

Action Plan

(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):

85% of students in all subgroups in grades K-3 will demonstrate proficiency in writing as indicated by county assessments and standards

85% of students in all subgroups in grades 4-5 will demonstrate proficiency in writing as indicated by county-provided lessons and rubrics

90% of students in all subgroups in grades 1-5 will use editing processes appropriate to grade level as indicated by county curriculum and standards to correct writing mechanics such as spelling, handwriting, capitalization, punctuation, and usage.

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)
Daily instruction and monitoring of the application of writing mechanics (handwriting, spelling, capitalization, punctuation, etc.)	classroom teacher resource teacher RI teachers ESOL teacher	<ul style="list-style-type: none"> • short and long term plans • SDT support as needed • MCPS curriculum 	<ul style="list-style-type: none"> • lesson plans • walk-throughs • daily plans • assessment rubrics 	ongoing by classroom teacher and administrator	
Daily instruction and monitoring in the writing process	classroom teacher resource teacher RI teachers ESOL teacher	<ul style="list-style-type: none"> • short and long term plans • SDT support as needed • MCPS curriculum • Great Source handbooks 	<ul style="list-style-type: none"> • lesson plans • walk-throughs • daily plans • assessment rubrics 	ongoing by classroom teacher and administrator	
Grade level discussion on standards, teaching strategies, implementation of monitoring tools, scoring, etc.	team leader SDT RS classroom teachers resource teacher RI teacher	<ul style="list-style-type: none"> • MCPS writing samples • MCPS quarterly rubrics • 6-traits for writing 	<ul style="list-style-type: none"> • pre/post assessment data • content area work samples • BCRs • county- 	Ongoing by team leader	

			provided writing samples		
Collect, analyze, and turn-in pre/post assessment data	classroom teacher RI teacher Resource teacher	<ul style="list-style-type: none"> • MCPS provided rubrics • SDT support as needed 	<ul style="list-style-type: none"> • pre/post assessment data • data notebooks 	Quarterly by team leaders and administration	
Grade level discussions to analyze pre/post assessment data to identify strengths/weaknesses and instructional needs of each child	team leader classroom teacher resource teacher RI teacher	<ul style="list-style-type: none"> • SDT coaching as needed • regularly scheduled team meeting time • 6-traits of writing rubrics • MCPS writing rubrics 	<ul style="list-style-type: none"> • pre/post assessment data • data notebooks • content area work samples • BCRs • county-provided writing samples 	quarterly (minimum) team leader administration	
Writing rubrics will be posted quarterly or by unit in each classroom	classroom teacher resource teacher RI teacher ESOL teacher	<ul style="list-style-type: none"> • MCPS rubrics • 6-traits rubric 	• walk-throughs	Ongoing by administration	
Teachers will work with students to set goals to improve writing	classroom teacher resource teacher	<ul style="list-style-type: none"> • effective goal setting techniques training • Baldrige 	<ul style="list-style-type: none"> • data notebooks • long/short lesson plans • daily plans 	August/September Ongoing by classroom teacher/administrator	