Seminole County Public Schools Action Plan

**School/Team/Department: Sanford Middle School Date: 9/16/2013**

**Action Plan Concern: Student Writing Scores**

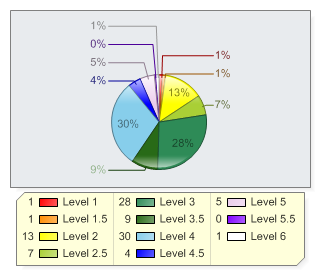
**Action Plan Measurable Goal:**

Sanford Middle School’s goal is to increase the percent of accountability group students achieving proficiency (Score 3.5 +) on the 2014 FCAT Writing by 4% from 49% to 53%.

**Current Data:**

Sanford Middle School has identified 12% (57 “Ante Up” students) of 8th grade students tested based on the first PMA for the 2013-2014 school year. On the 2013 FCAT Writing test, 49% of 8th grade students tested scored 3.5+ (proficient).

**FCAT Writing 2012-2013 Sanford Middle School**

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| **Action Timeline** | **Person Responsible** | **Resources Needed** | **Evidence of Implementation** | **Monitoring:**  **Date and by Whom** | **Results:**  **Evaluation of processes for effectiveness and efficiency** | |
| 1. Emphasize and increase the number of short answer responses that focus on explanatory and evidence-based writing in all content areas. | Teachers | Writing training/  Common Core training/ Writing Task Force | Lesson plans/Submission of assignments/Review of students’ work | End of every month/ Supervising Administrator monitors PLC meetings/ Writing Task Force collects student artifacts and data | Individual student progression/State writing scores | |
| 2. Students will compose and complete at least one extended response written assignment in every content area each quarter. This is in addition to any other required writing assignments. Content area teachers may use MyAccess. Eighth grade Language Arts teachers are required to use MyAccess as a form of PMA. Writing assignments will incorporate evidence-based tasks and 6 + 1 Traits of Writing. | Teachers | Writing/  Common Core training/My Access | Lesson plans/Submission of assignments/review of students’ work | Quarterly/ Supervising Administrator | Individual student progression/State writing scores | |
| 3. Lead writing teachers will support (i.e. Trainings/Lesson Study Cohorts) training to other subject area PLC’s in order to effectively implement writing across all content areas. | Lead Teachers/  Administration | PLC training | Copy of all meeting materials and learning logs | Quarterly/  Supervising Administrator | Teacher surveys/PLC agendas/State writing scores | |
| 4. Writing Task Force creates and develops action plans that target text complexity, evidence-based writing, and literacy in all content areas. | Writing Task Force/  Administration | Printing materials/PLC training | Meeting agendas/ Improvement plans/ Evidence of activities | Quarterly/ Administration | Meetings with Writing Task Force and teachers/Classroom observations/State writing scores | |
| 5. Increase the number of classroom walk-throughs to provide feedback to teachers for implementation of best instructional practices. | Administration/ Literacy Coach | Technology | iObservation notes/ Teacher and Administration conferences/Review of students’ work/ Administration meetings | Bi-weekly/ Administration | Teacher conferences/ Classroom observations/State writing scores | |
| 6. Identify and target students in the lowest quartile for specific literacy interventions by requiring teachers to utilize data from EdInsight and the 8th grade writing PMA. This step also includes our targeted subgroup of students. | Administration/ Teachers/Literacy Coach | EdInsight training/  Technology | Copies of data and student reports/Agendas/SIP | Quarterly/ Literacy Coach and Administration | Teacher surveys/PLC agendas/ Classroom observations/ Teacher conferences/State writing scores | |
| 7. Incorporate the use of reading, writing, speaking, listening in every class, every day to increase effectiveness of teaching and learning. This approach also includes the use of BAV (Building Academic Vocabulary) strategies into classroom instruction for all content areas with the focus on steps 4-6. | Teachers | Training/  Building Academic Vocabulary Book | Lesson plans/Example of assignments | Monthly/ Literacy Coach and Supervising Administrator | Teacher conferences/ Classroom observations/State writing scores | |
| 8. School PLC’s will incorporate and focus on writing. | Teachers | Training | Meeting agendas/Learning logs/Example of assignments | Monthly/ Literacy Coach and Supervising Administrator | Teacher conferences/ Classroom observations/State writing scores | |
| 9. Language Arts teachers will review the results of each PMA and determine a plan of action for further instruction. 8th grade Language Arts teachers will create an “Ante Up” list of specifically targeted 8th grade students as a means of intervention. | Teachers | Training/ Substitutes/ School Funds | Agenda/Example of assignments/Lesson plans | Quarterly/ Supervising Administrator | Teacher conferences/ Classroom observations/ School writing scores/State writing scores |