

## PLC Plan

<b>School:</b> Alfred E. Newman Middle School	<b>Team:</b> Language Arts	<b>Team Facilitator:</b> Dan Deardorf, teacher
<b>Team Members:</b> All language arts teachers, LRC teachers, the instructional coach and the building principal		<b>Teacher/Student Learning Focus:</b> Writing

**District Goals:**

- 1) The percentage of special education students scoring at proficiency or higher in reading and writing will increase at all grade levels by the end of the 2010-2011 school year as measured by OAKS.

**School Goals:**

The percentage of special education students meeting state standards in writing will increase by the end of the 2010-11 school year as measured by the state writing assessment and scored work samples

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline and Team Meeting Schedule	Evidence of Effectiveness
<p>Our reality (baseline data): 10% of 7<sup>th</sup> grade students on IEPs currently meet the state standards for writing on the state writing assessment</p> <p>42 % of 6<sup>th</sup>-8<sup>th</sup> grade students on IEPs currently achieve a score of 4 or better on writing work samples</p> <p>Our goal: Increase the percentage of 7<sup>th</sup> grade students on IEPs meeting and exceeding the state writing benchmark from 10% to 40%</p> <p>Increase the percentage of all 6<sup>th</sup> - 8<sup>th</sup> grade students on IEPs achieving a score of 4 or better on common writing work samples scored using the state scoring guide from 42% to 60%.</p>	<ul style="list-style-type: none"> <li>• Teachers will work collaboratively to align instructional practices with the core writing standards, the core language arts adoption and research around effective writing instruction</li> <li>• Common writing prompts will be developed for sixth, seventh, and eighth grade.</li> <li>• All teachers will be re-calibrated on the use of the state scoring guide</li> <li>• Student work samples will be scored three times</li> <li>• Team members will analyze the data from the scored work samples and use that data to further inform instruction</li> </ul> <p>Data will be used to:</p> <ul style="list-style-type: none"> <li>• provide students with specific feedback about their writing.</li> <li>• inform targeted instruction for students not meeting grade level standards</li> </ul>	<ul style="list-style-type: none"> <li>• Each grade level will develop the common writing prompts and determine an administration schedule for fall, winter and spring.</li> <li>• Team members will co-construct criteria for data snaps and develop a plan for collecting data in each classroom</li> </ul>	<p>9/20 - teachers will meet after school for 3 hours 9/22 Early Release 9/29 - teachers will meet for a half day using subs 11/24 - Professional Development day 1/12 - teachers will meet for a full day using subs 2/25 - Professional Development day 4/27 - Early Release</p> <ul style="list-style-type: none"> <li>• Common writing prompts will be developed by October 1, 2010</li> <li>• Common writing prompts will be administered to students fall, winter and spring (the winter writing prompt for 7<sup>th</sup> grade will be the state writing assessment)</li> <li>• Student papers will be scored by the group within two weeks of each administration (staff will score the 7<sup>th</sup> grade state assessment papers and compare to actual state scores)</li> </ul>	<p>Teacher learning will be reflected through:</p> <ul style="list-style-type: none"> <li>• A self-analysis and self-reflection of student writing data comparing changes in instructional strategies with student outcomes</li> <li>• Data snaps</li> </ul> <p>Student learning will be measured by: Students' proficiency in writing will be measured by scored writing work samples using the state scoring guide and the state writing assessment</p>

July 23, 2010