



ACTION PLAN: ELA – Writing

Objective: Student writing skills will be improved through a coordinated school wide approach using PLC and RTI strategies. Students will improve their writing skills to meet the requirements of the CAHSEE and improve scores on the DWA, DCA and CSTs. Students will develop writing skills that will allow them to successfully transition to college or work.

Rationale: Student success while in high school and in post high school opportunities is enhanced by the ability to write effectively. Data taken from CAHSEE subtests, District Wide Writing Assessment and through analysis of student work shows this to be a continuing area of student need.

Relationship to Standards: Key ELA standard for all grade levels

Relationship to ESLRs: Apply communication skills, Effectively use information and resources, Learn a core body of knowledge, Think creatively and independently, Evaluate own learning and experience

Steps	Timeline	Persons Responsible and Necessary Resources	Methods of Assessment and Reporting
Get English 12 and English 9/10 curriculum and resources posted onto P Drive for at least 2 grading periods	By May, 2012	English Department	Folder on P Drive
Collect DWA data, create spreadsheet to review and analyze. Administer pre/mid/post DWA style essays each grading period	Dec. 2011 May 2012 Begin GP3 2012	English Department English Department Pre/Mid/Post essay prompts: Literary Analysis 10 th grade Expository 11 th grade	Spreadsheet – Data Report Spreadsheet Report
Both students and teachers analyze DWA results for evidence of student growth in writing	Begin March 2012	English Department Students Examples/Rubrics	Student folders on P drive Folders of hard copies Self-evaluation forms



<p>Administer grade level District Common Assessment to students who complete 3 sequential grade level classes</p> <p>Analyze student results for the DCA in order to implement best practices in the classroom</p>	<p>Begin GP3 2012</p> <p>April 2012 Ongoing</p>	<p>English Department</p> <p>Copies of tests Scantron forms</p> <p>English Department</p>	<p>District Item Analysis Forms</p> <p>PLT - Report</p>
<p>Summative assessments: Design one for each grading period and each grade level.</p>	<p>2013-2014</p>	<p>English Department</p>	<p>Assessments</p>
<p>Develop handouts on Vocabulary, into/through/and beyond</p> <p>Develop enrichment opportunities and intervention activities for each grading period</p>	<p>Spring 2012 Ongoing</p> <p>Fall 2012</p>	<p>English Department All Teachers</p>	<p>Folders on P Drive Vocabulary Enrichment Intervention</p>
<p>Administer Gates-MacGinite to all incoming students and have the data points entered into Aeries upon student enrollment.</p> <p>Administer Gates-MacGinite to all “end of course” students (after the student has successfully completed 3 grading periods of any grade level English class)</p> <p>As a department compare these two data points and analyze results for evidence of student growth in vocabulary/reading</p>	<p>Fall 2012 Ongoing</p> <p>Spring 2013</p> <p>Start Spring 2013</p>	<p>Administration/ Counselors involved in registration process</p> <p>English Department</p> <p>English Department</p>	<p>Aries</p> <p>Aries</p> <p>Aries</p>
<p>Each core course will embed or assign at least one writing task assignment per Grading period(Writing across the Curriculum)—summarize vs. paraphrase; lab research reports: History, Econ, English, Science, math, art)</p>	<p>Start Spring 2013</p>	<p>All Teachers</p>	<p>Folders on P Drive Writing Across the Curriculum Student Samples: Low, Middle, High</p>