

Meade High School  
School Improvement Plan  
Results Based Staff Development Plan  
December 2009

**MEADE HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN**

**Goal:** All students will improve problem solving skills across the curriculum.

**Support Data (used to select the goal)**

Kansas Math Assessment  
Terra Nova Math Subtests  
Teacher Observations

**Standardized Assessments** (include grade/subtest)

Kansas Math Assessment (Gr 11)  
Terra Nova Math Subtests (Gr 9-11)

**Local Assessments** (include grade/subtest, *(Please indicate which is your performance assessment.)*)  
Schoolwide Problem Solving Activities  
(SCORE) grades 9-12; 2 per year

**Intervention:**

All students will improve problem solving & critical thinking skills using the activities/methods in the Saxon Math textbook series.

**The research base describing this intervention and how it applies to our students is included on an attached page.**

Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System	
		Beg	End			
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. Math teachers will learn to use Saxon Math series.	L. Coles Math teachers	8/09	8/09	In-service Time	<u>Teacher Implementation:</u> Administration Walk Throughs/Conferences
	2. Math teachers will collaborate on use of Saxon Math series.	L. Coles Math teachers	8/09	5/13	Collaboration Time Data Analysis Time	Teacher Documentation Logs
	3. Math teachers will instruct students in use of Saxon Math textbooks & will implement them across the curriculum by instructing, modeling & providing student applications.	L. Coles Math teachers	8/09	5/13	Local Assessment Development/ Scoring Time	<u>Student Performance:</u> Quarterly assignment to determine student performance
	4. Students in math classes will use manipulatives with Saxon Math series as appropriate.	L. Coles Math students Math teachers	8/09	5/13	Saxon Math Textbook Series/manipulatives to be used with it	Timely data analysis of assessments from above
	5. All students will apply skills from the Saxon Math series using SCORE activities across the curriculum at least twice a year.	L. Coles All students Problem Solving team	8/09	5/13	KS State Curriculum	Teacher/publisher generated formative assessments
	6. Low performing students will receive additional assistance & learning opportunities through Positive Self-Esteem Workshop.	Math teachers	8/09	5/13		Teacher/publisher generated summative assessment

## Saxon Math Intervention Research Base

Saxon Middle School Math has been shown to have positive effects on math achievement according to The Institute of Educational Sciences. What Works Clearinghouse Intervention Report US Dept of Education  
[http://ies.ed.gov/ncee/wwc/pdf/WWC\\_Saxon\\_Math\\_Middle\\_040907.pdf](http://ies.ed.gov/ncee/wwc/pdf/WWC_Saxon_Math_Middle_040907.pdf)

According to Saxon Math, their philosophy involves incremental development, continual practice & review. These along with the use of manipulatives to help teach math concepts is one of the main reasons that our district chose to implement the use of Saxon Math through all grades.

Incremental development involves the building block approach for regular skills. This means teaching a small chunk of a concept daily but building on it through several lessons. Saxon claims that this is very similar to learning it as a foreign language. It is believed that this will help the student become more confident in their math skills.

Continual practice & review means that skills & concepts are practiced & reviewed throughout the year. Skills are not learned on the first exposure so this allows the students repeated exposure to a skill to develop their learning over time.

The use of manipulatives is central to this program. They believe that students learn by doing rather than watching or listening. Manipulatives aid in the visualization of problem situations and allow students to move from concrete to abstract understanding of concepts.  
[http://saxonpublishers.hmhco.com/en/sxnm\\_home.htm](http://saxonpublishers.hmhco.com/en/sxnm_home.htm)

Using manipulatives in combination with other instructional methods can deepen a student's understanding of mathematical concepts (Sowell, 1989). Sowell, E. (1989). Effects of manipulatives in mathematics instruction. *Journal for Research in Mathematics Education*, 20.

