

Plan of Action – Year 1 (2006-2007)

Objective 1 - Literacy:

- 40% of the students in Grades 1, 2 and 3 will demonstrate proficiency in reading as measured by the Developmental Reading Assessment (DRA)
- Grades 3, 4, 5 and 6 student reading proficiency will attain Safe Harbor as defined by the No Child Left Behind Act (NCLB) and measured by the Connecticut Mastery Test (CMT) by moving 15% of our students from the Basic Level to the Proficient Level.

Strategy 1: Utilize the Barnard-Brown literacy blueprint and bi-weekly planners to drive literacy instruction for students in all subgroups.

<p>Action Steps (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)</p>	<p>Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)</p>	<p>Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</p>	<p>Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)</p>
1st Quarter			
<p><u>Instruction Action Step 1.1a:</u> Implement daily literacy instruction aligned to the instructional foci of the bi-weekly planner.</p>	<p>Person Responsible: Administration SFA Facilitator Others Involved: All Instructional and Support Staff</p>	<p>September-November 3, 2006</p>	<p>Bi-weekly planners and literacy blueprint (ELL strategies, Language Arts Framework, CMT alignment), various educational resources, CSDE/Reading First reference material</p>
<p><u>Assessment Action Step 1.1b:</u> Grade level teams will collaborate to create authentic student self assessment rubrics specific to the bi-weekly planner. DIBLES</p>	<p>Person Responsible: Administration, SFA Literacy Facilitator, Grade Level Data Teams Others Involved: All Instructional and Support Staff</p>	<p>September- November 3, 2006 September 2006</p>	<p>Student Self-Assessment Rubrics, Bi-Weekly Planner, Performance based assessment resources</p>
<p><u>Parental Involvement Action Step 1.1c:</u> Provide Parents with strategies to support planner at home via parent/teacher conferences, monthly newsletter, and planner-aligned homework activities</p>	<p>Person Responsible: Administration, FRA Others Involved: Parents, All Instructional and Support Staff</p>	<p>September- November 3, 2006</p>	<p>Title 1 Parent Activities funds, PTO/Parental Meeting forums, Report Cards, Newsletter</p>

<p><u>Professional Development Action Step 1.1d:</u> Teachers will be provided with refresher training on the Literacy Blueprint and bi-weekly planners. Teachers will be trained in rubric development and assessment. Conduct learning walk with a focus on academic rigor.</p>	<p>Person Responsible: Administration, SFA Facilitator, Reading First Facilitators</p> <p>Others Involved: All Instructional and Support Staff</p>	<p>August 2006</p> <p>September 2006</p> <p>November 2006</p>	<p>Literacy planner, additional educational resources to support planner, CSDE/Reading First resources</p>
<p>2nd Quarter</p>			
<p><u>Instruction Action Step 1.1e:</u> Implement daily literacy instruction aligned to the instructional foci of the bi-weekly planner.</p>	<p>Person Responsible: Administration, SFA Facilitator</p> <p>Others Involved: All Instructional and Support Staff</p>	<p>November 6, 2006- January 19, 2007</p>	<p>Bi-weekly planners, literacy blueprint, various educational resources, CSDE/Reading First reference material.</p>
<p><u>Assessment Action Step 1.1f:</u> Self assessment rubric aligned to planner objectives. Analyze student portfolios that include literacy assessments. (Academic reviews) Literacy Assessments: SFA, 4-Sight, Fast Track Phonics, Fluency Checks, Kindergarten Phonological Awareness. DRA</p>	<p>Person Responsible: Administration, SFA Literacy Facilitator</p> <p>Others Involved: All Instructional and Support Staff</p>	<p>November 6, 2006- January 19, 2007</p> <p>November 21, 2006</p> <p>November, 2006</p> <p>January 2007</p>	<p>Classroom observation rubric, Academic Review sessions and materials.</p>
<p><u>Parental Involvement Action Step 1.1g:</u> Provide Parents with strategies to support planner at home via parent/teacher conferences, monthly newsletter, and planner-aligned homework activities</p>	<p>Person Responsible: Administration, FRA</p> <p>Others Involved: Parents, All Instructional and Support Staff</p>	<p>November 6, 2006- January 19, 2007</p> <p>October, 2006 (Open House)</p> <p>November, 2006(PT Conference)</p>	<p>Title 1 Parent Activities funds, PTO/Parental Meeting forums, Report Cards, Newsletter,</p>
<p><u>Professional Development Action Step 1.1h:</u> Training of SIOP model for staff to effectively implement the ELL component of the bi-weekly planner . Learning Walk: Clear Expectations</p>	<p>Person Responsible: Central Office Bi-Lingual staff and Administration.</p> <p>Others Involved: All Instructional and Support Staff</p>	<p>December 2006</p> <p>January 2007</p>	<p>Literacy planner, additional educational resources to support planner, SIOP materials, Bilingual Department.</p>

