Began prior to the start of the 2013-2014 school year and will be ongoing throughout the year.
* Dr. Williams and Mr. Coleman met with several ELA teachers to design a professional development writing training to take place during pre-plan.
* It should be noted that we wanted to begin by familiarizing teachers to the rubric utilized by the state and then have teachers apply this knowledge by grading actual student essays submitted on the 2012-2013 FCAT Writes examination.
* Participants included ELA teachers, Social Studies teachers, Reading teachers and ESE Support Facilitators.
* This training reinforced the need for participating teachers to familiarize their students with the rubric and offered strategies for application across the content areas.
* Timeline for Completion is August 7th and 8th.
* Incentives – Dr. Williams will meet with student leaders to determine what incentives will be most appealing to students.
* Other than the threat of a grade in their ELA classes, students really had no incentive to take the FCAT Writes seriously.
* Tenth grade students were savvy enough to figure out that there was no real impact on their ELA grade due to the timing of the release of results.
* Timeline for Completion is August, 2013.
* Progress Monitoring – This will be a joint effort between the ELA and Social Studies Departments.
* All 9th grade students will participate in two Writing PMA’s (9/23/13 and 2/7/14).
* All 10th grade students will participate in three Writing PMA’s (9/23/13, 12/2/13, and 2/7/14).
* One of the essay prompts will be a Social Studies prompt.
* ELA and Social Studies teachers will be teamed together and will be charged with applying the rubric to the student essays as well as providing relevant feedback to individual students.
* Deliberate Practice Plans – All teachers will be encouraged to include a writing goal as part of their DPP. Three follow up reflections will be required.
* Timeline for completion is 9/30/13 for the DPP
* Timeline for reflections are 12/13/13, 3/7/14, and 5/6/14.
* PLC Fidelity – Mr. Coleman will work with ELA and Reading Departments. Ms. Cotto will work with the Social Studies Department.
* Teachers will be expected to implement strategies/decisions made during PLC meetings. No teacher will deviate from the plan.
* Administrative attendance in PLC meetings and regular walkthroughs will ensure fidelity.
* Timeline for completion is ongoing.
* DBQ Training for New Teachers – HHS received a grant during the 2012-2013 school year to provide teachers with ancillary materials needed to implement DBQ strategies into the Social Studies classroom. Ninth and Tenth grade Social Studies teachers worked with the CST to implement these strategies.
* Three current Social Studies teachers did not receive this training. These employees will be trained by CST members on Friday, August 23rd.
* 2013-2014 CST Focus – Dr. Williams will meet with Ms. Skipper and members of the CST on Monday, August 26th to develop a plan for how the CST can support our 2013-2014 Writing Action Plan.
* The Social Studies Department will continue to be directly involved in our school wide literacy/writing goals.
* Plan will include ELA/Social Studies joint professional development in 9th, 10th and 11th grade. Strategies will include teaching pre-writing skills, infusing writing into lesson planning, on-the-spot content writing, feedback (post writing activities), and peer editing.
* Social Studies teachers will continue to participate in DBQ training with the CST. This will build upon the fish bowl activities completed during the 2012-2013 school year and will focus on lesson studies.
* Timeline for completion will begin in August, 2013 and be ongoing.

Appendix A

**FCAT Writes Incentives by Score**