To support Saxon's philosophy of incremental learning & continual practice, an expert panel rated the level of evidence supporting *Spacing Learning Over Time* as moderate. They reviewed a meta-analysis of over 400 laboratory studies involving recall of verbally presented materials. In those studies with meaningful retention intervals (more than a week), learners' ability to recall information was significantly improved. Doing What Works Research Based Education Practices Online [http://dww.ed.gov/learn/?T\\_ID=19&P\\_ID=40&intID=528&t=2#tc](http://dww.ed.gov/learn/?T_ID=19&P_ID=40&intID=528&t=2#tc)

**MEADE HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN**

**Goal:** All students will improve problem solving skills across the curriculum.

<b>Support Data (used to select the goal)</b> Kansas Math Assessment Terra Nova Math Subtests Teacher Observations	<b>Standardized Assessments</b> (include grade/subtest) Kansas Math Assessment (Gr 11) Terra Nova Math Subtests (Gr 9-11)	<b>Local Assessments</b> (include grade/subtest, <i>(Please indicate which is your performance assessment.)</i> ) Schoolwide Problem Solving Activities (SCORE) grades 9-12; 2 per year
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<b>Intervention:</b> All students will improve assessment & performance skills using formative assessments.	<b>The research base describing this intervention and how it applies to our students is included on an attached page.</b>
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Activities to Implement the Intervention		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. Teachers will learn to implement & use formative assessments.	L. Coles All teachers	8/09	8/09	In-service Time	<u>Teacher Implementation:</u> Administration Walk Throughs/Conferences
	2. Teachers will collaborate on use of formative assessments.	L. Coles All teachers	8/09	5/13	Collaboration Time Data Analysis Time	
	3. Teachers will instruct students in use of formative assessments & will implement them across the curriculum by instructing, modeling & providing student applications.	L. Coles All teachers	8/09	5/13	Local Assessment Development/ Scoring Time	<u>Student Performance:</u> Quarterly assignment to determine student performance
	4. Students will use formative assessments as appropriate but at least quarterly in each content area.	L. Coles All students All teachers	8/09	5/13	KS State Curriculum Test Builder Access	
	5. All students will apply learned skills using SCORE activities across the curriculum at least quarterly.	L. Coles All students All teachers	8/09	5/13		Teacher/publisher generated formative assessments
	6. Low performing students will receive additional assistance & learning opportunities through Positive Self-Esteem Workshop.	All teachers	8/09	5/13		Teacher/publisher generated summative assessment

## Formative Assessment Intervention Research Base

According to "Learning Science & the Science of Learning" (NSTA 2002) to help learning take place the goal(s) of the lesson must be clear to the student. Once the students know this they must begin to understand the current levels of understanding with respect to the goal. Feedback is then necessary so that the gap can close between goal & current understanding. This idea is not only important in the classroom but also for high stakes assessment such as the State Assessment.

Formative Assessment explores understanding, involves students actively in the learning process & follows the learning principle that learning starts from where learners are & helps them to see the need to change. As teachers use formative assessment they will change their role as teachers, be more interactive with their students & give the students more responsibility for learning. Firm evidence show that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. Dramatic achievement gains can occur when formative assessment is used. Black & Wiliam. "Inside the Black Box: Raising Standards through Classroom Assessment" Phi Delta Kappan, Vol. 80. 1998.

### Other Resources:

Brashford, Brown & Cocking. 1999. *How people learn: Brain, mind, experience & school*. Washington DC: National Academy Press.

Pellegrino, Chudowsky & Glaser. 2001. *Knowing what students know: the science & design of educational assessment*. Washington DC: National Academy Press.

Shepard. 2000. The role of assessment in a learning culture. *Educational Researcher* 29(7):4-14.

