

SIP Action Plan Outline

School Name: Greenacres Middle School

Date: June 2009

Principal Name: Vern DiGiovanni

School Improvement Goal: Intentionally teach vocabulary instruction in all content areas.

Rationale:

Activities: Steps to be taken. What will occur?	Who is responsible? Who is involved? Who will provide leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish the strategy?	Expected Impact: What measurable change will be seen?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Teachers will provide frequent, varied and extensive language experiences for all students using leveled text.	Literacy Coach, Literacy Facilitators, Building Administration, Staff Development, GMS Teachers	June 2009- June 2011	Research based textbooks (see below), articles and other resources (staff development assistance).	Students will be reading variety of literature in all areas. Student reading scores (Gates, WASL, District Reading Assessment, classroom based assessments) will increase.	Teacher in-services Lesson plans in content classes Collaborative discussion about vocabulary and student progress
Teachers will utilize district generated lists of content-specific words that will be taught throughout the year in each content area.	Literacy Coach, Literacy Facilitators, Building Administration, Staff Development, GMS Teachers	June 2009- June 2011	Resources: Wordwise Content Rich Vocabulary, Building Academic Vocabulary, Building Background Knowledge for Academic Achievement, Core Vocabulary, self selected books	By utilizing content-specific word lists, student vocabulary and background knowledge will increase. Student reading scores (Gates, WASL, District Reading Assessment, classroom based assessments) will increase.	Content specific word lists (district) Vocabulary strategies Teacher inservices Lesson plans in content areas Content specific assessments Collaborative discussion about vocabulary and student progress
Teachers will identify and create lists of other content-specific words that will be taught throughout the year.	Literacy Coach, Literacy Facilitators, Building Administration, Staff Development, GMS Teachers	June 2009- June 2011	Research based textbooks (see above), articles and other resources (staff development assistance).	By utilizing content-specific word lists, student vocabulary and background knowledge will increase. Student reading scores (Gates, WASL, District Reading Assessment, classroom based assessments) will increase.	Content specific word lists Vocabulary strategies Lesson plans in content areas Content specific assessments Collaborative discussion about vocabulary and student progress

<p>Teachers will teach individual word-learning strategies for students.</p>	<p>Literacy Coach, Literacy Faciliators, Building Administration, Staff Development, GMS Teachers</p>	<p>June 2009- June 2011</p>	<p>Research based textbooks (see above), articles and other resources (staff development assistance). Teacher in-services Peer coaching/facilitating</p>	<p>Students will use a variety of word-learning strategies. Student reading scores (Gates, WASL, District Reading Assessment) will increase.</p>	<p>Vocabulary strategies (6-step process) Lesson plans include physical evidence of vocabulary usage (i.e., word walls, vocab notebooks). Collaborative discussion about vocabulary and student progress Peer coaching/peer observation Administrative walk-through Common assessment</p>
<p>Teachers will foster word consciousness.</p>	<p>Literacy Coach, Literacy Faciliators, Building Administration, Staff Development, GMS Teachers</p>	<p>June 2009- June 2011</p>	<p>Research based textbooks (see above), articles and other resources (staff development assistance).</p>	<p>Student reading scores (Gates, WASL, District Reading Assessment) will increase.</p>	<p>Lesson plans in content areas Collaborative discussion about vocabulary and student progress</p>