

**Problem Statement:** How can teachers systematically support ELL students and students with disabilities to express their understanding by thoughtfully implementing writing across the curriculum?

**Goal:**

- 1.) Increase teacher capacity to implement writing across the curriculum for ELL students and students with disabilities in middle school classrooms across Boston Public Schools.
- 2.) Increase ELL students and students with disabilities capacity to demonstrate content understanding through writing across the curriculum.

**Rationale:**

Middle school classrooms in Boston need to implement WAC strategies as an alternative way to demonstrate content understanding, specifically for ELLs and students with disabilities. This will close the

**Inputs:**

6th, 7th, and 8th grade students in BPS

6th, 7th, and 8th grade teachers across all content areas in BPS

Administrators within BPS

**Activities:**

- \* Reach out to experts in the field
- \* Research existing tools
- \* Write a grant proposal to pay for our time, research, and development
- \* Try on strategies in the classroom

**Outputs:**

- \* Collected and annotated student exemplars show the development of writing over time based on WIDA descriptors
- \* An article that highlights team collaborative process
- \* Designated collaboration time

**Outcomes:**

**Short Term:**

- 30 Days
  - \* Create the website/blog and set expectations for posting (Jenn)
  - \* Contact List established (Team)
  - \* Sharing conference work with middle school

**Medium**

**Term:**

- 60 Days
  - Have first reflection posted (One post per team member)
  - Video Tape Writing Assignment in class (KAP, KR, MP, AL)

**Long**

**Term:**

- 90 days
  - Organizing and annotating student exemplars to show development over time (1 year)

achievement gap for ELLs and SWD.

Boston Public School District

Boston Teacher's Union

Families

Community members from colleges and organizations.

- \* Collect/annotate student exemplars that show the development of writing over time
- \* Chronicle our process on a blog (learnings, celebrating small successes, questions)
- \* Norm student work to the WIDA rubric
- \* Design professional development
- \* Publish an article that highlights team collaborative process
- \* Create designated collaboration time

- \* Blog Posts
- \* WIDA rubric-Normed student work
- \* PD
- \* Videos of modeled engaging strategies for BPS students (real talk), pulling multiple entry points to writing across the curriculum
- \*Compiled list of Strategies Used

team and generating questions/approval (Kat)

\*Ascertaining collaborative time (Team)

-Collect student work (Team)

-Decide on meeting schedule for Next Year/Summer (Team)

-Come up with Summer Reading List (Team)

Offer PD (to school:1-2 years, to others schools or districts (3-5 year)

-Offer support for teachers

-Student products to demonstrate growth

-Publishing article that documents and reflects on the instructional collaborative process

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- \* Meet to share research/resources with content and grade-level teams in our schools
  - \* Meet as a team to discuss and revise outputs and outcomes as they develop over time
  - \* blog about project evolution
  - \* film model use of strategies

**External Environment:**