**MEADE HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN**

**Goal:** All students will improve problem solving skills across the curriculum.

<b>Support Data (used to select the goal)</b> Kansas Math Assessment Terra Nova Math Subtests Teacher Observations	<b>Standardized Assessments</b> (include grade/subtest) Kansas Math Assessment (Gr 11) Terra Nova Math Subtests (Gr 9-11)	<b>Local Assessments</b> (include grade/subtest, <i>(Please indicate which is your performance assessment.)</i> ) Schoolwide Problem Solving Activities (SCORE) grades 9-12; 2 per year
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<b>Intervention:</b> All students will improve assessment & performance skills using Assessment Conditioning Exercises (ACE) activities.	<b>The research base describing this intervention and how it applies to our students is included on an attached page.</b>
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Activities to Implement the Intervention		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. Teachers will learn to implement & use ACE activities.	L. Coles Core content area teachers	8/08	8/08	In-service Time	<u>Teacher Implementation:</u> Administration Walk Throughs/Conferences
	2. Teachers will collaborate on use of ACE activities.	L. Coles Core content area teachers	8/09	5/13	Collaboration Time	
	3. Teachers will instruct students in use of ACE skills in their classroom & will implement them across the curriculum by instructing, modeling & providing student applications.	L. Coles Core content area teachers	8/09	5/13	Data Analysis Time	<u>Student Performance:</u> Quarterly assignment to determine student performance
	4. Students will use ACE activities as appropriate but at least bi-monthly in each content area.	L. Coles All students All teachers	8/09	5/13	Local Assessment Development/ Scoring Time	
	5. All students will apply learned skills using SCORE activities across the curriculum at least quarterly.	L. Coles All students All teachers	8/09	5/13	KS State Curriculum	Timely data analysis of assessments from above
	6. Low performing students will receive additional assistance & learning opportunities through Positive Self-Esteem Workshop.	All teachers			Assessment Conditioning Exercise notebooks from SWPRSC	

## Assessment Conditioning Exercises Research Base

According to our teacher observations, it is believed that our students are not comfortable taking high stakes tests such as the Kansas State Assessment. We believe that if our students are more comfortable with this process then they will do better on them.

Southwest Plains Regional Service Center knows the importance of this too. They have developed ACE activities for all core content areas that can be used to prepare students for the state assessments. Our district has purchased these to be used by core content teachers in preparing students for the assessments.

According to Teaching Today, it is best to practice test items throughout the year. They suggest the following: "Incorporate test item practice throughout the year—not just during the weeks devoted to test preparation. The problems your students encounter on tests should be neither new nor intimidating. Assign a Practice Problem of the Week—Once a week assign a challenging problem, similar to what your students should expect to encounter on a high stakes test. You can use released test items from previous years' tests. Spend time discussing the solution, and the reasoning required to reach the solution. Allow time for students to share their solution strategies and procedures. This exposure to other students' thinking is extremely beneficial for students. Sometimes another student can explain something to a fellow student better than a teacher might. Also, analyze how someone may have come up with one of the incorrect answer choices. This can help clarify concepts and processes for students in a non-threatening way. By analyzing incorrect responses, students can get at the meat of the problem, without a narrow focus of getting the right answer. Remember to discuss the wording of the questions as well. Make sure your students are familiar with any of the math terms or vocabulary they may encounter on a high stakes test." <http://teachingtoday.glencoe.com/howtoarticles/preparing-for-high-stakes-tests-in-math>

# Meade High School SCHOOL IMPROVEMENT PLAN

**Goal:** All students will improve reading comprehension skills across the curriculum.

**Support Data (used to select the goal)**

Former student surveys  
Terra Nova Reading Subtests  
Kansas Reading Assessments

**Standardized Assessments** (include grade/subtest)

Kansas Reading Assessments (Gr 11)  
Terra Nova Reading Subtests (Gr 9 - 11)

**Local Assessments** (include grade/subtest)

SCORE Activities (all students)

*(Please indicate which is your performance)*

**Intervention:**

All students will learn & use SQ3R (Survey, Question, Read, Recite, Review) across the curriculum to build and improve technical reading comprehension.

**The research base describing this intervention and how it applies to our students is included on an attached page.**

Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
		Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. All teachers will learn the strategy.	D. Thomas All teachers	1/2010	1/2010	<u>Teacher Implementation:</u> Administrative Walk Throughs/Conferences Teacher Documentation Logs  <u>Student Performance:</u> Quarterly assignment to determine student performance  Timely data analysis of assessments from above
	2. Teachers will collaborate on the strategy.	D. Thomas All teachers	1/2010	5/2013	
	3. Teachers will instruct students on the strategy in their classrooms & will implement them across the curriculum by instructing, modeling, & providing student applications.	D. Thomas All teachers	1/2010	5/2013	
	4. Students will learn & use the strategy as appropriate but at least quarterly in each content area.	D. Thomas All students All teachers	1/2010	5/2013	
	5. All students will apply the strategy using SCORE activities across the curriculum at least quarterly.	D. Thomas All students All teachers	1/2010	5/2013	
	6. Low performing students will have additional learning opportunities using the strategy in Strategic Reading class.	D. Thomas	1/2010	5/2013	

### SQ3R Intervention Research Base

Our standardized test scores indicate that our students are weak in comprehending text book and technical reading text. According to the Strategic Reading Resource Center, SQ3R facilitates getting the students involved with the text creating a better opportunity for comprehension and retention.

