

Inquiry 5: Taking Action

Using your Theories of Action from Inquiry 3, create a plan that will guide the actions of staff, parents, and community.

School Improvement Plan (SIP)

School Name: Louisville Elementary School **Date:** October 9, 2009 **When was the plan originally developed?** Sept., 2009

School SMART Goals:

Equity (E): Increase over baseline and over time student achievement in students designated as SPED, for writing K-5 & students on Meal Assistance, as measured by student median growth CSAP scores (4th & 5th grades), and 6-Traits Scores by June 2009 as follows: 1. Overall students designated in SPED, CSAP median growth percentile in writing (4th & 5th grades) will increase from 31 (2009) to 45 (2010), Students on Meal Assistance, overall CSAP median growth percentile in writing (4th & 5th grades) will increase from 43 (2009) to 51 (2010). 2. On the Fireside 6-Trait's writing rubric, used by the district, one-third of students or more, designated in SPED & on Meal Assistance in grades K-3rd, will improve to a proficient level on this assessment from fall 2009 to May 2010 within each group (SPED and MA). Proficiency = total score of 12 or above, or average score of a 3 or better.

If your school is making statements about each goal area on one consolidated page, mark E, A or C in the column next to strategies.

Transformational Strategies (2-4) Strategies are powerful enough to change and transform our practice, programs, and policies; strategies are coherent, school-wide, focused and intensive; related to our Theories of Action in Inquiry 3	E A C	Professional Development (PD) (I³) Plan aligns with goals; content is research/evidence based; introduces new Knowledge, Aspirations, Skills, Attitudes and Behaviors; implementation plan for Practice, Feedback, and Collaboration; plan to sustain over time (institutionalization)	Timeline Planning cycle for continuous improvement	Person Responsible	Resources	Evidence of Progress Evidence includes multiple measures at multiple times during the school year
<u>Classroom Strategies (2 Strategies)</u> 1. Staff will use new EL's (Essential Learnings) & the GVC (Guaranteed Viable Curriculum) to create and revise writing lessons/units to guide instruction, as well as utilize writing tools to guide instruction	E	Each grade level team will have the choice of sub days or curriculum rate pay to create/revise writing units collaboratively. <u>* Research base:</u> <i>Results Now, McRel, Marzano</i>	1 st Semester	Grade Level Teams & Jennifer	Money for substitutes and/or curriculum pay	6-Traits Formal Writing Assessments (fall, mid-year, spring), formative and summative class assignments throughout the year
2. Staff will implement best practices around implementing instructional practices focused on students who are in the subgroups of meal assistance and special education per the 90/90/90 research and it's focus on writing, writing conferences, and systematic and instructional approaches for these subgroups	E	Tiffany Boyd, LES Literacy teacher will lead our PD. Tiffany is a consultant with Heinemann Seminars. PD will take place during faculty and inservice meetings. <u>Research base:</u> <i>90/90/90 Research, Results Now research, Classroom Instruction That Works research</i>	1 st Semester	Tiffany Boyd Jennifer Teachers	Planning time for Tiffany & Time for teachers to reflect and prepare for implementation with students	Feedback from teachers, students report card grades, 6-Traits Formal Writing Assessments (fall, mid-year, spring), formative and summative class assignments throughout the year

<p><u>School Org. Strategies (2 Strategies)</u></p> <p>1. Staff will implement Richard Allington's research, incorporating writing within daily reading blocks.</p>	E	<p>Incorporated into reading groups, since reading groups began in Sept. Three Literacy Articulation days are planned throughout the year for feedback and collaboration.</p> <p><u>* Research base:</u> Richard Allington</p>	<p>Reading groups began in Sept. 09</p> <p>Collaboration throughout the year at grade level team meetings, Lit Articulation days</p>	<p>Literacy teachers, Classroom teachers, Special Education teachers, literacy paras</p>	<p>9 Substitute days throughout the year. Subs rotate through literacy block, teachers are only out of the classroom for 55 minutes for the day, 3x/yr</p>	<p>Reading and writing formative and summative assessments</p>
<p>2. LES classroom teachers will individually conference with students and share student conferencing and teaching and assessment strategies (vertically)</p>	E	<p>Tiffany Boyd, LES Literacy teacher to lead PD at faculty meetings and inservices, as she presents around the country on literacy topics. Teachers will have a choice of a half day sub or 3 hrs. of curriculum rate to collaborate and incorporate new learning into their instruction with students. Teachers must share work with Jennifer via grade level team meetings.</p> <p><u>* Research base:</u> National Writing Project</p>	<p>PD and collaboration: November December January</p> <p>Implementation: from Nov - May</p>	<p>Tiffany Teachers Jennifer</p>	<p>Planning time for Tiffany</p> <p>Half day subs or curriculum rate for teachers</p>	<p>Student Writing Conference anecdotal notes (by the teacher), 6-Traits assessments (fall, winter, and spring)</p>
<p><u>Parent/Community Partnership Strategies (2 Strategies)</u></p> <p>1. Parent volunteers will help run our after school Homework Club</p>	E	<p>Jennifer developed plan, Jessica May to train HW Club team, Jennifer, Wendy & Janice to facilitate logistics, feedback obtained weekly</p> <p><u>* Research Base:</u> BayCES model (TIES based upon this research model), Marzano's work, Harvard Family Research Project: Parental Involvement and Student Achievement: A Meta-Analysis, Allington, 90/90/90 Reeves research, <i>Results Now</i> research</p>	<p>Plan developed in October</p> <p>Implementation: End of Oct/Beginning Of Nov through beginning of May</p>	<p>Teachers who want to work HW Club, parent Wendy Podesta, other parent volunteers Jessica May Jennifer Janice</p>	<p>Money to pay teachers who work HW Club, money to either pay volunteers (para rate) or compensation in the form of school fees compensated (i.e., field trips, etc.)</p>	<p>Teacher feedback on student progress, class work and HW grades, report card grades</p>
<p>2. LES will continue to expand our Parent Volunteer Network in order to provide assistance to support academic areas</p>	E	<p>Parent Volunteer Coordinator works with office staff through monthly PTA Exec. Bd. Mtg's, and on an as needed basis throughout the year.</p> <p><u>* Research Base:</u> BayCES model (TIES based upon this research model), Harvard Family Research Project</p>	<p>Began at August Assessment Days, (Parent Welcome Center), continues throughout the year</p>	<p>Diana Walley Office Staff Jennifer</p>	<p>PTA Parent Volunteer Coordinator</p>	<p>Dependant upon the nature of the volunteer work, essentially students, teachers, and grade level formative and summative assessments</p>

Two year plans: Year 1 – use black font Year 2 – use blue font