

## Chapter V: SAMPLE Excerpts from the SCHOOLWIDE ACTION PLAN

### Goal 1: Improve student writing achievement for all low performing students with particular emphasis on fifth and sixth grade students

**Rationale: Critical Need:** Data (performance and interview) show that students lack the ability to write clearly particularly as we look at non-fiction writing.

**Supporting 2012 Data:** D/F grade distribution at grades 4-8

Parent survey

Assessment data from middle school students (D/F grades and CTBS data)

**Growth Targets:**

- 2016-17: 5% more 5<sup>th</sup> and 6<sup>th</sup> graders will score proficient or above on a common three paragraph writing assessment
- 10% more 6<sup>th</sup> graders will score proficient or above on the required promotion essay
- 2017-18: Additional 10% 6<sup>th</sup> & 7<sup>th</sup> graders will score proficient or above on the CST's.
- 20% more 6<sup>th</sup> graders will score proficient or above on the required promotion essay
- 50 % of all 5<sup>th</sup> and 6<sup>th</sup> grade students will score proficient on the Elementary Writing Proficiency Test
- 2016-17: -Same (or modified) targets

**Schoolwide Learner Outcomes Addressed:** Educated Individuals, Effective Communicators

**Impact on student learning of academic standards, schoolwide learner outcomes, & critical learner needs:** Direct positive impact with slow, steady progress is are expected, as writing is fundamental to success in all disciplines.

**Monitor Progress Tools:**

- Weekly writing using common rubric
- End of semester three-paragraph writing assessment
- Elementary Writing Proficiency Test
- Additional curriculum embedded assessments
- Disaggregated results of school-wide learner outcomes assessment

**Report Progress:**

- Data Reporting: State & learner outcomes assessments & master schedule allotments: September & February; Curriculum embedded assessments & CAHSEE; Support enrollments: at quarters & semester;
- Action Plan Progress: Administrators & Focus Group Leaders report progress to Board of Trustees, parents, staff & students (including advisory committees) annually in January & with annual reporting/approval of Single Plan for Student Achievement & to staff at monthly faculty meetings. Action Plan modified, when necessary, at least annually.

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES/FUNDING	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
				<b>2016-175</b>	
Develop understanding among site & district staff regarding need for quality writing incorporated into all subject areas	Principal Leadership Team Curriculum Specialists	<ul style="list-style-type: none"> <li>• Staff training on writing assessments as well as how to incorporate additional appropriate writing in all subject disciplines</li> </ul>	Exit slips Classroom observations	Semester 1-2015-16	<ul style="list-style-type: none"> <li>• Monthly discussions at Leadership Team</li> <li>• December: school-</li> </ul>

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES/FUNDING	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
		<ul style="list-style-type: none"> <li>Development of common rubric for day to day assessment</li> </ul> <b>Resources:</b> General Fund			wide review of PD plan <ul style="list-style-type: none"> <li>January reporting: Board, SSC &amp; parent newsletter</li> </ul>
Confer with middle school teachers at schools to which our students matriculate	5 <sup>th</sup> and 6 <sup>th</sup> grade teachers		Common question responses	Semester 2 2015-16	<ul style="list-style-type: none"> <li></li> </ul>
Develop, test, and revise common writing assessment rubric for daily writing	3 <sup>rd</sup> through 6 <sup>th</sup> grade teachers and 7 <sup>th</sup> grade English teachers	Paid professional development time not to exceed \$2,000	Implement and test rubric through calibration of grading scale	Semester 2 2015-16	<ul style="list-style-type: none"> <li>Faculty meetings</li> </ul>
Obtain additional base-line testing	3 <sup>rd</sup> through 6 <sup>th</sup> grade teachers and 7 <sup>th</sup> grade English teachers	Cost of tests as yet unknown	Measure of Academic Progress (MAP) from NWEA	<ul style="list-style-type: none"> <li>Fall 2016-17</li> </ul>	<ul style="list-style-type: none"> <li>Test results presented at faculty meetings; discussed at grade-level meetings</li> </ul>

**Goal 2: Improve students’ basic mathematics skills with particular emphasis on grade 4 skills of operations and algebraic thinking; number operations in base ten; number & operations-fractions; and measurement and data based on Common Core standards.**