SQ3R (Survey, Question, Read, Recite, Review) requires five steps to be effective to encourage metacognitive strategies: previewing the text, establishing purposes for reading, monitoring comprehension, summarizing, and reviewing. It has been found to be especially effective in social studies and science curriculums.

#### Other Resources:

Roe, Betty and Barbara D. Stoodt-Hill. Secondary School Literacy Instruction: The Content Areas . Houghton Mifflin, 2007.

Strategic Reading Resource Center. [http://www.iptv.org/pd/strategicreading/RWS\\_StratCombo.cfm](http://www.iptv.org/pd/strategicreading/RWS_StratCombo.cfm). 12/14/2009.

# Meade High School SCHOOL IMPROVEMENT PLAN

**Goal:** All students will improve reading comprehension skills across the curriculum.

**Support Data (used to select the goal)**

Former student surveys  
Terra Nova Reading Subtests  
Kansas Reading Assessments

**Standardized Assessments** (include grade/subtest)

Kansas Reading Assessments (Gr 11)  
Terra Nova Reading Subtests (Gr 9 - 11)

**Local Assessments** (include grade/subtest)

SCORE Activities (all students)

*(Please indicate which is your performance)*

**Intervention:**

All students improve reading assessment and performance skills using Formative Assessments.

**The research base describing this intervention and how it applies to our students is included on an attached page.**

**Activities to Implement the Intervention**

**Person(s) Accountable**

**Timeline**

Beg      End

**Resources**

**Classroom Level Monitoring System**

SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. All teachers will learn the strategy.	D. Thomas All teachers	1/2010	1/2010	In-service Time	<u>Teacher Implementation:</u>
	2. Teachers will collaborate on the strategy.	D. Thomas All teachers	1/2010	5/2013	Collaboration Time	Administrative Walk Throughs/Conferences
	3. Teachers will instruct students on the strategy in their classrooms & will implement them across the curriculum by instructing, modeling, & providing student applications.	D. Thomas All teachers	1/2010	5/2013	Data Analysis Time	Teacher Documentation Logs
	4. Students will learn & use the strategy as appropriate but at least quarterly in each content area.	D. Thomas All students	1/2010	5/2013	Local Assessment Development & Scoring Time	<u>Student Performance:</u>
	5. All students will apply the strategy using SCORE activities across the curriculum at least quarterly.	All teachers	1/2010	5/2013	Kansas State Curriculum	Quarterly assignment to determine student performance
	6. Low performing students will have additional learning opportunities using the strategy in Strategic Reading class.	D. Thomas	1/2010	5/2013	Test Builder Access	Timely data analysis of assessments from above
	7. Low performing students will have additional learning opportunities through the Positive Self Esteem Workshop.	All Teachers	1/2010	5/2013		Teacher/publisher generated formative assessments
						Teacher/publisher generated summative assessment

## Formative Assessment Intervention Research Base

According to “Learning Science & the Science of Learning” (NSTA 2002) to help learning take place the goal(s) of the lesson must be clear to the student. Once the students know this they must begin to understand the current levels of understanding with respect to the goal. Feedback is then necessary so that the gap can close between goal & current understanding. This idea is not only important in the classroom but also for high stakes assessment such as the State Assessment.

Formative Assessment explores understanding, involves students actively in the learning process & follows the learning principle that learning starts from where learners are & helps them to see the need to change. As teachers use formative assessment they will change their role as teachers, be more interactive with their students & give the students more responsibility for learning. Firm evidence show that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. Dramatic achievement gains can occur when formative assessment is used. Black & Wiliam. “Inside the Black Box: Raising Standards through Classroom Assessment” Phi Delta Kappan, Vol. 80. 1998.

