

# School Improvement Plan 2009-2010

School: Woodside Elementary

Principal: Dr. Betty J. Cobbs

Date: December 7, 2009

S.I.P Target: 69 percent of students in all strands will meet standard in Writing as measured by the MSP / HSPE.  
( Circle One )

**S.M.A.R.T. GOAL:** (Specific & Strategic, Measurable, Attainable, Results-oriented, Time-bound.) Improve students' ability to write clearly by improving conventions with a special emphasis on content, organization, and style by spring 2010 as measured by state MSP assessment.

S.M.A.R.T. Action and Processes					S.M.A.R.T. Results	
Instructional Leadership Team Plan / Map		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: What are we going to do?	Schedule of Activities	PLC Team Involved	Materials Needed	Budget Required	What are teachers doing? (Are we working our plan?)	What are students doing? (Is our plan working?)
Use common assignments to collect evidence of student learning that will drive instructions	Review Common assignments at least 3 times during the year	Classroom & Spec. Ed. teachers  Professional Learning Team (PLT)	Grade level developed rubric  District rubric  Protocols for looking at student work		Identify learning needs in each grade level and align instruction to improve student performance *Develop Grade Level Power Writing Goals Collaborating with other teachers for grade level and vertical instructional alignment  *Uses protocols to examine student work and adjust teaching focus as needed	Students complete formative and summative assessments to measure performance on targeted skills.
Using District writing calendar and writing GLEs as a guide determine skills to be targeted	Use district writing rubric that coordinate with the area of instructional	Grade level Planning teams	*District writing calendar  State		*Grade Level Collaboration ELL Coach consulting w/ individual teachers and grade level teams	Conference with students to provide feedback on their work

	focus		Writing GLEs			
Revisit and Review GLAD strategies to support intentional instructions with students	<p>Integrate GLAD strategies to support student writing (model and teach):</p> <ul style="list-style-type: none"> <li>*Cooperative Strip Paragraph</li> <li>*Process Grid</li> <li>*Sentence Patterning Chart</li> </ul> <p>Use protocols to examine student work:</p> <p>Professional development, Discussion, modeling, team teaching, instructional planning support</p>	<p>ELL Coach</p> <p>Classroom &amp; Spec. Ed. Teachers</p> <p>PLT teams</p> <p>District Literacy Staff</p> <p>Writing Cadre</p>	<p>Use of composition books or journals for daily writing</p> <p>Interactive word wall</p> <p>Lucy Caulkins materials (grade K&amp;4)</p> <p>Website list of traits put together by Abby Davis</p>		<p>Frequent and on-going use of formative and summative assessment to influence instructional planning and instruction; and to monitor student progress.</p> <p>Cadre and grade level teams (PLT) examine assessment data, student work, review researched practices and plan intervention strategies.</p> <p>Teachers sharing instructional strategies during PLT meetings and staff meetings</p>	Students are actively engaged in GLAD writing strategies
<p>Teach writing instruction and provide writing opportunities for students daily</p> <ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Class story leading to individual</li> </ul>	<p>Use effective writing strategies:</p> <ul style="list-style-type: none"> <li>*Teacher modeling</li> <li>*Writing Process</li> <li>*Six trait writing</li> <li>*Writing to a prompt</li> <li>*Mini Lessons</li> <li>*Teacher modeling</li> <li>*Journaling with quick writes</li> <li>*Shared writing</li> <li>*Author's chair</li> <li>*Student conferencing</li> </ul>	<p>Classroom &amp; Spec. Ed. Teachers</p> <p>Writing Cadre</p> <p>PLT team</p>			Teachers analyze student work with emphasis on conventions	Students write each day in one or more core content areas

	*Journaling (science, math, reading, and social studies)					
Use of school wide strategies for Conventions: <ul style="list-style-type: none"> <li>• C.U.P.S.</li> <li>• High frequency lists</li> <li>• Grammar Rule Books (aligned to GLE in grades 3-5)</li> </ul>	Staff Meetings Professional Learning Teams (PLT) Monthly Writing Cadre Meetings	Classroom Teachers  Writing Cadre  District Literacy Staff Member				<p>Students will apply writing strategies in daily work</p> <p>Students will assess their written work (conventions focused) Using a common rubric</p>