

## Stanton Community Schools Continuous Improvement Plan

Target Area for Improvement: Writing		
<b>Improvement Goal:</b> All students will improve their writing skills in all content areas through a coordinated MTSS school-wide approach that will allow them to successfully transition from grade level to grade level and at the post-secondary level (college or work).	<b>Expectations for Student Learning: (<i>All students will...</i>)</b> <ul style="list-style-type: none"><li>● Draw upon and write about evidence from both literary and informational texts.</li><li>● Apply communication skills.</li><li>● Use information and resources in the research process.</li><li>● Think creatively and independently.</li><li>● Improve writing, language, and reading, scores on various assessments: MAP Growth, NSCAS Growth, ACT-Writing.</li></ul>	<b>Targeted Participants:</b> Preschool-12th grade students
<b>Interventions:</b> <u>Culture</u> : The guiding beliefs and values evident in the way a school operates. <u>Curriculum</u> : Expand curriculum opportunities in the targeted improvement goals. <u>Instruction</u> : Examine scheduling and instructional practices with an emphasis on the targeted improvement goals. <u>Assessments</u> : Ensure classroom assessments incorporate the targeted improvement goals in all assessments. <u>Student Support</u> : Structure student support systems to ensure success for all students in the targeted improvement goals. <u>Staff Support</u> : Enhance the capacity of the entire instructional staff in the targeted improvement goals.		<b>Evaluation:</b> <ul style="list-style-type: none"><li>● Local assessments</li><li>● Classroom rubrics and student samples</li><li>● Screening tools</li><li>● MAP Growth - Language Usage (Grades 2, 9-11)</li><li>● NSCAS Growth - Language Usage (Grades 3-8)</li><li>● ACT Writing (Grade 11)</li></ul>
<b>Timeframe for Implementation:</b> August 2022-May 2027 (Year 1: 22-23, Year 2: 23-24, Year 3: 24-25, Year 4: 25-26, Year 5: 26-27)		

**The school improvement process at Stanton Community Schools is aligned with the MTSS Essential Elements:**

Shared Leadership  
 Communication, Collaboration, & Partnerships  
 Evidence-Based Instruction, Intervention, & Assessment Practices  
 Building Capacity/Infrastructure for Implementation  
 Layered Continuum of Supports  
 Data-Based Problem Solving & Decision Making



## Culture

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Write and communicate a vision statement for the district. - The vision statement will be posted in all classrooms.	Year 1	<ul style="list-style-type: none"> <li>• Unity Council</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Statement</li> </ul>	<ul style="list-style-type: none"> <li>• ESU support</li> <li>• Example vision statements</li> <li>• District curriculum guide</li> </ul>
2. Implement a common language for writing expectations at both the building and district levels.	Years 1-5	<ul style="list-style-type: none"> <li>• Administration</li> <li>• All Teachers</li> <li>• MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Building-wide expectations</li> <li>• District-wide expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Writing standards</li> <li>• Best practices in writing</li> </ul>

## Curriculum

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Reassess and revise as necessary the district's motor plan for handwriting.	Year 1	<ul style="list-style-type: none"> <li>• Administration</li> <li>• PK-3 Teachers</li> <li>• MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>• District motor plan</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of handwriting programs</li> <li>• Best instructional practices</li> <li>• Recommendations from occupational therapist</li> </ul>
2. Implement a common organizational structure to express thoughts across all content areas to include common writing strategies and assessments to be used in a way most appropriate for the content area.	Years 1-5	<ul style="list-style-type: none"> <li>• Administration</li> <li>• All Teachers</li> <li>• MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational structure</li> </ul>	<ul style="list-style-type: none"> <li>• ESU support</li> <li>• Assessment data</li> <li>• Writing standards</li> </ul>
3. Research and pilot materials that support the district's writing goals and expectations.	Years 2-3	<ul style="list-style-type: none"> <li>• Administration</li> <li>• PK-3 Teachers</li> <li>• MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based resources</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of writing materials</li> <li>• Assessment data</li> <li>• Writing standards</li> </ul>

## Instruction

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Model and implement grade-appropriate graphic organizers.	Years 1-5	<ul style="list-style-type: none"> <li>All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Curricular materials</li> </ul>
2. Implement common writing strategies in either supporting or leading context. Strategies will be grade-appropriate within the writing process.	Years 2-5	<ul style="list-style-type: none"> <li>All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Grade-appropriate writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>ESU support</li> <li>Writing standards</li> </ul>
3. Develop district expectations for note-taking.	Years 3-4	<ul style="list-style-type: none"> <li>Unity Council</li> <li>MTSS Teams</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Note-taking protocol/expectations for the district</li> </ul>	<ul style="list-style-type: none"> <li>ESU</li> <li>Information gathered by staff from previous years' research and discussions</li> </ul>

## Assessments

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Develop grade-level and content-level rubrics.	Year 2	<ul style="list-style-type: none"> <li>Administration</li> <li>All Teachers</li> <li>MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Curricular materials</li> <li>Sample rubrics</li> </ul>

## Student Support

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Provide interactive writing activities where the teacher and students write together.	Year 2	<ul style="list-style-type: none"> <li>Teachers</li> <li>MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Checklists</li> </ul>	<ul style="list-style-type: none"> <li>Curricular materials</li> <li>Scopes and sequences</li> <li>Writing maps</li> </ul>
2. Implement differentiated, explicit writing instruction focused on teaching students to apply writing skills and strategies, independently, in their own pieces.	Year 3	<ul style="list-style-type: none"> <li>Teachers</li> <li>MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Checklists</li> </ul>	<ul style="list-style-type: none"> <li>Curricular materials</li> <li>Scopes and sequences</li> <li>Writing maps</li> </ul>

## Staff Support

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Provide in-service focused on the writing process.	Years 1-5	<ul style="list-style-type: none"> <li>• Unity Council</li> <li>• MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>• School improvement agendas</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• NDE</li> <li>• NeMTSS</li> <li>• Teacher feedback</li> </ul>
2. Participate in LETRS training at the preschool and elementary levels.	Years 2-3	<ul style="list-style-type: none"> <li>• Elem Administration</li> <li>• All PK-6 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Online studies</li> <li>• In-person training on curriculum review days</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• LETRS materials (online and print)</li> </ul>