

⊖ Thread: **X** Literacy ⊖ Learning ⊖ Critical Thinking ⊖ School Culture ⊖ Authentic Work ⊖ Community, Family, & School

**PLAN:**

Define the issue; assess  
Current situation, analyze  
causes

**PLAN**

- &READING** ◊
  - \* Brainstorm a catchy title for the time period
  - \* SEAR (Student Enrichment, Activity, Reading)
  - \* Silent Casual Reading
  - \* Staff will continue brainstorming
- \* Determine how to start subscription to Sunday-only version of *Milwaukee Journal Sentinel*
- \* Determine appropriate magazines for library to subscribe to in order to bolster student reading resources
- \* Plan schedule of reading times and location of available resources
- \* Determine appropriate consequences/rewards for students who do/do not participate

◆ **VOCABULARY** ◊

- \* Learn more about L to J through August 2009 training or future seminars
- \* Individual teachers review vocabulary of content areas
- \* Generate lists of vocabulary words for each course

! **WRITING** ◊

- \* Create posters of expectations for writing to be displayed in all classrooms (include written and pictorial representations)
- \* Research purchase of appropriate MLA guidebooks for teachers' use

**DO:**

Implement improvement  
theory

**DO**

- &READING** ◊
  - \* Students read "casual" reading material of their choosing for the first 20-minutes of SEA each Monday
  - \* Fiction books, magazines, newspapers
  - \* *All* students in *all* SEA times read during this silent reading time
  - \* *All* teachers promote the reading program during SEA time

◆ **VOCABULARY** ◊

- \* Teachers will instruct students on vocabulary terms
- \* Teachers will regularly quiz students on random terms
- \* Teachers will chart the results of student quizzes

! **WRITING** ◊

<ul style="list-style-type: none"> <li>* Each teacher will expect students to demonstrate quality writing in all assignments:             <ul style="list-style-type: none"> <li>* Use a standard <i>five-part format</i> for paragraphs and essays</li> <li>* Write in <i>complete sentences</i> using correct punctuation and capitalization</li> <li>* <i>Reference the question</i> in responses</li> <li>* Use correct <i>spelling</i></li> <li>* Write or type <i>legibly</i></li> <li>* <i>Consider the audience</i> for whom you are writing and eliminate slang as necessary</li> </ul> </li> <li>* Each teacher will expect students to utilize MLA or APA formatting for all formal assignments</li> </ul>
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<p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>* Informally survey students and teachers to determine effectiveness of program</li> <li>* Analyze reading test scores (WKCE, ACT)</li> </ul> <p>◆ <b>VOCABULARY</b> ◇</p> <ul style="list-style-type: none"> <li>* Analyze student improvement on vocabulary quizzes via chart</li> <li>* Analyze student grades in each course</li> <li>* Analyze student perception of L to J procedure</li> </ul> <p>! <b>WRITING</b> ◇</p> <ul style="list-style-type: none"> <li>* Analyze student scores on bi-annual writing assessments</li> <li>* Study random samples of writing from various teachers</li> </ul>
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<p><b>ACT</b></p> <p>TBD</p>
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**STUDY:**  
Study the results; measure progress toward accomplishing goals and/or results (quantitative data)

**ACT:**  
Standardize improvement; continue with successful plan and continue the cycle, or refine and continue the cycle