3rd Quarter			
Instruction Action Step 1.1i: Implement daily literacy instruction aligned to the instructional foci of the bi-weekly planner.	Person Responsible: Administration ,SFA Facilitator Others Involved: All Instructional and Support Staff	January 22 – April 6, 2007	Bi-weekly planners, literacy blueprint, Marzano’s work.
Assessment Action Step 1.1j: Self assessment rubric aligned to planner objectives. Analyze student portfolios that include literacy assessments (Academic reviews) Literacy Assessments: SFA, 4-Sight, Fast Track Phonics, Fluency Checks, Kindergarten Phonological Awareness	Person Responsible: Administration, SFA Literacy Facilitator Others Involved: All Instructional and Support Staff	January 22 – April 6, 2007 February 2007 March 2007	Classroom observation rubric, Academic Review sessions and materials.
Parental Involvement Action Step 1.1k: Provide Parents with strategies to support planner at home via parent/teacher conferences, monthly newsletter, and planner-aligned homework activities	Person Responsible: Administration, FRA Others Involved: Parents, All Instructional and Support Staff	January 22 – April 6, 2007	Title 1 Parent Activities funds, PTO/Parental Meeting forums, Report Cards, Newsletter,
Professional Development Action Step 1.1l: Intervisitations regarding best practices of the implementation of the bi-weekly literacy planner. Learning Walk Focus: Academic Rigor	Person Responsible: Administration, SFA Facilitator, Reading First Facilitators Others Involved: All Instructional and Support Staff	January 22 – April 6, 2007 March 2007	Literacy planner, additional educational resources to support planner, CSDE/Reading First resources.
4th Quarter			
Instruction Action Step 1.1m: Implement daily literacy instruction aligned to the instructional foci of the bi-weekly planner.	Person Responsible: Admin., SFA Facilitator Others Involved: All Instructional and Support Staff	April 19 – June 21, 2007	Bi-weekly planners, literacy blueprint, various educational resources, CSDE/Reading First reference material.
Assessment Action Step 1.1n: Self assessment rubric aligned to planner objectives. Analyze student portfolios that include literacy assessments (Academic reviews) Literacy Assessments: SFA, 4-Sight, Fast Track Phonics, Fluency Checks, Kindergarten Phonological Awareness CMT	Person Responsible: Administration, SFA Literacy Facilitator Others Involved: All Instructional and Support Staff	April 19 – June 21, 2007 May 2007 April 2007	Classroom observation rubric, Academic Review sessions and materials.

