



BSD#7 LRSP Strategic Objective ACTION PLAN: 2010-11

1.02 LONG P+ Writing

Action Plan Projected Completion Date: Spring, 2013	Leader: Principal Team Members: Teachers and Support Staff
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Strategic Objective (SO): 1.02 Proficient Plus (P+) goals will be determined in Math, Reading, Science and Writing based upon district and state assessments, with future development in other academic areas.

Evaluation Plan: (Describe steps you'll take to determine if you've reached your strategic objective.)

1. P+ gains on the End of the Year Writing Sample will be realized for each grade level based on grade level Action Plans.

Best Practice Investigation: (What information is uncovered looking at best practice in relation to your strategic objective?)

- Master Schedule should support grade level teaming.
- Instructional Coaching and Special Education services should continue to support identified student needs.

The benefit of using frequent, ongoing, formative assessments to drive instructional practices in order to bring all students up to grade level proficiencies is clear in the research.

Grade level team collaboration, holding to shared norms and values, using reflective dialogue, deprivatization of practice, and making collective decisions based on student learning are essential elements of an effective instructional program.

Action Steps	Who?	Timeframe
What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who will be responsible for what actions?	What is a realistic timeframe for each action?
1. Utilize scoring rubrics for each grade level K-5. Monitor fidelity for each grade level rubric in writer preparation, use and scoring.	1. CA CLT & District administration, principals & teachers	1. 2010-11
2. Utilize the District Instructional Coach and Special Education services to strengthen instruction and design effective interventions for all writers.	2. Principals, teachers & Instructional Coaches	2. 2010-2012

3. Teachers administer writing samples at least 3 times per year as formative assessments that will inform instruction and provide the basis for instructional groups and targeted writing efforts.	3. Teachers	3. Ongoing in fall, winter and spring.
4. Purchase additional sets of the Lucy Calkins writing materials (one set per classroom teacher) to support writing focus at Longfellow.	4. Principal	4. Fall, 2010
5. Teachers use “writing process” (Lucy Calkins materials), “Step up to Writing” & “Six plus 1 Traits”. to teach writing and conduct periodic assessments.	5. Teachers, with support from the Instructional Coach, 6+1 and Step Up trainers	5. Ongoing
6. Work toward P+ goals for each grade level as identified in grade level action plans.	6. Teachers and parents	6. 2010-11 school year
7. Purchase 2 LCD projectors and 2 Digital Presenters to provide teachers with tools to maximize the use of grade level anchor papers in assessing writing.	7. Principal	7. Fall, 2010.
8. Complete 3, grade-level writing samples (fall, mid-year, End of the Year) to assist in measuring student progress in writing.	8. Teachers	8. Annually, ongoing
9. Teachers continue to work with Instructional Coach, Kim Quigley to improve writing instruction and student success as writers.	9. Instructional Coach & Teachers	9. Ongoing.

In a year, we hope to see the following progress on this strategic objective:

1. At least 85% of students at each grade level will demonstrate proficiency in writing at their grade level as measured on the District End of the Year Writing sample.