

A System-Wide Plan for Meeting the Four Literacy Goals

Literacy Goal III:		Beginning the 2013-2014 academic year, all students will write routinely across all content areas for a range of time frames, tasks, purposes, and audiences as measured and evidenced by a portfolio of student writing samples (i.e. digital portfolio, writing folders).			
Strategy/Activity (What steps will we take, including staff development?)	Time Line (When will we take this step?)	Person(s) Responsible (Accountability)	Resources (What materials will we need?)	Communications (What are our message points/outlets? Who are our audiences?)	Progress on/Status of this Strategy
Engage students in a minimum of 90 minutes per day of the adopted Language Arts instruction program.	Academic year	School level administrator	School's master instructional schedule	Principal articulates master schedule to faculty	In place, but needs improving
Professional development addressing the use of electronic repositories	-Summer sessions -First 9 weeks of academic year -Follow-ups as needed	District personnel or teacher leaders	Funds for professional development and software: (Gmail: Docs, Drive & Blogger, Write to Learn, and NC Write from Measurement INC.)	Staff development director will notify parties who should attend at the train-the trainer sessions and add to staff development calendar; school administrators will notify teachers of school level training	Not Developed
Professional development addressing various methods of writing across the curriculum	-Summer sessions -First 9 weeks of academic year -Follow-ups as needed	District personnel or teacher leaders	Funds for professional development training/necessary materials	Staff development director will notify parties who should attend the train-the trainer workshops and include on development calendar; school administrators will notify teachers of	In Place but Needs Improvement

Require academic and/or authentic writing in all content areas	Daily	Principal /teacher	District level subject specific item bank for writing assignments, WTL, Released Tests/Rubrics, Teacher created prompts/LDC	school level training Curriculum supervisors and school principals will provide and direct teachers to needed materials and check for implementation	In development
Create time in every classroom for writing to learn and writing to demonstrate knowledge	Continuous	Principal /teacher	Examples and suggestions of both types of writing (PSRC website)	School Principals will communicate this expectation however they see fit	In place, but needs improvement
Include at least one constructed response (CR) item on classroom assessments	Continuous	Teacher	Rubrics: -Use NC final exams rubric (Content) -NC writing instruction rubric for features & conventions -Teachers submit assessments as artifacts showing CR use -NCDPI exemplars on constructed responses	School principals will communicate this expectation however they see fit	Not implemented
Examine the rules for standard English	Continuous	ELA teachers	-NC writing instruction rubric for conventions -Curriculum standards	http://www.corestandards.org/ELA-Literacy/L/language-progressive-skills/	In development

Teach academic and domain-specific vocabulary across all content areas.	Continuous	Teachers	PSRC academic content vocabulary	School principals will communicate this expectation however they see fit	In development
Accountability: How will we know when we meet the goal? What process will we use to measure our progress?	By the end of each school year beginning in 2014-2015, school level administrators and teachers review student writing portfolios to measure student growth in writing. Writing rubrics will be used to measure growth of the following: conventions, structure, coherency, supportive details, and vocabulary. The evidence of student growth in writing will be used to measure progress toward the stated goal.				