

Plan of Action – Year 1 (2006-2007)

Objective 1 - Literacy:

- **Elementary Grades (K-2):**
 Average of students in grades K-2 reading at or above grade level in SFA will increase from 48% (as of March 2006) to 60%.
 Average of students in grades K-2 mastering letter sounds tested on the SFA Fast Track Phonics will increase from 56% (as of March 2006) to 64%.
 Average of students in grades 1-2 at the proficient level on the DRA will increase from 22% (as of January 2006) to 35%.
- **Intermediate Grades (3-8):**
 Average composite score on the 4Sight will increase from 57% (as of March 2006) to 64%.
 Average of students in grades 3-8 reading at or above grade level based on the SRI will increase from 41% (as of March 2006) to 55%.

Strategy 1: Increase systematic and explicit phonics instruction in grades K-2 and as needed for Special Education and/or ELL students in grades 3-6

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 1.1a: In grades K-2, the SFA Fast Track Phonics program will be implemented during the core reading period. In grades 1-2, during the Additional Literacy Block, Phonics lessons and activities will be selected and implemented based on the FTP data. Tutoring services and/or instructional support, which will include phonics support, will be provided to students at risk, special education students, and ELL students on as needed basis	Person Responsible: Literacy Facilitator, <u>Others Involved:</u> Teachers, Tutors, Paraprofessionals, Support Staff	September/November 2006	SFA Fast Track Phonics materials, Fountas and Pinnell Phonics Kits, Curriculum Guide Language Arts Framework SFA Tutoring materials Read 180 Lab and materials Wilson materials
Assessment Action Step 1.1b: Fast Track Phonics Assessments will be administered at least twice a month. FTP Assessments will be analyzed, and results will be graphed and displayed. Homeroom teachers in grades 1 and 2 will be	Person Responsible: Literacy Facilitator <u>Others Involved:</u> Teachers, Tutors, Paraprofessionals, Support Staff	September/November 2006	SFA Fast Track Phonics Assessments and Record Form

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<p>provided with the data of their homeroom students' performance on the SFA FTP assessment given in June 2006 for the purpose of applying it to the instruction during the Additional Literacy Block in the homeroom.</p>			
<p>Parental Involvement Action Step 1.1c: Parent Conferences Open House Homework Support PTO</p>	<p>Person Responsible: Family Resource Aide <u>Others Involved:</u> PTO President, Parents, Teachers, Support Staff, Literacy Facilitator</p>	<p>September/November 2006</p>	<p>SFA Homework Resources</p>
<p>Professional Development Action Step 1.1d: Tutor Training on Phonics RESC Module - Phonics Component Meetings for teachers and tutors Data Team meetings analyzing Fast Track Phonics assessments</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u> Classroom Teachers, Support Staff, Paraprofessionals, Data Team Leaders, District Literacy Department</p>	<p>September/November 2006</p>	<p>RESC Module - Phonics Training materials Fast Track Phonics and Fountas and Pinnell materials SFA Tutor Training materials Curriculum Guide Language Arts Framework</p>
<p>2nd Quarter</p>			
<p>Instruction Action Step 1.1e: Continue the implementation of the Fast Track Phonics program during the core reading period. Continue the implementation of the phonics lessons and activities based on the FTP data in grades 1 and 2 during the Additional Literacy Block. Continue the tutoring services with phonics support for students at risk.</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u> SFA Teachers, Homeroom Teachers, Support staff, Tutors, Paraprofessionals</p>	<p>November2006/January 2007</p>	<p>RESC Module - Phonics materials and information SFA Fast Track Phonics program Fountas and Pinnell Phonics program Curriculum Guide Language Arts Framework SFA Tutoring materials</p>
<p>Assessment Action Step 1.1f: Fast Track Phonics Assessments will be administered at least twice a month. FTP Assessments will be analyzed, and results will be graphed and displayed. Homeroom teachers in grades 1 and 2 will be provided with the data of their students' performance on the SFA FTP assessment given in previous quarter for the purpose of applying it to the instruction during the Additional Literacy Block in the homeroom.</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u> SFA Teachers, Homeroom Teachers, Support staff, Tutors, Paraprofessionals</p>	<p>November2006/January 2007</p>	<p>SFA Fast Track Phonics Assessments and Record Form</p>

