

2011-2012 Writing Action Plan For Wyngate Elementary

(Directions: Develop measurable action steps/objectives/processes to achieve SIP goals to be monitored weekly, monthly, quarterly, as appropriate. Outline the actions chronologically and/or group action steps by function (e.g., data analyses, student interventions, staff development.)

School: Wyngate Elementary

Date: September 2011

SIPGoal/Objective:

- 85% of students will demonstrate proficiency (score of 18 or more on the 6-trait rubric) by the end of the year in writing as indicated by the body of evidence (assessments and/or completed writing pieces taken through the writing process) collected by the classroom teacher.
- 70% of students will demonstrate proficiency by the end of the year as indicated by the 6-trait rubric on an independent writing piece

	<i>Action steps/objectives/ processes Timeline</i>	<i>Person(s) Responsible</i>	<i>Resources Needed</i>	<i>Monitoring tools or data points (formative & summative)</i>	<i>Monitoring: Date and by whom</i>	<i>Results (include evaluation of processes for effectiveness and efficiency)</i>
1.	We will develop and use protocol to ensure papers are turned in on time (OUTLOOK calendar to post due dates for writing papers and scoring)	Principal SDT RS	Outlook	calendar	Principal SDT RS	Papers turned in on time
2.	Teachers will report below grade level students as determined by a collected body of evidence to include quarterly assessments and completed writing assignments	Classroom teachers	<ul style="list-style-type: none"> • MCPS assessments • Student writing portfolios • Spreadsheet for recording on/below grade level data 	<ul style="list-style-type: none"> • MCPS assessments • Student writing portfolios • SIP on/below grade level spreadsheet 	End of first quarter (Data due to SDT on or before 11/14/11) End of third quarter (Data due to SDT on or before 4/13/2011)	Data presented at SIP review meetings will be analyzed using ORID focused conversation process. Changes to plan/processes will be made as necessary
3.	Group Scoring in grades 1-5 will be done for pre-assessment, mid-year (end of 2 nd quarter), and late spring (May 14 writing due date) Kindergarten will collect a pre-assessment writing sample at the beginning of the year (to be used as a baseline for where student started) as well as mid-year and late spring writing samples, however samples will ONLY be group scored mid-year and late spring	RS SDT K-5 Grade Level Classroom teachers	MCPS 6 trait rubric	MCPS 6-Trait Rubric	Beginning (pre-assessment Papers due to RS by 9/30/11 Mid-year (samples due to RS by 1/6/12 End of year (samples due to RS by 5/17/12)	Data presented at SIP review meetings will be analyzed using ORID focused conversation process. Changes to plan/processes will be made as necessary
4.	Select "anchor" papers for each data collection to develop common understanding of what an average student at that grade level paper may look like.	RS SDT Grade level teams	<ul style="list-style-type: none"> • MSDE Curriculum Framework for Writing Appendix C • Student writing samples • 6+1 Traits in Writing text • MCPS sample writing papers 	Notes and/or agendas from grade level meetings before or after group scoring	Quarterly: dates TBD by grade level teams	Anchor papers

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5.	Look for benchmarks that emerge and establish benchmarks for each grade level	RS SDT Grade Level teams	Student writing samples <ul style="list-style-type: none"> • Student progress data 	Grade level meeting notes	Quarterly: dates TBD by grade level teams	As we work through the year and look at data we will have grade level discussions about whether or not to establish benchmarks (for instance: at the end of the first quarter a first grade writer should have at least a score of _____ on the 6 trait rubric) and if so, what should they look like
6.	Have grade level discussions to help establish common expectations and collaborate on feedback on student writing as well as establish a common understanding of what a below grade level writer looks like at each grade level	Team leaders	SDT/RS 6+1 Traits in Writing	Agendas and/or grade level team meeting notes	Monthly: dates TBD by grade level teams	We will use the scoring accuracy data to determine if we are making progress in establishing common expectations
7.	Include service providers in grade level discussions to develop common understanding of the rubric and how to score at each grade level	RS SDT ESOL Sp/Lang. Resource Classroom teachers	<ul style="list-style-type: none"> • Student writing samples • MSDE Common Core Framework Appendix C • MCPS exemplar writing papers 	Agenda and/or minutes from grade level discussions	Minimum of 1 time/year: Dates TBD by grade levels	Common understanding as evidenced by group discussions and student progress conversations
8.	Minimize whole group instruction time in order to provide more time for students to write (15 min. instruction/30 min. writing)	Classroom teachers	<ul style="list-style-type: none"> • Daily schedule • Planning 	<ul style="list-style-type: none"> • Daily plans • Reflection notes 	Daily by teachers reported quarterly	Teachers will report quarterly regarding the minimum amount of independent writing time provided to students
9.	Establish set standards for grades to match rubric to report card(ie: 0-5 = E, D=?...etc.)	RS SDT Classroom Teachers	<ul style="list-style-type: none"> • MCPS report card • MCPS 6 Trait Rubric 	<ul style="list-style-type: none"> • Faculty meeting agenda and/or minutes • Established guidelines for grading 	October 17 faculty meeting	By the end of the meeting each grade level will have established a guideline to correlate 6 Trait rubric with report card grades in order to establish a set standard to be used across the grade level and/or school
10.	Professional Development in the following areas: <ul style="list-style-type: none"> • Appropriate and specific feedback • Modeling and instructing students on peer conferencing • Providing direct instruction/mini-lessons on 6-Traits • Modeling and scoring exemplar pieces with students • Universal Design for Learning (UDL) 	RS SDT Grade level teams HIAT representative (UDL)	<ul style="list-style-type: none"> • Planning and Resource management data collected • Exemplar papers • 6+1 Traits in writing • 6+1 Writing Kits 	<ul style="list-style-type: none"> • Outcomes and agenda from professional development sessions • Satisfaction and learning data collected immediately following professional development Sessions (SDT) • Application data collected through 	See Comprehensive Professional Development Plan (CPDP)	We will use the SIP review meetings to review student progress on both a “cold write” as well as “writing process” performance using the 6-trait rubric and discuss implications for further action.

				observation (administration)		
11	Collect data on the comparison of report card grades and the SIP data as well as report card grades and results of the group score	Classroom teachers SDT	Report card grades Teacher reported SIP data	SDT will begin keeping data to compare discrepancies between report card grades and SIP data as well as report card grades and results of group scoring based on classroom teacher submissions	Submission dates: 11/4 1/20 4/13 6/11 (Group Scoring/report card comparison data only collected 2 nd and 4 th quarters)	Initial data is to be collected to monitor correlation between report card grades and below grade level students