

GOAL # 1-Desired Result: Student will respect themselves and others and develop an appreciation for the world as a global community respectful of diverse cultures, opinions, and beliefs.

NSSE/FCC Schoolwide Goal for Student Learning: Personal and Social Responsibility

I. ORGANIZATIONAL PRACTICES

Action Step	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>1-A SCHOOL STRUCTURE (CLIMATE)</p> <ul style="list-style-type: none"> Faculty will select, develop and implement a formal schoolwide respect/leadership program to improve the culture, priorities, and focus of the overall school program. <p><i>(Walk as Children of Light: All good deeds for the honor and glory of God)</i></p>	<p>Research 2012</p> <p>Develop Winter 2013</p> <p>Implement Fall 2013</p> <p>Revise as needed: 2014, 2015, 2016, 2017</p>	<p>Purchase necessary program materials- To be determined</p>	<p>Faculty and Staff</p>	<p>Program selected and implemented schoolwide.</p> <p>Positive behaviors related to respect and leadership identified in students at all grade levels and shared at faculty meetings provides formative assessment of schoolwide climate shift.</p> <p>Collaborative monitoring of common areas by all faculty and staff insures school-wide implementation.</p> <p>Student/ teacher/parent survey on school climate provides summative assessment of program success and guidelines for annual revisions.</p>
<ul style="list-style-type: none"> Faculty will implement and acknowledge manner of the week/month throughout all aspects of the school day. 	<p>Fall 2013 & annually through 2018</p>	<p>Planning time for manner minutes</p>	<p>Faculty and Students</p>	<p>Daily “Manner Minutes” shared via school announcements and Edline. Students log reflective comments ensuring understanding of desired behaviors</p> <p>Bulletin boards showcase manner focus of the month and classroom discussion provides feedback on implementation.</p> <p>Informal faculty feedback provides formative</p>

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				assessment of the manners program and provides direction for future lessons
<ul style="list-style-type: none"> Faculty will establish, publish, and implement uniformed guidelines at every grade level (PK-2, 3-5, 6-8) for bullying with specific consequences and create an anti-bullying pledge to be signed by all members of St. Paul's Catholic School 	January 2014 and ongoing through 2018	Resources on anti-bullying techniques and strategies	Administration Faculty, Students	<p>Guidelines visible in all classrooms and common areas and published in student handbook. Classroom discussion provides feedback: <i>How are we adhering to the guidelines?</i></p> <p>Informal student feedback indicates student's understanding of bullying guidelines and coping strategies</p> <p>A log of reported incidents and consequences will be maintained and reviewed to provide data that can be analyzed intermittently throughout the school year.</p> <p>Pre/post surveys on school climate indicates focus for revision of bullying guidelines where needed.</p>
<p>1-B COMMUNICATION</p> <ul style="list-style-type: none"> Administration and faculty will inform stakeholders to the progress of new respect programs and cultural diversity activities via Edline, teacher websites/newsletters, and principal's newsletter 	Fall 2013 & Ongoing	Individual planning time	Administration Faculty	Informal parent feedback collected at parent conferences affirms parents knowledge of school respect program
<ul style="list-style-type: none"> Administration and faculty will utilize designated bulletin boards for monthly respect/leadership focus and expected guidelines 	Fall 2013-2018	Individual planning time	Classroom assistants	Bulletin board showcases respect focus of the month is updated monthly. Student successes highlighted via bulletin board and morning announcements.

