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| **Problem of Practice Statement**  Based on data gathered through a variety of sources it has been recognized that the overall writing needs of our students are not being successfully addressed. As a result our students are not able to express themselves through writing adequately. This is preventing the students from communicating their thoughts effectively through writing.  **Theory of Action Linking Statement**  We will intentionally focus on professional learning opportunities and the acquisition of reading and writing resources in order for our teachers to gain better proficiency and comfort in teaching reading and writing so that our students will benefit from more research based strategies. | | | | | |
| **Inputs** | **Levers** | | | | **Outcomes** |
| **(Existing resources, strategies, talents, conditions)** | **Community Partners** | **District** | **Principals** | **Teacher** | **Short Term**   * **Students will have increased opportunities to write in all grade levels across all subjects.** * **Teachers will meet in grade level PLC’s and multi-grade level PLC’s to plan and implement writing instruction.** * **Teachers will gain resources to help gain confidence in writing instruction.** * **Teachers will gain increased knowledge in available writing resources through professional development and writing instruction research.**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Start Here:**  **Long Term Impact on**  **Students**  **-Students will gain proficiency in writing skills throughout all grade levels and content areas.**  **-Students will gain confidence in those writing skills in all subjects (math, reading, science, social studies, art, music, life skills)**  **-Students will gain proficiency in written expression in real world applications.**  **-Teachers will become more proficient in teaching writing skills through a variety of media.**  **-Teachers will intentionally focus on adding student writing opportunities at all grade levels and content areas.** |
| Teachers have combined existing resource books in the conference room for community library.  Teachers will visit other schools and other classrooms within out building to see reading and writing education.  Teachers will complete peer observations in the building.  Teachers will share exemplary student work and strategies across the curriculum in grade level bands.  We will train at least 3 teachers in the Kentucky Literacy Project.  We have common grade level planning time incorporated into the daily schedule.  We have a full-time certified Librarian that assists our teachers in literacy resources available and literacy intervention strategies.  We have Response to Intervention times built into the schedule that teachers can move students in and out freely. | Students will participate in community activities with careers in writing. Each grade level will schedule community workers to come in and share with students about their careers, including how they use writing in their jobs. Upper grade levels will go beyond our community with virtual conferences across careers not available in our rural areas.  We will schedule a school writing night with the community. This will be an evening event that all of the community will be invited to attend and participate in an interactive storytelling event. March 20th  The community will have the opportunity to participate in a Fall and Spring Science Day.  The community will be invited in the school on multiple occasions throughout the year. For example, art night in the spring to display student artwork throughout the year, fall carnival to engage and create a fun school environment for the school year, reading nights, writing nights, Kindergarten night, A Grand event where students invite a Grand person (grandparent, aunt, uncle, etc) to school, Kindergarten mother’s day tea party, among others.  Students had an emphasis on community help activities throughout the year. Kindergarten took donations to help blankets for the homeless, 6th grade completed Christmas cards for people who could use a Christmas Card, and 4th grade will participate in Angel Tree project. 5th grade collected items for nursing home residents and the mercy box. Other grade levels will participate in grade level community action projects. | District wide focus on writing across all grade levels. Writing will be emphasized for all curriculums.  The high school media classes will collaborate with the ACT team to push out school success videos. They will have an emphasis on writing, but will have multiple sources of success.  Community bulletin board will display student work on writing throughout the year. Each grade level is responsible for the lobby bulletin board each month. They will have an emphasis on writing.  Each grade level will continually display student writing throughout the school year.  6th grade teachers will have transitional meetings with 7th grade teachers and continue the emphasis on writing instruction. 6th grade students will create a digital portfolio that will follow them to middle school.  Teachers will collaborate to create common writing strategies that will work for all grade levels.  Teachers will work together to create a school and district writing plan. The team will include at least one teacher from each grade level. | With help of teachers, principal will plan and implement a professional development plan.  Principal will  participate in a set of school specific professional development with the help of Carole Mullins and Jennifer Carroll.  Principal will collaborate with literacy specialist, Carole Mullins from KVEC, to help determine the course of action for professional development.  Principal will attend National Blue Ribbon conference with a focus on the literacy strand portion at the conference.  Principal will aide in the acquisition of reading and writing materials. Principal will develop a purchasing plan for each grade level and aide in the compilation of grade level theories of action. | Teachers will participate in a variety of professional development opportunities. Some of them will include KVEC led literacy standards training, Common Core Companion Book training, training on PLC organization and effective uses of PLC’s.  Teachers will be given the opportunities to earn Microcredentials and will be given PD credit.  We will have a writing focus across the curriculum in grade level PLCś.  Grade level PLC’s will meet at least bi-monthly. Principal led multi-grade PLC’s will meet once a month. These PLC’s will have a focus on writing instruction and data behind all literacy instruction.  A kindergarten teacher will focus on literacy strands in individual professional development at National Blue Ribbon Conference. Another Kindergarten teacher will be active in the Kentucky Reading Project.  At teacher request, teachers will be able to visit other schools to get ideas in writing. Some teachers plan to participate in a PETLL visit at Allen Elementary. A Kindergarten teacher plans to visit Montessori style classrooms in multiple schools.  Teachers will acquire reading and writing materials. See purchasing plan below. |

**Purchasing Plan**

$840 - Keyboarding Program to aide in computer-based formal writing.

$2100 - $300 per grade level to order grade level specific writing materials (journals, writing process folders, strategy books, etc)

$200 - Resource rooms for writing materials

$450 - Common Core Companion: The Standards Decoded, High-Impact Writing Clinics - 1 per grade level - 14 books @ $30

$300 - Four-Square Writing Method Books - 17 books

$1,000- ACT Team Travel and Substitutes

$110 - Overages in above budget

**Actual Cost**

Common Core Books - $398.88

Four Square Books - $263.71

Typing Program - $574.95

Keyboard Covers - 262.45

Grade Level Resources -

* Amazon - 844.22
* School Specialty - 335.46
* Literacy Resources - 161.98
* Really Good Stuff - 166.92
* Osmo - 15.99
* Carson Dellosa - 36.91
* Lakeshore - 49.99
* Office Depot - 31.20

Travel/Sub Reimbursements - ?

**Total Spent (Without travel/sub costs) - $3142.66**