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<p>Parental Involvement Action Step 1.1g: Parent Conferences Homework Support Participation in a Literacy Event emphasizing activities focusing on phonics instruction</p>	<p>Person Responsible: Family Resource Aide <u>Others Involved:</u> PTO President, Parents, Teachers, Support Staff, Literacy Facilitator</p>	<p>November2006/January 2007</p>	<p>SFA Homework Resources Literacy Event using resources from the RESC Phonics module, Fast Track Phonics, and Fountas and Pinnell Phonics. Donated books for parents and students to encourage reading will be distributed.</p>
<p>Professional Development Action Step 1.1h: Component Meetings addressing explicit and systematic phonics instruction Data Team meetings analyzing FTP data</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u> Classroom Teachers, Support Staff, District Literacy Department</p>	<p>November2006/January 2007</p>	<p>RESC Module - Phonics Training materials Fast Track Phonics materials and data Fountas and Pinnell materials Curriculum Guide</p>
<p>3rd Quarter</p>			
<p>Instruction Action Step 1.1i: Continue the implementation of the Fast Track Phonics program during the core reading period. Continue the implementation of the phonics lessons and activities based on the FTP data in grades 1 and 2 during the Additional Literacy Block. Continue the tutoring services with phonics support, for students at risk.</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u> SFA Teachers, Homeroom teachers, Support staff, Tutors, Paraprofessionals</p>	<p>January/April 2007</p>	<p>RESC Module - Phonics materials and information SFA Fast Track Phonics program Fountas and Pinnell Phonics program Language Arts Framework SFA Tutoring materials Curriculum Guide</p>
<p>Assessment Action Step 1.1j: Fast Track Phonics Assessments will be administered at least twice a month. Homeroom teachers in grades 1 and 2 will be provided with the data of their students' performance on the SFA/ FTP assessment given in previous quarter for the purpose of applying it to the instruction during the Additional Literacy Block in the homeroom.</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u> SFA Teachers, Homeroom teachers, Support staff, Tutors, Paraprofessionals</p>	<p>January/April 2007</p>	<p>SFA Fast Track Phonics Assessments and Record Form</p>
<p>Parental Involvement Action Step 1.1k: Parent Conferences Homework Support Parent Workshop on phonics during a PTO meeting</p>	<p>Person Responsible: Family Resource Aide <u>Others Involved:</u> PTO President, Parents, Teachers, Support Staff, Literacy Facilitator</p>	<p>January/April 2007</p>	<p>SFA Homework Resources RESC Module materials Fast Track Phonics Material Funds for refreshments and incentives for parent participation</p>
<p>Professional Development Action Step 1.1i: Component Meetings addressing explicit and systematic phonics instruction</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u></p>	<p>January/April 2007</p>	<p>RESC Module - Phonics Training materials Fast Track Phonics materials and data Fountas and Pinnell materials</p>

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Data Team meetings analyzing FTP data	Classroom Teachers, Support Staff, District Literacy Department		
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4th Quarter			
<p>Instruction Action Step 1.1m: Continue the implementation of the Fast Track Phonics program during the core reading period. Continue the implementation of the Phonics lessons and activities based on the FTP data in grades 1 and 2 during the Additional Literacy Block. Continue the tutoring services with phonics support for students at risk.</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u> SFA Teachers, Homeroom teachers, Support staff, tutors, paraprofessionals</p>	<p>April/June 2007</p>	<p>RESC Module - Phonics materials and information SFA Fast Track Phonics program Fountas and Pinnell Phonics program Language Arts Framework SFA Tutoring materials Curriculum Guide</p>
<p>Assessment Action Step 1.1n: Fast Track Phonics Assessments will be administered at least twice a month. Homeroom teachers in grades 1 and 2 will be provided with the data of their students' performance on the SFA/ FTP assessment given in previous quarter for the purpose of applying it to the instruction during the Additional Literacy Block in the homeroom.</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u> SFA Teachers, Homeroom teachers, Support staff, Tutors, Paraprofessionals</p>	<p>April/June 2007</p>	<p>SFA Fast Track Phonics Assessments and Record Form</p>
<p>Parental Involvement Action Step 1.1o: Parent Conferences Homework Support Parent Workshop on phonics during a PTO meeting</p>	<p>Person Responsible: Family Resource Aide <u>Others Involved:</u> PTO President, Parents, Teachers, Support Staff, Literacy Facilitator</p>	<p>April/June 2007</p>	<p>SFA Homework Resources RESC Module materials</p>
<p>Professional Development Action Step 1.1p: Component Meetings addressing explicit and systematic phonics instruction Data Team meetings analyzing FTP data</p>	<p>Person Responsible: Literacy Facilitator <u>Others Involved:</u> Classroom Teachers, Support Staff, District Literacy Department</p>	<p>April/June 2007</p>	<p>RESC Module - Phonics Training materials Fast Track Phonics materials and data Fountas and Pinnell materials</p>