Barnard-Brown
Revised August 1, 2006

Principal: Lynn Estey

SIP Years: 2006-2008

DRA, DIBLES, TERRANOVA		May 2007	
Parental Involvement Action Step 1.1o: Provide Parents with strategies to support planner at home via parent/teacher conferences, monthly newsletter, and planner-aligned homework activities	Person Responsible: Administration, FRA Others Involved: Parents, All Instructional and Support Staff	April 19 – June 21, 2007	Title 1 Parent Activities funds, PTO/Parental Meeting forums, Report Cards, Newsletter,
Professional Development Action Step 1.1p: Intervisitations regarding best practices of the implementation of the bi-weekly literacy planner. Learning Walk: Clear expectations	Person Responsible: Administration, SFA Facilitator, Reading First Facilitators Others Involved: All Instructional and Support Staff	April 19 – June 21, 2007 May 2007	Literacy planner, additional educational resources to support planner, CSDE/Reading First resources.

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Strategy 2: School-wide use of differentiated instructional strategies through the implementation of the Progress Monitoring Model.

Action Steps <small>(Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)</small>	Person (s) Responsible <small>(Place in bold or underline the primary person responsible at the school level for each action step)</small>	Timeline <small>(Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</small>	Resources & Budget <small>(Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)</small>
1st Quarter			
Instruction Action Step 1.2a: Teachers will provide differentiated guided reading instruction based on the progress monitoring data analysis. Progress monitoring focus: Strand A-Grades 3-6 (Main idea theme, story elements, summarization, predicting, word meaning). K-1 Phonological awareness/Grade 2 Phonics	Person Responsible: All instructional and support staff. Others Involved: Literacy Team, Administration, Reading First Facilitators	September-November 2006	Title 1 and Reading First funding, DIBELS assessments, 4Sight, SRI, CSDE/Reading First Supplemental Materials, DRA
Assessment Action Step 1.2b: Collect and analyze data: DIBELS, SFA, 4Sight, SFA, TERRANOVA for progress monitoring purposes.	Person Responsible: Teachers, Literacy Team Others Involved: Tutors, Paraprofessionals, Admin.	Spring 2006	DIBELS assessments, 4Sight, SRI, CSDE/Reading First Supplemental Materials, SFA, CMT
Parental Involvement Action Step 1.2c: Information regarding the school-wide progress monitoring process will be disseminated through FRC parental activities, monthly school newsletter and parent conferences.	Person Responsible: Administration, FRA, PTO Others Involved: Parents and All Instructional and Support Staff	September-November 2006	Title 1 Parental Activity funds, FRC/FRA activities, school newsletters, parent/teacher conferences
Professional Development Action Step 1.2d: During a PD session all staff members will be trained in the utilization of the Progress Monitoring model (Susan Hall Model).	Person Responsible: Reading First Internal and External Facilitators Others Involved: All Instructional and Support Staff	September 2006	Reading First funds, Progress Monitoring training materials, Susan Hall as PD facilitator,

