

### ***Action Plan for School Progress***

**PRIORITY:** \_\_\_\_\_

<b>Action</b>	<b>When</b>	<b>Who</b>

## ***Action Plan for School Progress--EXAMPLE***

**Priority:** Assess to Increase Student Learning Progress

<b>Action</b>	<b>When</b>	<b>Who</b>
<p><b>Focus learning each day with objective.</b>  <b>Post the objective.</b>  <b>Carry out the lesson.</b>  <b>Assess.</b>                      At end of lesson, students respond to open-ended question (such as, “What is friction?” or “How do you figure out the meaning of a word in context” so teacher finds out student status and can adjust next day’s lesson.</p>	<p>Start in September                      Ongoing</p>	<p>Teachers                      Students</p>
<p>Establish Thursday is assessment day—  <b>teachers check status of students on Thursday, adjust Friday learning activities so students needing guidance get it and students who can advance do so.</b></p>	<p>Weekly                      Start in September                      Ongoing</p>	<p>Teachers</p>
<p>Focus weekly grade level meetings on analyzing assessments to identify needs and responding to learning needs,  <b>remedial through gifted</b></p>	<p>Weekly Start in September                      Ongoing</p>	<p>Teachers</p>
<p>Design and present teacher workshops on using graphic organizers in math, literacy, science, social studies</p>	<p>Monthly                      Begin in September</p>	<p>Instructional Coaches, ILT and Administration</p>
<p>Collect examples of student work showing progress each week.</p>	<p>Weekly                      Start in September</p>	<p>Administration                      Teachers</p>
<p>Set up and use “response to learning needs” list of strategies for students with learning difficulties</p>	<p>Start in September                      Use and expand in teacher meetings</p>	<p>Instructional Coaches and Teacher Leaders</p>

## **Action Plan for School Progress—EXAMPLE**

**Priority:** Increase nonfiction reading and writing—and therefore learning.

<b>Action</b>	<b>When</b>	<b>Who</b>
Teacher introduces/previews topic then <b>use “big question” to guide learning</b> —question of the week	First day of the week Start in September Ongoing	Teachers
<b>Students make individual or class vocabulary glossaries</b> for each week’s topic in science or social studies.	Weekly Start in September Ongoing	Students (K-2 pictorial glossaries)
Teacher uses open-ended questions to <b>focus student reporting on what they learn each day.</b>	Daily Start in September Ongoing	Teachers
<b>Use graphic organizers to guide and assess student learning</b>	Weekly Start in September Ongoing	Teachers Students
<b>Students write what they have learned in week – they answer the “Big Question”</b>	End of Week Start in September Ongoing	Students (k-1 pictorial)
<b>Integrate ISAT preparation reading and extended response</b> related to the current non-fiction reading—so students continue to learn content and develop nonfiction reading abilities they will need on ISAT.	Second quarter	All ISAT-grade teachers
<b>Collect examples of student writing about the content focus of the week. Analyze progress and identify needs</b> through grade-level/cycle meetings.	End of Week Start in September then ongoing	Administration Teachers