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 Average of students in grades 1-2 at the proficient level on the DRA will increase from 22% (as of January 2006) to 50%.
- **Intermediate Grades (3-8):**
 Average composite score on the 4Sight will increase from 57% (as of March 2006) to 64%.
 Average of students in grades 3-8 reading at or above grade level based on the SRI will increase from 41% (as of March 2006) to 55%.

Strategy 2: Continue to implement accountable talk™ with emphasis on using these skills while discussing and answering open-ended questions.

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 1.2a: Teachers will model the following accountable talk strategies and encourage students to use them as an integral part of literacy instruction: Marking, challenging, modeling, recapping, pressing and expanding for reasoning, pressing for accuracy, building on prior knowledge, keeping channels open, keeping everyone together, linking contributions and verifying and clarifying.	Person Responsible: Literacy Facilitator <u>Others Involved:</u> Classroom teachers, Support staff, Principal	September – November 2006	Materials and training from Institute for Learning
Assessment Action Step 1.2b: IFL Learning Walks Academic reviews Rubrics, including those that are student and teacher generated, will be used and reviewed at grade level and data team meetings to ensure adequate responses to open-ended questions in verbal and written form.	Person Responsible: Principal <u>Others Involved:</u> Classroom teachers, support staff, grade level teams, Data Teams, Learning walk team	September – November 2006	Materials and training from Institute for Learning Rubrics District Representation on Learning Walk Team

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Parental Involvement Action Step 1.2c: Open House welcome will incorporate the Principles of Learning: Accountable Talk	Person Responsible: Family Resource Aide <u>Others Involved:</u> PTO President, SIT Parent Representative, Classroom Teachers, Support staff	October, 2006	Materials and training from Institute for Learning
Professional Development Action Step 1.2d: Continue IFL training with entire staff	Person Responsible: Principal <u>Others Involved:</u> Learning Walk Team, Teachers, Support Staff	August – November 2006	Materials and training from Institute for Learning District Staff on Learning Walk Team
2nd Quarter			
Instruction Action Step 1.2e: Students will demonstrate increased use of accountable talk and will use rubrics based on these strategies to assess verbal and written responses to open-ended questions.	Person Responsible: Literacy facilitator <u>Others Involved:</u> Principal, Classroom teachers, Support staff	November 2006 – January 2007	Accountable Talk™ classroom posters
Assessment Action Step 1.2f: IFL Learning Walks Student self-assessment Rubrics, including those that are student and teacher generated, will be used and reviewed at grade level and data team meetings to ensure adequate responses to open-ended questions in verbal and written form.	Person Responsible: Literacy facilitator <u>Others Involved:</u> Classroom teachers, support staff, learning walk team, data teams	November 2006 – January 2007	Materials and training from the Institute for Learning Rubrics District representation on Learning Walk Team
Parental Involvement Action Step 1.2g: Parent conferences	Person Responsible: Family resource aide <u>Others Involved:</u> Parents, Classroom teachers, Support staff, Administration	November 2006 – January 2007	Materials and training from the Institute for Learning Community sponsors School incentives
Professional Development Action Step 1.2h: Continue IFL training and support with entire staff	Person Responsible: Principal <u>Others Involved:</u> Literacy facilitator, Teachers, Support staff	November 2006 – January 2007	Materials and training from the Institute for Learning

