

**Inquiry 5: Taking Action
School Improvement Plan (SIP) Template**

Section I.C.

School Name: Mesa Elementary Date: Sept. 2007 When was the plan originally developed? Sept. 2006

School SMART Goals:

Achievement (A): Grade 3-5 students will improve overall writing ability from 2007 and 2008 by more than a year as evidenced by spring 2008 CSAP weighted indices. The overall weighted index on the spring 2008 CSAP will be at least 105. Grade 1-2 students will improve overall writing ability as evidenced by individual increase from fall to spring writing sample.

<p style="text-align: center;">Intervention Strategies</p> <p style="text-align: center;">Are our strategies coherent, schoolwide, focused and intensive?</p>		<p style="text-align: center;">Professional Development</p> <p style="text-align: center;">What knowledge, aspirations, skills, attitudes and behaviors do we need? How will we collaborate? How will we sustain our learning over time?</p>	<p style="text-align: center;">Timeline</p> <p style="text-align: center;">What is our planning cycle for continuous improvement ?</p>	<p style="text-align: center;">Who is Responsible ?</p>	<p style="text-align: center;">Resources</p> <p style="text-align: center;">What resources will we use to implement this strategy?</p>	<p style="text-align: center;">Evidence</p> <p style="text-align: center;">How evidence will we collect to demonstrate our success in the short, medium and long term?</p>
<p>Implement revised rubrics and writing prompts and discuss student writing samples three times per year to guide instruction.</p> <p>K-5 vertical articulation meetings to inform and exchange methods in writing instruction with the intent of fostering more consistent writing practices throughout the grades.</p>		<p>Support/training for veteran and new teachers in using the revised rubrics and writing prompts.</p> <p>Review the revised rubrics, First Steps teacher resource, BVSD Literacy Journey and Lucy Caulkins <u>A Writers' Workshop</u>.</p>	<p>September/October 2007, January 2008, and April or May 2007</p> <p>Sept. 2007 through May 2008</p>	<p>All classroom teachers with support of literacy teachers</p> <p>All teachers and principal</p>	<p>Teachers time during faculty meetings, in-service days, or planning time for scoring and/or discussing writing, class time for administration of prompts</p> <p>Faculty meeting time, photocopies of journal articles</p>	<p>Collect data at each grade level regarding students' strengths, needs, and instructional implications.</p> <p>Allocate time at staff meetings throughout the year; K-5 writing assessments</p>

<p>Publish a school-wide literary journal to provide an audience and purpose for writers, especially reluctant male writers.</p> <p>Increase student time spent writing and increase teachers' understanding of the writing process, especially conventions. Staff commitment to supporting and holding students accountable for editing their written work.</p> <p>Provide training and written materials to parents to increase their effectiveness in their roles as volunteers in the classroom and as homework helpers at home</p>		<p>First Steps teacher resource, traits manuals, Lucy Caulkins, BVSD Literacy Journey, and other professional materials related to writing instruction.</p>	<p>September 2007 through May 2008</p> <p>June 2007 to June 2008</p> <p>Training dates to be set during 07-08 school year; written materials to be prepared during school year</p>	<p>All classroom teachers encourage submissions</p> <p>Teachers, literacy teacher, and principal</p> <p>Classroom teachers</p>	<p>PTO volunteer support for time and costs</p> <p>Faculty meeting time and/or inservices</p> <p>Literacy teacher</p>	<p>Two publications each year; improved CSAP results</p> <p>Increase in writing CSAP for all students</p> <p>Writing assessments during school year, and increase in writing CSAP scores</p>
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