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<ul style="list-style-type: none"> Students will sign and display anti-bullying pledge in common area. 	January 2014	NA	Student Government Association	Pledge signed and visible in common area,
<ul style="list-style-type: none"> Administration and faculty will share collaborative procedures for implementing respect program with stakeholders at Open House. 	August 2013, 2014, 2015, 2016, 2017	Dedicated time at Open House	Administration	Informal parent feedback at winter conferences affirms parents' knowledge and support of program implementation and the degree of current success in implementation
<ul style="list-style-type: none"> Administration will offer parent training programs (grade level parent nights more effective) and continue home component of respect program/and or manner education 	Fall 2013 & Spring 2014 As needed thereafter	PTA facilitation and incurred costs	Parent-Teacher Association	Training program evaluation provides parent feedback and suggestions for future training needs.
<ul style="list-style-type: none"> Administration and classroom teachers will notify parent with quarterly behavior incident reports. (Varies per grade level) 	January 2014 & Ongoing	NA	Administration	Behavior Incident reports signed and returned by parents. Parent comment section assessed for further follow-up with individual students
<p>1-C PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Administration will provide faculty with training needed to implement schoolwide respect/leadership program. 	August 2013	Purchase necessary materials. Facilitator fee	Core committee	Evaluations of training component reviewed. Informal teacher feedback at department meetings provides formative assessment of progress in the implementation of respect and leadership.
<ul style="list-style-type: none"> Administration will establish core committee to research schoolwide respect programs that nurture leadership skills and diversity. 	Spring 2012	Individual plan time	Administration	Research progress shared at faculty meetings. Collaborative discussion leads to selection of respect program.
<ul style="list-style-type: none"> Teachers will research and train in specific methods to identify and address bullying issues. 	January 2014	Facilitator fee and materials	Faculty	Evaluations for training component reviewed. Periodic survey for teachers indicates successfulness of implementation and affirms

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				change in student behaviors resulting in fewer bullying incidents.
<ul style="list-style-type: none"> Students will participate in an introductory manner course and emphasize good manners throughout the school year with Manner Minutes/Manner of the Month. 	October 2013	Manners Instructor fee	Students	<p>Informal student feedback on manners presentation reveals student understanding of desired manner behaviors.</p> <p>Faculty feedback shared at department meeting provides observations of increased use of appropriate manners throughout school day.</p>
<ul style="list-style-type: none"> Teachers will collaborate to integrate a program for students to develop personal behavioral goals. 	August 2014, 2015, 2016, 2017	Purchase materials-TBA	Faculty	Review of Personal Behavior Goals during teacher/student conferences provides formative data indicating students understanding of behavior expectations and desire to improve.

I. INSTRUCTIONAL PRACTICES

Action Step	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>2-A CURRICULEM DEVELOPMENT</p> <ul style="list-style-type: none"> Administration will develop a core respect/leadership program committee to facilitate the selection and implementation of program, manage materials, and provide monthly unit plans for all grade levels. 	August 2012-2014	Purchase sample videos/texts for various programs	Core Committee	<p>Program checklist completed by faculty affirms the implementation of program and success with desired outcomes.</p> <p>Baseline data from Area 3 indicates a progressive improvement in students' manners and respectful behaviors.</p>
<ul style="list-style-type: none"> Faculty will collaborate to develop specific guidelines for anti-bullying behavior and consequences across grade levels. 	January 2014	Dedicated department meeting time	Faculty	Guidelines evident throughout school. Informal teacher feedback indicates that students are able to identify specific bullying behaviors and report accordingly.
<ul style="list-style-type: none"> Faculty will collaborate on guidance 	Fall 2013 &	Dedicated department	Faculty	Review of monthly department minutes affirm collaborative discussion and lesson planning for the

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lessons with focus areas of respect, leadership, character building, bullying, personal behavior goals, diversity and social network etiquette in monthly department meetings.	Ongoing	meeting time		respect program.
<ul style="list-style-type: none"> Students will participate in a leadership program that provides opportunities for student leaders (grade 7 and 8) to serve as facilitators of the respect program and establish a timeline for implementation. 	Fall 2014 Fall 2015 Fall 2016 Fall 2017	Materials and instructional time with student leaders	Guidance counselor and students	<p>Reflective assessment from elementary students regarding student facilitators affirms success of student led leadership program and provides guidance for future lessons.</p> <p>Student baseline data from Area 3 indicates improvement in student behavior and increased modeling of desired program behaviors.</p>
<p>2-B INSTRUCTIONAL DESIGN</p> <ul style="list-style-type: none"> Classroom teachers will designate class time for grade appropriate respect lessons. (Five minutes per day) 	August 2013 & Ongoing through 2018	Instructional Time	Faculty	Designated class time noted in weekly lesson plans.
<ul style="list-style-type: none"> Classroom teachers will design grade level lesson plans for the respect/leadership program and includes role-playing scenarios. Note areas of the respect program that are exemplified in formal religion classes, Gospel readings, required reading series, classroom texts, and class discussion. 	August 2013 & Ongoing through 2018	Purchase necessary program materials- To be determined	Faculty	<p>Review of weekly lesson plans affirms integration of respect program throughout curriculum.</p> <p>Teacher formative observations confirm that students are able to identify respect themes across curriculum</p>
<ul style="list-style-type: none"> Administration and faculty will post student expectations in every classroom and common area designed to encourage 	January 2014	NA	Administration and Faculty	Respect expectations and anti-bullying guidelines visible in all classrooms and common areas (administrative walk-through evaluation)