3rd Quarter			
<p>Instruction Action Step 1.2i: Continue to embed teacher/student accountable talk strategies along with district literacy curriculum and focused CMT literacy preparation instruction</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> Classroom teachers, Support staff</p>	<p>January - April 2007</p>	<p>Materials and training from the Institute for Learning</p>
<p>Assessment Action Step1.2j: Learning walks Academic reviews Rubrics, including those that are student and teacher generated, will be used and reviewed at grade level and data team meetings, to ensure adequate responses to open-ended questions in verbal and written form.</p>	<p>Person Responsible: Principal <u>Others Involved:</u> Learning Walk team, Literacy Facilitator</p>	<p>January/April 2007</p>	<p>Materials and training from the Institute for Learning District CMT Materials: CMT Coach (4th Generation) RALLY CMT Booklet Getting Ready to take the CMT Rubrics</p>
<p>Parental Involvement Action Step 1.2k: Parent conferences</p>	<p>Person Responsible: Family Resource Aide <u>Others Involved:</u> Parents, Classroom teachers, Support staff, administration</p>	<p>February 2007</p>	<p>Community sponsors School incentives Community sponsors School incentives</p>
<p>Professional Development Action Step 1.2l: Continue IFL training and support with entire staff</p>	<p>Person Responsible: Principal <u>Others Involved:</u> Teachers, Support Staff</p>	<p>January – April 2007</p>	<p>Materials and training from the Institute for Learning</p>
4th Quarter			
<p>Instruction Action Step 1.2m: Continue to embed student/teacher accountable talk strategies along with district literacy curriculum.</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> Classroom teachers, Support staff, Administration</p>	<p>April/June 2007</p>	<p>Readers and Writers Workshop Curriculum Guide SFA Programs Ramp Up Content Literacy/Guided Reading Materials and training from the Institute for Learning</p>
<p>Assessment Action Step1.2n: IFL Learning Walks Student self-assessment Rubrics, including those that are student and</p>	<p>Person Responsible: Principal <u>Others Involved:</u> Classroom teachers, Support staff,</p>	<p>April/June 2007</p>	<p>Materials and training from Institute for Learning Rubrics District representation on Learning Walk</p>

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teacher generated, will be used and reviewed at grade level and data team meetings, to ensure adequate responses to open-ended questions in verbal and written form.	Learning Walk team, Data Teams		Team
Parental Involvement Action Step 1.2o: Parent conferences	Person Responsible: Family resource aide <u>Others Involved:</u> Parents. Classroom teachers, Support staff, Administration	April- June 2007	Materials and training from the Institute for Learning Community sponsors School incentives
Professional Development Action Step 1.2p: Continue IFL training and support with entire staff	Person Responsible: Principal <u>Others Involved:</u> Literacy Facilitator, Classroom teachers, Support staff	April - June 2007	Materials and training from the Institute for Learning

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○ **Elementary Grades (K-2):**

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- Average of students in grades K-2 mastering letter sounds tested on the SFA Fast Track Phonics will increase from 56% (as of March 2006) to 64%.
- Average of students in grades 1-2 at the proficient level on the DRA will increase from 22% (as of January 2006) to 50%.

○ **Intermediate Grades (3-8):**

- Average composite score on the 4Sight will increase from 57% (as of March 2006) to 64%.
- Average of students in grades 3-8 reading at or above grade level based on the SRI will increase from 41% (as of March 2006) to 55%.

Strategy 3: Increase instructional time devoted to the development of the ability to summarize and to identify similarities and differences in a variety of text passages in reading comprehension.

<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>Assessment Action Step 1.3b: Use the following assessments as data sources to inform instruction: SFA reading levels 2-6 have weekly story tests SFA assessments in November for grades 1-6 SRI Assessments for grades 7-8 4Sight Assessment in September and November for grades 3-8 Academic Reviews Student Portfolios Learning Walks Walk-Throughs Data Team Analysis Teacher/Student designed rubrics</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> SFA and Homeroom Teachers Support Staff Tutors Paraprofessionals</p>	<p>September - November 2006</p>	<p>4Sight Assessments and Grids SFA Assessments Scholastic Reading Inventory <u>Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement</u> by Robert Marzano, Debra J. Pickering and Jane E. Pollock District and school staff for Learning Walks</p>
<p>Parental Involvement Action Step 1.3c: Open House Parent conferences Homework Support</p>	<p>Person Responsible: Family resource Aide <u>Others Involved:</u> PTO President</p>	<p>September - November 2006</p>	<p>SFA Homework Resources Parent Resource Center and Parent Lending Library</p>