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Shepard. 2000. The role of assessment in a learning culture. *Educational Researcher* 29(7):4-14.

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**Goal:** All students will improve reading comprehension skills across the curriculum.

<b>Support Data (used to select the goal)</b> Former student surveys Terra Nova Reading Subtests Kansas Reading Assessments	<b>Standardized Assessments</b> (include grade/subtest) Kansas Reading Assessments (Gr 11) Terra Nova Reading Subtests (Gr 9 - 11)	<b>Local Assessments</b> (include grade/subtest) <i>(Please indicate which is your performance assessment.)</i> SCORE Activities (all students)
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<b>Intervention:</b> All students will improve reading assessment and performance skills using ACE (Assessment Conditioning Exercises).	<b>The research base describing this intervention and how it applies to our students is included on an attached page.</b>
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	Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. All teachers will learn the strategy.	D. Thomas All teachers	1/2010	1/2010	In-service Time	<u>Teacher Implementation:</u>  Administrative Walk Throughs/Conferences  Teacher Documentation Logs  <u>Student Performance:</u>  Quarterly assignment to determine student performance  Timely data analysis of assessments from above
	2. Teachers will collaborate on the strategy.	D. Thomas All teachers	1/2010	5/2013	Collaboration Time Data Analysis Time	
	3. Teachers will instruct students on the strategy in their classrooms & will implement them across the curriculum by instructing, modeling, & providing student applications.	D. Thomas All teachers	1/2010	5/2013	Local Assessment Development & Scoring Time Kansas State Curriculum	
	4. Students will learn & use the strategy as appropriate but at least quarterly in each content area.	D. Thomas All students All teachers	1/2010	5/2013	Assessment Conditioning Exercise notebooks from SWPRSC	
	5. All students will apply the strategy using SCORE activities across the curriculum at least quarterly.	D. Thomas All students All teachers	1/2010	5/2013		
	6. Low performing students will have additional learning opportunities using the strategy in Strategic Reading class.	D. Thomas All students All teachers	1/2010	5/2013		
	7. Low performing students will have additional learning opportunities through the Positive Self-Esteem Workshop.	D. Thomas	1/2010	5/2013		

### Assessment Conditioning Exercises Research Base

According to our teacher observations, it is believed that our students are not comfortable taking high stakes tests such as the Kansas State Assessment. We believe that if our students are more comfortable with this process then they will do better on them.

Southwest Plains Regional Service Center knows the importance of this too. They have developed ACE activities for all core content areas that can be used to prepare students for the state assessments. Our district has purchased these to be used by core content teachers in preparing students for the assessments.

According to Teaching Today, it is best to practice test items throughout the year. They suggest the following: “Incorporate test item practice throughout the year—not just during the weeks devoted to test preparation. The problems your students encounter on tests should be neither new nor intimidating. Assign a Practice Problem of the Week—Once a week assign a challenging problem, similar to what your students should expect to encounter on a high stakes test. You can use released test items from previous years' tests. Spend time discussing the solution, and the reasoning required to reach the solution. Allow time for students to share their solution strategies and procedures. This exposure to other students' thinking is extremely beneficial for students. Sometimes another student can explain something to a fellow student better than a teacher might. Also, analyze how someone may have come up with one of the incorrect answer choices. This can help clarify concepts and processes for students in a non-threatening way. By analyzing incorrect responses, students can get at the meat of the problem, without a narrow focus of getting the right answer. Remember to discuss the wording of the questions as well. Make sure your students are familiar with any of the math terms or vocabulary they may encounter on a high stakes test.” <http://teachingtoday.glencoe.com/howtoarticles/preparing-for-high-stakes-tests-in-math>

