

Writing School Improvement Plan 2009-2011

School: Penny Creek Elementary

Principal: Shelley Petillo

Date Last Modified: November 3, 2009

Target: 80 percent of students will meet standard in all strands in Writing as measured by the 2010 MSP, and 85% of students will meet standard in all strands in Writing as measured by the 2011 MSP.

S.M.A.R.T. Goals:

In 2010, 80% of all students will meet or exceed standard on classroom-based writing assessment and trimester report card grades in content, organization and style.

Content

	Trimester one	Trimester two	Trimester three
First Grade:	54%	78%	79%
Second Grade:	69%	79%	80%
Third Grade:	66%	71%	76%
Fourth Grade:	56%	79%	82%
Fifth Grade:	77%	66%	77%

Organization

	Trimester one	Trimester two	Trimester three
First Grade:	53%	66%	72%
Second Grade:	48%	70%	73%
Third Grade:	50%	57%	62%
Fourth Grade:	51%	73%	75%
Fifth Grade:	77%	66%	71%

Style

	Trimester one	Trimester two	Trimester three
First Grade:	*	*	*
Second Grade:	53%	74%	81%
Third Grade:	52%	65%	74%
Fourth Grade:	55%	63%	78%

Fifth Grade:**59%****51%****72%**

S.M.A.R.T. Processes					S.M.A.R.T. Results	
Instructional Leadership Plan (Map)		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: (What are we going to do?)	Schedule of Activities (supporting actions)	People/Team Involved	Materials Needed	Budget Required	Are we working our plan? (What are teachers doing?)	Is our plan working? (What are students doing? Classroom evidence)
Full implementation of Lucy Calkins Writing Program across all grade levels (Half-day Kindergarten is optional)	<p>Staff survey to collect data: What are the barriers to implementing the Lucy Calkins Units of Study in Writing?</p> <p>“First wave” Lucy Calkins Units of Study will observe and reflect on lessons taught, continue to use grade level collaboration to refine and enhance Lucy lessons</p> <p>“Second (1st and 4th) , third (2nd and 5th) wave” grades will continue with professional development and supported implementation strategies to use LC instruction</p>	<p>Shelley Petillo, Leadership Team, Evelyn McEwen</p> <p>Third grade and ADK teachers</p> <p>First grade, fourth grade teachers</p> <p>Second grade, 5th grade teachers</p>	Lucy Calkins Units of Study in Writing for both primary and intermediate (2 nd grade teachers need both sets of units)	Lucy Calkins Units of Study Bundles have already been purchased in the past years (building budget and grants).	Teachers will use the materials in the classrooms at least 4 times each week as observed by administration.	Students are writing “small moment”, focused pieces of writing.

Teachers will consistently confer with student writers as ongoing assessment.	<p>Develop access and use for Mentor texts to support the Lucy Calkins Units for primary and intermediate.</p> <p>Anecdotal Record use and professional development</p>	<p>Jessica Otto and PC Writing team</p> <p>Writing Team</p>		<p>Mentor texts have been purchased with Verizon Grant dollars (2008-2009)</p>	Teachers will use anecdotal records during conferences to collect data on student performance in writing.	Students conferring with staff on a regular basis to improve writing skills.
---	---	---	--	--	---	--

Alignment of writing instruction in grade level classrooms.	<p>Grade level teams meet to discuss/develop/establish common writing assignments and timelines they select (classroom based writing assignments that are embedded as a part of their classroom instruction)</p> <p>Grade levels share common writing assignments (embedded in their instruction) that align with the calendar during grade level collaboration time and grade level planning.</p> <p>Teams use common assignments to reflect on effectiveness of learning at grade level team meetings/collaborative release time (or specific release days/time for scoring and alignment).</p>	<p>Lead: All grade level teams</p> <p>District Writing Cadre</p>	Common writing prompts available to grade levels.	<p>Release time monthly for teams to meet Collaborative release time costs: 5-6 subs, once per month ≈ \$650</p>	Teachers will use release time to meet to discuss common grade level prompts and collaborate to design common grade level assessments.	Students complete writing tasks (complete process, mini-lessons in the steps of the writing process, etc.) at or above standard.
---	---	--	---	--	--	--

Teachers will use ideas and understandings found in Regie Routman in Residence- The Reading-Writing Connection to assist students in making deeper connections in literacy.	Extended day professional development sessions focused use of best practices in literacy instruction (September-March)	Shelley Petillo	Regie Routman in Residence- e-Reading-Writing Connection Program	(Purchased with I-728 \$ from 2008-2009 funds)	<p>Teachers will attend the professional development sessions, complete assignments and readings in preparation for discussion.</p> <p>Teachers will, with grade levels, complete common belief statements about writing at Penny Creek.</p> <p>Teachers will share their ideas and thoughts about implementation strategies.</p>	
School-wide recognition of powerful or improved writing among students.	<p>Monthly pencil of power awards for at least one or more students per classroom.</p> <p>Classroom/grade level authors Celebrations: Students share their written work with classmates at least once or twice (2009-2010) per year (move to at least three times each year by 2010-2011)</p>	Shelley Petillo, All staff	Pencils and certificates.	<p>Pencils purchased with 2008-2009 budget</p> <p>Certificate paper ≈ \$100/year</p>	<p>Teachers will nominate students for writing performance based on growth, mastery or excellence.</p> <p>Principal will deliver certificates and pencils to classrooms for presentations</p>	Builds enthusiastic writers and gives students opportunities to celebrate one another in their performance in writing.

S.M.A.R.T. = Specific & Strategic, Measurable, Attainable, Results-oriented, Time-bound.