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specific behaviors and discourage acts of bullying. All staff uniformly reinforces specific anti-bullying behaviors and terminology.				Pro-active approach utilizing program lessons, effective discipline, and immediate action reveals decrease in bullying incidents. Informal observations demonstrate teacher efforts to model and reinforce correct behaviors. A review of baseline data derived from Area 3 indicates a decline in bullying incidents among students.
<ul style="list-style-type: none"> Students will practice and model specific respect and anti-bullying behaviors daily and identify those behaviors in peers. 	January 2014 & Ongoing	NA	Students	Students model and demonstrate understanding of desired behaviors by formally recognizing these characteristics in their peers.
<ul style="list-style-type: none"> Classroom teachers will facilitate students in the development PBG (Personal Behavior Goals) 	August 2014-2018	NA	Faculty and Students	A summative review of Personal Behavior Goals for each student validates student's understanding of desired behaviors and desire to improve. Self-monitoring activities by students of personal progress with PBG's facilitates personal growth.
<ul style="list-style-type: none"> Classroom teachers will designate at least one project per year to recognize and celebrate diversity through cross-curricular activities and use of technology. (Epals, virtual field trips, etc.) 	August 2014-2018	To be determined	Faculty	Pre/post student survey confirms students improved knowledge understanding of different cultures.
<ul style="list-style-type: none"> Eighth grade students will serve as school leaders setting the example for respect and acceptance of others. 	August 2014-2018	NA	SGA and 8 th grade students	Informal teacher feedback on the effectiveness of student leaders validates success of program.

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<p>2-C ASSESSMENT</p> <ul style="list-style-type: none"> Administration will create pre and post surveys for teachers and students examining specific behaviors. 	<p>Fall-Spring 2013-2018</p>	<p>NA</p>	<p>Administration</p>	<p>Pre and post stakeholder surveys provide summative assessment of program success.</p> <p>Revised lesson plans for the upcoming school year address specific behaviors noted in survey results</p>
<ul style="list-style-type: none"> Faculty will identify and acknowledge students who exemplify desired character behaviors. (respect, behavior, manners) both formally and informally. 	<p>August 2013 & Ongoing</p>	<p>NA</p>	<p>Administration and Faculty</p>	<p>Student/teacher/parent feedback affirms acknowledgements of positive behaviors with students reinforce appropriate behaviors.</p>
<ul style="list-style-type: none"> Administration will disseminate data on behavioral issues of respect and bullying by quarterly tracking and utilizing disciplinary and guidance referrals (quantitative) 	<p>January 2014-2018</p>	<p>NA</p>	<p>Administration</p>	<p>Review of disciplinary and guidance referrals validate program success and assist core team in the development of new focus areas.</p>
<ul style="list-style-type: none"> Faculty will provide ongoing teacher input at each department level meeting on the success and /or weakness of the respect program. (Qualitative) and disseminates concerns to the entire faculty. 	<p>January 2014-2018</p>	<p>Designated department meeting time</p>	<p>Faculty</p>	<p>Revisions of program reflect informal teacher feedback on methods to better serve the needs of all students.</p>

GOAL #2- Desired Results: Students will maximize learning opportunities at all grade levels by participating in curricular and extracurricular activities utilizing 21st century learning strategies, multiple technological tools and resources to confidently develop and share creative ideas.