2nd Quarter			
<p>Instruction Action Step 1.2e: Teachers will provide differentiated guided reading instruction based on the progress monitoring data analysis. Progress monitoring focus: Strand B-Grades 3-6 (Developing an Interpretation, Structure and Organizational patterns, Author's purpose, drawing conclusions) K-2 Sight words</p>	<p>Person Responsible: Teachers Others Involved: Literacy Team, Administration, Reading First Facilitators</p>	<p>November 2006-January 2007</p>	<p>Title 1 and Reading First funding, DIBELS assessments, 4Sight, SRI, CSDE/Reading First Supplemental Materials</p>
<p>Assessment Action Step 1.2f: Continue to collect and analyze data gained from progress monitoring. Determine current instructional focus for individual students. Student Assessment Rubrics</p>	<p>Person Responsible: Teachers, Literacy Team Others Involved: Tutors, Paraprofessionals, Administration</p>	<p>November 2006-January 2007</p>	<p>DIBELS assessments, 4Sight, SRI, CSDE/Reading First Supplemental Materials</p>
<p>Parental Involvement Action Step 1.2g: Continue to disseminate information regarding the school-wide progress monitoring process through FRC parental activities, monthly school newsletter and parent conferences.</p>	<p>Person Responsible: Administration, FRA, PTO Others Involved: Parents and All Instructional and Support Staff</p>	<p>November 2006-January 2007</p>	<p>Title 1 Parental Activity funds, FRC/FRA activities, school newsletters, parent/teacher conferences</p>
<p>Professional Development Action Step 1.2h: Grade level data teams review and revise the implementation of the Progress Monitoring process.</p>	<p>Person Responsible: Reading First Internal and External Facilitators Others Involved: All Instructional and Support Staff</p>	<p>November-January 2006</p>	<p>Reading First funds, Progress Monitoring training materials, Reading First Facilitators</p>
3rd Quarter			
<p>Instruction Action Step 1.2i: Teachers will continue to provide differentiated literacy instruction according to the current progress monitoring outcomes. Progress monitoring focus: Strand C-Grades 3-6 (Making Connections and Writing personal responses).K-2 Fluency</p>	<p>Person Responsible: Teachers Others Involved: Literacy Team, Administration, Reading First Facilitators</p>	<p>January-April 2007</p>	<p>Title 1 and Reading First funding, DIBELS assessments, 4Sight, SRI, CSDE/Reading First Supplemental Materials</p>
<p>Assessment Action Step 1.2j: Continue to collect and analyze data gained from progress monitoring. Determine current instructional focus for individual students. Student Assessment Rubrics</p>	<p>Person Responsible: Teachers, Literacy Team Others Involved: Tutors, Paraprofessionals, Admin.</p>	<p>January-April 2007</p>	<p>DIBELS assessments, 4Sight, SRI, CSDE/Reading First Supplemental Materials</p>

<p>Parental Involvement Action Step 1.k: Continue to disseminate Information regarding the school-wide progress monitoring process through FRC parental activities, monthly school newsletter and parent conferences.</p>	<p>Person Responsible: Administration, FRA, PTO</p> <p>Others Involved: Parents and All Instructional and Support Staff</p>	<p>January-April 2007</p>	<p>Title 1 Parental Activity funds, FRC/FRA activities, school newsletters, parent/teacher conferences</p>
<p>Professional Development Action Step 1.2l: Grade level data teams review and revise the implementation of the Progress Monitoring process</p>	<p>Person Responsible: Reading First Internal and External Facilitators</p> <p>Others Involved: All Instructional and Support Staff</p>	<p>January-April 2007</p>	<p>Reading First funds, Progress Monitoring training materials, Reading First Facilitators</p>
<p>4th Quarter</p>			
<p>Instruction Action Step 1.2m: Teachers will continue to provide differentiated literacy instruction according to the current progress monitoring outcomes. Progress monitoring focus: Strand CD-Grades 3-6 (Examining the content and Structure (authors; cfrat, extend, reevaluate work, author's/character's costumes) K-2Fluency</p>	<p>Person Responsible: Teachers</p> <p>Others Involved: Literacy Team, Administration, Reading First Facilitators</p>	<p>April-June 2007</p>	<p>Title 1 and Reading First funding, DIBELS assessments, 4Sight, SRI, CSDE/Reading First Supplemental Materials,</p>
<p>Assessment Action Step 1.2n: Continue to collect and analyze data gained from progress monitoring. Determine current instructional focus for individual students. Student Assessment Rubrics</p>	<p>Person Responsible: Teachers, Literacy Team</p> <p>Others Involved: Tutors, Paraprofessionals, Administration</p>	<p>April-June 2007</p>	<p>DIBELS assessments, 4Sight, SRI, CSDE/Reading First Supplemental Materials</p>
<p>Parental Involvement Action Step 1.2o: Continue to disseminate Information regarding the school-wide progress monitoring process through FRC parental activities, monthly school newsletter and parent conferences.</p>	<p>Person Responsible: Administration, FRA, PTO</p> <p>Others Involved: Parents and All Instructional and Support Staff</p>	<p>April-June 2007</p>	<p>Title 1 Parental Activity funds, FRC/FRA activities, school newsletters, parent/teacher conferences</p>
<p>Professional Development Action Step 1.2p: Reflection on the positive impact of the progress monitoring process.</p>	<p>Person Responsible: Reading First Internal and External Facilitators</p> <p>Others Involved: All Instructional and Support Staff</p>	<p>April-June 2007</p>	<p>Reading First funds, Progress Monitoring training materials, Reading First Facilitators.</p>

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Strategy 3: Implement an inclusive and collaborative approach to literacy instruction resulting in increased literacy proficiency for all students.