# Meade High School SCHOOL IMPROVEMENT PLAN

<b>Goal:</b> All students will improve reading comprehension skills across the curriculum.						
<b>Support Data (used to select the goal)</b> Former student surveys Terra Nova Reading Subtests Kansas Reading Assessments		<b>Standardized Assessments</b> (include grade/subtest) Kansas Reading Assessments (Gr 11) Terra Nova Reading Subtests (Gr 9 - 11)		<b>Local Assessments</b> (include grade/subtest) (Please indicate which is your performance assessment) SCORE Activities (all students)		
<b>Intervention:</b> All students will learn & use the 6 Traits of Reading across the curriculum to build and improve technical reading comprehension.				<b>The research base describing this intervention and how it applies to our students is included on an attached page.</b>		
Activities to Implement the Intervention		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. All teachers will learn the strategy.	D. Thomas All teachers	1/2010	1/2010	In-service Time	<u>Teacher Implementation:</u> Administrative Walk Throughs/Conferences
	2. Teachers will collaborate on the strategy.	D. Thomas All teachers	1/2010	5/2013	Collaboration Time Data Analysis Time	
	3. Teachers will instruct students on the strategy in their classrooms & will implement them across the curriculum by instructing, modeling, & providing student applications.	D. Thomas All teachers	1/2010	5/2013	Local Assessment Development & Scoring Time	<u>Student Performance:</u> Quarterly assignment to determine student performance
	4. Students will learn & use the strategy as appropriate but at least quarterly in each content area.	D. Thomas All students All teachers	1/2010	5/2013	Kansas State Curriculum	Timely data analysis of assessments from above
	5. All students will apply the strategy using SCORE activities across the curriculum at least quarterly.	D. Thomas All students All teachers	1/2010	5/2013		
	6. Low performing students will have additional learning opportunities using the strategy in Strategic Reading class.	D. Thomas	1/2010	5/2013		

## 6 Traits of Reading Research Base

The Northwest Region Education Laboratory, which states that the use of 6 Trait Reading clarifies good reading and thinking practices, even though other research relates to and supports their finds. The National Reading Panel (NRP) identified numerous studies relating to key topics in the area of reading. The vocabulary studies review by the NRP “suggest that vocabulary instruction does lead to gains in comprehension,” supporting our plan to work on both vocabulary and comprehension. The NRP states, “First, vocabulary should be taught both directly and indirectly,” point us to the use of the 6 Trait model. According to Dean Arrasmith, Director of Assessment with the NW Regional Educational Laboratory, trait based reading is effective for a number of reasons: 1. Defines effectiveness for complex tasks; 2. Creates a continuum of achievement; 3. Provides a common language of quality; 4. Encourages student self reflection.

We have made the decision to commit to the usage of 6 Trait Reading to strengthen vocabulary and improve language mechanics across the curriculum with our 9-12 students. The 6 Traits encourage students to think about strategies they can use when encountering new and difficult text. Research indicates that no single method of vocabulary instruction is most effective and that a variety leads to increased vocabulary learning.

This intervention will meet the needs of our students because our data suggests we are lowest in vocabulary and language mechanics (Kansas State Assessment and Terra Nova).

### Other Resources:

Arrasmith, Dean. “The traits of an Effective Reader,” *the Journal of School Improvement*. NW Regional Educational Laboratory, Spring 2001. [www.ncacasi.org](http://www.ncacasi.org)

Dagget, William. *International Center for Leadership in Education*. February 2004, [www.LeaderED.com](http://www.LeaderED.com)

*International Reading Association*, [www.reading.org](http://www.reading.org)

Marzano, Robert. *What works in Schools*, 2003.