NSSE/FCC School-wide Goal for Student Learning: Thinking and Reasoning

I. ORGANIZATIONAL PRACTICES

<p>1-A SCHOOL STRUCTURE (CLIMATE)</p> <ul style="list-style-type: none"> Faculty will research strategies to encourage students to apply 21st century learning skills, to take academic risks, and to encourage participation in higher academic challenges both in school and extracurricular. 	<p>Spring 2014</p>	<p>Purchase necessary materials and software</p>	<p>Administration and Faculty</p>	<p>Department meeting minutes demonstrate a collaborative, consistent, school-wide effort to increase academic opportunities.</p> <p>Department meetings during post planning provide summative evaluations of extracurricular opportunities.</p>
<ul style="list-style-type: none"> Faculty will provide and encourage a wider variety of school wide learning opportunities to include “higher academia” via enrichment and exploratory classes in addition to the core curriculum. (Brain Brawl, book club, book of the month, global classroom, geography bee, science fair, etc.) 	<p>Fall 2014</p> <p>Continue to expand options: 2015-2018</p>	<p>Provide instructors, facilitators and entrance fees for a variety of competition</p>	<p>Faculty</p>	<p>Student participation logs affirm student access to and engagement in a variety of academic competitions.</p> <p>Teacher lesson plans demonstrate opportunities for challenging enrichment in addition to the core curriculum</p>
<ul style="list-style-type: none"> Administration will provide in school enrichment programs (Odyssey of the mind, virtual school, etc) 	<p>Fall 2014-2018</p>	<p>Provide enrichment instructors, materials, and</p>	<p>Administration</p>	<p>Baseline data derived from Area Three and Four indicates increased student participation and success in school enrichment curriculum.</p> <p>Parent/student pre and post survey provides</p>

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		designated instructional time		summative assessment of program success.
1-B COMMUNICATION	Fall 2014 & Ongoing	NA	Administration and Faculty	Informal parent feedback collected at parent conferences affirms parent's knowledge of enrichment programs. School websites offers links to share ongoing research in higher learning academia.
<ul style="list-style-type: none"> Administration and faculty will Inform stakeholders of higher learning opportunities via Edline, teacher websites/newsletters, and principal's newsletter 				
<ul style="list-style-type: none"> Administration and faculty will utilize a dedicated bulletin board in the central hallway with academic opportunities, tutorials, and achievements. 	Fall 2014-2018	NA	Administration and Faculty	Bulletin board showcases academic competitions and enrichment opportunities for students. Student successes highlighted via bulletin board and morning announcements.
1-C PROFESSIONAL DEVELOPMENT	Fall 2014 Fall 2015 Fall 2016 Fall 2017	Facilitator fee and materials-to be determined	Administration	Participation logs from monthly afterschool technology workshops indicate increased implementation of technology tools in the classroom. Evaluations for training component reviewed for future training interests.
<ul style="list-style-type: none"> Administration will provide professional development opportunities for teachers to teach utilizing advanced technology (wiki, Google docs, discussion groups, etc.) and for peer review with teachers who utilize advanced technology in the class room including instructors from feeder schools. 				
<ul style="list-style-type: none"> Faculty will attend group and individual workshops on 21st century learning strategies. 	August 2014	To be determined	Faculty	Teachers collaboratively share newly acquired strategies via school wide faculty meeting

<ul style="list-style-type: none"> Administration will provide tools: workshops, videos, and books on differentiated instruction, teaching 21st century skills, and technology in the classroom 	Fall 2014 & Ongoing	Provide materials as needed.	Administration	Department meeting minutes indicate teacher's review and discussion of video and book topics in 21 st century skills and technology usage.
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II. INSTRUCTIONAL PRACTICES

