

## School Improvement Work Plan 2008-2011

### Year 1: 2008-2009

	G1 - Build consistency in administering literacy assessments through staff development, PLC meetings, and vertical conversations across grade levels.
	G1 – Identify instructional focus for students and determine implications for instruction
	G1 and G2 - Build purposeful classroom libraries that focus on specific genres, content areas, reading levels/authors, and provide access to a wide range of reading materials
	G1 - Teach students strategies for text selection and provide consistent time and procedures to allow students to engage in independent reading and reflection
	G1 - Identify students each quarter that do not meet proficiency on quarterly math objectives.
	G1 - Collaborate with PLC team members to create interventions that match quarterly math objectives.
	G1 - Implement small group intervention to address quarterly math objectives.
	G2 - Teach students strategies for text selection and provide consistent time and procedures to allow students to engage in independent reading and reflection
	G2 - Determine quarterly essential learnings for reading and math.
	G2 - Meet in PLCs to develop pre- and post- assessments based on essential learnings.
	G2 - Align assessments with Marzano's thinking skills.
	G2 - Examine various vocabulary instructional programs and best practices in vocabulary instruction.
	G3 - Create student survey to assess individual student attitudes toward school.
	G3 - Collect and analyze student surveys regarding individual attitudes toward school, and correlate with test data.
	G3 - Match targeted students with a staff buddy, who will advocate for targeted students by providing positive feedback, meeting consistently one on one with assigned student, and collaborating with classroom teachers on academic performance, attitude, and behavior.
	G3 - Maintain and share individual student data notebooks for SWD that include copies of current assessments to use to monitor student progress.
	G3 - Use IEP and quarterly objectives to address specific students' needs and plan for instruction.
	G3 - Establish quarterly meetings for classroom teachers and CCR teachers to collaborate and plan.
	<b>G5 - Maximize productivity and results by minimizing the number of meetings and requiring focused agendas with desired outcomes.</b>
	<b>G5 - Establish at least one business or community organization partnership each year to support school programs.</b>
	G5 - Schedule monthly BT support meetings during the school day.

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Year 2: 2009-2010	
	G1 - Implement best practices in literacy instruction to address identified students' needs.
	G1 and G2 - Collect and analyze the Media center circulation data to monitor student use of media materials.
	G2 - Create a school wide vocabulary model with specific targets by grade level and content area.
	G3 - Provide additional modeled and guided practice consistently for targeted students after whole-class focus lessons in reading and math.
	G3 - Scaffold assignments into manageable tasks to help students meet standards.
	G3 - Provide models of organization to improve student success.
	G4 - Determine essential learnings for writing, and use rubrics to identify components of effective writing for each grade level.
	G4 - Create, collect, and organize written pieces to use as models for quarterly writing objectives or genres for each grade level.
	G4 - Share models within PLCs to evaluate and revise to use for writing instruction.
	G4 - Provide professional development for all staff on writing integration using math and science notebooks.
	G4 - Determine student requirements by grade level for implementation of math and science notebooks (focus question, prediction, planning, line of learning, reflections, questions).
	G5 - Collect and analyze data from student surveys, PE Assessment Scores and teacher needs assessments.
	G5 - Create and implement a method of collecting data to measure family involvement in classroom and PTA events.
	G5 - Communicate opportunities for volunteers in the classroom and PTA events.
	G5 - Maximize productivity and results by minimizing the number of meetings and requiring focused agendas with desired outcomes
	G5 - Establish at least one business or community organization partnership each year to support school programs.

## School Improvement Work Plan 2008-2011

Year 3: 2010-2011	
	G1 - Use specific media and technology skills by grade level to motivate students to read independently.
	G2 - Implement vocabulary model and monitor results.
	G2 - Utilize word walls consistently through grade levels.
	G4 - Use writing standards and anchor papers to define writing proficiency in content and conventions across grade levels.
	G4 - Score unassisted writing samples on a common genre within grade level teams for first and third quarters using the WCPSS rubrics.
	G4 - Create model writing lessons within grade level teams for each quarter to target specific writing skills based on student proficiency.
	G4 - Use math and science notebooks for instruction and assessment.
	G5 - Ensure teachers have planning time four to five days a week and a duty-free lunch.
	G5 - Identify areas of concern and resources available to address those concerns (bullying, getting along with others, bus issues) .
	G5 - Increase percentage of students that meet Fitness Gram standards.
	G5 - Maximize productivity and results by minimizing the number of meetings and requiring focused agendas with desired outcomes
	G5 - Establish at least one business or community organization partnership each year to support school programs.