Action Steps (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)	Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)	Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
1st Quarter			
Instruction Action Step 1.3a: Using an inclusive and collaborative approach to literacy instruction teachers will differentiate instruction to meet the literacy needs of all special education students.	Person Responsible: Literacy Facilitator, Reading First Literacy Facilitators, Admin. Others Involved: All Instructional and Support Staff, tutors	September 2006 – November 2006	Barnard-Brown Literacy Blueprint and bi-weekly planners, Special Education district coordinator, various learning strategies, IEP's
Assessment Action Step 1.3b: Collect and analyze various student data. Data will be disaggregated to show the literacy growth of all learners in all subgroups.	Person Responsible: Reading First Facilitators, SFA Facilitator, Administration Others Involved: All Instructional and Support Staff	September 2006 – November 2006	progress monitoring assessments, which will include DIBELS and 4Sight Other data to be used are SRI,WJIII data, LAS data
Parental Involvement Action Step 1.3c: Provide information for parents regarding alternate literacy strategies for students with unique literacy needs during the scheduled Nov. Parent Literacy night.	Person Responsible: SFA/Reading First Facilitators, FRA, Administration, Special Ed Resources Others Involved: Parents and All Instructional and Support Staff	September 2006-2006 November 2006	Title 1 Parental Activities funds, FRC parental activities, Special Education District Coordinator
Professional Development Action Step 1.3d: Teachers will be trained on the inclusive and collaborative approach to literacy instruction which will be used this school year to differentiate literacy curriculum in order to meet the needs of special education students. School based inclusive literacy committee will	Person Responsible: Administration Others Involved: All Instructional and Support Staff	September 2006 September 2006	CERC, Special Education District Coordinator

analyze to establish strategies and techniques to meet the needs of special education students.			
2nd Quarter			
Instruction Action Step 1.3e: Using an inclusive and collaborative approach to literacy instruction teachers will differentiate instruction to meet the literacy needs of all special education students.	Person Responsible: Literacy Facilitator, Reading First Literacy Facilitators, Admin. Others Involved: All Instructional and Support Staff	December 2007-February 2008	Barnard-Brown Literacy Blueprint and bi-weekly planners' differentiated instructional strategies and professional development.
Assessment Action Step 1.3f: Collect and analyze various sources of student literacy data. Data will be disaggregated to show the literacy growth of all learners in all subgroups. Instructional decisions will be made based on data.	Person Responsible: Reading First Facilitators, SFA Facilitator, Administration Others Involved: All Instructional and Support Staff	September – November 2006	DIBELS assessments, 4Sight, SRI,WJIII data, LAS data, CSDE/Reading First Supplemental Materials
Parental Involvement Action Step 1.3g: Conduct an information sharing session with parents to establish an open dialog regarding issues, concerns and home strategies and techniques which could be used to support the unique needs of special education students.	Person Responsible: SFA/Reading First Facilitators, FRA, Administration Others Involved: Parents and All Instructional and Support Staff	September – November 2006	Title 1 Parental Activities funds, FRC parental activities
Professional Development Action Step 1.3h: School based inclusive literacy committee will analyze data in order to establish which best practices in strategies and techniques so that the needs of special education students are met.	Person Responsible: Inclusive Literacy Committee Others Involved: All Instructional and Support Staff, Administration, SFA/Reading First Facilitators	September – November 2006	Monthly committee meetings, monthly collaboration meetings, Reading First/SFA Facilitators
3rd Quarter			
Instruction Action Step 1.3i: Using an inclusive and collaborative approach to literacy instruction teachers will differentiate instruction to meet the literacy needs of all special education students.	Person Responsible: Literacy Facilitator, Reading First Literacy Facilitators, Admin. Others Involved: All Instructional and Support Staff	February – April 2007	Barnard-Brown Literacy Blueprint and bi-weekly planners' differentiated instructional strategies and professional development.
Assessment Action Step 1.3j: Collect and analyze various sources of student literacy data. Data will be disaggregated to show the literacy growth of all learners in all subgroups. Instructional decisions will be made based on data.	Person Responsible: Reading First Facilitators, SFA Facilitator, Administration Others Involved: All Instructional and Support Staff	February – April 2007	DIBELS assessments, 4Sight, SRI,WJIII data, LAS data, CSDE/Reading First Supplemental Materials