Action Step	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>2-A CURRICULEM DEVELOPMENT</p> <ul style="list-style-type: none"> Faculty will conduct department team meetings to collaboratively implement and align 21st century learning strategies with diocesan objectives. 	Fall 2014 & Ongoing	Designated department meeting time	Faculty	Review of department meeting minutes and classroom lesson plans affirm collaborative approach and coordinated effort to implement 21 st century learning strategies in all subjects.
<ul style="list-style-type: none"> Faculty will collaborate via department meetings and classroom discussion to design policies for student technology usage in the classroom. 	Fall 2014 & Ongoing	Designated department meeting time	Faculty	Review monthly department meeting minutes indicates continuous revision to technology usage policies. Student technology use policy stated in handbook and posted in classroom.
<ul style="list-style-type: none"> Faculty will incorporate and utilize at least one new technological tool into the curriculum per year to be utilized by teachers and students. 	January 2015 & Ongoing	Technology software as needed	Faculty	Baseline data from Area 4 indicates a progressive improvement in new technology usage in the classroom by teachers. Use of technology noted in teacher formative evaluations to include: use of Senteo, new smart board activities, photo story, Google docs, wiki, etc.
<ul style="list-style-type: none"> Students (3-8) will utilize at least one new technology tool per year in academic 	Fall 2014 & Ongoing	Technology software as needed	Students	Baseline data from Area 3 indicates a progressive improvement in new technology usage in academic projects and assignments by students.

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projects.				
<ul style="list-style-type: none"> Faculty will plan and provide higher academic challenges/projects/competitions for those students who wish to participate in curricular and extracurricular programs. 	Fall 2014 & Ongoing	Individual plan time and necessary materials	Faculty	<p>Teacher's feedback provides summative evaluation of the success of higher academic challenges.</p> <p>Individual student participation is tracked and compared to overall academic success.</p> <p>Student questionnaire administered at the end of the school year determines success of enrichment programs and future interest.</p>

Action Step	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>2-B INSTRUCTIONAL DESIGN</p> <ul style="list-style-type: none"> Technology coordinator will design policies in addition to standard diocesan policy for student technology usage in the classroom 	Fall 2014	NA	Technology Coordinator	<p>Technology usage reviewed and continuously revised to meet ever-changing demand. Policies posted in classrooms and in student handbook-subject to change.</p> <p>Lap top student contract updated and signed yearly by each student affirms student knowledge of policy and procedures.</p>
<ul style="list-style-type: none"> Students will complete one cross curricular projects per year with varying requirements and difficulty of challenge. 	Fall 2014	Designated department meeting time	Students	<p>Lesson plans reflect cross curricular projects.</p> <p>Evaluation of individual student work/rubrics document student progress.</p>
<ul style="list-style-type: none"> Faculty will introduce and utilize at least two new technological tools into the curriculum per year that promote student learning (projects, presentations, online tools: discussion groups, Google docs. 	Fall 2014	NA	Faculty	<p>Lesson plans and classroom observations demonstrates teachers' and students' integration of current technology tools in presentations, projects, and classroom discussion.</p> <p>Review of department meetings insures transition</p>

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Etc.)				of student technology skills from year to year.
<ul style="list-style-type: none"> Student will participate in extracurricular academic challenges 	Fall 2014	Fees as determined	Students	Administration tracks and publishes number of students participating in academic enrichment and extracurricular activities.

Action Step	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
2-C Assessment <ul style="list-style-type: none"> Administration will create pre/post surveys (parent/teacher/student) examining program success. Are all needs being addressed? (High performing /low performing students). 	Fall 2014 -Spring 2015 and annually thereafter	NA	Administration	Pre and post survey results provide summative assessment of enrichment programs success and determine future instructional adjustments.
<ul style="list-style-type: none"> Faculty will review student progress on standardized tests/ITBS scores. 	Fall 2014 & Ongoing	NA	Faculty	Review of ITBS scores yearly indicates progress in thinking skills and overall academic performance.
<ul style="list-style-type: none"> Administration will identify and acknowledge students quarterly who demonstrate desired academic behaviors. (All work completed, final quality, 100% effort, participation in extracurricular academic events) 	Spring 2015 2016 2017 2018	Awards and certificates as needed.	Administration	Informal feedback from stakeholders affirms success of principal's acknowledgements.

GOAL # 3-Desired Result: Student will speak and write with clarity, purpose, and proper use of grammatical mechanics.

