

## Wayside Elementary Action Plan

SIP goals/objectives to be monitored weekly, monthly, quarterly, as appropriate.

**School: Wayside ES Date: September 2009**

### SIP Goal/Objective (Annual Measurable Objective (AMO) 2008:

Increase the percentage of students scoring advanced on the Math and Reading MSA by 5%, emphasizing underperforming subgroups (African American, Hispanic, ESOL, SPED, and FARMS students).

| Action Timeline                                       | Person(s) Responsible  | Resources Needed  | Evidence of Implementation (Monitoring Tools)   | Monitoring: Date and by whom   | Indicators of Progress Toward Above Objective   |
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| Grade level Meetings<br>Writing Across the Curriculum | -Principal<br>-Assistant Principal(AP)<br>-Staff Development Teacher (SDT)<br>-ESOL Teacher<br>-Reading Specialist (RS)<br>-Special Ed. Teacher<br>-Grade Level Team Members | -Standard Writing Sample for Each Student in the Grade Level  | -Grade a-like rubrics will be used with student writing<br>- Team will identify common writing mistakes amongst students and move to address areas of concern with writing instruction<br>- Team will begin to look at consistency in grading | -Meetings will occur on the first Wednesday of every month.<br>-SDT, RS, and an administrator will be present at all meetings to facilitate the discussion   | -Student Writing Products with rubric scores  |
| 6 +1 Traits of Writing Training for Staff             | - Staff Development Teacher (SDT)<br>-Reading Specialist (RS)  | - 6 +1 Traits of Writing Materials  | -Teachers will implement 6 +1 Traits of Writing Strategies with students<br>-Teachers will include 6 +1 Traits characteristics in grade a-like writing rubrics  | - Training to occur for grade level teams<br>-Training to occur for specialists<br>-Reading Specialist and Staff Development Teacher to Implement Training and Monitor Evidence of Implementation<br>-Vertical Teams to meet to discuss applications for 6 +1 Traits at various grade levels | -Student scores on standard writing pieces will increase according to grade a-like rubrics    |
| Writing in all Content Areas                          | - All Classroom Teachers including specialists   | -Writing Prompts to support curricular content<br>-5 Writing prompts throughout the year to develop one student writing sample for each grade level at one point during the school year | -Specialists (to include: Art, Music, PE, Science, Junior Great Books, Guidance, Media Teachers) will participate in the  | -This writing is on-going throughout the school year<br>Classroom Teachers, RS, and SDT will monitor writing at the monthly SIP writing meetings   | -Students will have various and multiple opportunities for writing using grade a-like rubrics |

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|   |   | - Math and Science Teachers to include opportunities for student writing with their instruction and work with Reading Language Arts teachers to determine a writing grade for students                     | monthly grade level scoring meetings and will provide teachers with one writing sample from their class during the school year                |  |   |
| Individual Student Writing Portfolios to include a minimum of 5 formal writing samples (These 5 Samples are the writing pieces discussed at the monthly SIP Writing Meetings) | -Classroom Reading Language Arts Teachers with the support of grade level team teachers and specialist teachers | -Individual Student folders to include at least two writing samples per month with detailed rubric scores attached (1 sample related to the grade level focus for month and one curricular writing sample) | -Student Writing Portfolios will be available at the monthly scoring meetings<br>-Portfolios will be passed on to the following year teachers | - RS and SDT along with the classroom teachers will monitor the portfolio development throughout the school year | -Proficient Writing in all Areas of 6 +1 Traits as evidenced by writing in the student portfolio which will drive classroom instruction |