

## Action Plan (draft)

(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 School      Date: August 2009**

**SIP Goal/Objective (Annual Measurable Objective (AMO) 2009):**

- The number of students scoring at the advanced proficiency in MSA math (3-5) will increase
  - 58% of all students will achieve advanced proficiency on the MSA
  - African American students achieving advanced proficiency on MSA math (3-5) will increase from 28% to 45%.
  - Hispanic students achieving advanced proficiency on MSA math (3-5) will increase from 38% to 45%.
- Students in grade 5 will maintain or increase % of students in advanced in grade 4 according to performance on MSA.
- % of SPED students scoring at the proficient to advanced level on the MSA will maintain or increase
  
- Hispanic students scoring above the 50<sup>th</sup> percentile in math on the T/N 2 will increase from 75% to 80%
  
- SPED students scoring above the 50<sup>th</sup> percentile in math on the T/N 2 will increase from 76% to 80%

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results/Next Steps (include evaluation of processes for effectiveness and efficiency)
Classroom teachers will use a variety of assessment measures to use as a body of evidence for determining students not meeting or exceeding benchmarks and/or to identify student needs.	<ul style="list-style-type: none"> <li>• classroom teacher</li> <li>• resource teacher</li> <li>• SDT</li> </ul>	<ul style="list-style-type: none"> <li>• SDT to provide support as needed for progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• data notebooks</li> <li>• anecdotal records</li> <li>• Math unit summative and formative assessments</li> <li>• Exit cards</li> <li>• Math indicators</li> <li>• grade books</li> <li>• data folders</li> </ul>	Monthly by teachers/teams	
Student progress will be monitored to identify students who do not exhibit progress then when necessary, discussed with the support team, <b>action plans will be developed and followed up upon</b>	<ul style="list-style-type: none"> <li>• classroom teacher</li> <li>• resource teacher</li> <li>• team leaders</li> <li>• support team members</li> </ul>	<ul style="list-style-type: none"> <li>• grade level discussions</li> <li>• paraeducators to provide extra support for struggling students as part</li> </ul>	<ul style="list-style-type: none"> <li>• data folders</li> <li>• support team minutes</li> <li>• action plan for at-risk students</li> </ul>	weekly by teacher monthly by team	

<b>Action steps/objectives/ processes Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Monitoring tools or data points (formative &amp; summative)</b>	<b>Monitoring: Date and by whom</b>	<b>Results (include evaluation of processes for effectiveness and efficiency)</b>
Pre-assess, teach, re-assess and regroup as needed for instruction. Use math guides and VSC to plan in teams or in pairs Focus instruction on problem solving and application of skills to increase student competence using multiple strategies.	<ul style="list-style-type: none"> <li>• classroom teacher</li> <li>• resource teacher</li> <li>• team leader</li> <li>• grade level team members</li> </ul>	<ul style="list-style-type: none"> <li>• SDT to provide support as needed for differentiation</li> <li>• pre/post assessments</li> <li>• County math curriculum</li> <li>• VSC</li> </ul>	<ul style="list-style-type: none"> <li>• Pre/post assessments</li> <li>• Summative assessment data</li> <li>• MSA</li> <li>• TN/2</li> <li>• Long and short range lesson plans</li> </ul>	weekly by classroom teacher monthly by team	
Study and align math lessons with VSC giving particular attention in grades 4 and 5.	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Resource teacher</li> <li>• SDT</li> <li>• administrator</li> </ul>	<ul style="list-style-type: none"> <li>• VSC</li> <li>• County math curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Long/short range lesson plans</li> <li>• MSA data</li> <li>• TN/2 data</li> </ul>	Monthly or by unit by classroom teacher and/or grade level teams	
Plan math instruction with year-long goals to ensure all units can be taught and assessed.	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Resource teacher</li> </ul>	<ul style="list-style-type: none"> <li>• IDA (dates)</li> <li>• math curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Long range lesson plans</li> <li>• Master calendar</li> <li>• Summative assessment reports</li> </ul>	Due dates given to teachers in early September by IDA. Teachers/teams will develop long/range plans and monitor monthly Administrator will monitor by unit	
Teachers will work with students to self-monitor through data notebooks and set goals for improvement.	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Resource teacher</li> </ul>	<ul style="list-style-type: none"> <li>• training/coaching on goal setting</li> <li>• data notebooks</li> <li>• Baldrige</li> </ul>	<ul style="list-style-type: none"> <li>• data notebooks</li> </ul>	monthly by teacher/teams	
Classroom teachers and specialists will collaborate and communicate about at risk students on a regular and systematic basis	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• RI teacher</li> <li>• Resource teacher</li> <li>• Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar</li> <li>• Time</li> <li>• Email</li> <li>• Technology</li> <li>• Student work</li> <li>• Assessments</li> <li>• County standards</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of communication</li> </ul>	monthly (minimum) by classroom teacher	