NSSE/FCC School-wide Goal for Student Learning: Communication

I. ORGANIZATIONAL PRACTICES

<p>1-A SCHOOL STRUCTURE (CLIMATE)</p> <ul style="list-style-type: none"> Administration and faculty will research and identify specific tools and strategies to assist students in oral and written communication skills utilizing Six Traits for Writing and Criterion Writing. 	<p>January 2012</p>	<p>Purchase necessary materials</p>	<p>Administration and Faculty</p>	<p>Department meeting minutes demonstrate consistent, school-wide effort to implement common expectations in writing skills.</p>
<ul style="list-style-type: none"> Core committee comprised of language arts teachers will draft rubrics, terminology, and common expectations for a school-wide writing program and facilitate professional development with Six Traits and Criterion Writing. <p>Common expectations for all students to include: complete all work, write in complete sentences, outlining procedures, write with clarity, and turn in “final copy” work.</p>	<p>August 2012</p> <p>Revisions as needed 2013 2014 2015 2016</p>	<p>Designated planning time for core committee</p>	<p>Core Committee</p>	<p>Committee reviews current research and designs rubric and terminology for implementation.</p> <p>Committee facilitates pre-planning workshop on writing skills and common expectations.</p> <p>Students demonstrate an increased ability to find and correct errors in written product.</p> <p>Pre/post assessment of “final copy” work via writing portfolios indicates growth in writing skills for all students</p>

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<ul style="list-style-type: none"> Faculty will implement common rubrics and terminology for writing to be utilized across grade levels and subject areas. 	January 2013	Designated planning time for core committee	Faculty	<p>Informal teacher feedback affirms progressive use of rubrics and terminology across grade and subject levels by all students.</p> <p>Common terminology posted throughout school common areas and noted in administrator evaluations.</p>
<ul style="list-style-type: none"> Students will participate in academic projects that promote strong communication skills via grade appropriate essay contests, drama presentations, letter exchange, etc. 	August 2013 & Ongoing	NA	Administration, Faculty, SGA, Students	School wide essay contest /drama presentations demonstrate progress in formal communication skills.
<p>1-B Communication</p> <ul style="list-style-type: none"> Administration and faculty will inform stakeholders to student's progress with writing programs via Edline, teacher websites/newsletters, and principal's newsletter 	August 2012 and annually	NA	Administration and Faculty	<p>Informal parent feedback collected at winter parent conferences affirms parent's knowledge of writing programs.</p> <p>Common writing expectations and rubrics noted under Academics on website.</p>
<ul style="list-style-type: none"> Faculty publish/showcase samples of student writing with rubrics targeting desired skills and provide venues for public speaking experiences 	January 2013-2018	NA	Faculty	Student work samples visible throughout school and published in principal's newsletter and other venues provide evidence of improved writing skills throughout grade level.
<p>1-C PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Faculty will attend ongoing individual and group workshops on writing strategies, techniques, and assessments including Six Traits and Criterion writing. 	January 2012 & Ongoing	Facilitator fee and materials- To be determined	Faculty	Teachers submit evaluations for training component. Teachers collaborate on writing strategies via school wide faculty meeting

<ul style="list-style-type: none"> Faculty will meet as grade level departments and design common writing rubrics for final quality work allowing a seamless transition from Six Traits to Criterion. 	Fall 2013	Designated department meeting planning time	Faculty	Department minutes affirm teacher collaboration to design rubrics to be used across grade levels
<ul style="list-style-type: none"> Faculty will review rubrics yearly and upgrade as needed. 	Spring 2013 2014 2015 2016 2017	Designated department meeting planning time	Faculty	Revisions made by consensus at end of year meeting and revised rubric prepared for upcoming school year.
<ul style="list-style-type: none"> Faculty will attend follow-up workshops on lesson techniques and modeling in the classroom. Additional materials to be ordered as necessary 	January 2014 January 2015	Facilitator fee	Faculty	Review of lesson plans indicate updated techniques and implementation in the classroom. Summative evaluations note increased number of writing strategies used with students.

