Wyngate Elementary
School Improvement Plan 2009-2010
Writing

LEADERSHIP

The school mission and School Improvement Plan (SIP) guides school-wide decision making.
We will monitor what is working and what is not working to advance student achievement through data analysis.

Performance Results

Bonnie will provide Rene's data and report card data

STUDENT AND STAKEHOLDER FOCUS

Based on our review of student work from the 2008-2009 school year, many students are not applying mechanics of writing to include spelling, handwriting, punctuation, capitalization, usage, etc. in content area pieces.

STRATEGIC PLANNING: Goals and Measures

- 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.

Faculty and Staff Focus

- SDT will provide resources for modeled lessons, coaching, and training as needed to support best practices in writing instruction
- RS will review writing section of curriculum guides with grade level teams
- SDT/RS will meet with grade level teams as needed to group score quarterly writing assessments
- SDT/RS will provide resources for effective goal setting practices

PROCESS MANAGEMENT

- Daily instruction and monitoring of the application of writing mechanics (handwriting, spelling, capitalization, punctuation, usage, etc.)
- Daily instruction and monitoring in the writing process
- Grade level discussion and use of standards, teaching strategies, implementation of monitoring tools, scoring, etc.
- Collect, analyze, and turn-in a record of pre/post assessment data
- Grade level discussion to analyze pre/post assessment data to indentify strengths/weaknesses and instructional needs of each child.
- Writing rubrics will be posted quarterly or by unit in each classroom
- Teachers will work with student to set goals to improve writing

INFORMATION AND ANALYSIS

We will use county rubrics and pre/post assessments to determine/monitor student progress and achievement toward writing goals.

We will use daily written work in content areas to monitor application of writing mechanics