	SIT Parent Representatives Parents Literacy facilitator SFA and Homeroom Teachers Support Staff		
Professional Development Action Step 1.3d: District PD for CMT preparation Review of RESC Comprehension Module Component Meetings for teachers and tutors Data Team meetings analyzing data (CMT, SRI, 4Sight, SFA, DRA)	Person Responsible: Literacy facilitator <u>Others Involved:</u> Classroom Teachers Support Staff	September - November 2006	RESC Module - Comprehension Training materials CMT Language Arts Handbook Curriculum Guide The Perfect Fit/CMT Blueprint Data from CMT, SRI, 4Sight, SFA, DRA
2nd Quarter			
Instruction Action Step 1.3e: Teachers will continue to provide guided practice and encourage students' independent use of the strategies of summarization and identification of similarities and differences into literacy instruction utilizing graphic organizers including Venn Diagrams, Cause Effect, Story Map and others included in Teachers Resource Binder. Continue explicit instruction using modeling and guided practice of DRP strategies – key words, signal words, similarities and differences, cause and effect, making inferences, defining words, rewording ideas (summarizing) and choosing the best words- will take place during the Additional Literacy Block in grades 2-6 and during the language arts block in grades 7 – 8. Tutoring and/or instructional support services, which include reading comprehension support based on data, will be provided to selected students at risk.	Person Responsible: Literacy facilitator <u>Others Involved:</u> SFA and Homeroom Teachers Support Staff Tutors	November2006/January 2007	Curriculum Guide SFA Programs Ramp Up DRP binders CMT Blueprint The Perfect Fit Content Literacy Resource Guides CMT Language Arts Handbook Language Arts Framework Scholastic Guided Reading materials RESC Comprehension module- materials Library
Assessment Action Step 1.3f: Use the following assessments as data sources to inform	Person Responsible: Literacy facilitator	November2006 - January 2007	4Sight Assessments and Grids SFA Assessments

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<p>instruction: 4Sight Assessment in November and January for grades 3-8 SFA Assessments in January for grades 1-6 SRI Assessments in January for grades 7-8 Academic Reviews DRA assessments for grades 1-3 in January Teacher/Student designed rubrics</p>	<p><u>Others Involved:</u> SFA and Homeroom Teachers Support Staff Tutors Paraprofessionals</p>		<p>Scholastic Reading Inventory DRA Assessments</p>
<p>Parental Involvement Action Step 1.3g: Literacy Event participation Parent conferences Homework Support</p>	<p>Person Responsible: Family resource Aide <u>Others Involved:</u> PTO President SIT Parent Representatives Parents Literacy facilitator SFA and Homeroom Teachers Support Staff</p>	<p>November2006 - January 2007</p>	<p>SFA Homework Resources Literacy event emphasizing activities focusing on CMT strands. The Literacy Event will use resources from the RESC Comprehension module, CMT Language Arts Handbook, CMT Blueprint, and the Perfect Fit. Donated books for parents and students will be distributed to encourage reading. Parent Resource Center and Parent Lending Library</p>
<p>Professional Development Action Step 1.3h: District PD for CMT preparation Component Meetings for teachers and tutors Data Team meetings analyzing data (CMT, SRI, 4Sight, SFA, DRA)</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> Classroom Teachers Support Staff</p>	<p>November2007/January 2007</p>	<p>RESC Module - Comprehension Training materials CMT Language Arts Handbook Curriculum Guide The Perfect Fit/CMT Blueprint Data from CMT, SRI, 4Sight, SFA, DRA</p>
3rd Quarter			
<p>Instruction Action Step 1.3i: Students will demonstrate increased use of the strategies of summarization and identification of similarities and differences Students will demonstrate increased use of DRP strategies – key words, signal words, similarities and differences, cause and effect, making inferences, defining words, rewording ideas (summarizing) and choosing the best words- will take place during the Additional Literacy Block in grades 2-6 and during the language arts block in grades 7 – 8. Tutoring and/or instructional support services, which include reading comprehension support</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> SFA and Homeroom Teachers Support Staff Tutors</p>	<p>January - April 2007</p>	<p>Curriculum Guide SFA Programs Ramp Up Readers Workshop DRP binders CMT Blueprint The Perfect Fit Content Literacy Resource Guides CMT Language Arts Handbook Language Arts Framework Scholastic Guided Reading materials RESC Comprehension module- materials</p>