II. INSTRUCTIONAL PRACTICES

Action Step	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>2-A CURRICULEM DEVELOPMENT</p> <ul style="list-style-type: none"> Faculty will collaborate as department teams to implement guidelines for and accept only final quality work. (Complete sentences, etc.) 	August 2013	Designated department meeting planning time	Faculty	Review of department meeting minutes and classroom lesson plans display collaborative approach to guidelines for written work.
<ul style="list-style-type: none"> Core committee will collaborate to establish common rubrics and school wide terminology for writing to be implemented across grade levels and 	August 2012 (Revise	Designated department meeting planning	Core committee	Common expectations for written composition posted throughout common areas and in all classrooms.

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subject areas.	annually as needed)	time		Baseline and quarterly performance assessments show student's increased proficiency in writing skills
<ul style="list-style-type: none"> Teachers jointly assess student's utilization of rubrics and collaborate on addressing common areas of weakness by updating and revising program as warranted. 	January 2016 2017 2018	Designated department meeting planning time	Faculty	Revised rubrics assist students in creating quality final copy work. Informal parent feedback indicates ongoing satisfaction with writing program.

Action Step	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>2-B INSTRUCTIONAL DESIGN</p> <ul style="list-style-type: none"> Faculty will adopt and incorporate Six Traits and Criterion Writing into weekly lesson plans and align with diocesan objectives 	August 2012	Purchase program materials- To be determined	Administration and Faculty	<p>Implementation noted in teacher lesson plans and in classroom schedule.</p> <p>Administration summative evaluations evidence implementation in the classroom.</p> <p>Teachers will record specific observed changes in student writing skills throughout the year and analyze and employ data.</p>
<ul style="list-style-type: none"> Faculty will provide designated instructional time weekly for structured writing assignments. 	August 2012 & Ongoing	Instructional time	Faculty	Specific instructional time for structured writing assignments noted in lesson plans and class schedule.
<ul style="list-style-type: none"> Students will complete all written assignments utilizing a common rubric and emphasizing final quality work. 	August 2013 & ongoing	NA	Students	<p>Baseline data established during the first marking period and quarterly thereafter reflects successive improvement in student writing skills.</p> <p>Students are able to compare first and final drafts to distinguish final quality work and to communicate</p>

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				via teacher conferences an understanding of the writing process.
<ul style="list-style-type: none"> Students will emphasize spelling, capitalization, usage, punctuation, and editing skills in all written work. 	August 2012 & Ongoing	NA	Students	Quarterly reviews utilizing rubrics and checklist shows increased skill in ability to write with clarity, to edit and to produce final quality written work.
<ul style="list-style-type: none"> Resource teachers will plan and provide instructional time in resource class for one written assignment per year in specialty area utilizing rubric. 	August 2013	Designated planning and instructional time	Resource teachers	Lesson plans indicate one grade appropriate written assignment per year in specialty areas. (Art, music, technology, etc)

Action Step	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>2-C ASSESSMENT</p> <ul style="list-style-type: none"> Administration will review school wide student progress on standardized tests/ITBS scores in language and usage. 	March 2012 and annually thereafter	NA	Administration	Utilizing current scores for baseline data, an annual review of ITBS scores for all grade levels in the areas of language and usage demonstrates progressive improvement in student scores.
<ul style="list-style-type: none"> Students will demonstrate evidence of writing progress via writing portfolios and develop electronic portfolios (6-8). 	June 2013 and annually thereafter	Instructional time	Students	End of year portfolio review- affirms student understanding of final quality work. (Students chose three top pieces of work and are able to explain why they chose them.)
<ul style="list-style-type: none"> Faculty will meet by grade level to review student work and to critique, assess and upgrade rubric as needed. 	June 2013 & Ongoing	Designated department meeting time	Faculty	Teachers monitor student progress and meet to review and adapt rubrics for increased effectiveness.
<ul style="list-style-type: none"> Faculty will conference with students to discuss/design individual progress charts for writing skills (baseline, mid-year, end-of year, include student goals) 	January 2013 & Ongoing	Designated instructional time	Faculty	Students are able to identify strengths and weaknesses in their own written work and plan accordingly for future success by completing a personal action plan.