**MEADE HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN**

**Goal:** All students will improve writing skills across the curriculum.

<b>Support Data (used to select the goal)</b> Teacher Observation Terra Nova Language Subtests Kansas Writing Assessment	<b>Standardized Assessments</b> (include grade/subtest) Kansas Writing Assessment (Gr 11) Terra Nova Language Subtests (Gr 9, 10, & 11)	<b>Local Assessments</b> (include grade/subtest) <i>(Please indicate which is your performance assessment.)</i> Kansas Writing Performance (Gr 11) SCORE Activities (all students)
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<b>Intervention:</b> All students will learn & use the Writing Process across the curriculum to improve writing organization.	The research base describing this intervention and how it applies to our students is included on an attached page.
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	<b>Activities to Implement the Intervention</b>	<b>Person(s) Accountable</b>	<b>Timeline</b>		<b>Resources</b>	<b>Classroom Level Monitoring System</b>
			Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. All teachers will learn the Writing Process.	W. Henson All teachers	8/09	8/10	In-service Time	<u>Teacher Implementation:</u>  Administrative Walk Through/Conferences  Teacher Documentation Logs
	2. Teachers will collaborate on Writing Process usage.	W. Henson All teachers	8/09	5/13	Collaboration Time	
	3. Teachers will instruct students in the Writing Process in their classrooms & will implement them across the curriculum by instructing, modeling & providing student application.	W. Henson All teachers	8/09	5/13	Data Analysis Time	<u>Student Performance:</u>  Quarterly assignment to determine student performance  Timely data analysis of assessments from above
	4. Students will learn & use the Writing Process as appropriate but at least quarterly in each content area.	W. Henson All students All teachers	8/09	5/13	Local Assessment Scoring Time	
	5. All students will apply Writing Process skills using SCORE across the curriculum at least quarterly.	W. Henson All students All teachers	8/09	5/13	Thinking Maps Tools for Learning	
	6. Low performing students will have additional opportunities using the Positive Self-Esteem Workshop (PSEW)	English staff	8/09	5/13	Six Traits Writing Model	

## Writing Process Research Base

According to the Online Writing Lab (OW) at Purdue University process writing takes students at their point of need and allows them to work through a step-by-step process to **succeed** at their own pace, and it encourages students to develop their knowledge of the topic, so they can become **better writers**.

From Holt, Rinehart and Winston our current textbooks for 9-12: "Writing should be approached as a process. After selecting the topic, the students need to consider five basic activities. These basic subtasks are: preplanning and organizing, writing the draft, proofing and rewriting, editing and rewriting, and writing the final. Preplanning is perhaps the most important activity within the writing task."

According to *Teaching Today*: when students write, they must think, forcing them to be active learners. **The writing process** can force students to face and seek help with concepts that cause confusion. Writing increases retention, and enhances development vocabulary. With appropriate teacher feedback and interaction, student writing skills improve as their knowledge increases.

Students must understand that the ability to write in an objective, precise, and logical manner is an essential tool. By guiding students through well-designed written assignments, teachers demonstrate the importance of writing across the curriculum, and provide opportunities for students to apply writing skills to relevant content.

## MEADE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN

**Goal:** All students will improve writing skills across the curriculum.

**Support Data (used to select the goal)**

Teacher Observation  
Terra Nova Language Subtests  
Kansas Writing Assessment

**Standardized Assessments** (include grade/subtest)

Kansas Writing Assessment (Gr 11)  
Terra Nova Language Subtests (Gr 9, 10, & 11)

**Local Assessments** (include grade/subtest) *(Please indicate which is your performance assessment.)*  
Kansas Writing Performance (Gr 11)  
SCORE Activities (all students)

**Intervention:**

All students will learn & use Persuasive Techniques and Terms across the curriculum to improve persuasive writing text.

**The research base describing this intervention and how it applies to our students is included on an attached page.**

Activities to Implement the Intervention		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. All teachers will learn the Persuasive Techniques and Terms.	W. Henson All teachers	8/09	8/10	In-service Time	<u>Teacher Implementation:</u> Administrative Walk Through/Conferences
	2. Teachers will collaborate on Persuasive Techniques and Terms.	W. Henson All teachers	8/09	5/13	Collaboration Time Data Analysis Time	
	3. Teachers will instruct students in Persuasive Techniques and Terms in their classrooms & will implement them across the curriculum by instructing, modeling & providing student application.	W. Henson All teachers	8/09	5/13	Local Assessment Scoring Time	<u>Student Performance:</u> Quarterly assignment to determine student performance
	4. Students will learn & use Persuasive Techniques and Terms as appropriate but at least quarterly in each content area.	W. Henson All students All teachers	8/09	5/13	Thinking Maps Tools for Learning	Timely data analysis of assessments from above
	5. All students will apply Persuasive Techniques and Terms using SCORE across the curriculum at least quarterly.	W. Henson All students All teachers	8/09	5/13	Six Traits Writing Model Kansas Writing Assessment Guidelines	
	6. Low performing students will have additional opportunities using the Positive Self-Esteem Workshop (PSEW)	English staff	8/09	5/13		

## Persuasive Techniques Research Base

Through our teacher observations, SCORE activity, and State Writing assessment scores we've determined that students struggle with the correct terminology and techniques for effective persuasive writing. If our students are more comfortable with persuasive techniques and terms, they will produce more cohesively written persuasive texts.