<p>Parental Involvement Action Step 1.3k: Continue to hold monthly parent literacy/information sharing forum designed to provide parents with strategies to assist their children with literacy achievement. All parent participants will receive a home library.</p>	<p>Person Responsible: SFA/Reading First Facilitators, FRA, Administration, Inclusive Literacy committee Others Involved: Parents and All Instructional and Support Staff</p>	<p>February – April 2007</p>	<p>Title 1 Parental Activities funds, FRC parental literacy forum, Reading First funding, home libraries for all parent participants</p>
<p>Professional Development Action Step 1.3l: School based inclusive literacy committee will analyze data in order to establish which best practices in strategies and techniques so that the needs of special education students are met.</p>	<p>Person Responsible: Inclusive Literacy Committee Others Involved: All Instructional and Support Staff, Administration, SFA/Reading First Facilitators</p>	<p>February – April 2007</p>	<p>Monthly committee meetings, monthly collaboration meetings, Reading First/SFA Facilitators</p>
<p>4th Quarter</p>			
<p>Instruction Action Step 1.3m: Using an inclusive and collaborative approach to literacy instruction teachers will differentiate instruction to meet the literacy needs of all special education students.</p>	<p>Person Responsible: Literacy Facilitator, Reading First Literacy Facilitators, Admin. Others Involved: All Instructional and Support Staff</p>	<p>April – June 2007</p>	<p>Barnard-Brown Literacy Blueprint and bi-weekly planners differentiated instructional strategies and professional development.</p>
<p>Assessment Action Step 1.3n: Collect and analyze various sources of student literacy data. Data will be disaggregated to show the literacy growth of all learners in all subgroups. Instructional decisions will be made based on data.</p>	<p>Person Responsible: Reading First Facilitators, SFA Facilitator, Administration Others Involved: All Instructional and Support Staff</p>	<p>April – June 2007</p>	<p>DIBELS assessments, 4Sight, SRI,WJIII data, LAS data, CSDE/Reading First Supplemental Materials</p>
<p>Parental Involvement Action Step 1.3o: Continue to hold monthly parent literacy/information sharing forum designed to provide parents with strategies to assist their children with literacy achievement. All parent participants will receive a home library.</p>	<p>Person Responsible: SFA/Reading First Facilitators, FRA, Administration, Inclusive Literacy committee Others Involved: Parents and All Instructional and Support Staff</p>	<p>April – June 2007</p>	<p>Title 1 Parental Activity funds, FRC/FRA activities, school newsletters, parent/teacher conferences</p>
<p>Professional Development Action Step 1.3p: Inclusive and collaborative teams will compare and analyze the end results of year one seeking common trends. The staff will make inferences and draw conclusions while planning for the next school year.</p>	<p>Person Responsible: Inclusive Literacy Committee Others Involved: All Instructional and Support Staff, Administration, SFA/Reading First Facilitators</p>	<p>April – June 2007</p>	<p>Monthly committee meetings, monthly collaboration meetings,</p>