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<p>based on data, will be provided to selected students at risk</p>			<p>Library Teachers Resource Binder</p>
<p>Assessment Action Step 1.3j: Use the following assessments as data sources to inform instruction: 4Sight Assessments in January and April for grades 3-8 SFA Assessments for grades 1-6 KinderRoots assessments in March and April Academic Reviews Teacher/Student designed rubrics</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> SFA and Homeroom Teachers Support Staff Tutors Paraprofessionals</p>	<p>January - April 2007</p>	<p>4Sight Assessments and Grids SFA Assessments Scholastic Reading Inventory</p>
<p>Parental Involvement Action Step 1.3k: Parent conferences Homework Support</p>	<p>Person Responsible: Family resource Aide <u>Others Involved:</u> PTO President/Parents Literacy facilitator SFA and Homeroom Teachers Support Staff</p>	<p>January - April 2007</p>	<p>SFA Homework Resources</p>
<p>Professional Development Action Step 1.3l: District PD for CMT preparation Component Meetings for teachers and tutors Data Team meetings analyzing data (CMT, SRI, 4Sight, SFA, DRA)</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> Classroom Teachers Support Staff</p>	<p>January - April 2007</p>	<p>RESC Module - Comprehension Training materials CMT Language Arts Handbook Curriculum Guide The Perfect Fit/CMT Blueprint Data from CMT, SRI, 4Sight, SFA, DRA</p>
4th Quarter			
<p>Instruction Action Step 1.3m: Students will demonstrate increased use of the strategies of summarization and identification of similarities and differences Students will demonstrate increased use of DRP strategies – key words, signal words, similarities and differences, cause and effect, making inferences, defining words, rewording ideas (summarizing) and choosing the best words- will take place during the Additional Literacy Block in grades 2-6 and during the language arts block in grades 7 – 8. Tutoring and/or instructional support services,</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> SFA and Homeroom Teachers Support Staff Tutors</p>	<p>April - June 2007</p>	<p>Curriculum Guide SFA Programs Ramp Up DRP binders CMT Blueprint The Perfect Fit Content Literacy Resource Guides CMT Language Arts Handbook Language Arts Framework Scholastic Guided Reading materials RESC Comprehension module- materials</p>

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<p>which include reading comprehension support based on data, will be provided to selected students at risk.</p>			<p>Library</p>
<p>Assessment Action Step 1.3n: Use the following assessments as data sources to inform instruction: 4Sight Assessment in April for grades 3-8 DRA assessments for grades 1-2 in May KinderRoots assessments in April and May SRI Assessments for grades 7-8 in May Teacher/Student designed rubrics</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> SFA and Homeroom Teachers Support Staff Tutors Paraprofessionals</p>	<p>April - June 2007</p>	<p>4Sight Assessments and Grids SFA Assessments Scholastic Reading Inventory DRA Assessments</p>
<p>Parental Involvement Action Step 1.3o: Parent conferences Homework Support</p>	<p>Person Responsible: Family resource Aide <u>Others Involved:</u> PTO President SIT Parent Representatives Parents Literacy facilitator SFA and Homeroom Teachers Support Staff</p>	<p>April – June 2007</p>	<p>SFA Homework Resources</p>
<p>Professional Development Action Step 1.3p: Differentiated Instruction/Inclusion Component Meetings for teachers and tutors Data Team meetings analyzing data (CMT, SRI, 4Sight, SFA, DRA)</p>	<p>Person Responsible: Literacy facilitator <u>Others Involved:</u> Classroom Teachers Support Staff</p>	<p>April – June 2007</p>	<p>RESC Module - Comprehension Training materials CMT Language Arts Handbook Curriculum Guide The Perfect Fit/CMT Blueprint Data from CMT, SRI, 4Sight, SFA, DRA</p>