*A Statement of Purpose and Rationale for the Kansas Writing Assessment states that the best way to determine and encourage student's writing ability is to focus on writing that is student owned, developed over-time, and guided by on-going feedback and supportive response. Therefore, repeatedly enforcing persuasive terms and technique will only enhance students' knowledge and writing abilities.*

Research by Harvard economist Lawrence Katz shows that markets reward people with high persuasion skills.

As a classroom tool for our English Curriculum, teachers reference Holt's *Elements of Literature* series. According to Hot, Rinehart and Winston: *Reading and writing persuasive essays as well as analyzing media messages for use of persuasive techniques helps sharpen students' critical thinking skills.*

*Students learn to distinguish between different types of persuasive appeals and to evaluate arguments for bias and balance. Students also learn to pay attention to loaded language and logical fallacies.*

**MEADE HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN**

**Goal:** All students will improve writing skills across the curriculum.

**Support Data (used to select the goal)**

Teacher Observation  
Terra Nova Language Subtests  
Kansas Writing Assessment

**Standardized Assessments** (include grade/subtest)

Kansas Writing Assessment (Gr 11)  
Terra Nova Language Subtests (Gr 9, 10, & 11)

**Local Assessments** (include grade/subtest)

Kansas Writing Performance (Gr 11)  
SCORE Activities (all students)

*(Please indicate which is your performance assessment.)*

**Intervention:**

All students will learn & use Six Traits of Writing with emphasis on the traits Word Choice and Conventions to improve writing.

**The research base describing this intervention and how it applies to our students is included on an attached page.**

**Activities to Implement the Intervention**

**Person(s)  
Accountable**

**Timeline**

**Beg      End**

**Resources**

**Classroom Level  
Monitoring System**

	Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Beg	End		
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	1. All teachers will learn the Six Traits of Writing.	W. Henson All teachers	8/09	8/10	In-service Time	<u>Teacher Implementation:</u>
	2. Teachers will collaborate on Six Traits.				Collaboration Time	Administrative Walk Through/Conferences
	3. Teachers will instruct students in Six Traits: Word Choice and Conventions in their classrooms & will implement them across the curriculum by instructing, modeling & providing student application.	W. Henson All teachers	8/09	5/13	Data Analysis Time	Teacher Documentation Logs
	4. Students will learn & use Six Traits: Word Choiced and Conventions as appropriate but at least quarterly in each content area.	W. Henson All teachers	8/09	5/13	Local Assessment Scoring Time	<u>Student Performance:</u>
	5. All students will apply Six Traits: Word Choice/Conventions using SCORE across the curriculum at least quarterly.	W. Henson All students All teachers	8/09	5/13	Thinking Maps Tools for Learning	Quarterly assignment to determine student performance
	6. Low performing students will have additional opportunities using the Positive Self--Esteem Workshop (PSEW)	English staff	8/09	5/13	Six Traits Writing Model	Timely data analysis of assessments from above
		W. Henson All students All teachers	8/09	5/13	Kansas Writing Assessment Guidelines	

## Six Traits: Word Choice and Conventions Research Base

According to our teacher observations, SCORE activity, and State Writing assessment scores; students struggle more with the traits: word choice and conventions when writing effectively.. Continuously, teachers are faced with students incorrectly using “there, their, and they’re”; “our, are”; “accept, except” and much more. If our students are more solid with word choice and conventions, their writing will be a more cohesive element.

The definition of the Trait Word Choice states: *strong word choices can clarify and expand idea. Strong word choice is characterized by the skill to use everyday words well.* As a second element Conventions were also viewed as lacking *spelling, grammar and usage, paragraphing, use of capitals and punctuation.* As usage (correct words) is listed also in conventions, we feel that these two traits need addressing.

According to the Ohio Resource Center, as students learn to master writing conventions through exposure to good models and opportunities for practice, they grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.